SPEF-R2

Student Practice Evaluation Form
Revised (Second Edition) Package

Occupational Therapy
School of Health and Rehabilitation Sciences

SPEF-R2 Training: **spef-r.shrs.uq.edu.au**
SPEF-R2 Online: **spefr.online**

The Student Placement Evaluation Form (SPEF) Development Team (1995 – 1998) consisted of occupational therapists representing both university and clinical settings. The team members were:

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Documents from the SPEF-Revised (Second Edition) Package developed by the Division of Occupational Therapy, School of Health and Rehabilitation Sciences, The University of Queensland should be referenced as follows:

- School of Health and Rehabilitation Sciences. (2020). Student Practice Evaluation Form – Revised (Second Edition) (SPEF-R2). In *Student Practice Evaluation Form – Revised (Second Edition) (SPEF-R2) Package*. Brisbane: The University of Queensland.

- School of Health and Rehabilitation Sciences. (2020). User Manual-Revised (Second Edition). In *Student Practice Evaluation Form – Revised (Second Edition) (SPEF-R2) Package*. Brisbane: The University of Queensland.

- School of Health and Rehabilitation Sciences. (2020). Student Review of Professional Practice Placement. In *Student Practice Evaluation Form – Revised (Second Edition) (SPEF-R2) Package*. Brisbane: The University of Queensland.

- School of Health and Rehabilitation Sciences. (2020). Résumé Preparation Tool – Record of Professional Practice Placement Experience. In *Student Practice Evaluation Form – Revised (Second Edition) (SPEF-R2) Package*. Brisbane: The University of Queensland.

Preface

Background

The need for a criterion referenced assessment that emphasised formative and summative feedback for students undertaking part or full time professional practice placements during the latter years of occupational therapy education programs was acknowledged by practice educators and academics alike in the early to mid 1990s. The original Student Practice Evaluation Form (SPEF) was developed by a collaborative team representing occupational therapy academics and practice educators from diverse professional settings through extensive consultation with a range of stakeholders. These stakeholders included students, academics and practice educators representing a wide range of areas including traditional and emerging practice at the time. An action research methodology was used to develop, trial and refine the evaluation tool. The SPEF was launched in 1998 at The University of Queensland and then utilised across the state of Queensland in 2000. In the ensuing years, it became adopted throughout Australia. In 2005, the SPEF development team was acknowledged with an Australian Award for University Teaching in the category Excellence in Improving/Enhancing Assessment.

In order to meet the changes in professional practice settings, service delivery models and diverse occupational therapy education programs, the tool was revised between 2005 and 2008, resulting in the Student Practice Evaluation Form – Revised Edition (SPEF-R) and the introduction of an online training tool. The SPEF-R is a competency-based evaluation tool that has been used by all Australian universities to assess the capability and performance of occupational therapy students on block practice placements. The utility and practicality of this tool has been further enhanced over recent years through the development of an online platform (SPEF-R Online), and inclusion of the SPEF-R Online comment bank.

The SPEF-R2 update

In the years since the SPEF-R was released, the occupational therapy landscape in Australia has evolved significantly. Occupational therapy practice areas and service delivery models have continued to expand. Practice placement approaches have become more diverse, with innovative practice education solutions becoming commonplace, and emerging areas of practice creating new opportunities for occupational therapy service delivery. It was clear that the content needed to be reviewed and refined to make the tool more contemporary and relevant to the current health care environment. Adding further complexity was the release the Australian Occupational Therapy Competency Standards (AOTCS) in February 2018. Incorporating the diversity of roles and contexts that now exist in occupational therapy practice remains not just a goal of the updated AOTCS (2018), but also served as further impetus for the SPEF-R Review Project, and the development of an updated tool, the SPEF-R2.

Mapping of the SPEF-R to the AOTCS (2018) resulted in a series of additions, amendments and revisions being made to the SPEF-R in order to improve correlation between the tool and the standards. The project team built upon these with further suggestions based on years of experience and research with the tool. Consistent with both the SPEF and SPEF-R development, the SPEF-R2 process has involved extensive stakeholder consultation. The draft SPEF-R2 was distributed nationally for consultation and feedback amongst occupational therapy academics, practice educators and students from all Australian states. Responses from more than 200 clinicians and university staff, in addition to more than 60 students enabled the project team to identify key trends for reworking the tool. Further refinement of the draft SPEF-R2 occurred after piloting and additional consultation with the SPEF-R2 Project Team and the SPEF-R2 Reference Group – resulting in the SPEF-Revised (Second Edition) Package – otherwise known as the SPEF-R2.

The SPEF-Revised (Second Edition) Package

The SPEF-R2 Package incorporates the following:

1. User Manual
2. The Student Practice Evaluation Form
3. The Student Review of Professional Practice Placement
4. Résumé Preparation Tool – Record of Professional Practice Placement Experience

User Manual

A thorough understanding of the User Manual contents is **imperative** when evaluating student performance with the SPEF-R2. The validity and reliability of the SPEF-R2 are dependent on its correct use at both halfway and final evaluation. For this reason SPEF-R2 users must be supplied with the User Manual – Revised (Second Edition) in addition to the SPEF-R2 itself.

Training

The SPEF-R2 Project Team **strongly advises** all practice educators to undertake training in the correct use of the SPEF-R2 in conjunction with the universities with which their students are affiliated.

A web-based training package can also be accessed at **spef-r.shrs.uq.edu.au**.

Acknowledgements

Contents

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Occupational Therapy, School of Health and Rehabilitation Sciences, The University of Queensland.

Student Practice Evaluation Form
Revised (Second Edition) Package

User Manual

Overview of the evaluation

The Student Practice Evaluation Form – Revised (Second Edition) (SPEF-R2) is designed to be graded **pass/fail,** with the emphasis on providing students with feedback that is helpful, objective and specific. The evaluation is completed at halfway, and again at the conclusion of the professional practice placement (referred to in the abbreviated form *practice placement,* or *placement* for the remainder of the document). Due to the comprehensive nature of the SPEF-R2 and the emphasis on sufficiency of observation to substantiate ratings/feedback, the evaluation is most suitable for later year/s block practice placements of **at least five weeks duration**. In some situations, it may be appropriate to only rate student performance on some of the domains. Universities may request that practice educators complete selected domains only, dependent upon the length and objectives of the placement. Familiarity with this manual is recommended irrespective of the version being used.

The tool addresses **learning objectives** within the following **domains**:

- Professional Behaviour
- Self-Management Skills
- Co-worker Communication
- Communication Skills
- Documentation
- Information Gathering
- Service Provision
- Service Evaluation/Reflection

Important

- **SPEF-R2 Online**
  The SPEF-R2 exists in both electronic and paper-based formats. The functionality and flexibility enabled within the online platform allow the user a degree of control and flexibility in how they interact with the SPEF-R2. It is a quicker and more efficient process for both completing the evaluation, and submitting it to the relevant university. However, the paper-based version is still able to be used. Practice educators are encouraged to discuss their preference with their local university. The SPEF-R2 Online can be accessed at the following address: www.spefr.online.

For each learning objective an **item bank** is provided. The **items** within a bank describe knowledge, behaviours and/or skills that contribute to the demonstration of a student's achievement of the associated learning objective. Each item is rated on a **five point scale**. Professional practice educators (referred to in the abbreviated form *practice educators* for the remainder of the document) are encouraged to customise item **examples** to enhance the "fit" of the evaluation to their workplace. Different item banks have different numbers of items, however this does not reflect the importance of the associated learning objective. Instead, it reflects the differing nature of the learning objectives and the key behaviours considered necessary to meet them. While some item banks are used for all workplaces, others vary in their focus and/or terminology. Consequently, in three domains a choice of two broad **streams (Direct Service Provision** and **Project Management/Consultancy)** is provided to practice educators to better capture the knowledge, behaviours and skills required by their roles or workplaces.

Within this basic framework, **core items** have been identified. The core items are considered essential components of occupational therapy practice. Therefore the rating of core items has a significant bearing on the overall outcome of the evaluation.

In addition to rating items, practice educators also provide more specific written feedback about the related learning objectives in the **feedback/recommendations** space provided.

Finally, a **summary statement** regarding the student's overall performance is recorded together with a result of **passing/pass** *or* **failing/fail**. Students must achieve the stated minimum requirements in order to be awarded a passing result. (See pages 25 – 27 for specific details of minimum requirements.)

Prior to using the SPEF-R2, it is highly recommended that practice educators attend training and/or access the web-based training package at **spef-r.shrs.uq.edu.au**. Students are also encouraged to familiarise themselves with the tool by using the training package.

Learning objectives and domains

The **learning objectives** broadly cover the knowledge, behaviours and skills students will need to develop if they are to provide effective services as occupational therapists. As previously mentioned, these objectives relate to the following **domains:**

1. **Professional Behaviour**
2. **Self-Management Skills**
3. **Co-worker Communication**
4. **Communication Skills**
5. **Documentation**
6. **Information Gathering**
7. **Service Provision**
8. **Service Evaluation/Reflection**

Each learning objective is stated in full at the beginning of each item bank. (See the circled example following.)

Example:

1. Professional Behaviour

| Same item bank for all settings |

Learning Objective: Conducts self in a professional manner.

Please tick the appropriate box

CORE

1. **Respects rights, values and beliefs of service users and co-workers** e.g. uses non-discriminatory and non-judgemental language; validates others' values and perspectives; separates own values from those of others; adheres to relevant legislation.

| Halfway: | NA | 1 | 2 | 3 | 4 | 5 | I/O |

| Final: | NA | 1 | 2 | 3 | 4 | 5 | I/O |

sample only

Important

👉 • Learning objectives are stated in full at the beginning of each domain.

Streams

For domains 4, 6 and 7 i.e. those addressing **communication skills, information gathering** and **service provision**, practice educators choose one of two broad streams to best reflect the nature of their role, the terminology of their workplace and/or the students' learning objectives.

These streams are:

(A) **Direct Service Provision** – The occupational therapist has **direct contact** with service users and often their families/significant others. The therapist may **provide individual and/or group therapy services** or may primarily act in a **case management role**, co-ordinating and supporting the intervention of other service providers.

(B) **Project Management / Consultancy** – This area encompasses a broad range of roles including the provision of **consultancy services** to workplaces, **management of major projects** and involvement in **research.**

(Stream B does not encompass smaller assignments/projects a practice educator may assign as part of a predominantly direct service provision practice placement. Such work can be assessed using appropriate items within Stream A. For example, a literature review presented to co-workers could be assessed using Co-worker Communication, item 3 and Information Gathering (A), item 1.

The evaluation form cues practice educators when a choice of streams has to be made i.e. domains 4, 6, 7.

The practice educator is only required to complete **one** stream for each of these domains. Where there is some overlap in a therapist's roles, the practice educator is asked to choose the option that **best** describes the knowledge, behaviours and skills needed. At the commencement of the practice placement the practice educator should inform the student which stream will be used in the evaluation process. The SPEF-R2 Online requires the user to specify which stream is to be used for the placement prior to gaining access to the evaluation form items and domains. It will then automatically populate the designated stream options for domains 4, 6 and 7 based on this selection. In **rare** circumstances, more than one option may seem highly relevant and the practice educator may complete the additional stream if desired. In such a case the student would be required to pass *both* streams. Please discuss this decision with the university concerned.

Important

- For domains 4, 6 and 7 choose *either* Stream **(A)** (Direct Service Provision) *or* **(B)** (Project Management Consultancy), whichever stream *best* fits *your* workplace.

- At the commencement of the practice placement, inform your student which stream has been chosen.

- The SPEF-R2 Online allows the user to specify which stream is to be used for the placement and automatically populates the designated stream options based on this selection.

Terminology

The SPEF-R2 has incorporated the use of some generic terminology to best represent the contemporary scope of occupational therapy services, and to accommodate possible future developments within the profession.

This terminology includes:

- *Practice placement (professional practice placement)* which incorporates alternative terms including fieldwork, student/clinical placement.
- *Practice educator (professional practice educator)* who in some settings may be referred to as a clinical educator, a supervisor or clinical supervisor.
- *Service user/s* which incorporates alternative terms including client/s, consumer/s, patient/s, community/client forums and/or groups etc.
- *Information gathering* which incorporates assessment, both formal and informal.
- *Service provision* which in some settings may be referred to as intervention.

When giving feedback and in discussions with students, practice educators should feel comfortable to adopt the terminology used in their workplace.

Important

☞

- **Terminology incorporates the use of generic terms**
  practice placement, practice educator, service user/s, information gathering and service provision.

Items

The item banks are comprised of **items** which describe the knowledge, behaviours and skills required to meet the learning objective.

These behaviours are numbered and written in bold type on the evaluation form. (See the circled item following.)

Example:

5. Documentation

Same item bank for all settings

Learning Objective: Develops and maintains appropriate documentation.

Please tick the appropriate box

C O R E

1. **Adheres to formal workplace documentation requirements** e.g. produces timely, accurate, grammatically correct written work; observes confidentiality; uses appropriate language, format, frequency and distribution; stores information appropriately; follows guidelines for online/electronic notes/ records.

| Halfway: | NA | 1 | 2 | 3 | 4 | 5 | I/O |
| Final: | NA | 1 | 2 | 3 | 4 | 5 | I/O |

Examples

More information is provided immediately following the bolded item in the form of **examples**. (See the circled example following.)

Example:

5. Documentation

Same item bank for all settings

Learning Objective: Develops and maintains appropriate documentation.

Please tick the appropriate box

C O R E

1. **Adheres to formal workplace documentation requirements** e.g. produces timely, accurate, grammatically correct written work; observes confidentiality; uses appropriate language, format, frequency and distribution; stores information appropriately; follows guidelines for online/electronic notes/ records.

| Halfway: | NA | 1 | 2 | 3 | 4 | 5 | I/O |
| Final: | NA | 1 | 2 | 3 | 4 | 5 | I/O |

The purpose of these examples is to provide clarification and to facilitate the practice educator's recall of the student's experiences and performance. They are *not* intended to be an exclusive list of the behaviours or contexts that the item addresses, but provide **some examples only**. These examples also serve to provide students with useful prompts of required behaviours.

