# Appendix 1. SPEF-R Procedure for SCP

A modified and adapted version of the SPEF-R (approved for use in the project by University of Queensland) is used for the SCP.

The SPEF-R has two components, the “Student Practice Evaluation Form” and the “Student Review of Professional Placement”. The Student Practice Evaluation provides a means for a clinical supervisor to assess students across their placement. Students are rated on a scale of 1-5, from “unacceptable” to “with distinction”, for 18 items grouped into four categories. It is also common practice for students to complete the Student Practice Evaluation themselves as a self-reflective assessment of their own performance. The clinical supervisor can review the student’s self-assessment in the process of evaluating the student and/or as part of the feedback session the clinical supervisor has with the student when discussing the final evaluation. The second component – the Student Review – allows students to score their own placement experience using a 5-point Likert scale (strongly disagree to strongly agree). Modified versions of all three instruments can be downloaded from the staff area of the Health Enhance site.

The completion of the Student Practice Evaluation is the responsibility of the Clinical Supervisor with the assistance of the Simulation Facilitator.

**Resources**

The SCP Clinical Supervisor will not see all of the activities and interactions undertaken by students. They will have access to the following resources to aid them in completing the Student Practice Evaluation:

* Notes from the simulated primary client regarding the interview (see attached template).
* Their own observations and notes of student performance and interaction collected using the SPEF checklist (see attached template).
* The observations and notes of student performance and interaction assessed by the Simulation Facilitators using the SPEF checklist (see attached template).
* Video footage of the primary client interview recorded by students.
* Audio recordings of phone interviews with stakeholders involved with the primary client.

These resources need to be made available to the Clinical Supervisor. Due to differences in platforms and systems between institutions, a local process will need to be determined for how the resources are made available to the Clinical Supervisors. Two potential options include:

1. The Technical Assistant (see Roles and Tasks starting page 13) could be tasked with collecting USB sticks from student subgroups containing the Primary Client interview video and audio recordings of telephone calls, along with the checklists from the Simulation Facilitators, and passing it to the Clinical Supervisor, either in hard copy or uploaded digital.
2. Students can be assigned the responsibility to upload their own video and audio recordings and the Simulation Facilitators upload their checklists, or students and SFs hand their materials to the CS.

If resources are uploaded this could be done via the LMS.

The Simulation Facilitator’s checklists and other resources need to be provided to the Clinical Supervisors before the Thursday afternoon session to allow time for the CS to have completed the SPEF evaluation in time for the evaluation session with the student starting Friday morning.

**Completing the SPEF-R**

The resources as listed are to be made available for the Clinical Supervisor to access. The Clinical Supervisor may use the resources in any way they choose. For example, the Clinical Supervisor may only watch a segment of the interview video or skip through it looking for promising snippets of interaction. Clinical Supervisors should also be provided with the original complete SPEF-R document for the instructions and examples, as well as for the philosophy and purpose of assessment. All materials are available via the staff only area of the Health Enhance website.

The Clinical Supervisor should consult with the Simulation Facilitators if there are sizeable differences between ratings provided by Clinical Supervisor and Simulation Facilitators, either overall or for any particular criterion. This process should take place before the CS meets with the student for final evaluation.

The SCP Clinical Supervisors are expected to have completed their 9-10 Student Practice Evaluations before the end of the student presentations session on the Friday morning of SCP. The SCP Clinical Supervisors then meet each of “their” students during Friday morning to provide feedback and discuss the evaluation. The SCP timetable allows up to 15 minutes per “consultation” for each student. Students are to be asked to bring their self-assessment SPEF-R to the meeting. Both the Clinical Supervisor and the student sign the evaluation document.

Students are responsible for submitting the assessment SPEF-R signed by their Clinical Supervisor as well as the self-assessment version to their Site Coordinator (timing and means of submission determined locally, but should be within two weeks).

As part of the pre-placement enrolment process all students are to be asked by the Site Coordinator to ensure a suitable head-shot photo is on file. Most LMS platforms allow photographs to be added to student profiles and a photograph class list to be exported. The SCP Clinical Supervisors, Simulation Facilitators, and simulated clients should be provided with a “class list” of names and photos of students in their groups.

NOTE: Each item on the SPEF-R includes provision to provide a halfway assessment as well as a final assessment. The halfway assessment should be ignored, by both students and Clinical Supervisors. It was not possible to make this change to the original instrument.

Attached: A checklist to be used by both Clinical Supervisors and Simulation Facilitators. They would use one checklist per student, making notes and assessments as the opportunity for observation arises.

All forms can be downloaded from the staff area of the Health Enhance website.