



SCHOOL OF
OCCUPATIONAL THERAPY

Assessment Guide

Bachelor of Occupational Therapy

Fieldwork 1

OTAGO POLYTECHNIC 2020

All rights reserved. Otago Polytechnic is the owner of the copyright of this publication. Other than as permitted by the Copyright Act, no part of this publication can be reproduced, copied or transmitted in any other form or by any other means without prior written permission of the CEO, Otago Polytechnic, Private Bag 1910, Dunedin 9054.

>

2022

TABLE OF CONTENTS

1.	FIELDWORK 1 COURSE OUTLINE.....	1
2.	FIELDWORK 1 ASSESSMENT	3
3.	PERFORMANCE INDICATORS AND LEARNING TASKS	21
	Applying Occupational Therapy Knowledge, Skills And Values	22
	Practising Appropriately For Bicultural Aotearoa/New Zealand	25
	Building Partnerships And Collaborating	26
	Practising In A Safe, Legal, Ethical And Culturally Competent Way.....	28
	Engaging With And Being Responsible For Your Profession.....	32
4.	FIELDWORK SUPERVISION	34
	Fieldwork Supervision Contract	35
5.	WORKSHEETS	37
	Occupational Therapy Role	38
	Gibbs Model For Reflection	39
	Goal Setting.....	43
	Assessment	44

1. FIELDWORK 1 COURSE OUTLINE

SMS Code	BT510001	Teacher-directed learning hours	4
Level	5	Authentic work experience learning hours	140
Credits	15	Student-managed learning hours	6
Prerequisites		Total Learning Hours	150
This course approved in another Programme: No			

Aim

This course enables students to explore the role of the occupational therapist in placement setting(s) and demonstrate emerging professional skills, behaviours and attitudes.

Learning Outcomes

At the successful completion of this course, students will be able to:

Discuss the role of the occupational therapist and occupational therapy within the local context.

Demonstrate the ability to practice occupational therapy at an emergent level* across identified areas of competence within the placement(s) setting.

Indicative Content

Building rapport and relationships

Therapeutic use of self

The role of the occupational therapist

Occupational therapy practice in the local context

Reflection and supervision

Assessment

Assessment Activity	Weighting	Learning Outcomes	Assessment Grading Scheme	Completion Requirements
NZ Fieldwork Assessment	100%	1, 2	Competency	Must pass

Resources

Required: Library and database access, Internet access

*Emergent level is the level expected within the New Zealand Fieldwork Assessment

2. FIELDWORK 1 ASSESSMENT

Name of Student: _____



NEW ZEALAND OCCUPATIONAL THERAPY Fieldwork Assessment

Year One

BT51001 Fieldwork 1

2022

DHB/School/Private Provider/Other	
Facility/Hospital/Agency	
Ward/Team/Area/Unit	
Address	
Area of Speciality	
Supervisor/s	

Dates	Start Date:	Finish Date:
-------	-------------	--------------

Please return the ASSESSMENT FORM to: OTFieldwork@op.ac.nz

By: Wednesday 6 July 2022

Fieldwork Assessment

Assessment of fieldwork is both formative and summative. Feedback should be provided on a regular basis alongside weekly supervision sessions. Midway and final assessment meetings are an opportunity for student and supervisor to discuss and negotiate student grades. Students are expected to self evaluate, pencilling in where they perceive they have achieved and presenting evidence to support their grading of each competency indicator.

Successful completion of this course requires the student to reach all competency indicators at or above the expected level of performance identified by the shaded box at final assessment.

All competencies should be assessed. If you are unsure how to interpret the indicators in your setting please refer to your manual or contact the Fieldwork Lecturer.

Midway Assessment

- The midway assessment is a formative opportunity to identify student learning needs and provide specific feedback on the areas requiring improvement.
- Fieldwork supervisors should clearly outline what the student needs to do to reach the expected level of performance as identified by the shaded box for each competency indicator by the end of the placement.

It is essential that the student and supervisor signs and dates midway assessment agreement (pg17).

If there is evidence to suggest the student may not meet the expected level of performance in any given indicator by the end of the placement, please contact the Fieldwork Lecturer immediately.

Final Assessment

- The final assessment should be completed by the student and fieldwork supervisor at least two days before the end of the placement.
- A full report, summarising the placement, is to be completed by the fieldwork supervisor. The student is to complete a reflection and identify future learning objectives.
- The completed assessment should be signed by the fieldwork supervisor and the student.

Fieldwork Supervisors should include the following when writing their reports:

1. For each competency, provide a description and examples of how the student has met the performance indicators and a brief comment on areas that require further development.
2. If any competency has not been met, provide a description and examples of why the student has not met the competency.

Consequence of Failure

If a student has not reached the expected level in **one** or more of the competency indicators, please make recommendations on the final page of this assessment form. The Fieldwork Lecturer can be contacted to discuss your assessment. We recommend that you do this as soon as you are aware of any possibility of the student failing the placement.

GRADINGS:

Each indicator should be graded using the five levels described below:

1	2	3	4	5
NOT ACHIEVED Not yet able to demonstrate skills, knowledge and attitudes to perform safely at emerging level in the setting	EMERGING Beginning to demonstrate some of the necessary skills, knowledge and attitudes to perform safely in the setting.	ADEQUATE Demonstrates skills, knowledge and attitudes to perform safely, although with some inconsistency, in the setting.	CONSISTENT Demonstrates sustained and consistent application of sufficient skills, knowledge and attitudes to perform safely in the setting.	EXCEPTIONAL Demonstrates remarkable depth and breadth in the application of skills, knowledge and attitudes, in the setting.

The shaded box indicates the expected level of performance for each indicator.

Please note, due to the level of training the student is currently at, we would expect that they achieve the expected level or slightly higher (2 or 3). Year 1 student – emerging, Year 2 adequate, Year 3 consistent.

The example below indicates that a student meets the expected level of achievement i.e. 3 = Adequate

1	2	3	4	5
		✓		

Example of application of grading indicator:

COMPETENCY:

1. APPLYING OCCUPATIONAL THERAPY KNOWLEDGE, SKILLS AND VALUES

PERFORMANCE INDICATOR:

1.3 You use a range of strategies for communicating. You adapt how you communicate to each context, acknowledging and respecting the values, beliefs, attitudes and practices of your clients/tangata whaiora (Māori clients).

1. Not achieved
Student is unable to use verbal/non verbal techniques to establish rapport with clients.
2. Emerging
Student is beginning to utilise verbal/non verbal techniques to establish rapport with clients.
3. Adequate
Student demonstrates the ability to utilise verbal/non verbal techniques to establish rapport with clients, although with some inconsistency.
4. Consistent
Student regularly demonstrates effective verbal/non verbal techniques to establish rapport with clients.
5. Exceptional
Student demonstrates excellent verbal/non verbal techniques to establish rapport with clients.

GRADINGS:

Each indicator should be graded using the five levels described below:

1	2	3	4	5
NOT ACHIEVED Not yet able to demonstrate skills, knowledge and attitudes to perform safely at emerging level in the setting.	EMERGING Beginning to demonstrate some of the necessary skills, knowledge and attitudes to perform safely in the setting.	ADEQUATE Demonstrates skills, knowledge and attitudes to perform safely, although with some inconsistency, in the setting.	CONSISTENT Demonstrates sustained and consistent application of sufficient skills, knowledge and attitudes to perform safely in the setting.	EXCEPTIONAL Demonstrates remarkable depth and breadth in the application of skills, knowledge and attitudes, in the setting.

The shaded box indicates the expected level of performance for each indicator.

COMPETENCY:

1. APPLYING OCCUPATIONAL THERAPY KNOWLEDGE, SKILLS AND VALUES

You apply what you know. You engage with people and communities to enable occupations based on rights, needs, preferences and capacities. You work within the context of each client’s environment to optimise their participation and well-being.