Occasionally some examples may seem to contain information included previously e.g. confidentiality, cultural considerations, reflective practice and clinical/professional reasoning. This is intentional, providing a number of contexts in which the behaviour is applicable.

Customising examples

Additional space has been provided under each item to allow practice educators to note their own **workplace-specific examples**. (See the circled example following.) The SPEF-R2 Online allows users to enter this information easily.

Example:

5. Documentation

Same item bank for all settings

Learning Objective: Develops and maintains appropriate documentation.

Please tick the appropriate box

		Halfway:	NA	1	2	3	4	5	I/O

CORE 1. **Adheres to formal workplace documentation requirements** e.g. produces timely, accurate, grammatically correct written work; observes confidentiality; uses appropriate language, format, frequency and distribution; stores information appropriately; follows guidelines for online/electronic notes/ records.

		Final:	NA	1	2	3	4	5	I/O

Sample only

CORE 2. **Selects and implements appropriate methods of documentation** e.g. develops/uses documentation templates and examples appropriately; uses appropriate range of

		Halfway:	NA	1	2	3	4	5	I/O

In preparing for practice placements, practice educators are encouraged to customise these examples to suit their organisational roles and contexts. Therefore prior to a placement commencing, *it is strongly recommended that practice educators record for each item, additional examples of workplace-specific behaviours they would be looking for to substantiate ratings allocated during the practice placement*. The SPEF-R2 Online provides functionality for practice educators to specifically customise the SPEF-R2 for their own workplace, service and role – with the ability to add localised examples within each item to specifically reflect the expectations within that service. There may also be some examples that do not appear relevant to the workplace. In this instance, the practice educator may wish to indicate this to the student at the start of placement. Customised examples should be shared with students at the commencement of the practice placement, and may be useful in planning learning experiences throughout its duration. While formulating examples may seem a potentially time consuming task, it generally only needs to be done once, with the same examples being relevant for subsequent students. The SPEF-R2 Online enables practice educators to save templates with customised examples, and to use these for subsequent students.

Core items

Within the evaluation, **core items** can be easily identified by the ➤ symbol. (See the circled example following.)

Example:

5. Documentation

Same item bank for all settings

Learning Objective: Develops and maintains appropriate documentation.

Please tick the appropriate box

➤ **C O R E**

1. **Adheres to formal workplace documentation requirements** e.g. produces timely, accurate, grammatically correct written work; observes confidentiality; uses appropriate language, format, frequency and distribution; stores information appropriately; follows guidelines for online/electronic notes/records.

Halfway:	NA	1	2	3	4	5	I/O

Final:	NA	1	2	3	4	5	I/O

These items/behaviours are considered foundational to the practice of occupational therapy. Particular attention has been paid to the contemporary Australian occupational therapy landscape, the Australian Competency Standards 2018 and trends observed in the national consultation and feedback phase of the SPEF-R2 development.

Students are required to achieve a minimum rating of 3 on each of these core items in the final evaluation to achieve an overall pass. Core behaviours/items have been identified for all learning objectives.
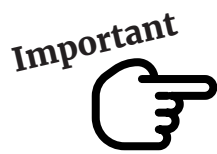
Important

• Plan ahead – customise/develop specific workplace examples for *each* item before your student arrives, and let the student know what they are.

• Core items are identified within the evaluation by the ➤ symbol.

• Students are required to achieve a minimum rating of 3 on *each* core item to pass overall.

Rating a student's performance

The rating scale

Each item is rated according to the following five point scale or as *insufficient observation* or *not applicable*.

FAILING	1. **Performs Unacceptably:** Fails to demonstrate competence; performs in an unsafe and/or inappropriate manner; requires constant monitoring and/or assistance/direction; fails to demonstrate an understanding or application of feedback to improve performance; demonstrates inadequate understanding and application of fundamental knowledge and skills (displays significant gaps and/or inaccuracies).
EXPERIENCING DIFFICULTY	2. **Performs Marginally:** Demonstrates limited competence (marked inconsistency may be evident); performs safely and appropriately with substantial supervision and/or assistance/direction; demonstrates limited understanding and application of fundamental knowledge and skills (displays some gaps and/or inaccuracies).
PASSING	3. **Performs Adequately:** Demonstrates satisfactory performance; performs safely and appropriately with appropriate levels of supervision and occasional prompting; demonstrates acceptable understanding and application of fundamental knowledge and skills.
	4. **Performs Proficiently:** Demonstrates effective performance consistently; performs safely and appropriately consistently (supervision may still be appropriate due to the nature of the setting); demonstrates thorough breadth and depth of understanding and effective application of fundamental knowledge and skills.
	5. **Performs With Distinction:** Demonstrates accomplished performance consistently; performs safely and appropriately consistently (supervision may still be appropriate due to the nature of the setting); demonstrates substantial breadth and depth of understanding and skilful application of fundamental knowledge and skills.
	N/A – Not Applicable: The behaviour has not been required as part of the student's learning experience. (The behaviour may or may not be relevant to the setting.) For the purposes of determining a result, N/A is considered equivalent to a rating of 3. Students should be informed at the commencement of the practice placement which items (if any) are considered not applicable.
	I/O – Insufficient Observation: The behaviour or skill has not been observed often enough for the practice educator to make a determination regarding performance. For the purposes of determining a result, I/O is considered equivalent to a rating of 3. A rating of I/O at halfway may indicate useful learning experiences to include in the remaining period of practice placement.

> **Important** 👉
>
> • **Ratings of N/A and I/O are equivalent to a rating of 3.**
>
> • **Inform students of items that will be considered N/A.**
>
> • **A rating of I/O on the halfway evaluation may indicate useful learning experiences for the second half of the practice placement.**

Using the rating scale

When completing the evaluation it is recommended that the practice educator have the full rating scale in view, to help identify which rating most accurately describes the student's knowledge/behaviours and/or skills for each item. Within the rating scale the general level of competence is expanded upon, incorporating key concepts which address safety and appropriateness (physical, psychological, cultural etc), degree of assistance/prompting/monitoring required, and level/application of knowledge and skills.

Students are to be rated as students, as opposed to being evaluated as newly graduating therapists. Students may have further learning to occur within their university programs following placement, and the context in which they are practising as a student is different to that of a new graduate. As such, practice educators are not to measure students against a new graduate level of performance. Rather, the expectation is for students to be assessed at a student level. Additionally, for each practice placement students encounter new experiences in new contexts. The skills and behaviours described in domains 1 – 5 are often more able to be generalised and therefore students may demonstrate growth in these areas as they encounter subsequent practice placements. However this is less likely to be the case for domains 6 – 8 where they may encounter context specific learning experiences for the first time.

Within the SPEF-R2 the rating scale fundamentally distinguishes between satisfactory and unsatisfactory performance. A rating of 3 and above indicates that a satisfactory level of performance has been demonstrated. Naturally, students are encouraged to seek to develop their knowledge and skills to a higher level over the course of the practice placement. It should be noted that ratings of 5 indicate *accomplished* performance **at a student level**, and individual student profiles *dominated* by 5s would be uncommon. Practice educators however are encouraged to allocate a rating of 5 when it is deserved. (An example of what student performance *could* look like at different levels of the rating scale is provided in Appendix A.)

It should be noted that allocating ratings is only one element of the teaching and evaluation process. Providing comprehensive qualitative comments in the *Feedback/Recommendations* sections of the form is foundational to the effective use of the SPEF-R2. (For more information see *Feedback/Recommendations* on page 24.)

The rating scale appears in the right hand column of each item bank. (See the circled example following.)

Example:

5. Documentation

<div style="text-align:right">

Same item bank for all settings

</div>

Learning Objective: Develops and maintains appropriate documentation.

Please tick the appropriate box

➤ C O R E	1. **Adheres to formal workplace documentation requirements** e.g. produces timely, accurate, grammatically correct written work; observes confidentiality; uses appropriate language, format, frequency and distribution; stores information appropriately; follows guidelines for online/electronic notes/records.						

Halfway:	NA	1	2	3	4	5	I/O
Final:	NA	1	2	3	4	5	I/O

Practice educators are asked to select the chosen rating in the appropriate line of boxes on the form or within the SPEF-R2 Online item bank page. **Practice educators can allocate whole ratings only i.e. half marks are not permissible.** *In situations where student performance has changed in the period between halfway and final evaluation, yet the degree of change is insufficient to allocate a different rating, practice educators are encouraged to highlight the changes that have been noted in the corresponding Feedback/ Recommendations section of the form.*

Rating for each item at halfway is based on *overall* student performance for the relevant skills/behaviours from commencement to halfway. Final evaluation is based on *overall* student performance for each item *from halfway to the practice placement's completion*. The rating scale is to be applied in the same manner at both the halfway and final evaluations. Practice educators may, however, have increased expectations of student performance at the final evaluation. Space is provided on the evaluation form and within the SPEF-R2 Online to complete both the halfway and final assessment.

Important

- **Students are to be rated as *students.* Students are not to be compared with, or assessed as new graduates.**

- **Qualitative feedback comments are strongly encouraged.**

- **Ratings are allocated on a five point scale. No half marks.**

- **Use *Feedback/Recommendations* section to highlight change when a change in rating is not warranted.**

- **Rating for each item at halfway is based on *overall* performance for the relevant behaviours from commencement.**

- **Rating for each item at the final evaluation is based on overall performance for the relevant behaviours from halfway to completion.**

Example rating descriptions

The following tables include brief examples of how practice educators may apply the rating scale within each domain. These are to be used as a guide only – please be sure to expand upon these by paying particular attention to the item descriptions, examples and online comment bank.

Rating descriptions for Domain 1 – Professional Behaviour

FAILING	1. **Performs Unacceptably:** • Student demonstrates **inappropriate** conduct and behaviour • Student requires **constant assistance** or support from educator to conduct self in a professional manner
EXPERIENCING DIFFICULTY	2. **Performs Marginally:** • Student demonstrates **limited** or **inconsistent** ability to conduct self in a professional manner • Student requires **substantial encouragement** or support from educator to conduct self in a professional manner
PASSING	3. **Performs Adequately:** • Student demonstrates **satisfactory** or **appropriate** ability to conduct self in a professional manner with **occasional support** or prompting from educator
	4. **Performs Proficiently:** • Student **consistently** and **proficiently** represents occupational therapy in a professional manner
	5. **Performs With Distinction:** • Student demonstrates **accomplished performance** with professional behaviour • Student demonstrates **high level** of **independent** ability to conduct self and represent occupational therapy in a professional manner

Rating descriptions for Domain 2 – Self-Management Skills

FAILING	**1. Performs <u>Unacceptably</u>:** • Student is **_unable_** to demonstrate adequate self-management skills without **_constant assistance_** or support from educator
EXPERIENCING DIFFICULTY	**2. Performs <u>Marginally</u>:** • Student demonstrates **_limited_** or **_inconsistent_** self-management skills • Student requires **_substantial encouragement_** or support from educator to demonstrate effective self-management skills
PASSING	**3. Performs <u>Adequately</u>:** • Student demonstrates **_satisfactory_** or **_appropriate_** self-management skills in the workplace • Student demonstrates **_satisfactory_** or **_appropriate_** ability to assume responsibility for own learning, respond to feedback and modify practice accordingly
	4. Performs <u>Proficiently</u>: • Student **_consistently_** and **_proficiently_** demonstrates effective self-management skills with **_appropriate_** support or prompting as required
	5. Performs <u>With Distinction</u>: • Student demonstrates **_accomplished performance_** with self-management skills • Student demonstrates **_high level_** of **_independent_** ability to manage self effectively

Rating descriptions for Domain 3 – Co-Worker Communication

FAILING	1. **Performs <u>Unacceptably</u>:**
	• Student demonstrates **_inappropriate_** verbal or non-verbal communication to co-workers or makes inappropriate challenges to team members knowledge or skills
	• Student requires **_constant assistance_** or support from educator to collaborate or negotiate with co-workers
EXPERIENCING DIFFICULTY	2. **Performs <u>Marginally</u>:**
	• Student demonstrates **_limited_** or **_inconsistent_** confidence when communicating or negotiating with co-workers
	• Student requires **_substantial encouragement_** or support to engage in discussion and clearly articulate observations and clinical/professional reasoning to co-workers
PASSING	3. **Performs <u>Adequately</u>:**
	• Student demonstrates **_satisfactory_** or **_appropriate_** ability to communicate or negotiate respectfully with colleagues in formal and informal settings
	• Student demonstrates **_satisfactory_** or **_appropriate_** ability to communicate relevant clinical information and clinical/professional reasoning to co-workers with **_occasional support_** or prompting
	4. **Performs <u>Proficiently</u>:**
	• Student demonstrates a **_proficient_** ability to communicate and negotiate effectively and respectfully with co-workers in formal and informal settings
	• Student demonstrates **_consistently effective_** communication and negotiation skills with co-workers with appropriate support or prompting as required
	5. **Performs <u>With Distinction</u>:**
	• Student demonstrates **_accomplished performance_** with co-worker communication
	• Student demonstrates **_high level_** of **_independent_** ability to clearly and confidently articulate **_substantial_** understanding of OT role and role of others within the multidisciplinary team

Rating descriptions for Domain 4A – Communication Skills

FAILING	**1. Performs <u>Unacceptably</u>:** • Student demonstrates marked ***withdrawn*** behaviour or ***avoids*** opportunities to communicate with service users and significant others • Student requires ***constant assistance*** from educator to facilitate communication with service users and significant others
EXPERIENCING DIFFICULTY	**2. Performs <u>Marginally</u>:** • Student demonstrates ***limited*** or ***inconsistent*** confidence when communicating with service users or significant others • Student requires ***substantial prompting*** and support to communicate appropriately with service users and significant others
PASSING	**3. Performs <u>Adequately</u>:** • Student demonstrates ***satisfactory*** or ***appropriate*** ability to communicate effectively with service users and significant others with ***occasional prompting*** as required
	4. Performs <u>Proficiently</u>: • Student demonstrates a ***consistent*** and ***proficient*** ability to communicate effectively with service users and significant others
	5. Performs <u>With Distinction</u>: • Student demonstrates ***accomplished performance*** when communicating with service users and significant others • Student demonstrates ***high level*** of ***independent*** ability to communicate effectively with service users and significant others

