



SCHOOL OF
OCCUPATIONAL THERAPY

Assessment Guide

Bachelor of Occupational Therapy

Fieldwork 3

OTAGO POLYTECHNIC 2021

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>

2022

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1. FIELDWORK 3 COURSE OUTLINE

SMS Code	BT611001	Teacher-directed learning hours	4
Level	6	Authentic work experience learning hours	280
Credits	30	Student-managed learning hours	16
Prerequisites	Fieldwork 1, Fieldwork 2	Total Learning Hours	300
This course approved in another Programme: No			

Aim

This course enables learners to apply specific occupational therapy skills and knowledge within the practice setting and demonstrate adequate professional behaviours and attitudes.

Learning Outcomes

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

1. Justify occupational therapy practice within the local context using evidence-informed practice.
2. Demonstrate the ability to practice occupational therapy at an *adequate level across identified areas of competence within the placement(s) setting.

Indicative Content

- Health and wellness
- Occupational therapy intervention
- Evidence informed practice in a specific setting
- Social sustainability - interplay between occupation, values and beliefs
- Understand affordances, and presses of the physical environment
- Understand the settings fit within the local context
- Engage, participate in and facilitate occupations within a specific setting
- Attend supervision
- Identify and reflect on communication skills
- Build and maintain relationships with clients, and team members

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

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

2. ASSESSMENT 1: FIELDWORK ASSESSMENT

Name of Student: _____



NEW ZEALAND OCCUPATIONAL THERAPY Fieldwork Assessment

Year Two

BT611001 Fieldwork 3

September 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 16 November 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 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
INADEQUATE 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.

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).
- Not achieved
Student is unable to use verbal/non verbal techniques to establish rapport with clients.
 - Emerging
Student is beginning to utilise verbal/non verbal techniques to establish rapport with clients.
 - Adequate
Student demonstrates the ability to utilise verbal/non verbal techniques to establish rapport with clients, although with some inconsistency. This is where we expect the majority of Performance Indicators to be sitting by the end of Fieldwork 3.
 - Consistent
Student regularly demonstrates effective verbal/non verbal techniques to establish rapport with clients.
 - 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.										
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).										
1.4 You enable and empower your clients/tangata whaiora to improve their own occupational performance and participation.										
1.6 You select the appropriate assessments and evaluations when planning your practice.										
1.7 You use current theory and evidence, as well as sound clinical reasoning to help you make decisions and use the best processes in your practice.										
1.10 You help your clients live ordinary lives within their natural environments. You engage them in sustainable occupations that they find meaningful and valuable.										
1.11 You choose and use a range of strategies, including: helping clients to adapt, modifying their environments, developing their skills, and teaching them processes for learning. You consult, advocate, and coach.										
1.14 You keep appropriate records of the services you provide.										

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:**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:

	MIDWAY					FINAL				
	1	2	3	4	5	1	2	3	4	5
2.6 You develop strategies and practice in ways that promote equal outcomes for Maori and other groups that are occupationally compromised.										
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.										
2.10 You identify your own cultural values, beliefs attitudes and assumptions about what people are entitled to. You understand the effect these ideas have on the decisions you make in your practice.										

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:**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.										
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.										
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:

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).										
4.7 Your relationships with your clients are ethically sound and culturally safe.										
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.										
4.12 You develop and maintain a safe environment. You balance safety, risk and participation when treating your clients										
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:**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
5.1 You take responsibility for your own professional development.										
5.4 You help to improve occupational therapy knowledge, resources, practices and services.										
5.8 You reflect on how your professional abilities, attitudes, strengths and limitations affect your practice and the services you provide.										

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 _____

FIELDWORK SUPERVISOR FINAL COMMENTS:

Overall Summary/Recommendations following completion of placement:

COPY OF ASSESSMENT FORM ONLY

<input type="checkbox"/>	Please indicate whether all indicators have been met
<input type="checkbox"/>	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 3 (8 Weeks)

Week Beginning	Details	Total Hours (Min = 35)
	TOTAL HOURS: (Approximately = 280 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 indicator 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 in 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 indicators 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

1.1 You apply an occupational perspective to your practice.	Ways this performance indicator can be met in this setting
<p>Explore at least 2 client's occupational identity and discuss how you can use this knowledge.</p> <p>Consider how occupational disruption and or deprivation impact on 2 individuals.</p> <p>See worksheet <i>Participation in Occupation</i> (p. 57).</p>	

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 this performance indicator can be met in this setting

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

Show respect for the dignity of clients, and their right to confidentiality, privacy and choice by indicating this in your interaction with clients.