PERFORMANCE INDICATORS:

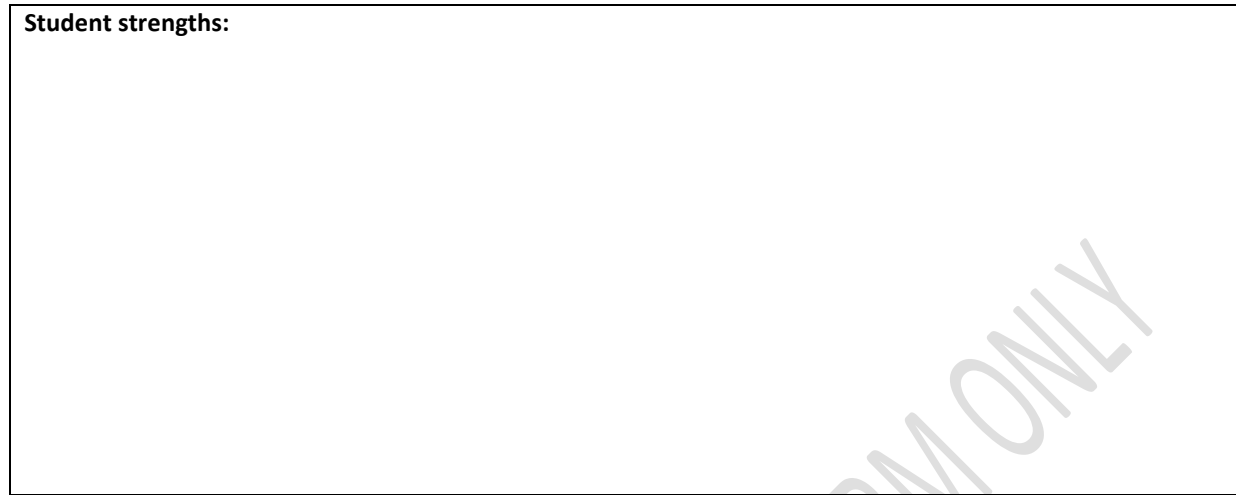
	MIDWAY					FINAL				
	1	2	3	4	5	1	2	3	4	5
1.1 You apply an occupational perspective to your practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.3 You use a range of strategies for communicating. You adapt how you communicate to each context, acknowledging and respecting the values, beliefs, attitudes and practices of your clients/tangata whaiora (Māori clients).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.14 You keep appropriate records of the services you provide. These records are suitable for evaluating your services and your professional performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

FIELDWORK SUPERVISOR FEEDBACK

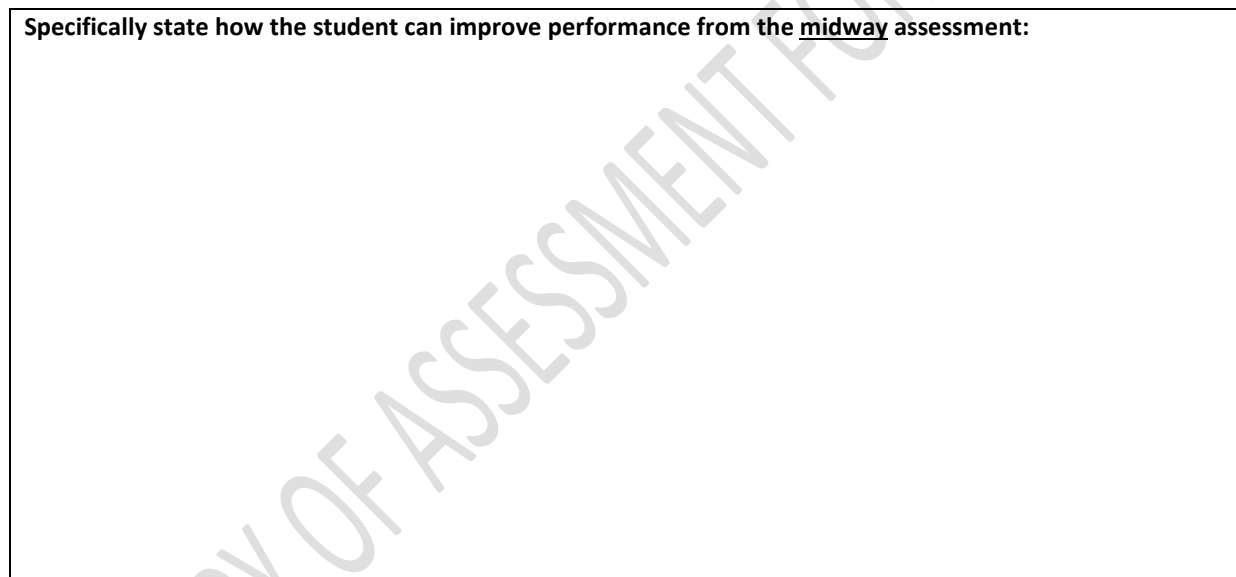
COMPETENCY 1 - Applying Occupational Therapy Knowledge, Skills and Values

MIDWAY FEEDBACK

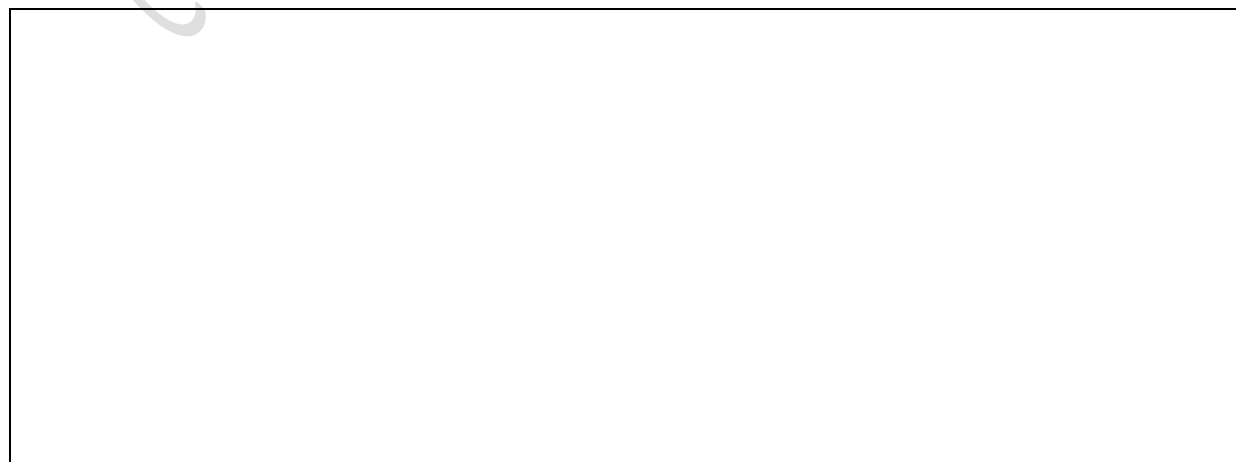
Student strengths:



Specifically state how the student can improve performance from the midway assessment:



FINAL FEEDBACK



GRADINGS:

Each indicator should be graded using the five levels described below:

1	2	3	4	5
<p>NOT ACHIEVED Not yet able to demonstrate skills, knowledge and attitudes to perform safely at emerging level in the setting.</p>	<p>EMERGING Beginning to demonstrate some of the necessary skills, knowledge and attitudes to perform safely in the setting.</p>	<p>ADEQUATE Demonstrates skills, knowledge and attitudes to perform safely, although with some inconsistency, in the setting.</p>	<p>CONSISTENT Demonstrates sustained and consistent application of sufficient skills, knowledge and attitudes to perform safely in the setting.</p>	<p>EXCEPTIONAL Demonstrates remarkable depth and breadth in the application of skills, knowledge and attitudes, in the setting.</p>

The shaded box indicates the expected level of performance for each indicator.

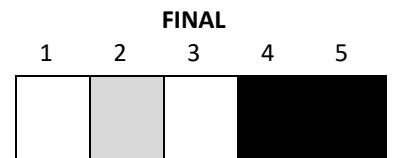
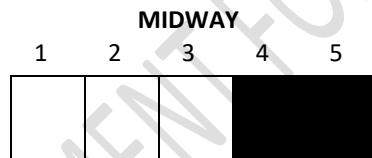
COMPETENCY:

2. PRACTISING APPROPRIATELY FOR BICULTURAL AOTEAROA NEW ZEALAND

You treat people of all cultures appropriately. You acknowledge and respond to the history, cultures, and social structures influencing health and occupation in Aotearoa New Zealand. You take into account Te Tiriti o Waitangi/The Treaty of Waitangi and work towards equal outcomes for all your clients.

PERFORMANCE INDICATORS:

2.8 You adapt your services to each client. You acknowledge and respect that a client's culture or ethnicity may affect how they wish to be treated.



