EVALUATION OF FOUNDATIONAL PLACEMENT COMPETENCIES (EFPC)

AUT Physiotherapy Year 3

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Course Information:

Course Name: Select

Clinical Centre/Region: Select

Practice Name / Hospital / Ward

Student Information:

Student Name (Enter First Name, Surname):

Student ID:

Clinical Placement Information (tick at least 1 box from each of the three groups below). Add Additional Information if required.

☐ Acute ☐ Rehab ☐ Community

Clinical Placement Service

☐ Cardio ☐ Musculo ☐ Neuro

Clinical Placement Body System

☐ Paeds ☐ Adult

Clinical Placement Age Group

Additional Information

Start Date   **Finish Date**

Placement Period
(Enter date as dd/mm/yyyy)

Total Clinical Days Completed

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

Evaluation of Foundational Placement Competencies (EFPC)

Rating scale

1. Professional Behaviour   Core

The student…	0	1	2	3	4
1a adheres to professional and ethical standards including privacy, informed consent and confidentiality	☐	☐	☐	☐	☐
1b is punctual and manages their application of time to tasks	☐	☐	☐	☐	☐
1c contributes to effective workplace functioning	☐	☐	☐	☐	☐
1d identifies and responds to potential risks and hazards	☐	☐	☐	☐	☐

Comments, with supporting examples:

2. Learner Behaviour   Core

The student…	0	1	2	3	4
2a shows initiative and willingness to learn	☐	☐	☐	☐	☐
2b takes responsibility for their own learning	☐	☐	☐	☐	☐
2c demonstrates awareness of their own limitations	☐	☐	☐	☐	☐
2d seeks and responds appropriately to feedback	☐	☐	☐	☐	☐
2e demonstrates organisational and problem-solving skills	☐	☐	☐	☐	☐

Comments, with supporting examples:

3. Communication Core

The student…		0	1	2	3	4
3a communicates professionally with peers and staff including educators		☐	☐	☐	☐	☐
3b communicates effectively in a team setting	N/A ☐	☐	☐	☐	☐	☐
3c demonstrates effective communication and interpersonal skills with patients/clients		☐	☐	☐	☐	☐
3d demonstrates sensitivity and empathy to patient/client needs and concerns		☐	☐	☐	☐	☐

Comments, with supporting examples:

4. Information Gathering Core

The student…		0	1	2	3	4
4a plans and prepares relevant and appropriate information gathering processes		☐	☐	☐	☐	☐
4b implements prepared information gathering strategies effectively, such as file review, history taking and patient/client assessment		☐	☐	☐	☐	☐
4c identifies important and relevant patient/client information		☐	☐	☐	☐	☐
4d interprets information to identify patient/client main problems		☐	☐	☐	☐	☐
4e contributes to patient/client-centred goal setting and recommendations	N/A ☐	☐	☐	☐	☐	☐

Comments, with supporting examples:

5. Documentation

The student…	0	1	2	3	4
5a follows relevant procedures to access, share and complete records	☐	☐	☐	☐	☐
5b structures documentation clearly and logically considering the context and audience	☐	☐	☐	☐	☐
5c Includes all relevant information without excessive detail	☐	☐	☐	☐	☐
5d uses clear, concise, and objective professional language	☐	☐	☐	☐	☐

Comments, with supporting examples:

*Consider that some behaviours that may be observed during documentation tasks are rated elsewhere. Those should **not** be "double rated" here. For example, confidentiality and timeliness are professional behaviours (section 1), interpreting information is part of information gathering (section 4), and the content of recommendations relates to elements of information gathering (section 4) and understanding their professional scope (section 6).

6. Understanding their Professional Scope

The student…	0	1	2	3	4
6a describes the multiple factors contributing to the patient's/client's performance that are most relevant to their professional role	☐	☐	☐	☐	☐
6b suggests how someone in their professional role might assist the patient/client	☐	☐	☐	☐	☐
6c offers a rationale for their recommendations	☐	☐	☐	☐	☐
6d contributes relevant observations and ideas for patients/clients at different stages of the therapy process or continuum of care	☐	☐	☐	☐	☐

Comments, with supporting examples:

Summary Comments

Summary comments, including strengths and areas for further development:

Summary Recommendation

Overall, this student (tick one):

Did not, or rarely demonstrated foundational placement competencies to an acceptable standard	Demonstrated acceptable foundational placement competencies with some prompting	Demonstrated foundational placement competencies to an acceptable or above acceptable standard with minimal to no prompting
☐	☐	☐

Signoff

Supervisor signature:

Student signature:

Supervisor's Signature (Enter primary supervisor's first name, then second supervisor's name)
Declaration: By signing above, I am stating that I have discussed this result with the student.