In discussion with your supervising therapist, identify your own strengths and areas for further development in communicating with clients, carers, family.

Demonstrate an understanding of the client centred/family centred approach in this setting.

See worksheet *Jargon/Abbreviations* (p. 61).

APPLYING OCCUPATIONAL THERAPY KNOWLEDGE, SKILLS AND VALUES

1	2	3	4	5

1.4 You enable and empower your clients/tangata whaiora to improve their own occupational performance and participation.

Ways this performance indicator can be met in this setting

Participate in selecting relevant interventions to achieve goals set with client. Discuss reasons for choice of intervention considering: person's interests, goals, resource available, & possible outcomes.

Assist the supervising therapist in planning, implementing and concluding intervention.

Write treatment plans or group activity plans according to supervising therapist guidelines.

See worksheet *Health Condition Analysis* (p. 52).

APPLYING OCCUPATIONAL THERAPY KNOWLEDGE, SKILLS AND VALUES

1	2	3	4	5

1.6 You select the appropriate assessments and evaluations when planning your practice.	Ways this performance indicator can be met in this setting
<p>Research and practice assessments you will be using in this setting.</p> <p>Collect information on a client relevant to assessment planning e.g.: observe clients in activities, read case notes, discuss with/talk to/ interview: client, OT & other professionals.</p> <p>Administer an assessment (or part of) that is used in the setting and act on feedback received.</p>	

APPLYING OCCUPATIONAL THERAPY KNOWLEDGE, SKILLS AND VALUES

1	2	3	4	5

1.7 You use current theory and evidence, as well as sound clinical reasoning, to help you make decisions and use the best processes in your practice.

Ways this performance indicator can be met in this setting

Research literature, best practice guidelines and/or models of practice relevant to this setting and discuss with your supervisor.

Identify one intervention used in this setting and use theory to justify its use.

Identify and use the occupational therapy problem solving process with at least two clients.

Articulate your clinical reasoning process in relation to intervention with clients.

See worksheet *Intervention Techniques* (p. 45) and *End-Point of Intervention* (p. 49).

APPLYING OCCUPATIONAL THERAPY KNOWLEDGE, SKILLS AND VALUES

1	2	3	4	5

1.10 You help your clients live ordinary lives within their natural environments. You engage them in sustainable occupations that they find meaningful and valuable.

Ways this performance indicator can be met in this setting

Identify those occupations meaningful to the client.

See worksheet *Participation in Occupation Worksheet* (p. 57).

1	2	3	4	5

1.11 You choose and use a range of strategies, including: helping clients to adapt, modifying their environments, developing their skills, and teaching them processes for learning. You consult, advocate, and coach.

Ways this performance indicator can be met in this setting

Identify and justify the strategies you will use with a client.

See worksheet *Group Treatment Plan* (p. 50), *Teaching & Learning Applied* (p. 56) and *The Use of Information Technology in the Provision of Therapy Services* (p. 54).

APPLYING OCCUPATIONAL THERAPY KNOWLEDGE, SKILLS AND VALUES

1	2	3	4	5

1.14 You keep appropriate records of the services you provide. These records are suitable for evaluating your services and your professional performance.

Ways this performance indicator can be met in this setting

Become familiar with the format that the setting uses to document information. Practice this and receive feedback from your supervisor.

Use professional terminology appropriately.

See worksheet *Documentation Worksheet* (p. 58).

PRACTISING APPROPRIATELY FOR BICULTURAL AOTEAROA NEW ZEALAND

1	2	3	4	5

2.6 You develop strategies and practice in ways that promote equal outcomes for Maori and other groups that are occupationally compromised.

Ways this performance indicator can be met in this setting

Identify any barriers to accessing the service being provided.

What are the main barriers for clients to achieving occupational satisfaction in this service?

1	2	3	4	5

2.8 You adapt your service 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 supervisor possible ways of adapting your practice to meet the needs of each client.