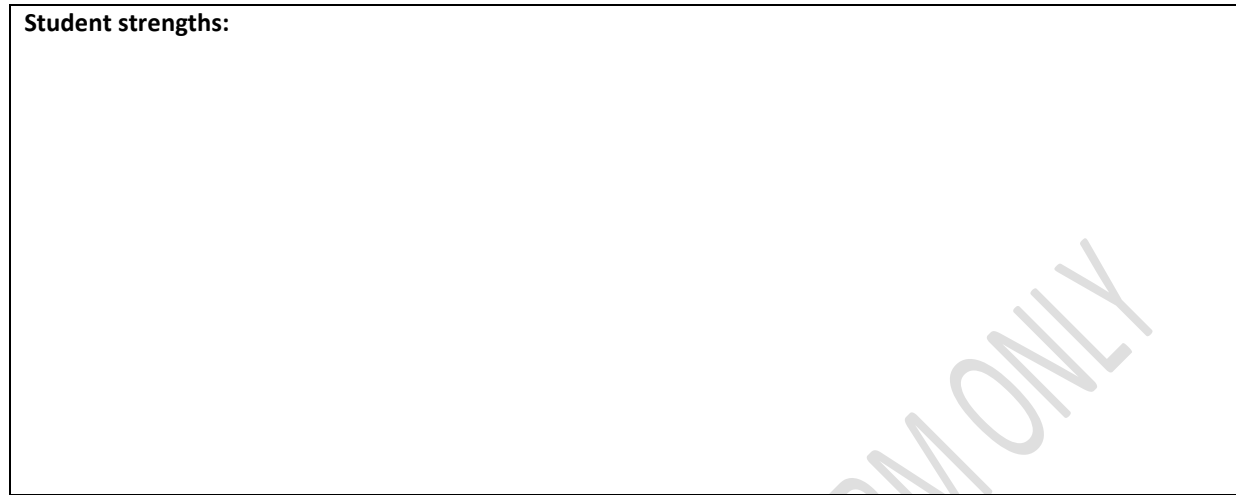
COPY OF ASSESSMENT FORM ONLY

FIELDWORK SUPERVISOR FEEDBACK

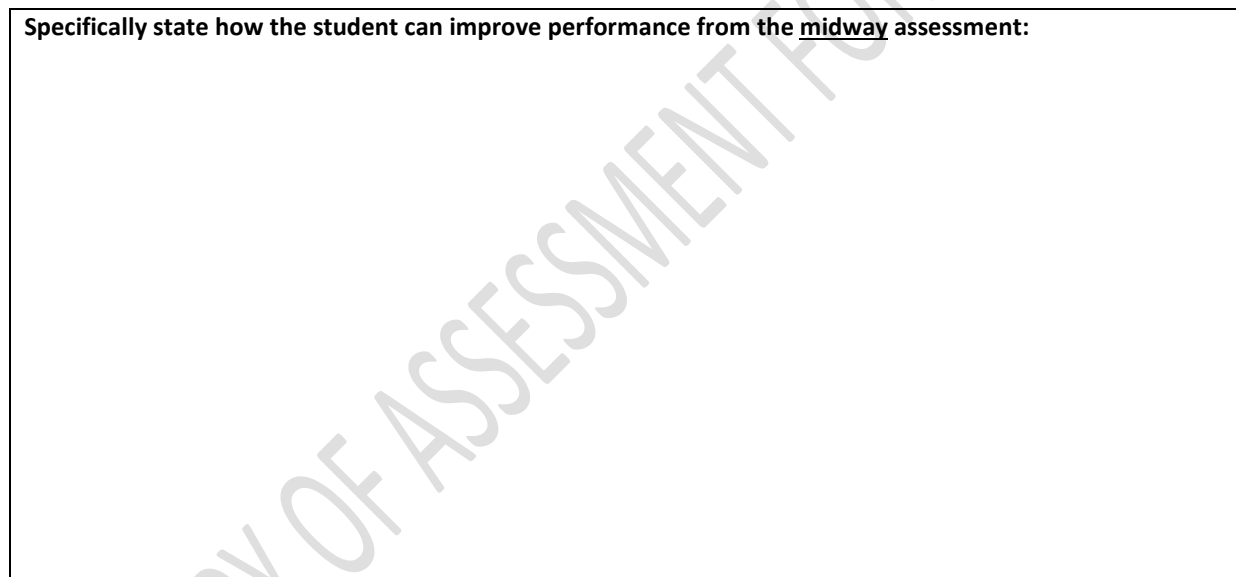
COMPETENCY 2 - Practising Appropriately for Bicultural Aotearoa New Zealand

MIDWAY FEEDBACK

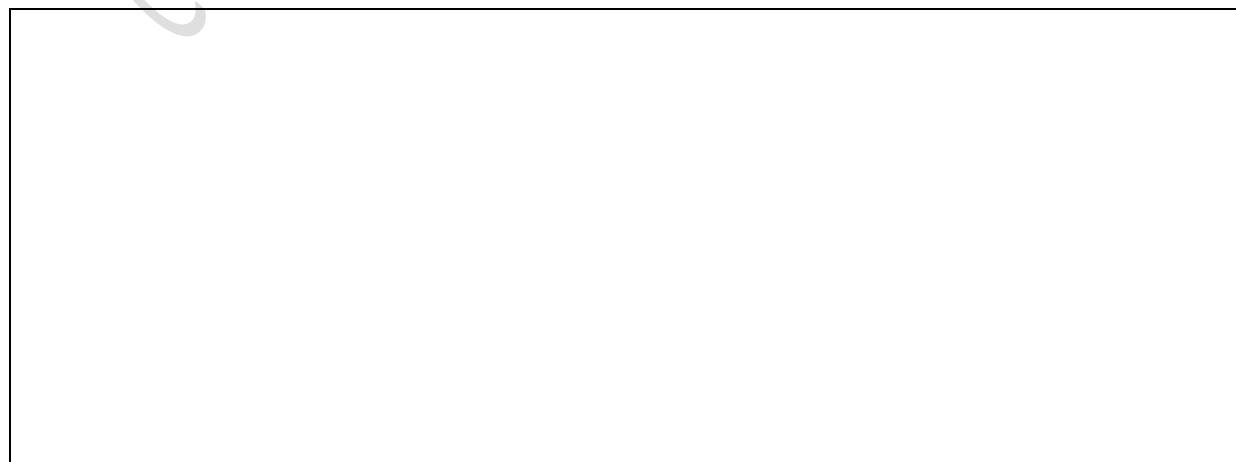
Student strengths:



Specifically state how the student can improve performance from the midway assessment:



FINAL FEEDBACK



GRADINGS:

Each indicator should be graded using the five levels described below:

1	2	3	4	5
<p>NOT ACHIEVED Not yet able to demonstrate skills, knowledge and attitudes to perform safely at emerging level in the setting.</p>	<p>EMERGING Beginning to demonstrate some of the necessary skills, knowledge and attitudes to perform safely in the setting.</p>	<p>ADEQUATE Demonstrates skills, knowledge and attitudes to perform safely, although with some inconsistency, in the setting.</p>	<p>CONSISTENT Demonstrates sustained and consistent application of sufficient skills, knowledge and attitudes to perform safely in the setting.</p>	<p>EXCEPTIONAL Demonstrates remarkable depth and breadth in the application of skills, knowledge and attitudes, in the setting.</p>

The shaded box indicates the expected level of performance for each indicator.

COMPETENCY:

3. BUILDING PARTNERSHIPS AND COLLABORATING

You collaborate. You work well with other individuals, groups, communities and organisations. You use your own and others' resources, environment and skills to benefit your clients.

PERFORMANCE INDICATORS:	MIDWAY					FINAL				
	1	2	3	4	5	1	2	3	4	5
3.2 You act with integrity, building and maintaining respectful relationships with your clients, colleagues, peers and other professionals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3.3 You recognise when the boundaries between personal and professional relationships are not clear enough, and how this affects your team or your clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3.5 You work well with people in other professions, making sure you treat clients consistently to achieve common goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

FIELDWORK SUPERVISOR FEEDBACK

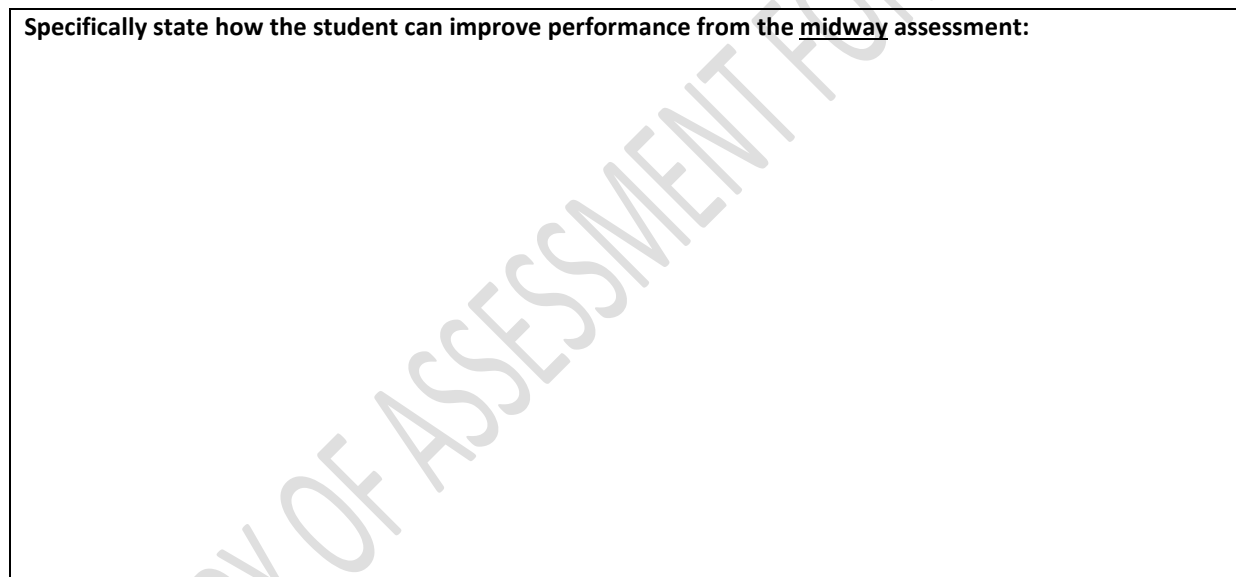
COMPETENCY 3 - Building Partnerships and Collaborating