Rating descriptions for Domain 4B – Communication Skills

FAILING	**1. Performs <u>Unacceptably</u>:** • Student demonstrates marked ***withdrawn*** behaviour or ***avoids*** opportunities to communicate with key stakeholders or organisational clients • Student requires ***constant assistance*** from educator to communicate safely or appropriately with key stakeholders or organisational clients
EXPERIENCING DIFFICULTY	**2. Performs <u>Marginally</u>:** • Student demonstrates ***limited*** or ***inconsistent*** confidence and ability to communicate effectively with key stakeholders or organisational clients • Student requires ***substantial prompting*** and/or assistance to communicate safely and appropriately with key stakeholders or organisational clients
PASSING	**3. Performs <u>Adequately</u>:** • Student demonstrates ***appropriate*** and ***respectful*** professional communication with key stakeholders or organisational clients • Student demonstrates ability to collaborate and negotiate with key stakeholders and organisational clients with occasional prompting as required
	4. Performs <u>Proficiently</u>: • Student demonstrates a ***consistent*** and ***proficient*** ability to communicate effectively with key stakeholders or organisational clients
	5. Performs <u>With Distinction</u>: • Student demonstrates ***accomplished performance*** when communicating with key stakeholders or organisational clients • Student demonstrates ***high level*** of ***independent*** ability to articulate professional reasoning to key stakeholders or organisational clients

Rating descriptions for Domain 5 – Documentation Skills

FAILING	1. **Performs <u>Unacceptably</u>:** • Student **_fails_** to maintain documentation as appropriate to the work setting • Student requires **_constant assistance_** from educator to develop and maintain appropriate documentation in line with work requirements
EXPERIENCING DIFFICULTY	2. **Performs <u>Marginally</u>:** • Student demonstrates **_limited_** or **_inconsistent_** ability to develop and maintain appropriate documentation in line with work requirements • Student requires **_substantial prompting_** and/or assistance to develop and maintain appropriate documentation
PASSING	3. **Performs <u>Adequately</u>:** • Student demonstrates **_appropriate_** ability to develop and maintain documentation in line with workplace requirements • Student demonstrates **_appropriate_** ability to develop and maintain workplace documentation with occasional prompting as required
	4. **Performs <u>Proficiently</u>:** • Student demonstrates a **_consistent_** and **_proficient_** ability to develop and maintain professional documentation in appropriate timeframes according to work setting
	5. **Performs <u>With Distinction</u>:** • Student demonstrates **_accomplished performance_** when developing and maintaining workplace documentation • Student demonstrates **_high level_** of **_independent_** ability to develop and maintain workplace documentation in appropriate timeframes

Rating descriptions for Domain 6A – Information Gathering

FAILING	**1. Performs <u>Unacceptably</u>:**
	• Student **fails** to demonstrate effective information gathering skills
	• Student requires **constant assistance** from educator to gather relevant information safely and effectively
EXPERIENCING DIFFICULTY	**2. Performs <u>Marginally</u>:**
	• Student demonstrates **limited** or **inconsistent** ability to gather relevant information
	• Student requires **substantial prompting** and/or assistance from educator to gather relevant information safely and effectively
PASSING	**3. Performs <u>Adequately</u>:**
	• Student demonstrates **appropriate** or **satisfactory** ability to gather relevant information safely and effectively with **occasional** prompting as required
	4. Performs <u>Proficiently</u>:
	• Student demonstrates a **consistent** and **proficient** ability to gather relevant information safely and effectively
	5. Performs <u>With Distinction</u>:
	• Student demonstrates **accomplished performance** when gathering relevant information
	• Student demonstrates **high level** of **independent** ability to gather relevant information safely and effectively in line with workplace requirements

Rating descriptions for Domain 6B – Information Gathering

FAILING	1. **Performs <u>Unacceptably</u>:**
	• Student *fails* to demonstrate effective information gathering skills
	• Student requires *constant assistance* from educator to gather relevant information safely and effectively
EXPERIENCING DIFFICULTY	2. **Performs <u>Marginally</u>:**
	• Student demonstrates *limited* or *inconsistent* ability to gather relevant information
	• Student requires *substantial prompting* and/or assistance from educator to gather relevant information safely and effectively
PASSING	3. **Performs <u>Adequately</u>:**
	• Student demonstrates *appropriate* or *satisfactory* ability to gather relevant information safely and effectively with *occasional* prompting as required
	4. **Performs <u>Proficiently</u>:**
	• Student demonstrates a *consistent* and *proficient* ability to gather relevant information safely and effectively
	5. **Performs <u>With Distinction</u>:**
	• Student demonstrates *accomplished performance* when gathering relevant information
	• Student demonstrates *high level* of *independent* ability to gather relevant information safely and effectively in line with workplace requirements

Rating descriptions for Domain 7A – Service Provision

FAILING	1. **Performs <u>Unacceptably</u>:**
	• Student demonstrates *difficulty* and requires *constant assistance* from educator to develop or implement effective service provision
	• Student demonstrates *inadequate* understanding and application of fundamental knowledge required to effectively plan or implement service provision
EXPERIENCING DIFFICULTY	2. **Performs <u>Marginally</u>:**
	• Student demonstrates *limited* or *inconsistent* confidence and/or knowledge required to develop and implement effective service provision
	• Student requires *substantial prompting* and support to plan or implement direct service provision with service users and significant others
PASSING	3. **Performs <u>Adequately</u>:**
	• Student demonstrates *appropriate* or *satisfactory* ability to plan or implement direct service provision with *occasional* prompting as required
	• Student demonstrates a *satisfactory* or *acceptable* level of fundamental knowledge required in order to effectively plan and implement service provision
	4. **Performs <u>Proficiently</u>:**
	• Student demonstrates a *consistent* and *proficient* ability to safely and effectively develop and implement direct service provision
	• Student demonstrates a *thorough* understanding of fundamental knowledge required for safe and effective direct service provision
	5. **Performs <u>With Distinction</u>:**
	• Student demonstrates *accomplished performance* with developing and implementing direct service provision
	• Student demonstrates *high level* of *independent* ability to safely plan and implement direct service provision
	• Student demonstrates a *substantial* understanding of fundamental knowledge required in order to provide safe and effective service provision

Rating descriptions for Domain 7B – Service Provision

FAILING	1. **Performs <u>Unacceptably</u>:** • Student demonstrates **difficulty** and requires **constant assistance** from educator to design or implement effective service provision • Student demonstrates **inadequate** understanding and application of fundamental knowledge required to effectively design or implement service provision
EXPERIENCING DIFFICULTY	2. **Performs <u>Marginally</u>:** • Student demonstrates **limited** or **inconsistent** confidence and/or knowledge required to design or implement effective service provision • Student requires **substantial prompting** and support to design or implement effective service provision with key stakeholders
PASSING	3. **Performs <u>Adequately</u>:** • Student demonstrates **appropriate** or **satisfactory** ability to plan or implement direct service provision with **occasional** prompting as required • Student demonstrates a **satisfactory** or **acceptable** level of fundamental knowledge required in order to effectively plan and implement service provision with key stakeholders
	4. **Performs <u>Proficiently</u>:** • Student demonstrates a **consistent** and **proficient** ability to safely and effectively develop and implement service provision with key stakeholders • Student demonstrates a **thorough** understanding of fundamental knowledge required for safe and effective service provision
	5. **Performs <u>With Distinction</u>:** • Student demonstrates **accomplished performance** with designing and implementing service provision with key stakeholders • Student demonstrates **high level** of **independent** ability to safely plan and implement service provision • Student demonstrates a **substantial** understanding of fundamental knowledge required in order to provide safe and effective service provision

Rating descriptions for Domain 8 – Service Evaluation/Reflection

FAILING	1. **Performs Unacceptably:**
	• Student **fails** to identify the need to evaluate and reflect on service provision or is **unable** to implement effective evaluation and reflection skills without **constant assistance** from educator
EXPERIENCING DIFFICULTY	2. **Performs Marginally:**
	• Student demonstrates **limited** or **inconsistent** ability to implement effective evaluation and reflection skills
	• Student requires **substantial prompting** and **assistance** to reflect on practice, interpret evaluation information and adapt service provision accordingly
PASSING	3. **Performs Adequately:**
	• Student demonstrates **appropriate** or **satisfactory** evaluation and reflection skills with **occasional** support or prompting from educator as required
	4. **Performs Proficiently:**
	• Student demonstrates a **consistent** and **proficient** ability to reflect on practice, interpret evaluation information, and adjust service provision as required
	5. **Performs With Distinction:**
	• Student demonstrates **accomplished performance** with evaluation and reflection skills

Substantiating ratings

During the practice placement, practice educators will need to gather information to provide the student with high quality feedback and to substantiate ratings and recommendations. Suitable methods of gathering relevant information include direct observation of the student, asking questions, viewing written reflections, reading documentation, feedback from co-workers and asking the student to present information. Practice educators are encouraged to decide *prior to the commencement* of the practice placement the type of information required to substantiate ratings for *each* SPEF-R2 item. Examples of the knowledge/behaviours and/or skills that could be used to substantiate evaluation should be shared with the student at the commencement of the practice placement. Information used to substantiate evaluation decisions needs to be **valid**, addressing what is meant to be evaluated; and **sufficient**, ensuring enough information is available to support the evaluation process. A rating of I/O is able to be given when the practice educator determines there has been insufficient opportunity to observe a behaviour/skill.

Important

• **Plan ahead – consider *prior to the commencement* of the practice placement the type of information required to substantiate ratings for *each* SPEF-R2 item.**

• **Substantiating information needs to be *valid* and *sufficient.* (This could be planned at the same time that individualised workplace examples are developed [see page 8]).**

• **Give students examples of the knowledge, behaviours and skills you are looking for.**

Feedback and recommendations

As a primary emphasis of the SPEF-R2 is to provide constructive and detailed feedback, in addition to rating items, practice educators are asked to provide specific written feedback about the related learning objective in the ***Feedback/Recommendations*** section following each item bank. Students are more likely to be able to modify behaviours if the feedback is objective and identifies clearly what behaviour change is necessary for improvement. For example, instead of a student being told they have "poor communication skills", they could be specifically encouraged to:

- maintain eye contact
- speak more slowly and clearly.

Hence, practice educators are encouraged to add comments in terms of **current behaviours** and/or **desired behaviours**. Subsequently the practice educator and student may use these comments to collaboratively develop strategies to enable the student to meet requirements and/or further develop competence.

When providing comments, practice educators may add these under specific items, or alternatively use the summary comment space at the end of each domain. Not all items may need additional comment.

Important 👉

- **Comments within the *Feedback/Recommendations* section should be *specific* and *objective,* clearly describing *current* and/ or *desired behaviours.***

- **These comments are useful as a launching pad for discussion. Together develop strategies to encourage increasing competence.**

Summary feedback

The **halfway** and **final summary feedback** areas are located after the *Feedback/Recommendations* section of the final item bank. Here the practice educator records the result of passing/pass or failing/fail and provides more general feedback about the student's performance.

Determining an overall result

The student's overall result of pass or fail is determined by the specific criteria outlined below. These criteria relate to each domain and to the evaluation as a whole.

Overall results will be automatically calculated for evaluations completed using the SPEF-R2 Online site. If completing the evaluation on paper, practice educators should work systematically through the following steps to determine the result.

Step 1.   **Rate each item from the relevant item bank in each domain.
(NB: Ratings of N/A and I/O are to be counted as a pass for that item and are considered equivalent to a rating of 3.)**

Step 2.   **Determine if the student has passed or failed the relevant learning objective for each domain.**
To pass a learning objective, the student must achieve both of the following:

- **Pass *all* core items within the relevant item bank** i.e. **achieve** at least a rating of 3 on all core items. (These items are indicated with a ➤ symbol). **If a student fails a core item, they consequently fail the evaluation overall.**

- **Also pass at least the minimum number of additional items indicated in Table 1** (page 27). The minimum requirement for the learning objective is also indicated on the evaluation form. (See the circled example following.)

Example:

Performance Scores: 1 = unacceptable, 2 = marginal, 3 = adequate, 4 = proficient, 5 = with distinction, N/A = not applicable, I/O = insufficient observation (N/A and I/O = rating of 3).

Halfway: Passing ☐   Failing ☐

Minimum requirement for passing: passes all 3 core items (➤).

Final: Passed ☐   Failed ☐

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Once the result for the learning objective has been determined mark the pass or fail box. (See the circled example following.)

Example:

Performance Scores: 1 = unacceptable, 2 = marginal, 3 = adequate, 4 = proficient,
5 = with distinction, N/A = not applicable, I/O = insufficient observation (N/A and I/O = rating of 3).

Minimum requirement for passing: passes all 3 core items (➤).

| **Halfway:** | Passing ☑ | Failing ☐ |
| **Final:** | **Passed** ☐ | **Failed** ☐ |

Sample only

Step 3.   **Determine if the student has passed all relevant learning objectives. To achieve an overall pass the student must pass the relevant learning objective for all domains.**

For **examples of scoring,** refer to Appendix B, pages 39 – 42.

