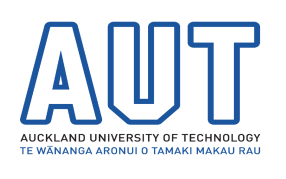
**Name of Student:**





**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](mailto:otfieldwork@op.ac.nz)

**by:** Wednesday 6th 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 all midway assessment comments.

**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. The school will consider your recommendations in deciding whether the student passes or fails this course.

**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 |
|  |  | ü |  |  |

***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. | | | | | | | | | | | |
|  | | | | | | | | | | | |
|  | **MIDWAY** | | | | |  | **FINAL** | | | | |
| **PERFORMANCE INDICATORS:** | 1 | 2 | 3 | 4 | 5 |  | 1 | 2 | 3 | 4 | 5 |
| 1.1 You apply an occupational perspective to your practice. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| 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). |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| 1.14 You keep appropriate records of the services you provide. These records are suitable for evaluating your services and your professional performance. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |

**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** |
| **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. **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. | | | | | | | | | | | |
|  | | | | | | | | | | | |
|  | **MIDWAY** | | | | |  | **FINAL** | | | | |
| **PERFORMANCE INDICATORS:** | 1 | 2 | 3 | 4 | 5 |  | 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. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |

**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** |
| **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. **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. | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | |
|  | **MIDWAY** | | | | | | | | | |  | | **FINAL** | | | | | | | | | |
| **PERFORMANCE INDICATORS:** | | 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. |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |
|  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |
| * 1. You recognise when the boundaries between personal and professional relationships are not clear enough, and how this affects your team or your clients. |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |
|  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |
| 3.5 You work well with people in other professions, making sure you treat clients consistently to achieve common goals. |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |
|  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |

**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:**

1. **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. | | | | | | | | | | | |
|  | | | | | | | | | | | |
|  | **MIDWAY** | | | | |  | **FINAL** | | | | |
| **PERFORMANCE INDICATORS:** | 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). |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| 4.10 You recognise and address issues that compromise your own or others’ safety. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| 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. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| 4.13 You manage your own health and well-being so that you are fit to practice. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |

**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:**

1. **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. | | | | | | | | | | | |
|  | | | | | | | | | | | |
|  | **MIDWAY** | | | | |  | **FINAL** | | | | |
| **PERFORMANCE INDICATORS:** | 1 | 2 | 3 | 4 | 5 |  | 1 | 2 | 3 | 4 | 5 |
| 5.4 You help to improve occupational therapy knowledge, resources, practices and services. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| 5.6 You reflect on your own competence, knowledge, skills and attitudes, and work to improve them. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |

**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.
* Understands how they can improve their performance from the midway assessment, to successfully, meet the requirements of this specific fieldwork placement.

Student signature

Supervisor signature

Date

**FIELDWORK SUPERVISOR FINAL COMMENTS:**

**Overall Summary/Recommendations following completion of placement:**

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.

**Learning Objectives**

(Student to 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***