MIDWAY FEEDBACK

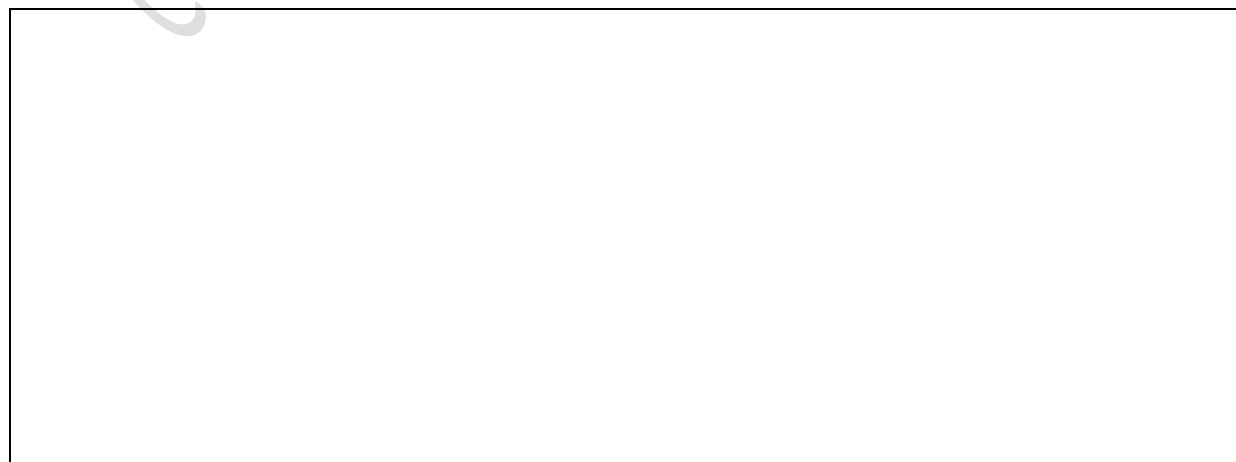
Student strengths:



Specifically state how the student can improve performance from the midway assessment:



FINAL FEEDBACK



GRADINGS:

Each indicator should be graded using the five levels described below:

1	2	3	4	5
NOT ACHIEVED Not yet able to demonstrate skills, knowledge and attitudes to perform safely at emerging level in the setting.	EMERGING Beginning to demonstrate some of the necessary skills, knowledge and attitudes to perform safely in the setting.	ADEQUATE Demonstrates skills, knowledge and attitudes to perform safely, although with some inconsistency, in the setting.	CONSISTENT Demonstrates sustained and consistent application of sufficient skills, knowledge and attitudes to perform safely in the setting.	EXCEPTIONAL Demonstrates remarkable depth and breadth in the application of skills, knowledge and attitudes, in the setting.

The shaded box indicates the expected level of performance for each indicator.

COMPETENCY:

4 PRACTISING IN A SAFE, LEGAL, ETHICAL AND CULTURALLY COMPETENT WAY

You act with integrity. You include safety, legal, ethical, and cultural requirements and expectations in your professional practice, and apply them to your work.

PERFORMANCE INDICATORS:

	MIDWAY					FINAL				
	1	2	3	4	5	1	2	3	4	5
4.5 You acknowledge, identify and safely respond to the values, beliefs, attitudes and practices of your clients / tangata whaiora (Māori clients).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.10 You recognise and address issues that compromise your own or others' safety.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.11 Your actions comply with the legislation, regulations, service standards, and professional and ethical guidelines relevant to your area of practice. You can justify your actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.13 You manage your own health and well-being so that you are fit to practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FIELDWORK SUPERVISOR FEEDBACK

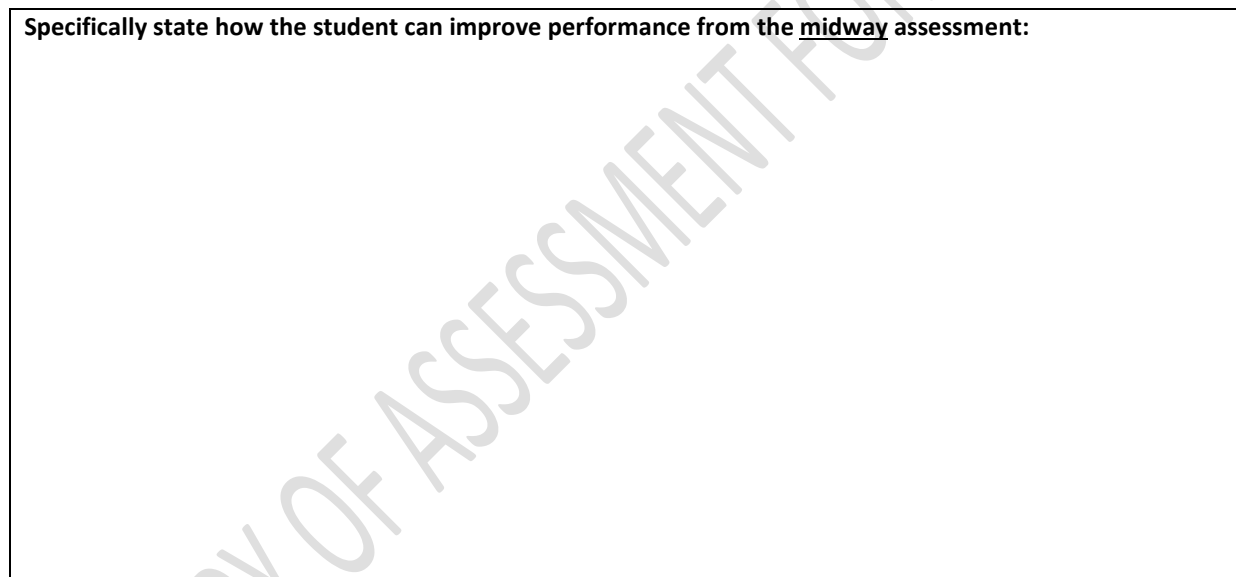
COMPETENCY 4 - Practising in a Safe, Legal, Ethical and Culturally Competent Way

MIDWAY FEEDBACK

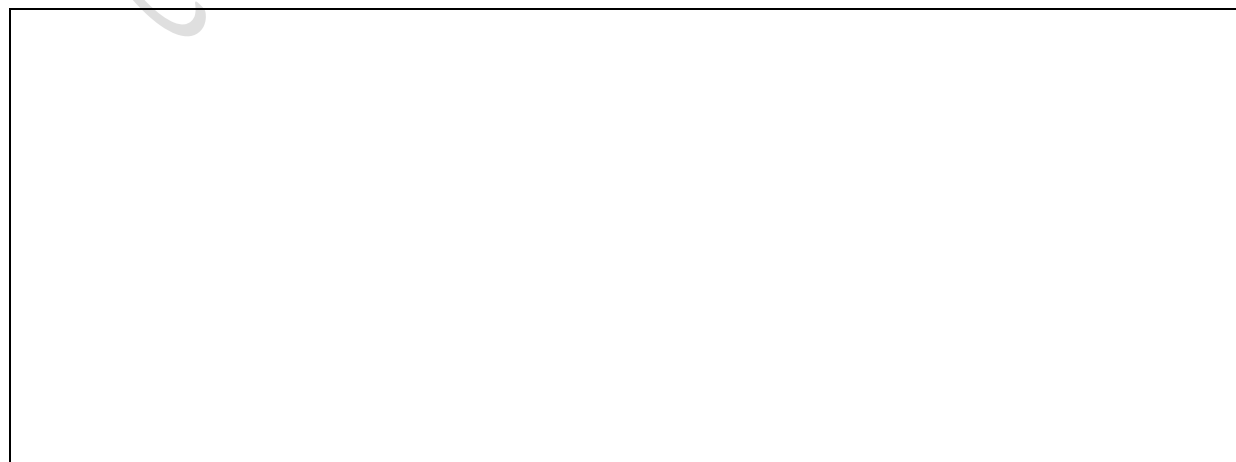
Student strengths:



Specifically state how the student can improve performance from the midway assessment:



FINAL FEEDBACK



GRADINGS:

Each indicator should be graded using the five levels described below:

1	2	3	4	5
NOT ACHIEVED Not yet able to demonstrate skills, knowledge and attitudes to perform safely at emerging level in the setting.	EMERGING Beginning to demonstrate some of the necessary skills, knowledge and attitudes to perform safely in the setting.	ADEQUATE Demonstrates skills, knowledge and attitudes to perform safely, although with some inconsistency, in the setting.	CONSISTENT Demonstrates sustained and consistent application of sufficient skills, knowledge and attitudes to perform safely in the setting.	EXCEPTIONAL Demonstrates remarkable depth and breadth in the application of skills, knowledge and attitudes, in the setting.

