

# 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.

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| <p><b>1. Professional behaviour</b></p> <p><b>1a adheres to professional and ethical standards including privacy, informed consent and confidentiality</b></p> <ul style="list-style-type: none"> <li>shows an understanding of relevant codes of conduct and ethics</li> <li>explanations provide the foundations for informed consent</li> </ul> <p><b>1b is punctual and manages their application of time to tasks</b></p> <ul style="list-style-type: none"> <li>attempts to complete tasks in a timely manner</li> <li>is where they should be, when they should be</li> </ul> <p><b>1c contributes to effective workplace functioning</b></p> <ul style="list-style-type: none"> <li>assists in tidying the workplace</li> <li>assists with equipment use and maintenance</li> </ul> <p><b>1d identifies and responds to potential risks and hazards</b></p> <ul style="list-style-type: none"> <li>recognises potential risks</li> <li>alerts appropriate person/s to assist</li> </ul>                                                                                                                                                                                                               | <p><b>2. Learner behaviour</b></p> <p><b>2a shows initiative and willingness to learn</b></p> <ul style="list-style-type: none"> <li>shows enthusiasm and interest in the placement</li> <li>willingly takes on required as well as new activities</li> </ul> <p><b>2b takes responsibility for their own learning</b></p> <ul style="list-style-type: none"> <li>asks questions and clarifies their understanding</li> <li>independently follows up on tasks and addresses knowledge gaps</li> </ul> <p><b>2c demonstrates awareness of own limitations</b></p> <ul style="list-style-type: none"> <li>operates within scope of profession and own knowledge</li> <li>seeks appropriate assistance when necessary</li> </ul> <p><b>2d seeks and responds appropriately to feedback</b></p> <ul style="list-style-type: none"> <li>gives and receives feedback with respect</li> <li>integrates feedback into subsequent performance</li> </ul> <p><b>2e demonstrates organisational and problem-solving skills</b></p> <ul style="list-style-type: none"> <li>is systematic in their approach to tasks</li> <li>begins to show reasoned/justified decision making</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>3. Communication</b></p> <p><b>3a communicates professionally with peers and staff including educators</b></p> <ul style="list-style-type: none"> <li>maintains respectful and non-judgemental communication</li> <li>demonstrates social skills such as the ability to relate personally</li> </ul> <p><b>3b communicates effectively in a team setting</b></p> <ul style="list-style-type: none"> <li>contributes to group discussions</li> <li>interacts appropriately with colleagues from other professions</li> <li>makes connections with other team members</li> </ul> <p><b>3c demonstrates effective communication and interpersonal skills with patients/clients</b></p> <ul style="list-style-type: none"> <li>adjusts communication style to meet the needs of specific patients/clients</li> <li>attempts to build rapport with patients/clients</li> <li>communication is culturally appropriate</li> </ul> <p><b>3d demonstrates sensitivity and empathy to patient/client needs and concerns</b></p> <ul style="list-style-type: none"> <li>responds appropriately to patients/clients in distress</li> <li>shows active listening and appropriate non-verbal communication</li> </ul> | <p><b>4. Information gathering</b></p> <p><b>4a plans and prepares relevant and appropriate information gathering processes</b></p> <ul style="list-style-type: none"> <li>identifies relevant sources of information and how to access them</li> <li>considers the scope of their profession in plans</li> </ul> <p><b>4b implements prepared information gathering strategies effectively such as file review, history taking and patient/client assessment</b></p> <ul style="list-style-type: none"> <li>understands the structure and purpose of a patient file and can extract relevant information</li> <li>takes an effective history from a patient/client</li> <li>conducts known assessments appropriately to their level</li> </ul> <p><b>4c identifies important and relevant patient/client information</b></p> <ul style="list-style-type: none"> <li>recognises the key information that is most relevant</li> <li>screens out information that is of less relevance</li> </ul> <p><b>4d interprets information to identify patient/client main problems</b></p> <ul style="list-style-type: none"> <li>identifies patient/client main problems</li> <li>uses the most relevant information to set priorities</li> </ul> <p><b>4e contributes to patient/client-centred goal setting and recommendations</b></p> <ul style="list-style-type: none"> <li>formulates clear and relevant patient-/client-centred short-term goals</li> <li>initiates long-term patient-/client-centred goal setting</li> <li>makes recommendations for future actions, such as further information gathering or interventions/treatment strategies</li> </ul> |

# 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