Important ☞

- **Ratings of N/A and I/O are to be counted as a pass for that item and are considered equivalent to a rating of 3.**

- **To achieve an overall pass the student must achieve *all* of the following:**

    – **Pass all core items.**

    – **Pass the additional minimum requirements indicated for each relevant learning objective (see Table 1). Minimum requirements are also indicated below each item bank.**

    – **Pass the relevant learning objective for all domains.**

    – **Results are automatically calculated for evaluations completed online.**

Table 1:

Minimum requirements for passing each learning objective

Domain	Item Bank and Associated Learning Objective	Minimum Requirement for Passing Learning Objective* (NB: a pass is a rating of 3 or more)
Professional Behaviour	**1. Professional Behaviour** *Conducts self in a professional manner*	Passes all 5 core items (➤). N/A and I/O = rating of 3
Self-Management Skills	**2. Self-Management Skills** *Demonstrates effective self management skills*	Passes all 3 core items (➤) plus 1 other item. N/A and I/O = rating of 3
Co-worker Communication	**3. Co-worker Communication** *Communicates effectively in the workplace*	Passes both core items (➤). N/A and I/O = rating of 3
Communication Skills	**4Ⓐ Communication Skills (Direct Service Provision)** *Communicates effectively with service users and significant others*	Passes all 4 core items (➤). N/A and I/O = rating of 3
	4Ⓑ Communication Skills (Project Management/Consultancy) *Communicates effectively with stakeholders/organisational clients*	Passes all 3 core items (➤). N/A and I/O = rating of 3
Documentation	**5. Documentation** *Develops and maintains appropriate documentation*	Passes all 3 core items (➤). N/A and I/O = rating of 3
Information Gathering	**6Ⓐ Information Gathering (Direct Service Provision)** *Demonstrates effective information gathering skills*	Passes all 3 core items (➤). N/A and I/O = rating of 3
	6Ⓑ Information Gathering (Project Management/Consultancy) *Develops and completes effective information gathering processes*	Passes all 3 core items (➤). N/A and I/O = rating of 3
Service Provision	**7Ⓐ Service Provision (Direct Service Provision)** *Develops and conducts/manages effective service provision*	Passes all 4 core items (➤) plus 1 other item. N/A and I/O = rating of 3
	7Ⓑ Service Provision (Project Management/Consultancy) *Designs and implements effective service provision*	Passes all 4 core items (➤) plus 1 other item. N/A and I/O = rating of 3
Service Evaluation/ Reflection	**8. Service Evaluation/Reflection** *Demonstrates effective evaluation and reflection skills*	Passes both core items (➤) plus 1 other item. N/A and I/O = rating of 3

* Learning objectives are associated with item banks containing different numbers of items, accordingly different **minimum requirements** have been developed for each objective.

Summary feedback at halfway evaluation

The SPEF-R2 is initially completed at the halfway point of the practice placement. In addition to providing ratings and feedback relating to each domain and the associated learning objective, practice educators also complete the **summary feedback at halfway.** Here the practice educator indicates if the student is passing or failing overall, according to the minimum requirements just described, and provides general feedback. (If the student has failed, or is at risk of failing please contact the university as soon as possible to discuss the situation, and refer to **if concerns exist**, page 29.)

General feedback provided may address the student's strengths, key learning outcomes for the remainder of the practice placement (required/desired outcomes) and suggestions for further learning experiences. Evaluation results are then discussed with the student and the form saved and submitted (for the SPEF-R2 Online), or signed and dated by all parties (for the hard copy version). Students should be provided with a copy of the evaluation. Some practice educators ask students to reflect on their own performance, completing a SPEF-R2 as a self-evaluation process. This can help the student to reflect on their own performance and enhance their response to feedback provided at the halfway evaluation.

The halfway evaluation is also an excellent opportunity for practice educators to seek feedback from students. Feedback may be sought about the adequacy of time which has been available for supervision, whether expectations are perceived as being clear and realistic, whether the workload needs to be adjusted, if there are additional experiences the student feels may be beneficial and whether the student is satisfied with the level of independence expected. Many students are reluctant to offer this type of feedback unless it is sought. Practice educators may find the **Student Review of Professional Practice Placement** (located following the SPEF-R2 Evaluation Form) to be a useful tool for facilitating such feedback.

Important 👉

At the Halfway Evaluation

- **Provide ratings and feedback for each domain and the associated learning objective.**

- **Indicate if the student is *passing* or *failing*. (See *Determining an overall result*, page 25). If the student has failed, or is at risk of failing see *If concerns exist,* page 29.**

- **Provide *general* feedback – this may address the student's strengths, required/desired outcomes and suggestions for further learning experiences.**

- **Discuss the evaluation with the student. All parties sign and date the hard copy document. For the online version, the practice educator submits this via the online platform. Provide the student with a copy.**

- **Seek feedback about the practice placement from the student.**

If concerns exist

If, at halfway, the student is identified as experiencing difficulties that place them at risk of failing the practice placement alert university staff as soon as possible. The **Concerns Exist Form** (located on the final pages of the SPEF-R2) is provided to assist with this process. Initial contact regarding difficulties may also be made by phone or email. It is recommended that the practice educator initiate this contact as early as possible in the placement. Prior to students commencing, it is helpful to become familiar with the preferred procedures of the university involved.
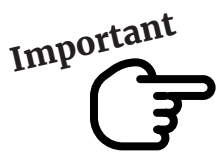
Important

- **Notify the university as soon as possible if you have concerns that the student may be at risk of failing. (The *Concerns Exist Form* is one way of communicating this information to the university.)**

Summary feedback at final evaluation

The final result is determined in the last week of the practice placement by the practice educator/s, and in the case of a student experiencing difficulty, in collaboration with university staff as required.

Ratings and feedback for each domain and the associated learning objective are again provided. After recording the overall result of pass or fail according to the minimum requirements, the practice educator is asked to complete a *brief overall summary* of the student's performance, focusing on performance from halfway. Previous specific feedback need not be repeated, rather it is an opportunity to put comments and recommendations into an overall context. Practice educators may wish to comment on the student's overall strengths and areas where skills are emerging and /or provide recommendations for future learning. As with the halfway evaluation, some practice educators may ask students to self-evaluate using the SPEF-R2 at this time.

Students themselves are encouraged to detail the workplace-specific learning opportunities they have undertaken in the **Résumé Preparation Tool – Record of Professional Practice Placement Experience**, located following the *Student Review of Professional Practice Placement*. Here they are encouraged to record practice frameworks used, general characteristics/issues of service users/stakeholder groups, relevant legislation/policies informing practice etc. *Practice educators therefore need not outline background workplace-specific information in the summary.*

Hard copy version: Once the evaluation is discussed together by the practice educator/s and student, all parties sign and date the document. The **original copy** (signed and dated) should then be returned as quickly as possible to university staff. The student should receive a copy.

Online version: After discussing and finalising the evaluation with the student, the practice educator is to electronically submit the completed evaluation via the online platform. The student should be reminded to access the completed evaluation online and to save a copy for their own records.

Practice educators may again wish to seek feedback about the practice placement from the student. Feedback may be provided in written form. (See *Student Review of Professional Practice Placement*. Alternatively, some workplaces develop their own forms.) Written feedback can serve as a useful basis for discussion.

Important

☞

- Provide ratings and feedback for each domain and the associated learning objective.

- Allocate a result of pass or fail. (See *Determining an overall result,* page 25).

- Provide a *brief overall summary* of performance. There is no need to repeat previous specific feedback, or outline background workplace information. Comment on your overall evaluation of the student's performance, and/or provide general recommendations.

- Discuss the evaluation with the student. All parties sign and date the document. Return the signed original to the university as soon as possible. For the online version, the practice educator is to electronically submit the completed evaluation via the online platform.

- Provide the student with a copy of the evaluation.

Student Review of Professional Practice Placement

At the completion of the practice placement the student may be required to provide the practice educator with formal feedback using the **Student Review of Professional Practice Placement**, located following the SPEF-R2. Some workplaces have their own tool for providing feedback. (At the commencement of the practice placement students should be made aware of what feedback will be expected.) Once the feedback has been discussed it should be signed by the practice educator/s and student and if required, returned to university staff. Practice educators may keep a copy of this feedback to inform organisational or personal development.

Résumé Preparation Tool – Record of Professional Practice Placement Experience

The **Résumé Preparation Tool – Record of Professional Practice Placement Experience** (the final document in the SPEF-R2 Package) is a useful way for students to record information about their practice placement experiences. This type of information is often crucial when completing job selection criteria and résumés. Use of this form is optional and therefore students are not required to present it for perusal.

Checklist of key steps

Before the student arrives

☐ Familiarise yourself with the tool – read the User Manual, attend training, access the web-based training package on **spef-r.shrs.uq.edu.au**.

☐ Familiarise yourself with the SPEF-R2 Online. Ensure you have a username and password access. Make sure your student is visible to you in the online tool and that you have accessed your specific university's version of the site. Be sure to contact the university if you are unsure.

☐ Choose the stream you will use for learning objectives 4, 6 and 7. (See page 5.)

Choose Stream **A** – if you provide direct services, either providing direct therapy or working primarily in a case manager role.

Choose Stream **B** – if you are primarily providing consultancy/project management services or involved in research.

☐ Generate workplace-specific examples for each item on the SPEF-R2. (See page 8.)
Determine which (if any) items will be rated as N/A. (See page 10.)

☐ At the same time identify specific behaviours/skills that would provide substantive information when applying the rating scale and giving feedback. (See page 23.)

When the student arrives

☐ Provide the student with the information regarding which stream (**A** or **B**) will be used, and the workplace-specific examples you have developed for each item. Give students examples of the knowledge, behaviours and/or skills you are looking for to substantiate ratings and feedback. If applicable, inform students of items that will be rated N/A. Also indicate the method through which you would prefer your student to provide feedback about their placement experience.
(See pages 5, 8, 10, 23, 28, 29, 30.)

At halfway evaluation

Complete the SPEF-R2. *Results for each item are based on the overall performance from commencement of the practice placement to halfway.*

☐ Provide a rating for each item. (See page 11.) The five point rating scale is applied. Have full descriptors of the scale in view when allocating ratings. (See page 10.)

1. Performs Unacceptably
2. Performs Marginally
3. **Performs Adequately – considered a pass**
4. Performs Proficiently
5. Performs With Distinction
N/A Not Applicable
I/O Insufficient Observation

(Ratings of N/A and I/O are considered a pass for the item and are equivalent to a rating of 3.)

☐ Provide helpful, objective and specific comments in the relevant *Halfway Feedback/ Recommendations* section for *each* domain, including learning goals for the second half of placement (See page 24.)

☐ Complete *summary feedback at halfway.* (See pages 25–28.)

- Use the scoring criteria to determine a result of pass or fail. (See page 25.) This will be completed automatically if using the online version of the SPEF-R2.

- The student must pass all core items. (Those identified with a ➤ symbol.)

- The student must also pass the additional minimum requirements indicated for each relevant learning objective. (See Table 1, page 27.) The minimum requirements are also indicated below each item bank.

- The student must pass each domain.

- Provide general feedback. Comments may address strengths, required/desired outcomes and/or suggestions for learning experiences for the final period of practice placement. (See page 28.)

- Some practice educators ask the student to self-evaluate using the SPEF-R2 at this time.

☐ If the student has failed or is at risk of failing contact university staff as soon as possible. (See page 29.) This can occur before halfway if concerns become evident early. The earlier you are able to involve the university in such situations, the more able they will be to provide guidance and support. The *Concerns Exist Form* is one method of communicating this information.

☐ Discuss the assessment with the student and provide a copy. For the online version, ensure the student has accessed a copy online or has a copy for themselves. (See page 28.)

☐ Ask the student for feedback about the practice placement. Consider using the *Student Review of Professional Practice Placement* to facilitate this process. (See pages 28, 30.)

At final evaluation

Results for each item are based on the overall performance from halfway to the completion of the practice placement.

☐ Complete the SPEF-R2 as for halfway. If student performance has changed for specific items, but the degree of change is insufficient to warrant a different rating, use the *Feedback/Recommendations* section to highlight the change noted. (See pages 12, 24.)

- Allocate a final result of pass or fail. (See page 25.) The decision to fail a student at the completion of the practice placement is usually made in collaboration with university staff. (See page 29.)

- Summary feedback does not need to repeat previous specific feedback, but is an opportunity to comment on overall performance, and/or provide general recommendations. (See page 29.)

- Some practice educators ask the student to self-evaluate using the SPEF-R2 at this time.

☐ Discuss the evaluation with the student. (See page 29.)

☐ For the hard copy version, practice educator/s and student sign the document. The original is sent to university staff. The student is provided with a copy. For the online version, the practice educator submits the evaluation via the online platform. The student should be encouraged to keep a copy for their own records. (See page 29.)

☐ Practice educators may again wish to seek feedback from the student, either formally (using the *Student Review of Professional Practice Placement* or an alternative workplace-specific form), or less formally, through use of discussion. Written feedback may serve as a useful springboard for discussion. (See pages 29, 30.)

☐ Students may choose to complete the *Résumé Preparation Tool – Record of Professional Practice Placement Experience* (the final section of the SPEF-R2 Package) to assist future recall of relevant practice experiences. Specific information of this nature is often crucial when preparing employment applications, particularly selection criteria. (See pages 29, 30.)

S P E F - R 2

Occupational Therapy, School of Health and Rehabilitation Sciences, The University of Queensland.

Student Practice Evaluation Form
Revised (Second Edition)

Appendix A

Applying the rating scale
– an example

Applying the rating scale – an example

What student performance *could* "look like" at different levels of the rating scale

Making a decision about allocating a rating to each item can be difficult. Practice educators and students alike express concerns about differing expectations and the potential effect this may have on student ratings.

The SPEF-R2 addresses this issue in a number of ways. It reinforces that practice educators need to underpin ratings with qualitative feedback and objective examples, and emphasises the value of this feedback as opposed to students focusing on ratings alone. The recommendation that the SPEF-R2 be graded as a pass/fail tool also reduces the potential impact of differences in rater severity.

When completing the evaluation, it is recommended that the practice educator have the full rating scale in view (page 10) to help identify which rating most accurately describes the student's knowledge/behaviours and/or skills for each item. Within the rating scale descriptors focus on safety and appropriateness (physical, psychological, cultural etc), degree of assistance/prompting/monitoring required, and level/application of knowledge and skills. Knowledge of the other considerations of applying the rating scale is also imperative. (See pages 10 – 23 in the User Manual.) Further information about applying the rating scale can be accessed through the SPEF-R2 training package at **spef-r.shrs.uq.edu.au**.