The shaded box indicates the expected level of performance for each indicator.

COMPETENCY:

5 ENGAGING WITH AND BEING RESPONSIBLE FOR YOUR PROFESSION

You engage with your profession. You ensure your practice is professional, current, responsive, collaborative, and evidence-based.

PERFORMANCE INDICATORS:

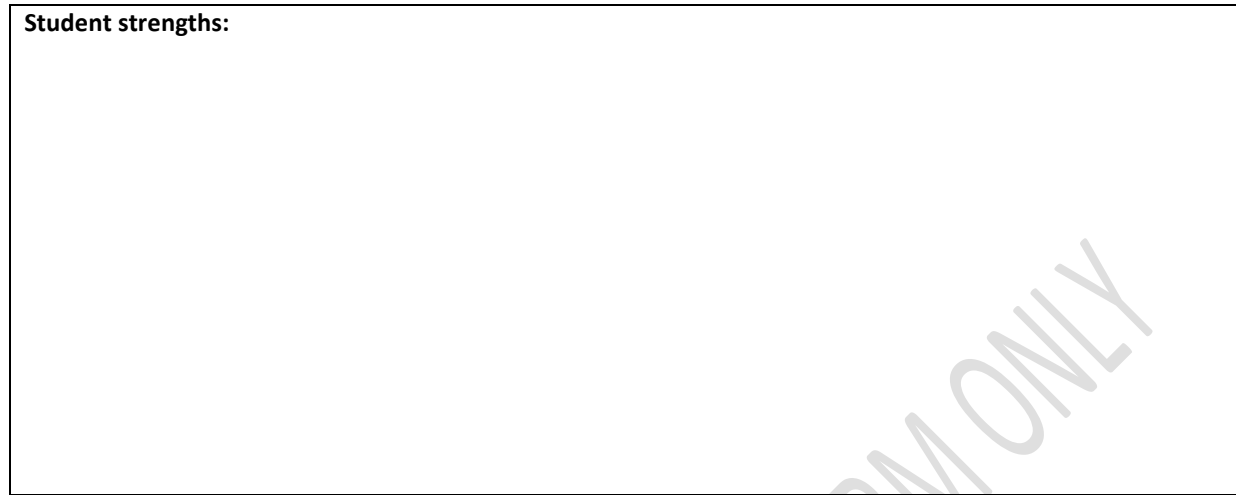
	MIDWAY					FINAL				
	1	2	3	4	5	1	2	3	4	5
5.4 You help to improve occupational therapy knowledge, resources, practices and services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
5.6 You reflect on your own competence, knowledge, skills and attitudes, and work to improve them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

FIELDWORK SUPERVISOR FEEDBACK

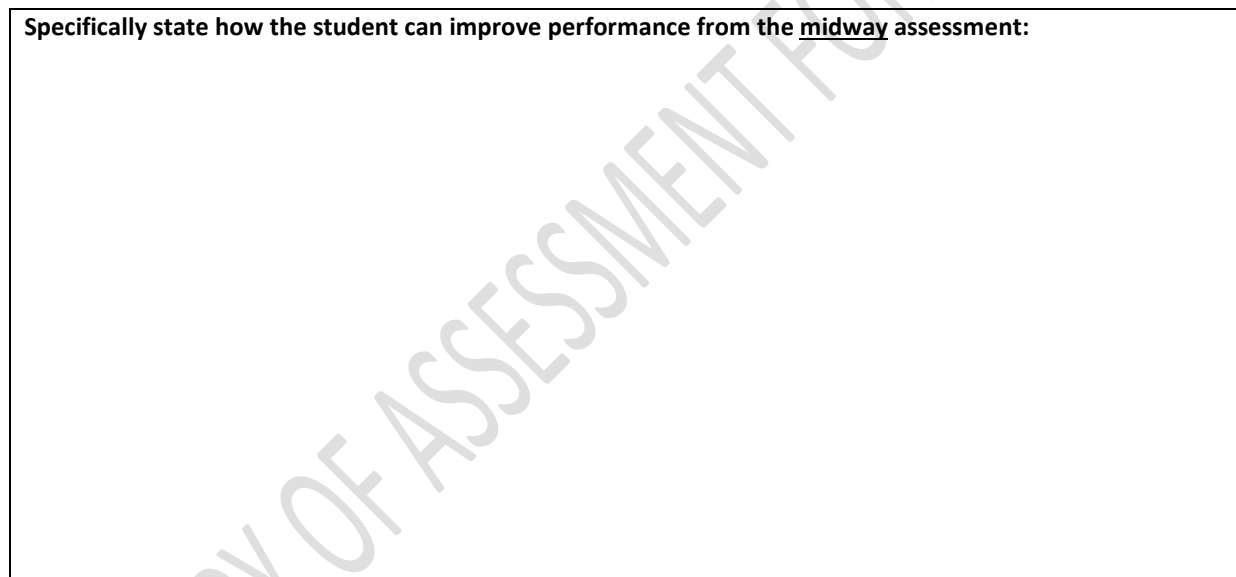
COMPETENCY 5 - Engaging with and Being Responsible for Your Profession

MIDWAY FEEDBACK

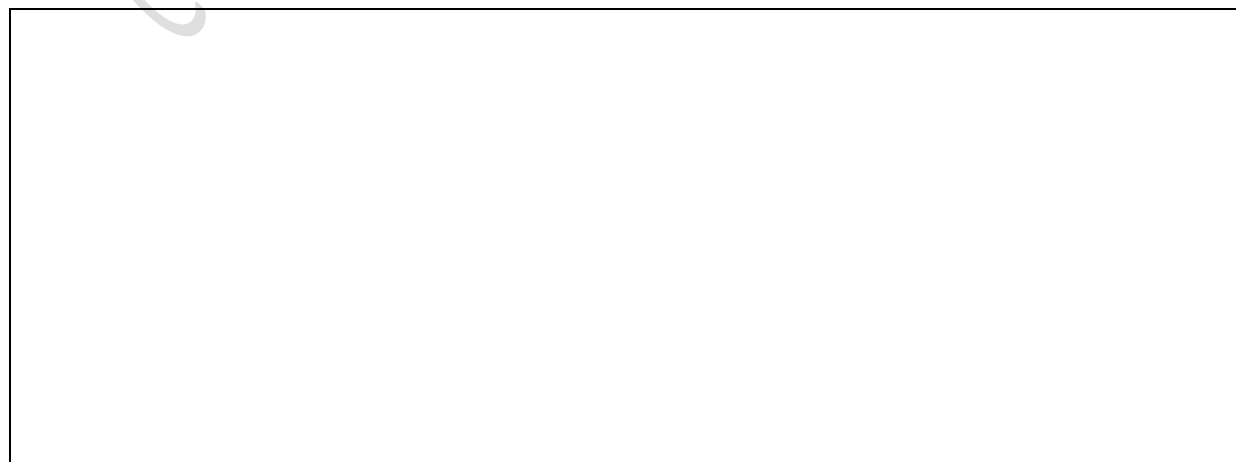
Student strengths:



Specifically state how the student can improve performance from the midway assessment:



FINAL FEEDBACK



STUDENT'S MIDWAY REFLECTIONS

Reflect and evaluate your performance to date and areas for further development.

COMPETENCY 1 - Applying Occupational Therapy Knowledge, Skills and Values

COMPETENCY 2 - Practising Appropriately for Bicultural Aotearoa New Zealand

COMPETENCY 3 - Building Partnerships and Collaborating

COMPETENCY 4 - Practising in a Safe, Legal, Ethical and Culturally Competent Way

COMPETENCY 5 - Engaging with and Being Responsible for Your Profession

MIDWAY ASSESSMENT

The midway assessment is a collaborative opportunity to identify student-learning needs and provide specific feedback on performance indicators that require improvement. Fieldwork supervisors should clearly outline what the students need to do to reach the expected level of competency as identified by the shaded box for each of the five competencies.

This agreement states that

(Student Name)

- Has read and understood the midway assessment.
- Is clear about what has been identified on each of the performance indicators for each of the competencies.
- Has an understanding of how they can improve their performance from the midway assessment, in order to successfully, meet the requirements of this specific fieldwork placement.

