Occupational Therapy Clinical Education Program

Clinical Educator Tip Sheet

"SPEF-R: Domains, Customisation and Rating"

It is recommended that you undertake the SPEF-R online Training Package prior to using the SPEF-R to refresh your skills or answer queries you encounter. It can be found here: http://www.uq.edu.au/spef/index.html

When using the SPEF-R it is important to:
- Be familiar with all domains and items, noting which are Core Items
- Understand the pass/fail process including what core/additional item/s are required for a Pass in each Domain (see p15 & 21-24 of SPEF-R user manual)
- Understand when and how to choose between two broad streams (Direct Service Provision or Project Management / Consultancy) for Domains 4, 6 & 7 (communication skills, information gathering and service provision) to best reflect the nature of the student role, the terminology of the workplace and/or their learning objectives.
- Understand when and how to indicate which items are NOT applicable to your service setting
- Customise the SPEF-R to your work setting by recording examples of workplace specific behaviours you will be looking for to substantiate ratings in each item
- Document examples of behaviours that substantiate ratings each day/week so you can articulate ways in which students are not/meeting requirements. An example of an **observations form** is provided below
- Be familiar with the guidelines for each rating on the five point scale and substantiating your score (see pp.9-11 in the SPEF-R Manual, link below)

Familiarise yourself with the **Concerns Exist Form** (follows the blank SPEF-R in the manual) as you will need to specify in which domains/items the student is at risk of failing/failing/not performing. This form can be submitted at ANY time during the placement – the sooner the better! It is recommended you discuss any concerns with your Clinical Education Support Officer (CESO) as soon as possible, and prior to submitting this form to the university.

SPEF-R Domains
Below is a summary of the domains students are working towards during their placement:

Professional Behaviour: *Conducts self in a professional manner*
- respects rights, values and beliefs and needs of clients and staff
- adheres to privacy and confidentiality requirements
- ensures personal, co-worker and client safety
- adheres to workplace procedures and expectations
- represents occupational therapy (OT) in an appropriate manner

Self Management Skills: *Demonstrates effective self management skills*
- demonstrates effective time management skills
- assumes responsibility for own learning
- demonstrates initiative and takes responsibility for actions
- demonstrates appropriate stress management skills
- responds to supervision and constructive feedback, modifying practice accordingly

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Co-worker communication: *Communicates effectively within the workplace*
- negotiates, collaborates and co-operates with co-workers as appropriate to workplace
- actively participates in workplace communications
- effectively explains information to others

Communication Skills: *Communicates effectively with service users and significant others*
- develops, maintains and closes collaborative relationships appropriately with clients
- communicates effectively with significant others as appropriate
- demonstrates responsiveness to clients/significant others
- expresses reasoning/recommendations clearly, ascertains clients understanding and modifies communication as necessary
- shows an awareness of, and/or manages group dynamics as required

Documentation: *Develops and maintains appropriate documentation*
- adheres to formal workplace documentation requirements
- writes in an objective manner with interpretations & recommendations supported by relevant information
- targets documents appropriately to audience

Information Gathering: *Demonstrates effective information gathering skills*
- identifies own knowledge/skill needs in preparation for service provision
- identifies and obtains information required to prepare for service provision
- selects appropriate methods and sources of information gathering
- implements appropriate information gathering methods/processes
- observes client response/performance during information gathering processes
- analyses and interprets appropriately the information gathered

Service Provision: *Develops and conducts/manages effective service provision*
- collaborates with clients, significant others, and other service providers to establish/support priorities
- defines goals in objective terms
- selects and/or co-ordinates service provision methods/programme in response to established goals
- makes adequate preparation for direct service provision
- implements/manages planned service provision effectively
- engages significant others and other service providers to support service provision
- prepares adequately for handover/completion of service provision

Service Evaluation: *Demonstrates effective evaluation skills*
- identifies need to evaluate personal service provision/organisational processes and identifies appropriate evaluation strategies
- implements evaluation strategies during and following service provision
- interprets evaluation information appropriately
- adapts service provision in response to ongoing collaboration and new/evaluation information

How to Customise the SPEF-R

The SPEF-R is designed to be used in every work setting so has general descriptions of items. In order for a student to better understand the skills, behaviours and/or attitudes they need to demonstrate in relation to each SPEF-R item in YOUR workplace, it's helpful to *customise* items. This means identifying both what is Not Applicable in your workplace, as well as describing specific examples so it is clear how you will be assessing the item.

Think about how you as a Clinical Educator (CE) could evaluate that item in your workplace, where and when you would observe a student meeting the criteria, and describe what is required. For example, in the "communication" domain, consider:

- Which meetings do you want them to attend and will they need to present information? With which community services will they liaise and what written and verbal skills will they need? With which other staff will students need to communicate? Eg Allied Health Assistants, interpreters, Aboriginal Liaison Officers
- If the student was "communicating effectively" in your workplace, what would you and others see them doing / saying?
- Are there key processes required in your workplace for communication eg can you leave a note/email for a colleague in a particular situation or is it necessary to phone them or tell someone directly?

An **example of customising** Objective 4a Communication Skills, Item 1 is provided in the SPEF-R online training - you could add the following customisations:

- introduces self as a student and the purpose of appointment in all sessions
- informs client/family/carer if running late for a home visit
- uses plain language (no acronyms unless familiar to service user) and checks understanding of information provided
- informs patient prior to touching them in therapy and asks permission in relation to positioning, manual handling etc
- asks clients/ patients their views/ opinions/ preferences/ concerns/ queries during appointments; documents and advocates for these
- liaises with and includes necessary stakeholders eg specific services, other health professionals, patient and family where appropriate in assessment, review, treatment / discharge planning
- responds respectfully to personal questions and does not reveal personal information unless well considered and therapeutically indicated
- adjusts language to level of listener
- uses In/Out board in office to advise staff members of location
- does not participate in gossip or criticise colleagues

The SPEF-R online training has further information on this page and the following page:
http://www.uq.edu.au/spef/customising-item-examples

Resources to support your understanding of the SPEF-R and customisation:

- SPEF-R User Manual: http://www.spefronline.com/uq/Content/Documents/spefronline_manual.pdf

- OTCEP Customisation of the SPEF-R Resource: link here

- SPEF-R online: http://spefronline.com/

- SPEF-R online training package: The "How to" of Customising Item examples: http://www.uq.edu.au/spef/the-how-to-of-customising-item-examples

- You may wish to use an Observations Form to record your observations regarding your student's performance in preparation for providing feedback and as evidence of their progress. See Appendix 1 for an example.

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Appendix 1: Clinical Educator SPEF-R Observations Form

Student Name:	Caseload/s:	Date/s:	Task/s Observed:

Professional Behaviour (E.g. respect, confidentiality, explanation of OT role):

Self Management (eg. time management, stress management, initiative, assumes responsibility for own learning):

Communication (eg. co-worker and patient – expression of recommendations, responsiveness):

Documentation (eg. objective, language):

Information Gathering/Assessment (eg. methods used, analysis and interpretation of information):

Service Provision/Intervention (eg. collaboration with MDT, selects and administers interventions):

Service Evaluation (eg. interprets information and adapts intervention in response):

Observation form completed by: _____

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References:

Division of Occupational Therapy. (2008) Student Practice Evaluation Form-Revised Edition (SPEF-R). In *Student Practice Evaluation Form (SPEF)-Revised Edition Package.* Brisbane: The University of Queensland.

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