Practice educators have also confirmed the value of discussing with colleagues (often within the context of a training workshop), what type of behaviour patterns would characterise different ratings on the scale. With this in mind the following example has been developed, outlining what student performance **could** "look like" at different levels of the rating scale. The behaviours described are **examples only,** and certainly not an exhaustive list. Its purpose is to highlight how the key concepts within the rating scale (described above) could be applied so that the most appropriate rating is allocated.

The example is applied to the *Co-worker Communication* (Domain 3, item 1). (See the following pages where the item is stated in full, together with the wording for each level of the rating scale.) The learning objective for the item bank is that the student *communicates effectively within the workplace.*

> **Example:**

Please tick the appropriate box

> **C O R E**
> 1. **Collaborates, co-operates and negotiates with co-workers and student peers as appropriate to workplace** e.g. uses effective and respectful verbal and non-verbal communication with all co-workers; adapts level of formality as needed; negotiates and articulates understanding of roles; works within interprofessional team; negotiates schedules and use of resources.

| Halfway: | NA | 1 | 2 | 3 | 4 | 5 | I/O |

| Final: | NA | 1 | 2 | 3 | 4 | 5 | I/O |

For this item it may also be appropriate to seek specific feedback/descriptions of the student's skills from other co-workers.

N/A – Not Applicable:
The behaviour has not been required as part of the student's learning experience. (The behaviour may or may not be relevant to the setting.) For the purposes of determining a result, N/A is considered equivalent to a rating of 3.

A rating of N/A is unlikely to apply to this item, as even in sole practices the practice educator could be viewed as a co-worker.

I/O – Insufficient Observation:
The behaviour or skill has not been observed often enough for the practice educator to make a determination regarding performance. For the purposes of determining a result, I/O is considered equivalent to a rating of 3. A rating of I/O at halfway may indicate useful learning experiences to include in the remaining period of practice placement.

A rating of I/O at halfway could indicate to the practice educator that further opportunities to develop and/or demonstrate negotiation/collaboration/co-operation skills with co-workers may be required i.e. may need to create further opportunities to spend time with practice educator, and /or other co-workers.

continued overleaf

Example:

FAILING

1. Performs Unacceptably:
Fails to demonstrate competence; performs in an unsafe and/or inappropriate manner; requires constant monitoring and/or assistance/direction; fails to demonstrate an understanding or application of feedback to improve performance; demonstrates inadequate understanding and application of fundamental knowledge and skills (displays significant gaps and/or inaccuracies).

For a rating of 1, behaviours would have to be sustained and/or frequently observed for the period of evaluation with a lack of response to feedback given.

For a rating of 1, the types of student behaviours a practice educator *may* observe may be similar to the following examples:

The student may
- use abusive/invalidating communication e.g. name calling, rolling of the eyes
- demonstrate sustained marked withdrawn behaviour
- make inappropriate challenges to team members' knowledge and/or skills
- avoid/not engage in negotiation/collaboration.

Co-workers may report that the student's behaviour is unacceptable. (Specific descriptions of behaviours of concern should be sought.)

Due to the constancy and nature of these behaviours, the practice educator may believe the student requires constant supervision.

EXPERIENCING DIFFICULTY

2. Performs Marginally:
Demonstrates limited competence (marked inconsistency may be evident); performs safely and appropriately with substantial supervision and/or assistance/direction; demonstrates limited understanding and application of fundamental knowledge and skills (displays some gaps and/or inaccuracies).

For a rating of 2, the types of student behaviours a practice educator may observe may be similar to the following examples:

The student may
- at times be able to demonstrate appropriate communication with co-workers with some prompts but improvements in ability to co-operate/negotiate with co-workers are markedly inconsistent.
- attempt negotiation/collaboration with co-workers however lack of clarity (e.g. inability to present own point of view), limitations of content (e.g. very limited understanding of own role/workplace processes) and/or manner (e.g. rigidity/inflexibility) compromise outcome.

Co-workers may report interactions with the student are characterised by difficulty and unsatisfactory outcomes.

The practice educator may believe substantial supervision is required during the student's discussions/collaborations with co-workers.

Example:

PASSING

3. Performs Adequately:
Demonstrates satisfactory performance; performs safely and appropriately with appropriate levels of supervision and occasional prompting; demonstrates acceptable understanding and application of fundamental knowledge and skills.

For a rating of 3, the types of student behaviours a practice educator may observe may be similar to the following examples:

The student may
- demonstrate respectful communication in most interactions with co-workers but may require occasional instruction and/or reminders regarding the refinement of basic communication skills, especially in novel situations e.g. cues regarding expected level of formality in varying meeting environments.
- articulate basic understanding of workplace-specific role during negotiation/collaboration without prompting.
- require occasional prompts to contemplate alternative perspectives and adapt negotiations accordingly.

Co-workers may report interactions with the student that are characterised by respect and an adequacy of skills and outcomes.

The practice educator may believe the student participates adequately in basic negotiations/collaborations with co-workers with occasional supervision/prompting, when appropriate.

PASSING

4. Performs Proficiently:
Demonstrates effective performance consistently; performs safely and appropriately consistently (supervision may still be appropriate due to the nature of the setting); demonstrates thorough breadth and depth of understanding and effective application of fundamental knowledge and skills.

For a rating of 4, the types of student behaviours a practice educator may observe may be similar to the following examples:

The student may
- consistently demonstrate respectful and appropriate communication with all co-workers, spontaneously adopting an appropriate level of familiarity/formality within varying workplace contexts.
- show a willingness to actively engage with co-workers to explore alternative perspectives.
- articulate a clear understanding of own and others' role.

Co-workers may report interactions characterised by respect and the student's willingness to engage in negotiation/collaboration to achieve mutually satisfactory outcomes.

If appropriate the practice educator may believe the student is able to engage in routine collaborations independently.

Example:

PASSING

5. Performs with distinction:
Demonstrates accomplished performance consistently; performs safely and appropriately consistently (supervision may still be appropriate due to the nature of the setting); demonstrates substantial breadth and depth of understanding and skilful application of fundamental knowledge and skills.

For a rating of 5, the types of student behaviours a practice educator may observe may be similar to the following examples:

The student may

- consistently demonstrate respectful communication and appropriately validate the contributions of others.
- anticipate potential issues that may arise in negotiations with co-workers and suggest appropriate perspectives/alternatives to contribute to mutually satisfactory outcomes.
- clearly articulate an understanding of own and others' roles and use this understanding to inform collaborations.
- demonstrate initiative in appropriate information sharing.

Co-workers may report student interactions characterised by a consistently high level of respect and co-operation and a willingness to engage collaboratively. Student may show adaptability/flexibility during complex negotiations.

If appropriate the practice educator may believe the student is able to independently engage in complex collaborations with co-workers.

S P E F - R 2

Occupational Therapy, School of Health and Rehabilitation Sciences, The University of Queensland.

Student Practice Evaluation Form
Revised (Second Edition)

Appendix B

Allocating a result of pass or fail – **examples** of determining an overall result

The following pages contain examples which highlight how to determine an overall result.
(For full details see pages 25 – 27.)

Example 1: Failing a core item

1. Professional Behaviour

Same item bank for all settings

Learning Objective: Conducts self in a professional manner.

Please tick the appropriate box

| CORE | 1. **Respects rights, values and beliefs of service users and co-workers** e.g. uses non-discriminatory and non-judgemental language; validates others' values and perspectives; separates own values from those of others; adheres to relevant legislation. | Halfway: | NA | 1 | 2 | 3 | ✔ | 5 | I/O |
| | | Final: | NA | 1 | 2 | 3 | 4 | 5 | I/O |

| CORE | 2. **Practices in a culturally responsive and culturally safe manner** e.g. recognises and responds to factors influencing health, wellbeing and occupations of Aboriginal and Torres Strait Islander Peoples and/or other culturally diverse populations; maintains current knowledge for cultural responsiveness. | Halfway: | NA | 1 | 2 | ✔ | 4 | 5 | I/O |
| | | Final: | NA | 1 | 2 | 3 | 4 | 5 | I/O |

| CORE | 3. **Adheres to privacy and confidentiality requirements** e.g. handles workplace documentation appropriately; adheres to privacy policies, legislation and codes of conduct. | Halfway: | NA | 1 | 2 | ✔ | 4 | 5 | I/O |
| | | Final: | NA | 1 | 2 | 3 | 4 | 5 | I/O |

| CORE | 4. **Adheres to workplace policies, procedures and expectations** e.g. follows administrative procedures; complies with health and safety policies; identifies and manages risk and hazards; manages shared spaces and resources; recognises and responds to conflicts of interest; maintains appropriate appearance and attire. | Halfway: | NA | 1 | ✔ | 3 | 4 | 5 | I/O |
| | | Final: | NA | 1 | 2 | 3 | 4 | 5 | I/O |

| CORE | 5. **Represents occupational therapy (OT) in a professional and ethical manner** e.g. understands, assumes and explains OT role as appropriate; adheres to registration body standards, guidelines, code of conduct/ethics; uses social media appropriately. | Halfway: | NA | 1 | 2 | ✔ | 4 | 5 | I/O |
| | | Final: | NA | 1 | 2 | 3 | 4 | 5 | I/O |

Performance Scores: 1 = unacceptable, 2 = marginal, 3 = adequate, 4 = proficient, 5 = with distinction, N/A = not applicable, I/O = insufficient observation (N/A and I/O = rating of 3).

Minimum requirement for passing: passes all 5 core items (➤).

Halfway: Passing ☐ Failing ☑

Final: Passed ☐ Failed ☐

The student has ***failed a core item*** (➤) i.e. has failed to achieve at least a 3 for a core item. (Student received a 2 for item 4.) The student has therefore ***failed*** **the learning objective for this domain** (see Table 1, page 27 or the scoring key below the item bank) **and consequently is failing at halfway.**

Example 2: *Scoring I/O on a core item*

4Ⓐ Communication Skills
(Direct Service Provision)

Choose
Ⓐ or Ⓑ

Learning Objective: Communicates effectively with service users and significant others.

Please tick the appropriate box

		Halfway:	NA	1	2	3	4	5	I/O

➤ CORE

1. **Develops, maintains and closes collaborative relationships appropriately with service users** e.g. gains consent as required; uses culturally responsive communication tools and strategies; uses appropriate verbal and non-verbal skills; uses respectful listening and questioning; recognises and manages any inherent power imbalance; establishes appropriate boundaries.

Halfway: NA 1 2 3 4 5 **I/☑**
Final: NA 1 2 3 4 5 I/O

➤ CORE

2. **Communicates effectively with significant others as appropriate** e.g. uses culturally safe and responsive communication; uses appropriate verbal and non-verbal skills; uses respectful, responsive and effective listening and questioning skills; maintains appropriate boundaries.

Halfway: NA 1 2 3 **☑** 5 I/O
Final: NA 1 2 3 4 5 I/O

Sample only

➤ CORE

3. **Demonstrates responsiveness to service user/significant others** e.g. uses empathy and shows understanding of impact of disability/illness; modifies plans in response to service user wishes/concerns; responds to others' emotional status; respects service user's right to make informed decisions.

Halfway: NA 1 2 3 **☑** 5 I/O
Final: NA 1 2 3 4 5 I/O

➤ CORE

4. **Expresses clinical/professional reasoning and recommendations clearly, ascertains service user's understanding** e.g. modifies language to facilitate understanding; avoids use of jargon; is culturally and linguistically appropriate; clarifies information; provides opportunity for questions and feedback; uses interpreter as needed.

Halfway: NA 1 2 **☑** 4 5 I/O
Final: NA 1 2 3 4 5 I/O

5. **Shows an awareness of, and/or manages group dynamics** e.g. manages joint discussions with service user and significant others sensitively; adopts lead/facilitator/support role within a group effectively; manages issues including power, inclusion and the impact/influence of group members on each other and over time.

Halfway: NA 1 **☑** 3 4 5 I/O
Final: NA 1 2 3 4 5 I/O

Performance Scores: 1 = unacceptable, 2 = marginal, 3 = adequate, 4 = proficient, 5 = with distinction, N/A = not applicable, I/O = insufficient observation (N/A and I/O = rating of 3).

Minimum requirement for passing: passes all 4 core items (➤).

Halfway:	Passing ☑	Failing ☐
Final:	Passed ☐	Failed ☐

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The student has received I/O for item one. ***I/O is equivalent to a rating of 3***. The student has therefore ***passed all 4 core items***. (i.e. received a rating of at least 3 on these items.)

This means that despite scoring a 2 on the final item, **the minimum requirements have been met** i.e. passes all 4 core items (➤). (See Table 1, page 27 or the scoring key below the item bank.) The student has therefore **passed the learning objective for this domain**. **The student must pass the relevant learning objective for *all* domains to be passing at halfway.**

Example 3: *Failing minimum requirements*

2. Self-Management Skills

Same item bank for all settings

Learning Objective: Demonstrates effective self-management skills.