Student signature _____

Supervisor signature _____

Date _____

COPY OF ASSESSMENT FORM ONLY

FIELDWORK SUPERVISOR FINAL COMMENTS:

Overall Summary/Recommendations following completion of placement:

COPY OF ASSESSMENT FORM ONLY

Please indicate whether all indicators have been met

Please indicate whether any indicator have **not** been met – **please contact the Fieldwork Team immediately.**

Fieldwork Supervisor signature: _____ **Date:** _____

STUDENT'S COMMENTS:

Reflect on and evaluate your performance following completion of final assessment.

COPY OF ASSESSMENT FORM ONLY

Learning Objectives

(Student identify 3 areas to continue to work on for next fieldwork placement)

1.

2.

3.

Student signature: _____ **Date:** _____

STUDENT HOURS

Expected Weekly Hours: 30 on-site, plus 5 hours study
--

Fieldwork Placement 1 (4 Weeks)

Week Beginning	Details	Total Hours (Min = 35)
	TOTAL HOURS: (Approximately = 140 hours)	

Signed:

Fieldwork Supervisor: _____

Occupational Therapy Student: _____

****public holidays are not included in the accumulated hours***

3. PERFORMANCE INDICATORS AND LEARNING TASKS

The following section contains examples of learning tasks, which you may wish to use to assist in the process of determining the standard that the student has reached in regards to each performance indicator on the Fieldwork Assessment. These were generated by the Polytechnic Staff and modified by your colleagues at the consultative workshop held for Clinical Supervisors.

The potential of this section:

It is intended to be a discussion document where student and supervisor can easily identify which performance indicators have and have not been addressed at any given time in the placement.

It is envisaged that the learning tasks and learning contract can be used as the focus for weekly discussions on progress throughout the placement.

The format of this section is as follows:

Each of the five areas of assessment is presented (as per the final assessment form).

For each area of assessment there are accompanying learning tasks. The numbers and headings correspond to those used on the assessment.

Method of use:

You and your supervisor may record learning tasks specific to your setting in the column "Ways these performance indicator can be met in this setting" (e.g. make performance indicator relevant to specific clients/situations where possible).

You may want to use a method of indicating that a skill/task has been achieved, e.g. ticking off learning tasks.

Alternatives to ensuring performance indicators are met:

You, or your supervisor may feel that there are alternative ways of better ensuring learning outcomes - that is entirely at your discretion. However if such ideas may be useful in other settings we would be grateful to hear about them!

NB Please be aware that these are not compulsory tasks. We are not expecting that students complete all the learning tasks. These are examples of learning tasks which could be utilised.

APPLYING OCCUPATIONAL THERAPY KNOWLEDGE, SKILLS AND VALUES

1	2	3	4	5
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.1 You apply an occupational perspective to your practice.

Ways these performance indicators can be met in this setting

Identify with people their occupational identity i.e. the meaning and purpose their occupations have to them.

Identify barriers to people's involvement in occupation and how these are overcome.

Identify role of the occupational therapist within your setting. Complete the worksheet included on page 38 to assist you.

APPLYING OCCUPATIONAL THERAPY KNOWLEDGE, SKILLS AND VALUES

1	2	3	4	5

1.3 You use a range of strategies for communicating. You adapt how you communicate to each context, acknowledging and respecting the values, beliefs, attitudes and practices of your clients/tangata whaiora (Māori clients).

Ways these performance indicators can be met in this setting

Use verbal and non-verbal techniques to establish rapport with client/relatives/carers: attending, following, reflecting, paraphrasing, open and closed questions.

Identify how you altered your communication in order to be respectful to the clients values, beliefs and attitudes.

In discussion with your supervising therapist, identify your own strengths and areas for development in relation to communication. Provide examples of your developing skills in communication.

APPLYING OCCUPATIONAL THERAPY KNOWLEDGE, SKILLS AND VALUES

1	2	3	4	5

<p>1.14 You keep appropriate records of the services you provide.</p>	<p>Ways these performance indicators can be met in this setting</p>
<p>Read your supervisor's notes and become familiar with the methods of recording and reporting. And discuss your findings.</p> <p>Record own observations of clients using preferred format for this setting.</p> <p>Understand and use jargon appropriately.</p> <p>Record progress notes in patients files as appropriate, distinguishing between fact, opinion and interpretation.</p>	

PRACTISING APPROPRIATELY FOR BICULTURAL AOTEAROA/NEW ZEALAND

1	2	3	4	5

2.8 You adapt your services to each client. You acknowledge and respect that a client’s culture or ethnicity may affect how they wish to be treated.

Ways this performance indicator can be met in this setting

Discuss with your supervisors possible ways of how occupational therapy in this service could be adapted to meet the needs of each client.

BUILDING PARTNERSHIPS AND COLLABORATING

1	2	3	4	5

<p>3.2 You act with integrity, building and maintaining respectful relationships with your clients, colleagues, peers and other professionals.</p>	<p>Ways these performance indicators can be met in this setting</p>
<p>Be professional, demonstrate respectful relationships.</p> <p>Reflect on the relationships you build during the placement with your supervisor.</p> <p>Use opportunities to communicate formally and informally with occupational therapy staff.</p> <p>Establish contact with other colleagues by introducing yourself and finding out their role: physiotherapists and other team members, community agencies, volunteers. Eg informal discussion team meetings.</p>	

BUILDING PARTNERSHIPS AND COLLABORATING

1	2	3	4	5

3.3 You recognise when the boundaries between personal and professional relationships are not clear enough, and how this affects your team or your clients.

Ways these performance indicators can be met in this setting

Discuss with your supervisor the difference between professional self and social self.

Discuss the boundaries around self disclosure.

1	2	3	4	5

3.5 You work well with people in other professions, making sure you treat clients consistently to achieve common goals.

Ways these performance indicators can be met in this setting

Discuss the Occupational therapy role and other team member roles when working collaboratively with clients.

Be proactive in discussing what you do with other members of the team.

PRACTISING IN A SAFE, LEGAL, ETHICAL AND CULTURALLY COMPETENT WAY

1	2	3	4	5

<p>4.5 You acknowledge, identify and safely respond to the values, beliefs, attitudes and practices of your clients / tangata whaiora (Māori clients).</p>	<p>Ways these performance indicators can be met in this setting</p>
<p>Recognise the need to be flexible in your practice based on your clients belief system.</p>	
<p>Discuss what you did in order to be respectful to the clients values, beliefs and attitudes.</p>	
<p>Identify appropriate services for support.</p>	

PRACTISING IN A SAFE, LEGAL, ETHICAL AND CULTURALLY COMPETENT WAY

1	2	3	4	5

<p>4.10 You recognise and address issues that compromise your own or others' safety.</p>	<p>Ways these performance indicators can be met in this setting</p>
<p>Awareness of personal safety eg boundaries, physical safety, personal space, self-disclosure.</p>	
<p>Demonstrate safety checks required. Before, during and after use of equipment/environment when working with clients.</p>	
<p>Demonstrate awareness of clients emotional state, implement appropriate safety precautions as required.</p>	

PRACTISING IN A SAFE, LEGAL, ETHICAL AND CULTURALLY COMPETENT WAY

1	2	3	4	5

4.11 Your actions comply with the legislation, regulations, service standards, and professional and ethical guidelines relevant to your area of practice. You can justify your actions.

Ways these performance indicators can be met in this setting

Identify and follow service policies in your setting and be able to access information which explains these. Eg critical incident, admission, referrals and discharge policies.

Identify legislations governing practice in this setting eg Health & Disability Act, Mental Health Act, Education Act.

Show evidence of your knowledge of the Code of Conduct which is used in your setting in regards to time, dress, behaviour and professionalism and discuss how you have implemented them.

Identify the occupational therapy services policies and guidelines, and where appropriate you implement these – eg initial interview format, home visit report stroke guidelines.

PRACTISING IN A SAFE, LEGAL, ETHICAL AND CULTURALLY COMPETENT WAY

1	2	3	4	5

<p>4.13 You manage your own health and well-being so that you are fit to practice.</p>	<p>Ways these performance indicators can be met in this setting</p>
<p>Inform and discuss with your supervisor any issues that may impact on your ability to perform and learn in this setting e.g. Health condition, disability, learning needs and or personal issues, or a change in circumstances.</p> <p>Use sick leave when appropriate following procedures outlined in your setting.</p> <p>Inform Fieldwork team and supervising occupational therapist if you are off absent (sickness, bereavement) and unable to attend placement as per setting policy.</p>	

ENGAGING WITH AND BEING RESPONSIBLE FOR YOUR PROFESSION

1	2	3	4	5

<p>5.4 You help to improve occupational therapy knowledge, resources, practices and services.</p>	<p>Ways these performance indicators can be met in this setting</p>
<p>Take responsibility for a project that is helpful to the setting. (This project should: Take your learning forward, be helpful to the setting, take approximately one hour of your time per week.)</p>	

ENGAGING WITH AND BEING RESPONSIBLE FOR YOUR PROFESSION

1	2	3	4	5

<p>5.6 You reflect on your own competence, knowledge, skills and attitudes, and work to improve them.</p>	<p>Ways these performance indicators can be met in this setting</p>
<p>Maintain a reflective journal.</p>	
<p>Journal your experiences and reflect on your own learning.</p>	
<p>Set weekly goals to ensure your development in these areas.</p>	
<p>Request feedback and respond to feedback appropriately.</p>	
<p>Identify own professional abilities, attitudes and knowledge - both strengths and areas for further development.</p>	

4. FIELDWORK SUPERVISION

Supervision is a time for discussion and reflection on your learning.

Supervision should occur for **one hour weekly**.

It is important that you make a **supervision contract** with your supervisor that sets aside a regular time to meet. This should be negotiated in week one of placement.

How to use supervision?

- At least **50% of the responsibility for supervision lies with you**.
- You need to **come to the session prepared**.
- Preparation means **you need to know what you want to talk about** and this should then mean that you are clear on what you will be doing over the next week. It is a time to ask questions but also a time to let supervisors know your thinking. It is about discussion rather than questions and answers.

Sessions are likely to have two parts:

The first part is asking any questions you have recorded in your notebook for discussion, discussing any issues that have arisen that require clarification or further expansion.

The second part is in relation to your learning objectives, learning tasks and workbooks. This is the time to let your supervisor know your learning needs for the next week and thus indicate to them the learning opportunities you would like. It is also the time to discuss learning objectives and clarify that you and your supervisor have common understanding of expectations of what you need to be doing in order to achieve the objectives. You should also check the level of input you need in order to achieve the objectives – how much is the supervisor contributing, guiding, and directing your learning.



Fieldwork Supervision Contract
School of Occupational Therapy
Otago Polytechnic
0800 800 583

CONTRACT BETWEEN _____(Supervisor)

AND _____(Supervisee)

Period of time to which this contract applies:

Purpose of the supervision:

(Why is supervision required? – What are the overall aims of supervision?).

Day and time of supervision:

(Detail when sessions will occur. Put these times in your diary now)

Structure of sessions:

(How will the session progress?)

Confidentiality:

(Detail what is expected in terms of confidentiality)

Content:

It is appropriate for the following to be discussed in supervision:

Type of feedback required:

(How would you like this delivered? e.g. Written verbal, areas to improve on followed by strengths?)

The supervisor agrees to:

(Outline the supervisor role and expectations the supervisor holds)

The supervisee agrees to:

(Outline the supervisee role and expectations the supervisee holds)

Process of review:

(What systems are in place to ensure the supervision relationship functions well?)

Signed: _____Supervisee

_____Supervisor

Date: _____

5. WORKSHEETS

The worksheets in this section have been included to use whilst on placement. Worksheets assist the student to integrate what they have learnt on campus with what they are learning on placement. The process then reverses with on-campus staff encouraging students to bring back what they have learnt from placement into the academic setting. These worksheets will also be beneficial for your debrief once you have completed your placement.

Worksheets also have another purpose in that they provide the students with tangible tasks to complete. These completed worksheets can be used in the final assessment to provide evidence of the student's achievement in a particular skill or area. Worksheets can also be used as resources in the learning contract or as part of the assessment, forming the basis of discussion with supervisors (i.e. how will I know I have achieved the performance indicator?)

OCCUPATIONAL THERAPY ROLE

This worksheet will assist your learning in understanding the role of the Occupational Therapist within your fieldwork setting. Discuss further with your supervisor.

- Role of Occupational Therapist in this setting

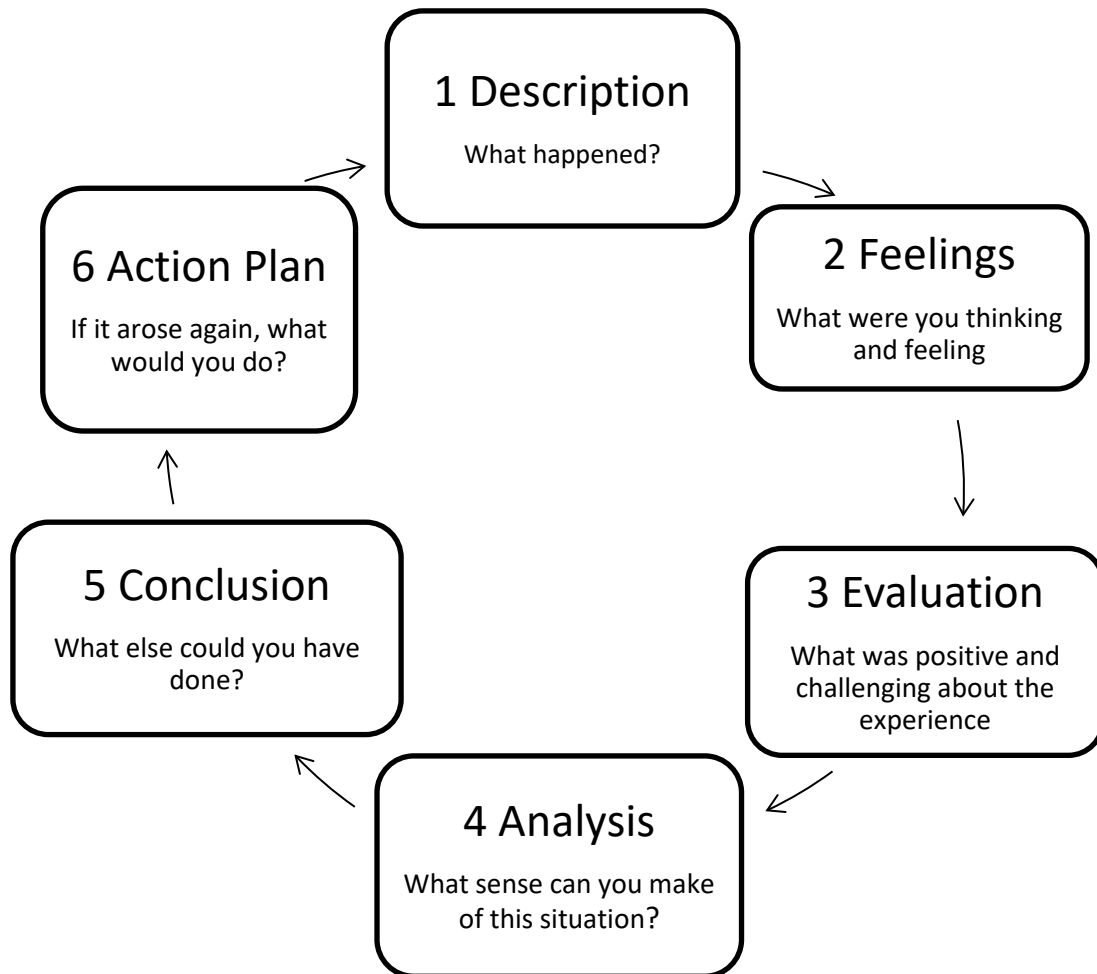
- Specific areas involved in service

- Goals of intervention

What areas were identified but not dealt with by the Occupational Therapist?

GIBBS MODEL FOR REFLECTION

Use this model to guide your reflection.



Gibbs, (1988). *Learning by Doing*. A guide to teaching and learning methods. Further Education Unit. Oxford Polytechnic, Oxford.

Description

1. Describe what happened and set the scene.
What?
Where?
When?

Feelings

2. What were you thinking and feeling at the time?
Did your feelings change?
What were you thinking?

Evaluation

3. What was positive and challenging about the experience?
What pleased, interested or was important to you?
What difficulties were there?
Who/what was helpful/unhelpful?
What need improvement?

Analysis

4. What sense can you make of the situation?
What similarities or differences are there between this experience and other experiences?
What choices did you make and what effect did they have?

Conclusion

5. What else could have been done?
What have you learnt for the future?
What else could you have done?

Action Plan

6. What will you do next time?
If a similar situation arose again, what would you do?

Please keep a record of your learning as you complete your fieldwork 1 placement. Identify weekly skills developed and discuss further with your supervisor.

	Professional Skills developed <i>Observational skills, interviewing, communicating with clients and other staff, grading/adapting, recording skills.</i>	Knowledge developed <i>Such as conditions, interventions, policies etc.</i>	Attitude Reflection <i>What attitudes you held prior to commencing your placement. Have these changed or strengthened as a result of your experience?</i>
Week 1			
Week 2			
Week 3			
Week 4			

**OTAGO POLYTECHNIC SCHOOL OF OCCUPATIONAL THERAPY
LEARNING CONTRACT**

Learning Objective/Goals	Strategies and Learning Resources	Evidence/Outcome
<p><i>What do you want to learn, develop or examine? Consider your own current abilities and the learning opportunities available within this facility.</i></p>	<p><i>What will you utilise to achieve your learning objectives? Where can you find information? Be specific, consider how you learn best.</i></p>	<p><i>How can you show to yourself and your supervisor that you have met your learning objectives? What proof will you offer and when? Who will note that the outcome has been achieved?</i></p>

Date Negotiated: _____

Student: _____

Date Completed: _____

Therapist: _____

For further information refer to FW Manual

GOAL SETTING

A goal is the description of a performance you want an individual to exhibit.

