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Assessment of the Year 3 clinical placement...



Students: 4 documents

Year 3 Placement Agreement (complete Day 2)
Reflection and Learning Plan (end week 1)
Patient Condition Log (end week 2)
Self-assessment on EFPC (end week 2)



Supervisors: 2 documents

Year 3 Placement Agreement (complete Day 2)
Assessment = EFPC (end week 2)

Clinical supervisors to email a copy of the completed EFPC form to CCL (or AUT) and student(s) on final day

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Expectations – discuss yours with students...

EXPLICIT EXPLICIT

What do you expect from students?

How clear are these expectations to both of you?

What do the *requirements of the learning outcome* mean in your clinical context/environment?

Complete the Year 3 Placement Agreement by end of Day 2

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Student document: Reflection and learning plan

- Students complete at the end of week 1
- Designed to support students with self-reflection and progression to Year 4 placements
- Supervisors encouraged to view the reflection and support students to develop appropriate plans for week 2
- Supports supervisors to assess students on their 'Learner Behaviour' on the EFPC

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Year 3 placement assessment...

EFPC – Evaluation of Foundational Placement Competencies

- The EFPC was designed with a dual purpose of providing structured feedback to novice students about their performance, and evaluation of the degree to which they are displaying attributes indicating readiness for subsequent placement programs.
- It focuses on attributes that are not discipline-specific and has demonstrated application across different health professions and in inter-professional learning experiences; it does not measure professional competence; this will be assessed on year 3 and 4 clinical placements via the Assessment of Physiotherapy Practice (APP) tool.
- It is a cumulative assessment of a student's observed performance over multiple opportunities whilst on placement experience.



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EFPC outline...

EFPC (different versions)

Domains

Items

Behavioural examples



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AUT Year 3 - EFPC - 6 Domains...

EFPC: six (6) domains

1. Professional Behavior
2. Learner behavior
3. Communication
4. Information gathering
5. Documentation
6. Understanding professional Scope



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Items...

- Each Domain has a variable number of items (or attributes)
- The items are lettered in each Domain e.g. 1a, 1b, 1c etc
- The items are individually scored
- Supervisors asked to complete brief comments for each Domain

| Domain | Item | 0 | 1 | 2 | 3 | 4 |
|---------------------------|------|---|---|---|---|---|
| 1. Professional Behaviour | 1a | | | | | |
| | 1b | | | | | |
| | 1c | | | | | |
| | 1d | | | | | |
| 2. Learner Behaviour | 2a | | | | | |
| | 2b | | | | | |
| | 2c | | | | | |
| | 2d | | | | | |
| 3. Communication | 3a | | | | | |
| | 3b | | | | | |
| | 3c | | | | | |
| | 3d | | | | | |
| 4. Information Gathering | 4a | | | | | |
| | 4b | | | | | |
| | 4c | | | | | |
| | 4d | | | | | |



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Behavioural examples...

- Behavioural examples illustrate how students might demonstrate each item
- Note:
 - The behavioural examples are illustrative, not exhaustive nor are a check list
 - Students may show other forms of practice that meet the intent of each item
 - Include behavioural examples in the comments sections on the assessment form (after each Domain)

Behavioural examples
Below are examples of behaviours to inform your scoring for each item. These examples are not exhaustive. Use the examples alongside the rating scale descriptions, which refer to the amount of prompting required and attainment of acceptable standards in demonstrating behaviours such as these.