Please tick the appropriate box

		Halfway	NA	1	2	3	4	5	I/O
1.	**Demonstrates effective time management skills** e.g. manages workload; meets agreed deadlines or renegotiates as appropriate; manages daily schedule; is punctual.	Halfway:	NA	1	✔2	3	4	5	I/O
		Final:	NA	1	2	3	4	5	I/O
➤ CORE 2.	**Assumes responsibility for own learning** e.g. identifies best available evidence for practice; recognises gaps in knowledge and plans for improvement of own practice; seeks help/ information/resources appropriately.	Halfway:	NA	1	2	✔3	4	5	I/O
		Final:	NA	1	2	3	4	5	I/O
➤ CORE 3.	**Demonstrates initiative and takes responsibility for actions** e.g. uses problem-solving skills; offers assistance where appropriate; takes initiative for negotiating tasks; follows through on agreed actions.	Halfway:	NA	1	2	✔3	4	5	I/O
		Final:	NA	1	2	3	4	5	I/O
4.	**Recognises and manages own health and wellbeing for safe, professional practice** e.g. recognises physical and/or mental health needs as they arise; takes leave for illness when appropriate; seeks appropriate and timely support for work and/ or personal issues; engages in appropriate debriefing to manage stressful situations.	Halfway:	NA	1	✔2	3	4	5	I/O
		Final:	NA	1	2	3	4	5	I/O
➤ CORE 5.	**Seeks and responds to supervision and feedback appropriately, and makes changes to behaviour and practice accordingly** e.g. prepares for and contributes to supervision sessions; obtains clarification of feedback from practice educator if necessary; modifies strategies/approach.	Halfway:	NA	1	2	✔3	4	5	I/O
		Final:	NA	1	2	3	4	5	I/O

Sample only

Performance Scores: 1 = unacceptable, 2 = marginal, 3 = adequate, 4 = proficient, 5 = with distinction, N/A = not applicable, I/O = insufficient observation (N/A and I/O = rating of 3).

Halfway:	Passing ☐	Failing ☑

Minimum requirement for passing: passes all 3 core items (➤) plus 1 other item.

Final:	Passed ☐	Failed ☐

The student has ***passed all 3 core items*** (➤) i.e. received a rating of at least 3 on these items. The student has not passed **any other item**. They have therefore **failed to meet the minimum requirements for this learning objective** i.e. passes all 3 core items (➤) plus 1 other item. (See Table 1, page 27 or the scoring key below each item bank.) The student has **therefore failed the learning objective** for this domain and consequently **is failing at halfway. The student must pass the relevant learning objective for *all* domains to pass.**

SPEF-R 2

Occupational Therapy, School of Health and Rehabilitation Sciences, The University of Queensland.

Student Practice Evaluation Form
Revised (Second Edition)

Student Practice Evaluation Form

Practice placement information

Student Details

Family Name   Given Names

Email Address

Name of University

Name of Workplace/Practice Placement Setting

Address of Workplace

State   Post Code

Contacts of Practice Educator/s

Family Name   Given Name

Phone Number   Mobile Phone Number

Email Address

Family Name   Given Name

Phone Number   Mobile Phone Number

Email Address

Family Name   Given Name

Phone Number   Mobile Phone Number

Email Address

Family Name   Given Name

Phone Number   Mobile Phone Number

Email Address

Name of Student Coordinator (if applicable)

Family Name   Given Name

Phone Number   Email Address

Date of Practice Placement

Date of Practice Placement: from _____ to _____

Rating scale

Each item is rated according to the following five point scale or as *insufficient observation* or *not applicable.*

FAILING	1. **Performs Unacceptably:** Fails to demonstrate competence; performs in an unsafe and/or inappropriate manner; requires constant monitoring and/or assistance/direction; fails to demonstrate an understanding or application of feedback to improve performance; demonstrates inadequate understanding and application of fundamental knowledge and skills (displays significant gaps and/or inaccuracies).
EXPERIENCING DIFFICULTY	2. **Performs Marginally:** Demonstrates limited competence (marked inconsistency may be evident); performs safely and appropriately with substantial supervision and/or assistance/direction; demonstrates limited understanding and application of fundamental knowledge and skills (displays some gaps and/or inaccuracies).
PASSING	3. **Performs Adequately:** Demonstrates satisfactory performance; performs safely and appropriately with appropriate levels of supervision and occasional prompting; demonstrates acceptable understanding and application of fundamental knowledge and skills.
	4. **Performs Proficiently:** Demonstrates effective performance consistently; performs safely and appropriately consistently (supervision may still be appropriate due to the nature of the setting); demonstrates thorough breadth and depth of understanding and effective application of fundamental knowledge and skills.
	5. **Performs With Distinction:** Demonstrates accomplished performance consistently; performs safely and appropriately consistently (supervision may still be appropriate due to the nature of the setting); demonstrates substantial breadth and depth of understanding and skilful application of fundamental knowledge and skills.
	N/A – Not Applicable: The behaviour has not been required as part of the student's learning experience. (The behaviour may or may not be relevant to the setting.) For the purposes of determining a result, N/A is considered equivalent to a rating of 3. Students should be informed at the commencement of the practice placement which items (if any) are considered not applicable.
	I/O – Insufficient Observation: The behaviour or skill has not been observed often enough for the practice educator to make a determination regarding performance. For the purposes of determining a result, I/O is considered equivalent to a rating of 3. A rating of I/O at halfway may indicate useful learning experiences to include in the remaining period of practice placement.

Table 1:

Minimum requirements for passing each learning objective

Domain	Item Bank and Associated Learning Objective	Minimum Requirement for Passing Learning Objective* (NB: a pass is a rating of 3 or more)
Professional Behaviour	**1. Professional Behaviour** *Conducts self in a professional manner*	**Passes all 5 core items (➤).** **N/A and I/O = rating of 3**
Self Management Skills	**2. Self-Management Skills** *Demonstrates effective self management skills*	**Passes all 3 core items (➤) plus 1 other item.** **N/A and I/O = rating of 3**
Co-worker Communication	**3. Co-worker Communication** *Communicates effectively in the workplace*	**Passes both core items (➤).** **N/A and I/O = rating of 3**
Communication Skills	**4Ⓐ Communication Skills (Direct Service Provision)** *Communicates effectively with service users and significant others*	**Passes all 4 core items (➤).** **N/A and I/O = rating of 3**
	4Ⓑ Communication Skills (Project Management/Consultancy) *Communicates effectively with stakeholders/ organisational clients*	**Passes all 3 core items (➤).** **N/A and I/O = rating of 3**
Documentation	**5. Documentation** *Develops and maintains appropriate documentation*	**Passes all 3 core items (➤).** **N/A and I/O = rating of 3**
Information Gathering	**6Ⓐ Information Gathering (Direct Service Provision)** *Demonstrates effective information gathering skills*	**Passes all 3 core items (➤).** **N/A and I/O = rating of 3**
	6Ⓑ Information Gathering (Project Management/Consultancy) *Develops and completes effective information gathering processes*	**Passes all 3 core items (➤).** **N/A and I/O = rating of 3**
Service Provision	**7Ⓐ Service Provision (Direct Service Provision)** *Develops and conducts/manages effective service provision*	**Passes all 4 core items (➤) plus 1 other item.** **N/A and I/O = rating of 3**
	7Ⓑ Service Provision (Project Management/Consultancy) *Designs and implements effective service provision*	**Passes all 4 core items (➤) plus 1 other item.** **N/A and I/O = rating of 3**
Service Evaluation/ Reflection	**8. Service Evaluation/Reflection** *Demonstrates effective evaluation and reflection skills*	**Passes both core items (➤) plus 1 other item.** **N/A and I/O = rating of 3**

* Learning objectives are associated with item banks containing different numbers of items, accordingly different **minimum requirements** have been developed for each objective.

Form

1. Professional Behaviour

Same item bank
for all settings

Learning Objective: Conducts self in a professional manner.

Please tick the appropriate box

CORE

1. **Respects rights, values and beliefs of service users and co-workers** e.g. uses non-discriminatory and non-judgemental language; validates others' values and perspectives; separates own values from those of others; adheres to relevant legislation.

| Halfway: | NA | 1 | 2 | 3 | 4 | 5 | I/O |
| Final: | NA | 1 | 2 | 3 | 4 | 5 | I/O |

CORE

2. **Practices in a culturally responsive and culturally safe manner** e.g. recognises and responds to factors influencing health, wellbeing and occupations of Aboriginal and Torres Strait Islander Peoples and/or other culturally diverse populations; maintains current knowledge for cultural responsiveness.

| Halfway: | NA | 1 | 2 | 3 | 4 | 5 | I/O |
| Final: | NA | 1 | 2 | 3 | 4 | 5 | I/O |

CORE

3. **Adheres to privacy and confidentiality requirements** e.g. handles workplace documentation appropriately; adheres to privacy policies, legislation and codes of conduct.

| Halfway: | NA | 1 | 2 | 3 | 4 | 5 | I/O |
| Final: | NA | 1 | 2 | 3 | 4 | 5 | I/O |

CORE

4. **Adheres to workplace policies, procedures and expectations** e.g. follows administrative procedures; complies with health and safety policies; identifies and manages risk and hazards; manages shared spaces and resources; recognises and responds to conflicts of interest; maintains appropriate appearance and attire.

| Halfway: | NA | 1 | 2 | 3 | 4 | 5 | I/O |
| Final: | NA | 1 | 2 | 3 | 4 | 5 | I/O |

CORE

5. **Represents occupational therapy (OT) in a professional and ethical manner** e.g. understands, assumes and explains OT role as appropriate; adheres to registration body standards, guidelines, code of conduct/ethics; uses social media appropriately.

| Halfway: | NA | 1 | 2 | 3 | 4 | 5 | I/O |
| Final: | NA | 1 | 2 | 3 | 4 | 5 | I/O |

Performance Scores: 1 = unacceptable, 2 = marginal, 3 = adequate, 4 = proficient, 5 = with distinction, N/A = not applicable, I/O = insufficient observation (N/A and I/O = rating of 3).

Minimum requirement for passing: passes all 5 core items (➤).

Halfway: Passing ☐ Failing ☐

Final: Passed ☐ Failed ☐

1. Professional Behaviour (continued)

Halfway Feedback/Recommendations: (current/desired skills and behaviours)

Final Feedback/Recommendations: (current/desired skills and behaviours)

2. Self-Management Skills

Same item bank for all settings

Learning Objective: Demonstrates effective self-management skills.

Please tick the appropriate box

		NA	1	2	3	4	5	I/O
1. **Demonstrates effective time management skills** e.g. manages workload; meets agreed deadlines or renegotiates as appropriate; manages daily schedule; is punctual.	Halfway:	NA	1	2	3	4	5	I/O
	Final:	NA	1	2	3	4	5	I/O

➤ **CORE**

		NA	1	2	3	4	5	I/O
2. **Assumes responsibility for own learning** e.g. identifies best available evidence for practice; recognises gaps in knowledge and plans for improvement of own practice; seeks help/ information/resources appropriately.	Halfway:	NA	1	2	3	4	5	I/O
	Final:	NA	1	2	3	4	5	I/O

➤ **CORE**

		NA	1	2	3	4	5	I/O
3. **Demonstrates initiative and takes responsibility for actions** e.g. uses problem-solving skills; offers assistance where appropriate; takes initiative for negotiating tasks; follows through on agreed actions.	Halfway:	NA	1	2	3	4	5	I/O
	Final:	NA	1	2	3	4	5	I/O

		NA	1	2	3	4	5	I/O
4. **Recognises and manages own health and wellbeing for safe, professional practice** e.g. recognises physical and/or mental health needs as they arise; takes leave for illness when appropriate; seeks appropriate and timely support for work and/ or personal issues; engages in appropriate debriefing to manage stressful situations.	Halfway:	NA	1	2	3	4	5	I/O
	Final:	NA	1	2	3	4	5	I/O

➤ **CORE**

		NA	1	2	3	4	5	I/O
5. **Seeks and responds to supervision and feedback appropriately, and makes changes to behaviour and practice accordingly** e.g. prepares for and contributes to supervision sessions; obtains clarification of feedback from practice educator if necessary; modifies strategies/approach.	Halfway:	NA	1	2	3	4	5	I/O
	Final:	NA	1	2	3	4	5	I/O

Performance Scores: 1 = unacceptable, 2 = marginal, 3 = adequate, 4 = proficient, 5 = with distinction, N/A = not applicable, I/O = insufficient observation (N/A and I/O = rating of 3).

Halfway:	Passing ☐	Failing ☐

Minimum requirement for passing: passes all 3 core items (➤) plus 1 other item.

Final:	Passed ☐	Failed ☐

2. Self-Management Skills (continued)

Halfway Feedback/Recommendations: (current/desired skills and behaviours)

Final Feedback/Recommendations: (current/desired skills and behaviours)

3. Co-Worker Communication

Same item bank for all settings

Learning Objective: Communicates effectively in the workplace.

Please tick the appropriate box

CORE

1. **Collaborates, co-operates and negotiates with co-workers and student peers as appropriate to workplace** e.g. uses effective and respectful verbal and non-verbal communication with all co-workers; adapts level of formality as needed; negotiates and articulates understanding of roles; works within interprofessional team; negotiates schedules and use of resources.

Halfway: | NA | 1 | 2 | 3 | 4 | 5 | I/O |

Final: | NA | 1 | 2 | 3 | 4 | 5 | I/O |

CORE

2. **Actively and effectively participates in workplace communications** e.g. uses culturally appropriate communication; engages appropriately in discussions and meetings; responds appropriately to team dynamics; responds to requests for information.

Halfway: | NA | 1 | 2 | 3 | 4 | 5 | I/O |

Final: | NA | 1 | 2 | 3 | 4 | 5 | I/O |

3. **Effectively explains information to others** e.g. articulates clinical/professional reasoning clearly to practice educator and co-workers; utilises sound judgement to inform communications; selects appropriate methods of communication; contributes to education and practice development of co-workers and peers.

Halfway: | NA | 1 | 2 | 3 | 4 | 5 | I/O |

Final: | NA | 1 | 2 | 3 | 4 | 5 | I/O |

Performance Scores: 1 = unacceptable, 2 = marginal, 3 = adequate, 4 = proficient, 5 = with distinction, N/A = not applicable, I/O = insufficient observation (N/A and I/O = rating of 3).

Halfway: Passing ☐ | Failing ☐

Minimum requirement for passing: passes both core items (➤).

Final: Passed ☐ | Failed ☐

3. Co-Worker Communication (continued)

Halfway Feedback/Recommendations: (current/desired skills and behaviours)

Final Feedback/Recommendations: (current/desired skills and behaviours)

4Ⓐ Communication Skills
(Direct Service Provision)

Choose
Ⓐ or Ⓑ

Learning Objective: Communicates effectively with service users and significant others.