Goals need to be **SMART**

S	Specific
M	Measurable
A	Achievable
R	Realistic
T	Time bound

Long Term Goals or Long-Term Outcomes

These are broad and detail the outcome of therapy. It is commonly agreed that these goals are seen as being achieved by as much therapy as required, within a given context.

Short Term Goals

These should include a functional component and should be associated with a long term goal. How a short term goal is defined will depend on the approach taken and the specific setting you are working in. Duration of short term goals may be between 2 days – 1 month depending on the setting.

Structure should include:

Behaviour/Performance Component

What is the client expected to do? Needs to be observable.

Conditions

Under what conditions will the performance occur?

Criterion

What are the measurable performance standards required to achieve this goal?

- Using the framework, formulate 3 goals for a client you have had contact with.

Reference: McLeod, K., Robnett, R. (1998). Psychosocial documentation: Are your objectives functional, measurable and reimbursable? *Occupational Therapy in Mental Health, 14* (3), 21-31.

ASSESSMENT

Assessment in occupational therapy is the systematic collecting of data and information to determine the clients level of ability to function and perform.

Occupational Therapy Assessment

It is the planned process of obtaining, interpreting, and documenting the functional status of the individual. The purpose of the assessment is to identify the individual's abilities and limitations, including deficits, delays, or maladaptive behaviour that can be addressed in Occupational Therapy intervention. Data can be gathered through a review of records, observation, interview and the administration of test procedures. Such procedures include, but are not limited to, the use of standardised tests, questionnaires, performance checklists, activities, and tasks designed to evaluate specific performance abilities.

Evaluation

This term is often used interchangeably with assessment but implicitly adds the element of interpretation and clinical **judgement** regarding the problem.

Standardised Assessment (Tests)	Non-Standardised Assessments
<p>In these tests, the therapist takes on the role of an examiner and should have a grounding in theories of measurement (including statistics) and training in administering and interpreting the test. The test must be administered as instructed, using given equipment, procedures and even specific wording. No tutoring or helping is permissible and reinforcement of success or failure must be avoided when not part of the test design.</p> <p>Standardised tests usually have normative data available to enable comparison of results with an identified population. This data is generated by administering and recording the results of the standardised assessment to a particular population. Examples of this include the Assessment of Motor and Process Skills, Canadian Occupational Performance Measure, Rivermead Perceptual Assessment and the Minnesota Manual Dexterity Test.</p>	<p>These do not have a prescribed method of carrying out the procedure. Informal interviews and observation are examples of this. Such procedures would commonly be part of the ongoing evaluation of the client and are often intuitive and a simple approach to identifying problems.</p> <p>The interpretation of data is dependent on the orientation and experience of the therapist. These tests have meaning for only one therapist (or a group of therapists who have devised the test) and one patient group. Examples would be ADL checklists, or a hand function test developed within a particular unit. Although such assessments are valuable, the results cannot be generalised.</p>

THE OCCUPATIONAL THERAPY PROCESS

As a theoretical framework for occupational therapy practice, problem solving can be understood as a form of clinical reasoning. Hagedorn (2001) argues that whole occupational therapy process can be viewed in terms of problem solving. That is, it is a process we use to help us work out what is the problem and how we may solve it.

Stage One: Problem Identification

1. Referral

As occupational therapists we receive referrals requesting our input. These may come from a range of people and organisations. It may come in the form of a letter, on a specific form or even a phone call. Within the referral will be a number of different details and it should briefly explain why the person has been referred to you. As an occupational therapist you will screen the referral and decide whether it falls within our domains of concern.

2. Data Collection

It is in this stage that occupational therapists collect all of the relevant information needed. It is broken into three areas.

- a) **Previous Documents** – this includes past reports, medical notes that may be helpful when trying to gain more information about the person and their referral.
- b) **Liaison** – this includes talking to the referrer, the client, the family/whānau and other health professionals
- c) **Assessment** – In this stage the occupational therapist is completing their own assessment of the client to determine what the issues may be, the strengths and concerns of the client. This may be in the form of a standardised assessment – which is formal and follows a specific process or a non standardised assessment – which is informal and often takes the shape of an interview. During this time the occupational therapist is looking at working with the person to fully understand their concern.

3. Clients Strengths and Concerns

After collating all of the data from the three areas the occupational therapist will then draw out what the clients' concerns are and identify their strengths.

4. Problem Identification

This is often referred to as the "Occupational Therapy Diagnosis". The problem will usually fall within one or more of the three categories that an occupational therapist is concerned with, that is, Activities of Daily Living, Productive Activities or Leisure. **It isn't a medical diagnosis.**

The problem should succinctly describe actual or potential occupational dysfunction that is likely to respond to intervention with OT procedures and techniques. They should relate to what the client has identified as important to them, so, they should relate to what you've identified as a concern in the previous step.

Writing the problems:

1st section: Description of occupational status – this aspect will ultimately change through occupational therapy intervention eg *Bob is unable to put on a shirt independently*

2nd section: is an explanation of the problem (the causative factor). This should clarify the presumed cause of the problem and should be amenable to occupational therapy intervention (via restoration of compensation). Eg *due to limited range of movement in his arms*

Use this format: Client name is unable to/has difficulty with **occupational status** due to **explanation of the problem** (cause).

Stage Two: Problem Solving

5. Goal Setting/Planning

It is in this area that the occupational therapist establishes goals for the client to achieve and a treatment plan. We have established what the issues are and so it is now time to discuss with the client what should happen next and how we should do it.

Goals should be specific, measurable, achievable, realistic and time bound (SMART) and have Performance/ Condition/ Criterion included. A goal includes

- a) **Performance:** The description of a performance that you want the patient/client to exhibit
e.g. *Bob will put on his shirt*
- b) **Conditions:** A description of the conditions under which the performance will occur, this can be a place or an activity e.g. *within his own home, on the ward, when dressing*
- c) **Criterion:** Measurable performance standards which are required for success, frequency and duration should be included e.g. *In one week, safely/independently, with assistance from therapist, with the use of a dressing stick ...*

Use this format:

In **timeframe** client will be **level of assistance & strategies/equipment used**, in order to **behaviour/performance**, when/before/during/after **condition or circumstance**.

Example: In **one week**, Bill will be **independently using one compensatory dressing technique to put on his shirt**, when **dressing on the ward**.

6. Intervention

These are the strategies used by the occupational therapist to manage the problem.

For example: Provision of equipment such as a raised toilet seat, bed pole or bath board.
Assertiveness groups
Community visits

7. Evaluation

Revision occurs after the intervention to determine if the goals have been met adequately. If so then discharge occurs, if not then the occupational therapist returns to the problem identification stage.

8. Planned Outcome

At the conclusion of this process with the client, identify generally what the expected outcome would be for him/her. This should be a broad statement and should encompass:

1. The problems identified by the occupational therapist
2. The clients /carers identified concern
3. Whether referral on is required

Eg Bill will be able to independently and safely complete his activities of daily living (showering, dressing, grooming) at home. Due to the degenerative nature of his condition a referral to the community occupational therapists will be actioned.

References:

Hagedorn, R. (2001). *Foundations in occupational therapy (3rd ed.)*. Edinburgh: Churchill Livingstone.
McLeod, K. & Robnett, R. (1998). Psychosocial documentation. *Occupational Therapy in Mental Health*, 14(3), 21-31. doi: 10.1300/J004v14n03_02

THE OCCUPATIONAL THERAPY PROCESS

While you are on placement record examples of the Occupational Therapy Process, preferably on one client, so you can see the continuity and extend your learning.

Stage One: Problem Identification

1. Referral

Who did the referral come from?

How did the referral arrive?

What was the referral for?

2. Data Collection

a) **Previous Documents:** What information was gathered from what other documents?

b) **Liaison:** Who was talked to and about what?

c) **Assessment:** Which assessments were carried out?

3. Clients Strengths and Concerns

What were they?

Did the client have difficulty identifying their strengths?

4. Problem Identification

Write down examples of the client's problems

Stage Two: Problem Solving

5. Goal Setting/Planning

Write down examples of the client's goals which correspond to the problem/s above.

6. Intervention

Write down what the interventions were.

7. Evaluation

Write down how the therapist evaluated whether the goal/s had been met.

8. Planned Outcome

What was the planned outcome? Was it realistic?