Date (Enter date as dd/mm/yyyy)

Please save this file as students: **Surname_Firstname_Coursecode_2025**
Email the completed form to your CCL and the student

Evaluation of Foundational Placement Competencies (EFPC)

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
- shows an understanding of relevant codes of conduct and ethics
- explanations provide the foundations for informed consent

1b is punctual and manages their application of time to tasks
- attempts to complete tasks in a timely manner
- is where they should be, when they should be

1c contributes to effective workplace functioning
- assists in tidying the workplace
- assists with equipment use and maintenance

1d identifies and responds to potential risks and hazards
- recognises potential risks
- alerts appropriate person/s to assist

2. Learner behaviour

2a shows initiative and willingness to learn
- shows enthusiasm and interest in the placement
- willingly takes on required as well as new activities

2b takes responsibility for their own learning
- asks questions and clarifies their understanding
- independently follows up on tasks and addresses knowledge gaps

2c demonstrates awareness of own limitations
- operates within scope of profession and own knowledge
- seeks appropriate assistance when necessary

2d seeks and responds appropriately to feedback
- gives and receives feedback with respect
- integrates feedback into subsequent performance

2e demonstrates organisational and problem-solving skills
- is systematic in their approach to tasks
- begins to show reasoned/justified decision making

3. Communication

3a communicates professionally with peers and staff including educators
- maintains respectful and non-judgemental communication
- demonstrates social skills such as the ability to relate personably

3b communicates effectively in a team setting
- contributes to group discussions
- interacts appropriately with colleagues from other professions
- makes connections with other team members

3c demonstrates effective communication and interpersonal skills with patients/clients
- adjusts communication style to meet the needs of specific patients/clients
- attempts to build rapport with patients/clients
- communication is culturally appropriate

3d demonstrates sensitivity and empathy to patient/client needs and concerns
- responds appropriately to patients/clients in distress
- shows active listening and appropriate non-verbal communication

4. Information gathering

4a plans and prepares relevant and appropriate information gathering processes
- identifies relevant sources of information and how to access them
- considers the scope of their profession in plans

4b implements prepared information gathering strategies effectively such as file review, history taking and patient/client assessment
- understands the structure and purpose of a patient file and can extract relevant information
- takes an effective history from a patient/client
- conducts known assessments appropriately to their level

4c identifies important and relevant patient/client information
- recognises the key information that is most relevant
- screens out information that is of less relevance

4d interprets information to identify patient/client main problems
- identifies patient/client main problems
- uses the most relevant information to set priorities

4e contributes to patient/client-centred goal setting and recommendations
- formulates clear and relevant patient-/client-centred short-term goals
- initiates long-term patient-/client-centred goal setting
- makes recommendations for future actions, such as further information gathering or interventions/treatment strategies

Evaluation of Foundational Placement Competencies (EFPC)

5. Documentation

5a follows relevant procedures to access, share and complete records
- consistently implements instructed procedures to access records and provide to others, including educator
- consistently implements taught procedures such as for drafting, noting of designations, and countersigning
- is mindful of access needs of others when using records
- follows procedures to complete legal records

5b structures documentation clearly and logically considering the context and audience
- sets out information clearly with a logical sequence
- the information is logical for the intended audience
- uses appropriate sub-headings as taught/modelled

5c includes all relevant information without excessive detail
- includes all the most pertinent and essential information
- is appropriately succinct and not overly detailed or descriptive, according to what has been taught/modelled

5d uses clear, concise, and objective professional language
- language is as described and free from bias, subjective terminology, or judgements inappropriate to the scope
- grammatical features such as sentence structure, tense, and gender are adequate for accurate understanding

6. Understanding their Professional Scope

6a describes the multiple factors contributing to the patient's/client's performance that are most relevant to their professional role
- identifies the core factors most relevant to their role
- is able to consider a variety of factors, and interactions between them
- explains how the identified factors impact on their patient's/client's performance

6b suggests how someone in their professional role might assist the patient/client
- makes suggestions based on the information gathered
- makes suggestions that are relevant to their role
- identifies how suggestions may impact performance

6c offers a rationale for their recommendations
- expresses the reasons for the suggestions they have made
- includes consideration of multiple factors (as per 6a) in their reasons, as relevant to their role

6d contributes relevant observations and ideas for patients/clients at different stages of the therapy process or continuum of care
- makes generalisations to start to identify observations and ideas, such as across the therapy process (screening, assessment, goal setting, intervention and review)
- expresses observations and ideas they have for patients/clients in different circumstances