PRACTISING APPROPRIATELY FOR BICULTURAL AOTEAROA NEW ZEALAND

1	2	3	4	5

2.10 You identify your own cultural values, beliefs, attitudes and assumptions about what people are entitled to. You understand the effect these ideas have on the decisions you make in your practice.

Ways this performance indicator can be met in this setting

Be aware of your own cultural values, attitudes and assumptions and discuss the impact of these on your practice.

See worksheet *Gibbs Model for Reflection* (p. 62) and *Model for Structured Reflection* (p. 63).

BUILDING PARTNERSHIPS AND COLLABORATING

1	2	3	4	5

3.2 You act with integrity, building and maintaining respectful relationships with your clients, colleagues, peers and other professionals.

Ways this performance indicator can be met in this setting

Demonstrate and develop relationships/methods of communication with clients, colleagues, peers and other professionals using a range of communication skills: spoken and written, formal and informal, by means of the following: informal discussion, ward rounds, clinics, team meetings, written assessment reports, telephone.

Show respect by doing what you say you will do within the timeframes agreed.

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 this performance indicator can be met in this setting

In supervision, reflect on the boundaries between personal and professional relationships.

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 this performance indicator can be met in this setting

Understand your own and other team members roles when working collaboratively with clients.

Talk to another member of the team and find out what they are assessing when they see a client. Discuss different professional perspectives in supervision.

See worksheet *Team members the OT communicates with* (p. 59).

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

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).

Ways this performance indicator can be met in this setting

Check suitability of approach/intervention with supervisor, client and significant others.

Consider client needs in relation to cultural and value systems.

See worksheet *Values/Beliefs Worksheet* (p. 60).

1	2	3	4	5

4.7 Your relationships with your clients are ethically sound and culturally safe.

Ways this performance indicator can be met in this setting

Comply with the Code of Conduct which is used in this setting e.g. behaviours & professionalism.

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 this performance indicator can be met in this setting

Identify and adhere to policies, procedures, and rules within the setting which are most commonly connected with intervention actions: accidents, emergencies, violent behaviour, critical incident forms, admissions, referrals and discharges.

Identify key legislations governing practices in this setting e.g. Health & Disability Act, Mental Health Act, Education Act and discuss the impact of these on your client group.

1	2	3	4	5

4.12 You develop and maintain a safe environment. You balance safety, risk and participation when treating your clients.

Ways this performance indicator can be met in this setting

Discuss any issues that relate to safety and identifying risk when interacting with clients.

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

1	2	3	4	5

4.13 You manage your own health and well-being so that you are fit to practice.	Ways this performance indicator can be met in this setting
<p>Inform and discuss with your supervisor any personal health issue that may impact on your learning and or practice in this setting.</p> <p>Use sick leave when appropriate following procedures outlined in your setting and comply with the Otago Polytechnic policy.</p>	

ENGAGING WITH AND BEING RESPONSIBLE FOR YOUR PROFESSION

1	2	3	4	5

5.1 You take responsibility for your own professional development.

Ways this performance indicator can be met in this setting

Discuss with your supervisor your learning objectives for this placement.

1	2	3	4	5

5.4 You help to improve occupational therapy knowledge, resources, practices and services.

Ways this performance indicator can be met in this setting

Negotiate with your supervisor completing a project(s) that is helpful to the setting.

See worksheet *Student Projects* (p. 65).

ENGAGING WITH AND BEING RESPONSIBLE FOR YOUR PROFESSION

1	2	3	4	5

5.8 You reflect on how your professional abilities, attitudes, strengths and limitations affect your practice and the services you provide.

Ways this performance indicator can be met in this setting

Identify your occupational therapy specific abilities. Be able to articulate your strengths and areas for development.

See worksheet *Gibbs Model for Reflection* (p. 62) and *Structured Reflection* (p. 63.).

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. LEARNING CONTRACTS

OTAGO POLYTECHNIC SCHOOL OF OCCUPATIONAL THERAPY LEARNING CONTRACT

Learning Objective/Goals	Strategies and Learning Resources	Evidence/Outcome
<i>What do you want to learn, develop or examine? Consider your own current abilities and the learning opportunities available within this facility.</i>	<i>What will you utilise to achieve your learning objectives? Where can you find information? Be specific, consider how you learn best.</i>	<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>

Date Negotiated: _____

Student: _____

Date Completed: _____

Therapist: _____

6. 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 student 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 (e.g. how will I know I have achieved the performance indicator?).