Please tick the appropriate box

C O R E	1. **Develops, maintains and closes collaborative relationships appropriately with service users** e.g. gains consent as required; uses culturally responsive communication tools and strategies; uses appropriate verbal and non-verbal skills; uses respectful listening and questioning; recognises and manages any inherent power imbalance; establishes appropriate boundaries.	Halfway:	NA	1	2	3	4	5	I/O
		Final:	NA	1	2	3	4	5	I/O
C O R E	2. **Communicates effectively with significant others as appropriate** e.g. uses culturally safe and responsive communication; uses appropriate verbal and non-verbal skills; uses respectful, responsive and effective listening and questioning skills; maintains appropriate boundaries.	Halfway:	NA	1	2	3	4	5	I/O
		Final:	NA	1	2	3	4	5	I/O
C O R E	3. **Demonstrates responsiveness to service user/significant others** e.g. uses empathy and shows understanding of impact of disability/illness; modifies plans in response to service user wishes/concerns; responds to others' emotional status; respects service user's right to make informed decisions.	Halfway:	NA	1	2	3	4	5	I/O
		Final:	NA	1	2	3	4	5	I/O
C O R E	4. **Expresses clinical/professional reasoning and recommendations clearly, ascertains service user's understanding** e.g. modifies language to facilitate understanding; avoids use of jargon; is culturally and linguistically appropriate; clarifies information; provides opportunity for questions and feedback; uses interpreter as needed.	Halfway:	NA	1	2	3	4	5	I/O
		Final:	NA	1	2	3	4	5	I/O
	5. **Shows an awareness of, and/or manages group dynamics** e.g. manages joint discussions with service user and significant others sensitively; adopts lead/facilitator/support role within a group effectively; manages issues including power, inclusion and the impact/influence of group members on each other and over time.	Halfway:	NA	1	2	3	4	5	I/O
		Final:	NA	1	2	3	4	5	I/O

Performance Scores: 1 = unacceptable, 2 = marginal, 3 = adequate, 4 = proficient, 5 = with distinction, N/A = not applicable, I/O = insufficient observation (N/A and I/O = rating of 3).

Minimum requirement for passing: passes all 4 core items (➤).

Halfway:	Passing ☐	Failing ☐
Final:	Passed ☐	Failed ☐

4Ⓐ Communication Skills (continued)
(Direct Service Provision)

Halfway Feedback/Recommendations: (current/desired skills and behaviours)

Final Feedback/Recommendations: (current/desired skills and behaviours)

4**B** Communication Skills
(Project Management/Consultancy)

**Choose
A or B**

Learning Objective: Communicates effectively with stakeholders/ organisational clients.

Please tick the appropriate box

			NA	1	2	3	4	5	I/O
➤ **CORE**	1. **Develops, maintains and closes collaborative relationships/contracts appropriately with stakeholders/organisational clients** e.g. gains consent as required; uses culturally responsive communication tools and strategies; uses appropriate verbal and non-verbal skills; demonstrates respectful and effective listening and questioning skills; recognises and manages any inherent power imbalance; sets appropriate boundaries; informs and engages stakeholders/organisational clients as appropriate.	Halfway:	NA	1	2	3	4	5	I/O
		Final:	NA	1	2	3	4	5	I/O
➤ **CORE**	2. **Demonstrates responsiveness to stakeholders/ organisational clients** e.g. uses culturally safe and responsive communication; conducts interviews effectively; responds to others' emotional status; responds to communication/feedback to modify plans as appropriate.	Halfway:	NA	1	2	3	4	5	I/O
		Final:	NA	1	2	3	4	5	I/O
➤ **CORE**	3. **Expresses clinical/professional reasoning and recommendations clearly, ascertains stakeholders' understanding** e.g. uses appropriate language, content and process; is culturally and linguistically appropriate; modifies information as necessary; articulates reasoning/ recommendations clearly and concisely; provides opportunity for questions and feedback; uses interpreter as needed.	Halfway:	NA	1	2	3	4	5	I/O
		Final:	NA	1	2	3	4	5	I/O
	4. **Shows an awareness of, and/or manages group dynamics** e.g. adopts lead/facilitator/support role within a group effectively; facilitates focus groups to ensure maximum participation; manages issues including power, inclusion and the impact/influence of group members on each other and over time.	Halfway:	NA	1	2	3	4	5	I/O
		Final:	NA	1	2	3	4	5	I/O

Performance Scores: 1 = unacceptable, 2 = marginal, 3 = adequate, 4 = proficient, 5 = with distinction, N/A = not applicable, I/O = insufficient observation (N/A and I/O = rating of 3).

Minimum requirement for passing: passes all 3 core items (➤).

Halfway:	Passing ☐	Failing ☐
Final:	Passed ☐	Failed ☐

4**B** Communication Skills (continued)
(Project Management/Consultancy)

Halfway Feedback/Recommendations: (current/desired skills and behaviours)

Final Feedback/Recommendations: (current/desired skills and behaviours)

5. Documentation

Same item bank for all settings

Learning Objective: Develops and maintains appropriate documentation.

Please tick the appropriate box

➤ C O R E	1.	**Adheres to formal workplace documentation requirements** e.g. produces timely, accurate, grammatically correct written work; observes confidentiality; uses appropriate language, format, frequency and distribution; stores information appropriately; follows guidelines for online/electronic notes/ records.	Halfway:	NA	1	2	3	4	5	I/O
			Final:	NA	1	2	3	4	5	I/O

➤ C O R E	2.	**Selects and implements appropriate methods of documentation** e.g. develops/uses documentation templates and examples appropriately; uses appropriate range of documents; checks drafts with practice educator and responds to feedback; ensures countersignature by practice educator.	Halfway:	NA	1	2	3	4	5	I/O
			Final:	NA	1	2	3	4	5	I/O

➤ C O R E	3.	**Writes documents in an objective manner with interpretations and recommendations supported by relevant information** e.g. uses evidence, factual observations; uses clear, concise, objective and non-judgemental language; links observations with client issues/outcomes.	Halfway:	NA	1	2	3	4	5	I/O
			Final:	NA	1	2	3	4	5	I/O

	4.	**Targets documents appropriately to audience** e.g. considers recipients' requirements, culture, literacy skills; adapts language, content and format accordingly.	Halfway:	NA	1	2	3	4	5	I/O
			Final:	NA	1	2	3	4	5	I/O

Performance Scores: 1 = unacceptable, 2 = marginal, 3 = adequate, 4 = proficient, 5 = with distinction, N/A = not applicable, I/O = insufficient observation (N/A and I/O = rating of 3).

Minimum requirement for passing: passes all 3 core items (➤).

Halfway:	Passing ☐	Failing ☐
Final:	Passed ☐	Failed ☐

5. Documentation (continued)

Halfway Feedback/Recommendations: (current/desired skills and behaviours)

Final Feedback/Recommendations: (current/desired skills and behaviours)

6Ⓐ Information Gathering
(Direct Service Provision)

Choose
Ⓐ or Ⓑ

Learning Objective: Demonstrates effective information gathering skills.

Please tick the appropriate box

➤ **C O R E**

1. **Identifies information required to prepare for and guide service provision** e.g. recognises information gathering as an ongoing process; seeks and obtains general/collateral information relevant to service user illness/disability/context; refers to broader information/literature as appropriate; identifies possible service user/group needs/goals/preferences; completes suggested pre-readings; reviews relevant university course content.

Halfway:	NA	1	2	3	4	5	I/O
Final:	NA	1	2	3	4	5	I/O

2. **Selects appropriate methods and sources of information gathering** e.g. identifies appropriate range of formal/informal methods; articulates potential impact of service user/significant others' characteristics/group dynamics on information gathering methods; articulates clinical/professional reasoning for methods chosen.

Halfway:	NA	1	2	3	4	5	I/O
Final:	NA	1	2	3	4	5	I/O

➤ **C O R E**

3. **Implements appropriate information gathering methods/ processes** e.g. considers OT models of practice; follows guidelines/accepted practice; gathers information in a culturally sensitive way; notices fatigue/pain/impulsiveness/ mood/attention/concentration, quality of movement/posture and adapts approach accordingly.

Halfway:	NA	1	2	3	4	5	I/O
Final:	NA	1	2	3	4	5	I/O

➤ **C O R E**

4. **Analyses and interprets the information gathered appropriately** e.g. discerns abilities and limitations influencing response/performance; recognises impact of environment and service user strengths and limitations, and links these to occupational performance; checks consistency of interpretation with experiences of service user and significant others.

Halfway:	NA	1	2	3	4	5	I/O
Final:	NA	1	2	3	4	5	I/O

Performance Scores: 1 = unacceptable, 2 = marginal, 3 = adequate, 4 = proficient, 5 = with distinction, N/A = not applicable, I/O = insufficient observation (N/A and I/O = rating of 3).

Minimum requirement for passing: passes all 3 core items (➤).

Halfway:	Passing ☐	Failing ☐
Final:	Passed ☐	Failed ☐

6Ⓐ Information Gathering (continued)
(Direct Service Provision)

Halfway Feedback/Recommendations: (current/desired skills and behaviours)

Final Feedback/Recommendations: (current/desired skills and behaviours)

6**B** Information Gathering
(Project Management/Consultancy)

Choose
A or **B**

Learning Objective: Develops and completes effective information gathering process.

Please tick the appropriate box

C O R E

| 1. **Identifies information required to guide project scope/role, and prepare for service provision** e.g. recognises information gathering as an ongoing process; seeks and obtains information relevant to stakeholder/organisational needs; identifies other relevant stakeholders; reviews existing knowledge; refers to broader information/literature as appropriate; uses clinical/professional reasoning to define project scope/role. | Halfway: | NA | 1 | 2 | 3 | 4 | 5 | I/O |
| | Final: | NA | 1 | 2 | 3 | 4 | 5 | I/O |

| 2. **Selects and/or develops information gathering methods as appropriate** e.g. identifies appropriate range of formal/informal information gathering methods; reviews literature/evidence as appropriate to support choice of method; articulates clinical/professional reasoning for methods chosen; seeks feedback as appropriate prior to using planned method. | Halfway: | NA | 1 | 2 | 3 | 4 | 5 | I/O |
| | Final: | NA | 1 | 2 | 3 | 4 | 5 | I/O |

C O R E

| 3. **Implements planned information gathering method/processes** e.g. follows appropriate protocols/completes formal evaluations; undertakes required observations; gathers information in a culturally sensitive way; completes relevant tasks and follow-up activities as planned. | Halfway: | NA | 1 | 2 | 3 | 4 | 5 | I/O |
| | Final: | NA | 1 | 2 | 3 | 4 | 5 | I/O |

C O R E

| 4. **Analyses and interprets appropriately information gathered in relation to the project** e.g. undertakes data analysis; understands environmental context/relevance of information gathered; checks consistency of interpretation with stakeholders; uses clinical/professional reasoning to support recommendations. | Halfway: | NA | 1 | 2 | 3 | 4 | 5 | I/O |
| | Final: | NA | 1 | 2 | 3 | 4 | 5 | I/O |

Performance Scores: 1 = unacceptable, 2 = marginal, 3 = adequate, 4 = proficient, 5 = with distinction, N/A = not applicable, I/O = insufficient observation (N/A and I/O = rating of 3).

Minimum requirement for passing: passes all 3 core items (➤).

| **Halfway:** | Passing ☐ | Failing ☐ |
| **Final:** | Passed ☐ | Failed ☐ |

6**B** Information Gathering (continued)
(Project Management/Consultancy)

Halfway Feedback/Recommendations: (current/desired skills and behaviours)

Final Feedback/Recommendations: (current/desired skills and behaviours)

7Ⓐ Service Provision
(Direct Service Provision)

Choose
Ⓐ or Ⓑ

Learning Objective: Develops and conducts/manages effective service provision.

Please tick the appropriate box

CORE

1. **Collaborates with service users, significant others, and other service providers to establish/support priorities** e.g. incorporates information gathered; considers specific service user needs/preferences, including factors influencing needs/ preferences of Aboriginal & Torres Strait Islander Peoples and/or other culturally diverse populations; considers occupational roles and performance; develops goals in conjunction with service users/significant others; recognises environmental factors, community/personal networks.

Halfway:	NA	1	2	3	4	5	I/O
Final:	NA	1	2	3	4	5	I/O

CORE

2. **Defines goals/priorities in appropriate terms** e.g. articulates and documents individual/group goals which reflect occupational roles; uses realistic, achievable outcomes and objective language; goals/priorities are consistent with identified OT role.

Halfway:	NA	1	2	3	4	5	I/O
Final:	NA	1	2	3	4	5	I/O

CORE

3. **Selects and/or co-ordinates service provision methods in response to established goals** e.g. demonstrates awareness of appropriate practice models and frameworks; articulates rationale using clinical/professional reasoning; selects most appropriate environment/services; chooses appropriate technology, devices and/or modifications; identifies available resources (human and physical).

Halfway:	NA	1	2	3	4	5	I/O
Final:	NA	1	2	3	4	5	I/O

4. **Makes adequate preparation for direct service provision** e.g. considers potential client performance and plans ahead for grading/adapting; becomes familiar with equipment/activities/ individual or group processes chosen; ensures necessary requirements in place; books shared space/resources; arranges workspace appropriately.

Halfway:	NA	1	2	3	4	5	I/O
Final:	NA	1	2	3	4	5	I/O

Items 5 – 7 continued over

7Ⓐ Service Provision (continued)
(Direct Service Provision)

Learning Objective: Develops and conducts/manages effective service provision.