| | |
|--|--|
| 1. Professional behaviour 1a adheres to professional and ethical standards including privacy, informed consent and confidentiality 1b demonstrates handling of relevant codes of conduct and ethics 1c is punctual and manages their application of time to tasks 1d attempts to complete tasks in a timely manner 1e is aware of the student's role when they should be 1f contributes to effective workplace functioning 1g works to better the workplace 1h works with equipment use and maintenance 1i identifies and responds to potential risks and hazards 1j manages professional roles 1k shows appropriate person to assist | 2. Learner behaviour 2a shows initiative and willingness to learn 2b shows enthusiasm and interest in the placement 2c seeks feedback as requested as well as new activities 2d takes responsibility for their own learning 2e asks questions and clarifies their understanding 2f demonstrates awareness of new evidence 2g operates within scope of profession and own knowledge 2h seeks appropriate assistance when needed 2i asks and responds appropriately to feedback 2j sets and responds appropriately to feedback 2k gives and receives feedback with respect 2l integrates feedback into subsequent performance |
| 3. Communication 3a communicates professionally with peers and staff including educators 3b maintains clearly respectful and non-judgemental communication 3c demonstrates social skills such as the ability to relate personally 3d demonstrates effective communication and interpersonal skills with patients/clients 3e adjusts communication skills to meet the needs of specific presentations 3f communicates to authority appropriately 3g demonstrates sensitivity and empathy to patients/clients' needs and concerns 3h responds appropriately to patients/clients in distress 3i shows active listening and appropriate non-verbal active listening and appropriate non-verbal | 4. Information gathering 4a discusses relevant and appropriate information gathering processes 4b discusses relevant sources of information 4c considers the impact of their profession on plans 4d identifies important and relevant patient/client information 4e integrates the information that is most relevant 4f considers patient and activity safety 4g discusses information to relevant patient/client and problems 4h discusses patient/client main problems |

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EFPC rating scale - 2-parts...

- The 'Rating Scale' for the EFPC is like the APP rating scale i.e. 0 – 4

*N/A denotes the item was 'not assessed'
Only some items have the N/A option

- 0 = not demonstrated at appropriate opportunities
- Each item scored with 1, 2, 3 or 4 is based on 2-parts (0 has only 1-part);
- 1 = rarely demonstrated without significant prompting or performed below acceptable standard
- 2 = demonstrated appropriately with some prompting and performed at an acceptable standard
- 3 = consistently demonstrated appropriately with minimal prompting and performed at an acceptable standard.
- 4 = consistently demonstrated above the acceptable standard



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Acceptable standard...

- Demonstrates an understanding of professional behavior, role and scope of practice and can identify relevant patient information and goals, requires support and guidance for safe participation with assessment and interventions whilst communicating in a culturally responsive manner for the context of the placement environment:*
 - Basic performance (single tasks/activities within the physiotherapy process)
 - Simple patient presentation
 - Requires some prompts
 - Is aware of limitations & where to seek help
 - Major problems/goals identified
 - Support for safe assessment and/or treatment
 - Reasonable time efficiency



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Comments and summary recommendation...

- Complete:
 - comments for each Domain
 - summary comments
 - summary recommendation
- Tick one 'summary box' to reflect student(s) 'overall' performance
- Left Box:
 - Did not or rarely demonstrate foundational placement competencies to an acceptable level* would be used for students scored mostly with '0's' or '1's'.
 - Supervisors **MUST** have notified CCL earlier in placement about these concerns (ensures there are no surprises for the student, the CCL or AUT)

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Completing the EFPC form...

- Page 1:
 - complete clinical placement information
 - complete the record of student attendance (total number of days completed)

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What is the result of the EFPC for students...

- **One Learning Outcome (LO5):** Demonstrate selected skills, behaviours and attributes in the context of clinical practice:
- Students need an overall score on the EFPC of 50% or more to pass the learning outcome.
- Supervisors are NOT required to 'add up' the final score
- Any students who are scored with '0' or '1' or not achieved 50% will have a post-placement meeting with the AUT Clinical Team.



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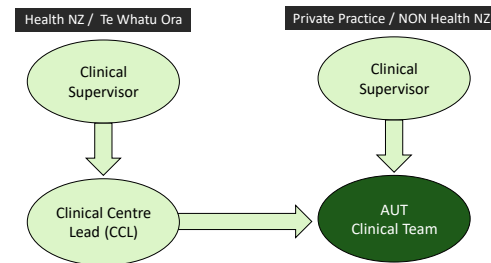
Completing and submitting the EFPC to AUT...

1. PDF form emailed to Clinical Supervisors at beginning of placement
2. Towards the end of the placement:
 - Supervisors complete the AUT, EFPC form electronically
 - Students also complete their own self-assessed version of the EFPC
3. Final day of placement:
 - Supervisors meet with student(s), review student self-assessment and discuss supervisor feedback
 - Supervisors and students to both sign the supervisors form= type supervisor and students name electronically is sufficient
 - Supervisors to email the the completed EFPC form to CCL (or AUT) AND to student(s)



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If you have any concerns – communication flow...



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