CASE STUDY

CASE RECORD

BACKGROUND INFORMATION:

Name: (fictitious)

Gender:

Date of Admission:

Referral Source (and date):

Age:

(Medical) Diagnosis:

Name of disease/disorder

Identify system where imbalance in homeostasis has occurred

Define and briefly describe the disease

Presentation of the Disease:

Diagnostic criteria

Onset and course of disease

Manifestations (signs and symptoms)

Prognosis

History: (including previous use of occupational therapy or other health services)

Secondary problems/pre-existing conditions:

Model(s)/Approach(es) to Treatment: (e.g. MOHO, biomechanical, behavioural)

Assessments:

Observation:

Interview: (Summarise information including clients' goals and identification of personal and cultural values)

Other Assessment Procedures: (e.g. AMPS, OCAIRS etc)

CLIENTS STRENGTHS AND CONCERNS:

STRENGTHS & PROBLEMS IDENTIFIED (List those requiring attention whether or not they will be dealt with by Occupational Therapy Intervention *Asterisk areas for Occupational Therapy Intervention)

SHORT-TERM GOALS (Write one goal for each of the problems identified for occupational therapy intervention)

OUTCOME (Long-term goal)

INTERVENTION TECHNIQUES

Name and describe an intervention technique that you have observed, and/or conducted yourself with this case:

What other relevant client group(s) could this intervention technique be used with?

Now relate this intervention technique to any known theories you have studied e.g. theories of learning, force etc. Explain how this intervention technique fits within the theory, using any relevant literature you have read or resources you have seen.

On-going progress:

Record steps used in client intervention and justify decisions made:

What factors influenced the success of intervention?

Identify any aspects of the work environment and/or systems that significantly impact on the occupational therapist's ability to provide treatment for this client:

Identify any issues that arose for the client that were considered outside the role of the therapist but had an influence on the success of the treatment. How did the therapist deal with this?

Outcome:

Were the goals met? If not met, why not?

What was the basis for the decision to conclude intervention?

What follow up/support is available for the client once discharged?

What team members/other professionals were consulted?

Were members of the family/carers consulted?

END-POINT OF INTERVENTION

Based on your own observations and in discussion with your supervisor comment on the following:

Strategies for concluding sessions:

Criteria for concluding intervention/discharge:

Criteria for evaluating intervention effectiveness:
(i.e. how does the OT know if what they have done has worked?)

Describe processes undertaken in this service e.g. auditing:

GROUP TREATMENT PLAN

Client group characteristics/situation:
Occupational performance areas/components group may need to improve/maintain:
Reason for involvement in group intervention:
Session title:
Session time frame:
Goal(s) of session:
Introduction:

Warm up activity (if appropriate):

Main Activity:

Conclusion:

Requirements:

Signature:

Title:

Date:

HEALTH CONDITION ANALYSIS

Identify a disease/disorder common in your fieldwork setting you are not familiar with and complete the following:

- Name of disease/disorder
- Identify system where imbalance in homeostasis has occurred
- Define and briefly describe the disease

Classification of Disease:

- Aetiology (cause)
- Risk factors (susceptibility)
- Epidemiology (distribution)
- Pathology (disease process)

Presentation of the Disease:

- Manifestations (signs and symptoms)

- Prognosis

Medical Treatment/Management:

THE USE OF INFORMATION TECHNOLOGY IN THE PROVISION OF THERAPY SERVICES

Consider the following definition

Information Technology noun the use of computers, telecommunications, etc in electronic processing, storing, retrieving, and sending information

Allen, R. (consultant editor). (2004). *The penguin English dictionary*. London: Penguin Books.

Information technology devices and systems are common place in most Occupational Therapy settings e.g. mobile phones, internet, digital cameras etc. These devices and system are generally used in the collecting, storing and sharing of information.

Depending on your setting information technology could be used in the following ways:

- Email communications
- Multi media presentations (e.g. in-services, therapy groups)
- Mobile phone communications
- Telecommunications (e.g. phone conferences)
- Internet base research
- Internet based communications (e.g. chat rooms and forums)
- Website/Blog creation and management
- Networked storage of client and treatment information
- Video recording (e.g. treatment sessions, physical environment assessment)
- Audio recording
- Digital image recording
- Specific assistive devices

Note any information technology devices used in your placement setting

What skills are required of the therapist, to use these systems/devices, is training available?

What management issues apply to the use of devices and systems (e.g. limited internet access, content restriction, editing of online information)?

How is the use of these systems and devices of benefit to clients in your setting (direct or indirect)?

What ethical issues arise with the use of these systems and devices in your setting?

TEACHING & LEARNING APPLIED

Identify a range of teaching/learning situations you have observed/been involved in on your fieldwork placement.

Topic of Teaching Session

Client Diagnosis/Impairment

Group/Indiv

For **three** of these teaching/learning sessions, identify the following:

1. Teaching methods/strategies
2. Application of teaching/learning theory and principles

PARTICIPATION IN OCCUPATION

1. *Examine the mission statement of the service you are working in.* (Take a copy if possible and add it to your workbook)
Make notes on the type of service provided by the organisation. How does it define the communities it serves? Does the mission statement specifically refer to individuals, the setting or a collective need?

2. *What are the people who receive the services called?*
Are they patients, clients, members, students, workers or something else? If so, what? Is there any uncertainty about the words to be used? If so, why might this be?

3. *What are the types of services provided by the organisation?*
Are they to support, intervene, diagnose, treat, occupy, engage or something else? If so, what?

4. *Interview one person you are working with about their occupations.*
This will preferably be a client but, if not suitable or appropriate for your client group, could be a family member or colleague. Find out about the occupations of importance to them, other than their daily self care and self management routines. That is, focus on what they do for (if applicable) work, employment, hobbies, community responsibilities, creative pursuits, and similar.

Do not audio record the interview but make notes about the occupations using the frameworks you are familiar with, from last year's Human Occupation course (e.g. art, craft, music, construction, sport etc). Also record any high and low technologies they refer to when describing their occupations (such as pens, hand tools, instruments, implements, ipods, computers, lathes, cameras).

DOCUMENTATION WORKSHEET

Read: Sames, K. (2015). *Documenting occupational therapy practice*. (3rd Edition). Boston, MA: Pearson. Chapter 17. – find on Moodle under resources texts.

1. Which kind of notes are used in your service?

2. Ask your supervisor if you can read a client's notes that you have contact with. Do different professions write notes differently? Notice which notes are clearest and most informative.

3. Have a go at writing some practice notes after seeing a client. Use the correct format for the service you are in. Ask your supervisor for feedback e.g. what did you do well, what can you improve?

4. Remember to maintain confidentiality e.g. do not take notes home, destroy practice notes if real names have been used.

TEAM MEMBERS THE OT COMMUNICATES WITH

In this instance team includes all those involved with the client (e.g. family members, ACC, hospital staff, community agencies).

- 1. Identify the team member**
- 2. What is their role?**
- 3. Reason the OT has contact with this person**

VALUES/BELIEFS WORKSHEET

Take some time to reflect on and record your personal beliefs towards:

Work

Health

Independence

Autonomy/Right of Choice

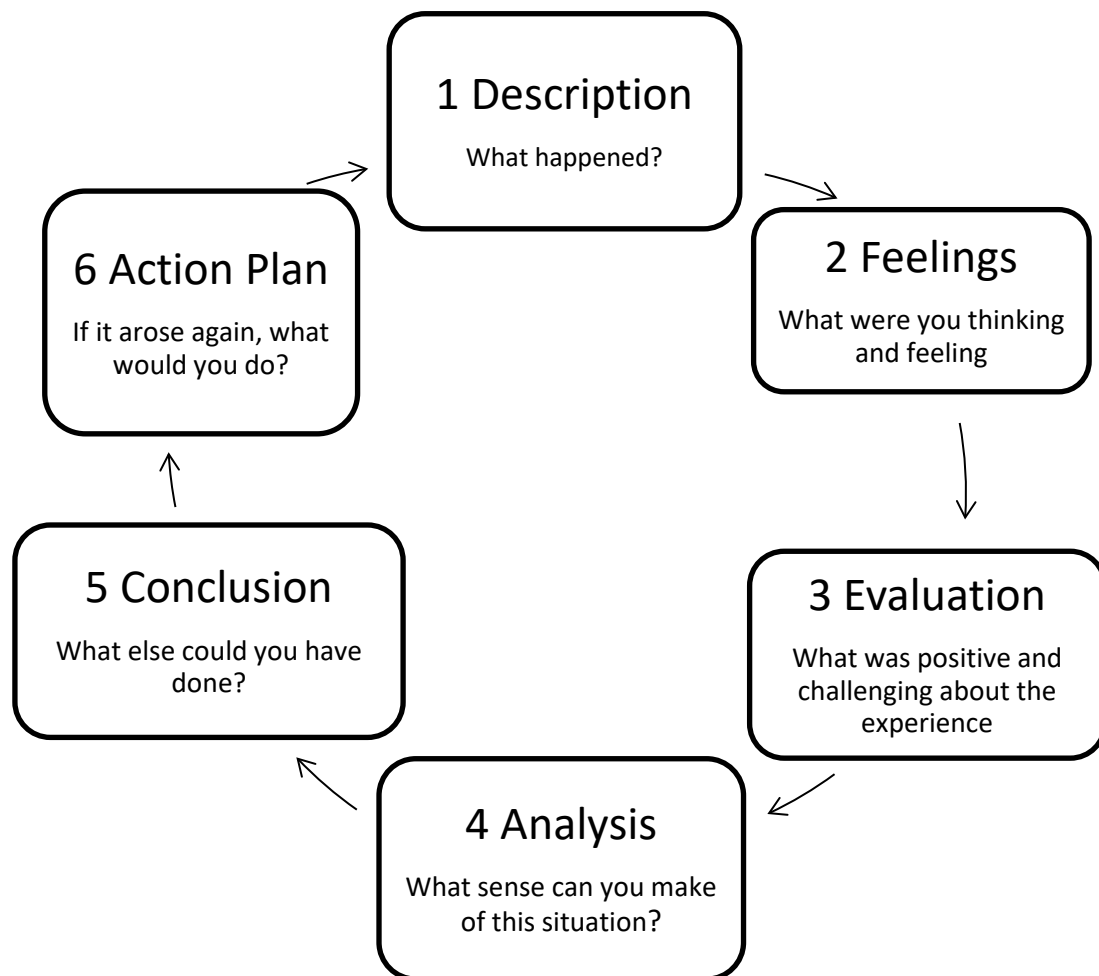
JARGON/ABBREVIATIONS

List any abbreviations that you have noticed in either written or verbal communication:

e.g. ADL
Rx

Activities of Daily Living
Treatment

GIBBS MODEL FOR REFLECTION



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

MODEL FOR STRUCTURED REFLECTION

1 *Description of the event*

What? What are the facts?

a What happened?

b What did you want to know before you started?

c What did you notice (observe)? What did I see? (5 senses)

d how did you act (behaviour)?

e What helped you at the time?

f What was your role?

2 *Analysis of the event*

So what? Why did it happen this way? How does it relate to my past experiences?

g How did I feel at the time of the event/experience?

h What worked or didn't work?

i Did I feel troubled? Is so, in what way?

j What was the impact of what I did or did not do on the situation or outcome?

k What was the one thing that made me feel most effective?

l What connections can I make between the event and other study or work?

3 *Proposed actions*

Now what? What have I learned? How can I apply this in the future?

m Which skills have I learned and which skills do I want to develop further?

n Select one area for development that I should tackle first? Write one SMART goal.

o What would be 3 steps/actions that I will take to achieve this goal?

p How will I notice when I am any different or I have achieved my goal?

q How and where might I use my new knowledge and competency in the future?

STUDENT PROJECTS

The supervisor may ask you to complete a project whilst on placement. It has the following benefits:

- Provides the student with the opportunity to broaden their clinical experience by completing a project that is beneficial to the setting.
- Reinforces to the student that not all the time is spent in direct patient contact.
- Enables the student to work independently of the supervisor.

WHAT IS IT?

WHO WANTS IT DONE?

WHY ARE YOU DOING IT?

HOW DID YOU DO IT?

WHAT DID YOU ACHIEVE?