Please tick the appropriate box

CORE

➤

| 5. | **Implements/manages service provision effectively** e.g. complies with safety requirements; practises in a culturally responsive and culturally safe manner; demonstrates responsive and creative practice; adapts in response to service user's performance and feedback; provides support/advocacy/ information as required. | Halfway: | NA | 1 | 2 | 3 | 4 | 5 | I/O |
| | | Final: | NA | 1 | 2 | 3 | 4 | 5 | I/O |

| 6. | **Engages relevant service providers and significant others to support service provision** e.g. recognises expertise of others; contacts and involves others appropriately such as family members, educators, workplace personnel, other professionals, support workers. | Halfway: | NA | 1 | 2 | 3 | 4 | 5 | I/O |
| | | Final: | NA | 1 | 2 | 3 | 4 | 5 | I/O |

| 7. | **Prepares for, and carries out, effective handover/ completion of service provision** e.g. provides appropriate information/resources to all relevant service users and stakeholders; prepares service users for closure of therapeutic relationship; complies with confidentiality and privacy requirements. | Halfway: | NA | 1 | 2 | 3 | 4 | 5 | I/O |
| | | Final: | NA | 1 | 2 | 3 | 4 | 5 | I/O |

Performance Scores: 1 = unacceptable, 2 = marginal, 3 = adequate, 4 = proficient, 5 = with distinction, N/A = not applicable, I/O = insufficient observation (N/A and I/O = rating of 3).

Halfway: Passing ☐ | Failing ☐

Minimum requirement for passing: passes all 4 core items (➤) plus 1 other item.

Final: Passed ☐ | Failed ☐

7Ⓐ Service Provision (continued)
(Direct Service Provision)

Halfway Feedback/Recommendations: (current/desired skills and behaviours)

Final Feedback/Recommendations: (current/desired skills and behaviours)

7**B** Service Provision
(Project Management/Consultancy)

Choose A or B

Learning Objective: Designs and implements effective service provision.

Please tick the appropriate box

CORE

1. **Collaborates with stakeholders to establish priorities and goals** e.g. considers specific stakeholder needs/ preferences including needs/preferences of Aboriginal and Torres Strait Islander Peoples and/or other culturally diverse populations; defines project parameters/roles; negotiates time frames; identifies key tasks.

Halfway:	NA	1	2	3	4	5	I/O

Final:	NA	1	2	3	4	5	I/O

CORE

2. **Defines desired outcomes in appropriate terms** e.g. articulates and documents realistic, achievable goals and outcomes.

Halfway:	NA	1	2	3	4	5	I/O

Final:	NA	1	2	3	4	5	I/O

CORE

3. **Identifies appropriate strategies to attain desired outcomes** e.g. describes specific and appropriate methods; designs/identifies relevant materials/approaches; uses clinical/ professional reasoning to justify strategies/approaches; identifies available resources (human and physical); makes appropriate arrangements.

Halfway:	NA	1	2	3	4	5	I/O

Final:	NA	1	2	3	4	5	I/O

4. **Makes adequate preparation for direct service provision** e.g. considers potential responses and plans ahead for possible changes; becomes familiar with equipment/activities/processes chosen; ensures necessary requirements in place; books shared space/resources; arranges workplace appropriately.

Halfway:	NA	1	2	3	4	5	I/O

Final:	NA	1	2	3	4	5	I/O

Items 5 – 7 continued over

7**B** Service Provision (continued)
(Project Management/Consultancy)

Learning Objective: Designs and implements effective service provision.

Please tick the appropriate box

C O R E

| 5. **Implements/manages planned service provision effectively** e.g. practises in a culturally responsive and culturally safe manner; complies with safety requirements; disseminates information; completes relevant tasks; adheres to project timelines; uses project management tools as appropriate; demonstrates responsive and creative practice in individual and/or group contexts. | Halfway: | NA | 1 | 2 | 3 | 4 | 5 | I/O |
| | Final: | NA | 1 | 2 | 3 | 4 | 5 | I/O |

| 6. **Engages stakeholders to support service provision** e.g. recognises expertise of others; contacts and involves others as appropriate. | Halfway: | NA | 1 | 2 | 3 | 4 | 5 | I/O |
| | Final: | NA | 1 | 2 | 3 | 4 | 5 | I/O |

| 7. **Prepares for and carries out effective handover/ completion of project/contract** e.g. provides appropriate information/resources; complies with confidentiality and/or privacy requirements. | Halfway: | NA | 1 | 2 | 3 | 4 | 5 | I/O |
| | Final: | NA | 1 | 2 | 3 | 4 | 5 | I/O |

Performance Scores: 1 = unacceptable, 2 = marginal, 3 = adequate, 4 = proficient, 5 = with distinction, N/A = not applicable, I/O = insufficient observation (N/A and I/O = rating of 3).

| **Halfway:** | Passing ☐ | Failing ☐ |

Minimum requirement for passing: passes all 4 core items (➤) plus 1 other item.

| **Final:** | Passed ☐ | Failed ☐ |

7**B** Service Provision (continued)
(Project Management/Consultancy)

Halfway Feedback/Recommendations: (current/desired skills and behaviours)

Final Feedback/Recommendations: (current/desired skills and behaviours)

7**B** Service Provision (continued)

8. Service Evaluation/Reflection

Same item bank for all settings

Learning Objective: Demonstrates effective evaluation and reflection skills.

Please tick the appropriate box

		Halfway:	NA	1	2	3	4	5	I/O
1.	**Identifies appropriate strategies to reflect on and evaluate own service provision/organisational processes** e.g. selects appropriate formal and informal methods; links evaluation methods to service goals; consults with service users/stakeholders and other service providers as required.	Final:	NA	1	2	3	4	5	I/O

➤ **C O R E**

		Halfway:	NA	1	2	3	4	5	I/O
2.	**Implements evaluation and reflection strategies during and following service provision** e.g. reflects on service provision in action and following service provision; reflects on both service user performance and own; describes positive and negative aspects of service provision; contributes to debrief and feedback sessions in a balanced way.	Final:	NA	1	2	3	4	5	I/O

		Halfway:	NA	1	2	3	4	5	I/O
3.	**Interprets reflection and evaluation information appropriately** e.g. recognises factors that influence service outcomes; reflects on progress in light of strategies used, own skills and the broader context; identifies potential strategies to develop performance.	Final:	NA	1	2	3	4	5	I/O

➤ **C O R E**

		Halfway:	NA	1	2	3	4	5	I/O
4.	**Adapts service provision in response to reflection and new/evaluation information** e.g. reviews progress/outcomes with service user/stakeholders; makes changes to approach in response to new information; applies agreed strategies to improve own performance.	Final:	NA	1	2	3	4	5	I/O

Performance Scores: 1 = unacceptable, 2 = marginal, 3 = adequate, 4 = proficient, 5 = with distinction, N/A = not applicable, I/O = insufficient observation (N/A and I/O = rating of 3).

Minimum requirement for passing: passes both core items (➤) plus 1 other item.

Halfway:	Passing ☐	Failing ☐
Final:	Passed ☐	Failed ☐

8. Service Evaluation/Reflection (continued)

Halfway Feedback/Recommendations: (current/desired skills and behaviours)

Final Feedback/Recommendations: (current/desired skills and behaviours)

Please tick the appropriate box

Summary feedback at halfway evaluation

| **Halfway:** | **Passing** ☐ | **Failing** ☐ |

Please comment on the student's overall performance from commencement to halfway.
Comments may include feedback regarding:
- Strengths
- Key learning goals/objectives (required/desired outcomes) for remainder of practice placement
- Suggestions of further learning experiences during remainder of practice placement

Names/Signatures of Practice Educator/s

Name	Signature	Date

Name/Signature of Student

Name	Signature	Date

Only practice educators who have identified the student as **having difficulties that indicate a risk** of failing should now complete the **Concerns Exist Form** at the end of this section.

Please tick the appropriate box

Summary feedback at final evaluation

Final: | **Passed** ☐ | **Failed** ☐

Please comment on the student's overall performance during the practice placement, with emphasis on performance from halfway. Comments may include feedback regarding:
- Strengths
- Emerging skills
- Suggestions/recommendations for future learning experiences

Names/Signatures of Practice Educator/s

Name	Signature	Date

Name/Signature of Student

Name	Signature	Date

Post-practice placement contact number/email

☐ *I am happy to be contacted by a staff member in the future if the need arises (e.g. to be notified of employment opportunities, information sharing, etc).*

Return completed form to university staff, c/ the university the student is attending.

Concerns Exist Form **CONFIDENTIAL**

Student Details

Family Name   Given Names

Email Address

Name of Workplace/Practice Placement Setting

Stage of Practice Placement (e.g. Week 3)

Contacts of Practice Educator/s

Family Name   Given Name

Phone   Email

Signature   Date

Family Name   Given Name

Phone   Email

Signature   Date

Family Name   Given Name

Phone   Email

Signature   Date

Family Name   Given Name

Phone   Email

Signature   Date

Is the student aware you have contacted the university?   **Yes** ☐   **No** ☐

Urgent ☐	**Not Urgent** ☐	Best time of day to phone?

continued over

Concerns Exist Form (continued) **CONFIDENTIAL**

Please provide a brief outline of your concerns at this point in the practice placement:

Please indicate which specific items in the SPEF-R2 the student is at risk of failing:

Briefly describe any strategies implemented so far to address the identified issues:

Please indicate the support you would like from university staff:

Notes

Notes

Notes

SPEF-R 2

Occupational Therapy, School of Health and Rehabilitation Sciences, The University of Queensland.

Student Practice Evaluation Form
Revised (Second Edition) Package

Student Review of Professional Practice Placement

Student Review of Professional Practice Placement

Student Details

Family Name _____ Given Names _____

Email Address _____

Name of University _____

Name of Workplace/Practice Placement Setting _____

Address of Workplace _____

State _____ Post Code _____

Signatures of Practice Educator/s

Family Name _____ Given Name _____

Signature _____ Date _____

Family Name _____ Given Name _____

Signature _____ Date _____

Family Name _____ Given Name _____

Signature _____ Date _____

Family Name _____ Given Name _____

Signature _____ Date _____

Date of Practice Placement

Date of Practice Placement: from _____ to _____

Instructions:

In some settings students are required to complete this document prior to leaving the practice placement. The contents are primarily for the practice educator/s and may form the basis of a discussion regarding the practice placement. The form *may* have to be signed and returned to the university. If unsure, students should check requirements with their practice educator and/or university staff.

The Student Review of Professional Practice Placement is designed to help you provide feedback to your practice educator/s regarding different aspects of your practice placement. In some instances the information you provide will also be available to your university.

Statements highlighting crucial aspects of professional practice placement follow. Use the tick boxes to indicate your response to these statements. Please use the additional feedback section to provide more specific comments. Some prompts have been provided to help your recall of relevant information. It is not necessary to respond to all the prompts given. You may like to highlight experiences you found particularly worthwhile as well as offering specific suggestions for change. Your feedback will assist your practice educator/s in providing the most meaningful and relevant learning opportunities for future students.

1. The orientation process was helpful.	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
	☐	☐	☐	☐	☐

Additional Feedback: e.g. most useful information/experiences; balance of reading/observing/participating; suggested experiences/information that would have been helpful...

2. I felt a welcome member of the workgroup.	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
	☐	☐	☐	☐	☐

Additional Feedback: e.g. nature of interactions – respectful communications/contributions valued; responsiveness of staff; adequacy of student facilities; suggestions for change...

3. My practice educator's/s' expectations throughout the practice placement were clear and reasonable.	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
	☐	☐	☐	☐	☐

Additional Feedback: e.g. expectations documented/discussed; level and variability of workload/responsibilities; balance of supervision/autonomy; timeframes; level of flexibility in response to feedback; suggestions for change ...

4. My practice educator/s facilitated my learning by providing a supportive environment.	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
	☐	☐	☐	☐	☐

Additional Feedback: e.g. adequacy of time available-formal supervision/general availability; efficacy of model of supervision (e.g. shared supervision/multiple mentoring); questions welcomed; openness to student feedback; flexibility in response to individual learning/working style; inclusion of university staff as necessary; suggestions for change...

5. My practice educator/s provided me with constructive feedback.	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
	☐	☐	☐	☐	☐

Additional Feedback: e.g. quantity/clarity/timeliness of feedback; balance between positive feedback and discussions re concerns; suggestions for change...

6. I was encouraged to evaluate my performance and develop strategies for improvement.	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
	☐	☐	☐	☐	☐

Additional Feedback: e.g. reflection encouraged; collaborative approach to formulating learning strategies; efficacy of formal strategies used (e.g. learning contracts/diaries); suggestions for change ....

7. The features of the SPEF-R2 were used to provide me with information about my performance that was helpful, objective and specific.	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
	☐	☐	☐	☐	☐

Additional Feedback: e.g. familiarity with document; document customised for workplace; feedback at halfway timely and clear; suggestions for change...

If not already stated what experiences/information/resources do you feel future students would particularly benefit from?

Additional notes/comments:

SPEF-R 2

Occupational Therapy, School of Health and Rehabilitation Sciences, The University of Queensland.

Student Practice Evaluation Form
Revised (Second Edition)

Résumé Preparation Tool

Record of Professional Practice Placement Experience

Résumé Preparation Tool – Record of Professional Practice Placement Experience

This section is for students' personal use and need not be shown to practice educators. The information recorded will be invaluable when completing selection criteria and job applications. Such documents commonly require very specific information and examples generated from practice experience. Retain your responses for future reference.

Student Details

Family Name   Given Names

Name of Workplace/Practice Placement Setting

Date of Practice Placement

Have practice educators consented to be future referees?   *Yes* ☐   *No* ☐

If yes, provide best contact details:

---

1. **Briefly describe the service users/stakeholder group receiving services at this workplace.**

2. **Briefly describe the key features of the workplace including parameters of service provision and staffing.**

3. **Briefly describe service provision frameworks, models of practice and any key terms/elements involved.**

4. **Briefly describe any workplace legislation/policies/procedures/guidelines/resources you became aware of during the practice placement.**

5. **Briefly describe opportunities for co-worker collaboration and networking with other agencies/workplaces.**

6.   List key information gathering processes/methods used.

7.   List key service provision processes/methods used.

8. **List key evaluation processes/methods used.**

9. **Briefly describe a *practice example* that highlights key learning opportunities/your achievements at this workplace.**

10. **Generate a list of any other key skills and accomplishments stemming from this practice placement.**

Additional notes/comments:

Additional notes/comments: