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| Assessment Guide | | |
| Bachelor of Occupational Therapy  Fieldwork 3 | | |
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|  | **>** |
|  | 2024 |

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FIELDWORK 3 COURSE OUTLINE

|  |  |  |  |
| --- | --- | --- | --- |
| *SMS Code* | BT611002 | *Teacher-directed learning hours* |  |
| *Level* | 6 | *Authentic work experience learning hours* | 300 |
| *Credits* | 30 | *Ākonga-managed learning hours* |  |
| Prerequisites | BT510002 Fieldwork 1  BT513001 Fieldwork 2 | *Total Learning Hours* | 300 |
| *This course approved in another Programme: No* | | | |

***Aim***

This course enables ākonga | learners to apply specific whakaora ngangahau | occupational therapy skills and knowledge within the practice setting and demonstrate appropriate professional behaviours and attitudes.

***Learning Outcomes***

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

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

***Indicative Content***

* Health and wellness
* Whakaora ngangahau interventions
* Culturally safe practice
* Evidence informed practice in a specific setting
* Social sustainability - interplay between occupation, values and beliefs
* Affordances, and presses of the physical environment
* Explore the impact of the local context on occupation therapy services and participation in occupation
* Engage, participate in and facilitate occupations within a specific setting
* Lead and engage in supervision
* Identify and reflect on communication skills
* Build and maintain appropriate relationships with clients, and team members
* OTBNZ ePortfolio

***Assessment***

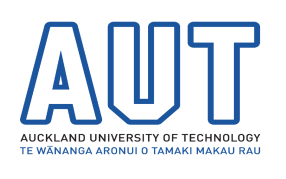
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| --- | --- | --- | --- | --- |
| **Assessment Activity** | **Weighting** | **Learning Outcomes** | **Assessment Grading Scheme** | **Completion Requirements** |
| NZ Fieldwork Assessment | 100% | 1, 2 | Competency | Must pass |

***Resources***

**Required:** Library and database access, Internet access

\*Appropriate level is the level expected within the New Zealand Fieldwork Assessment

**Name of Ākonga: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**



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**AOTEAROA NEW ZEALAND**

**WHAKAORA NGANGAHAU**

**Fieldwork Assessment**

**Year Two**

**BT611002 Fieldwork 3**

**2024**

|  |  |
| --- | --- |
| **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 via email to:** [otfieldwork@op.ac.nz](mailto:otfieldwork@op.ac.nz)

by: **Wednesday 27th November 2024**

# 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 ākonga/student and supervisor to discuss and negotiate ākonga/student grades. Ākonga/students are expected to self-evaluate, pencilling in where they perceive they have achieved and presenting evidence to support their grading of each competency indicate.

**Successful completion of this course requires the ākonga/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 ākonga/student learning needs and provide specific feedback on the areas requiring improvement.
* Fieldwork supervisors should clearly outline what the ākonga/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 ākonga/student signs and dates all midway assessment comments.

**If there is evidence to suggest the ākonga/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 ākonga/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 ākonga/student is to complete a reflection and identify future learning objectives.
* The completed assessment should be signed by the fieldwork supervisor and the ākonga/student.

Fieldwork Supervisors should include the following when writing their reports:

1. For each competency, provide a description and examples of how the ākonga/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 ākonga/student has not met the competency.

**Consequence of Failure**

If a ākonga/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 ākonga/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. | **APPROPRIATE**  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 ākonga meets the expected level of achievement i.e. 3 = Appropriate | | | | |
| 1 | 2 | 3 | 4 | 5 |
|  |  | ü |  |  |

***Example of application of grading indicator:***

### Competency 1 - Applying whakaora ngangahau | occupational therapy knowledge, skills, and values

**PERFORMANCE INDICATOR:**

1.7 Use a range of communication and active listening strategies with people receiving services.

1. Not achieved  
   Ākonga is unable to use verbal/non-verbal techniques to establish rapport with people receiving services.
2. Emerging  
   Ākonga is beginning to utilise verbal/non-verbal techniques to establish rapport with people receiving services.
3. Appropriate  
   Ākonga demonstrates the ability to utilise verbal/non-verbal techniques to establish rapport with people receiving services, although with some inconsistency. This is where we expect the majority of Performance Indicators to be sitting by the end of Fieldwork 3.
4. Consistent  
   Ākonga regularly demonstrates effective verbal/non-verbal techniques to establish rapport with people receiving services.
5. Exceptional  
   Ākonga demonstrates excellent verbal/non-verbal techniques to establish rapport with people receiving services.

**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. | **APPROPRIATE**  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 whakaora ngangahau | occupational therapy knowledge, skills, and values**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **MIDWAY** |  | **FINAL** |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PERFORMANCE INDICATORS:** | 1 | | 2 | | 3 | | 4 | | 5 | |  | | 1 | | 2 | | 3 | | 4 | | 5 | |
| 1.1 Apply an occupational therapy perspective to practice | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |
|  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |
| * 1. Use the occupational therapy process with people and a range of appropriate strategies and tools to assess, diagnose, provide interventions, evaluate, refer on, discharge, and follow up when appropriate.   . | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |
|  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |
| 1.3 Work with support and educate people and whānau to optimise occupational participation and outcomes. | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |
|  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |
| * 1. Identify, discuss and/or use sustainable practices interventions that align with people’s aspirations and promote participation and inclusion. | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |
|  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |
| * 1. Use a range of communication and active listening strategies with people receiving services | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1.9 Record and justify your intervention and professional reasoning |  |  |  |  |  |  |  |  |  |  |  |

**FIELDWORK SUPERVISOR FEEDBACK**

**Competency 1 – Applying Whakaora Ngangahau | Occupational Therapy Knowledge, Skills, and Values**

**MIDWAY FEEDBACK**

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| --- |
| **Ākonga strengths:** |

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| **Specifically state how the ākonga can improve performance from the midway assessment:** |

**FINAL FEEDBACK**

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**GRADINGS:**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
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**The shaded box indicates the expected level of performance for each indicator.**

### Competency 2: - Responsiveness to te Tiriti o Waitangi

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **MIDWAY** | | | | | | | | | |  | | **FINAL** | | | | | | | | | |
| **PERFORMANCE INDICATORS:** | 1 | | 2 | | 3 | | 4 | | 5 | |  | | 1 | | 2 | | 3 | | 4 | | 5 | |
| 2.1 Support tino rangatiratanga for Māori who use your services to improve their wellbeing and social outcomes. | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |
|  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |
| 2.2 Apply whānau tikanga, wairua and hauora to  improve outcomes. | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |
|  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |
| 2.5 Apply reflective practice to identify and address conscious and unconscious bias, discrimination and racism to support you to embrace whānau tikanga | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |
|  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |
| 2.7 Provide services reflective of tikanga, manaakitanga and kaitiakitanga as encapsulated in te Tiriti o Waitangi. | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |
|  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |
| 2.11 Enhance your understanding and use of te reo Māori and other taonga. | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |

**FIELDWORK SUPERVISOR FEEDBACK**

**Competency 2 – Responsiveness to te Tiriti o Waitangi**

**MIDWAY FEEDBACK**

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| **Ākonga strengths:** |

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| **Specifically state how the ākonga can improve performance from the midway assessment:** |

**FINAL FEEDBACK**

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|  |

**GRADINGS:**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
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**The shaded box indicates the expected level of performance for each indicator.**

### Competency 3 - Developing and sustaining partnerships

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PERFORMANCE INDICATORS:** | 1 | | 2 | | 3 | | 4 | | 5 | |  | | 1 | | 2 | | 3 | | 4 | | 5 | |
| 3.1 Work proactively and respectfully with others to ensure the best outcomes, keeping people and whānau at the centre of practice. | | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |  |
|  | |  | |  | |  | |  | |  | |  | |  | |  | |  |  |
| * 1. Work collaboratively at all times by communicating in transparent and mana-enhancing ways, with the person receiving your service and/or whānau and relevant others involved. | | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |  |
|  | |  | |  | |  | |  | |  | |  | |  | |  | |  |  |
| 3.4 Co-design, collaborate and consult with the person, whānau and team to ensure coordinated service delivery toward agreed goals. | | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |  |
|  | |  | |  | |  | |  | |  | |  | |  | |  | |  |  |

**FIELDWORK SUPERVISOR FEEDBACK**

**Competency 3 – Developing and Sustaining Partnerships**

**MIDWAY FEEDBACK**

|  |
| --- |
| **Ākonga strengths:** |

|  |
| --- |
| **Specifically state how the ākonga can improve performance from the midway assessment:** |

**FINAL FEEDBACK**

|  |
| --- |
|  |

**GRADINGS:**

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

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

### Competency 4: - Practicing in a safe, legal ethical, sustainable and culturally competent way

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PERFORMANCE INDICATORS:** | 1 | | 2 | | 3 | | 4 | | 5 | |  | | 1 | | 2 | | 3 | | 4 | | 5 | |
| 4.1 Comply with the legislation, regulations, service standards, policies, data security requirements, privacy requirements, and professional and ethical guidelines to your area of practice | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |  |
|  | |  | |  | |  | |  | |  | |  | |  | |  | |  |  |
| 4.3 Clearly identify the boundaries of the service you can provide based on the Occupational Therapy Board of New Zealand (the Board) scope of practice, competencies, Code of Ethics and supplementary guidance | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |  |
|  | |  | |  | |  | |  | |  | |  | |  | |  | |  |  |
| 4.4 Manage the boundaries between personal and professional relationships with care and integrity. | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |  |
|  | |  | |  | |  | |  | |  | |  | |  | |  | |  |  |
| 4.9 Recognise and respect diversity, including people’s values, beliefs, attitudes, gender, SOGIESC, cultural identity and language. | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |  |
|  | |  | |  | |  | |  | |  | |  | |  | |  | |  |  |
| 4.12 Manage your own health and wellbeing so that you are fit to practise and take action when personal health and wellbeing affects your safety and fitness to practise, as required by legislation and the Board | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  |  |
|  | |  | |  | |  | |  | |  | |  | |  | |  | |  |  |

**FIELDWORK SUPERVISOR FEEDBACK**

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

**MIDWAY FEEDBACK**

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| **Ākonga strengths:** |

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| --- |
| **Specifically state how the ākonga can improve performance from the midway assessment:** |

**FINAL FEEDBACK**

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**GRADINGS:**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
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**The shaded box indicates the expected level of performance for each indicator.**

### Competency 5 - Practising responsively and upholding the occupational therapy profession.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| You engage with your profession. You ensure your practice is professional, current, responsive, and evidence informed. You take responsibility for your own professional development. | | | | | | | | | | | |
|  | | | | | | | | | | | |
|  | **MIDWAY** | | | | |  | **FINAL** | | | | |
| **PERFORMANCE INDICATORS:** | 1 | 2 | 3 | 4 | 5 |  | 1 | 2 | 3 | 4 | 5 |
| 5.2 Reflect on your competence, knowledge, skills, attitudes, and values, then work to enhance your practice through further development activities. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| 5.3 Support the development and promotion of occupational therapy knowledge, resources, and services. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| 5.4 Actively support and engage in supervision arrangements at appropriate levels for yourself. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |

**FIELDWORK SUPERVISOR FEEDBACK**

**COMPETENCY 5 – Practising Responsively and Upholding the Occupational Therapy Profession**

**MIDWAY FEEDBACK**

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| --- |
| **Ākonga strengths:** |

|  |
| --- |
| **Specifically state how the ākonga can improve performance from the midway assessment:** |

**FINAL FEEDBACK**

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## Ākonga midway reflections

*Using either Gibbs or Rolfe’s model of reflection, complete an evaluation of your learning and performance at the completion of your final assessment.*

*Refer to the fieldwork manual for additional information on reflection.*

**COMPETENCY 1 - Applying Whakaora Ngangahau Occupational Therapy Knowledge, Skills and Values**

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**COMPETENCY 2 – Responsiveness to te Tiriti o Waitangi**

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**COMPETENCY 3 – Developing and Sustaining Partnerships**

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

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**COMPETENCY 5 – Practising Responsively and Upholding the Occupational Therapy Profession**

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## Midway assessment

The midway assessment is a collaborative opportunity to identify ākonga-learning needs and provide specific feedback on performance indicators that require improvement. Fieldwork supervisors should clearly outline what the ākonga 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

(Ākonga 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.

Ākonga signature

Supervisor signature

Date

FIELDWORK SUPERVISOR FINAL COMMENTS**:**

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

Fieldwork Supervisor signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ĀKONGA COMMENTS**:**

*Using either Gibbs or Rolfe’s model of reflection, complete an evaluation of your learning and performance at the completion of your final assessment.*

*Refer to the fieldwork manual for additional information on reflection.*

**Learning Objectives**

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

1.

2.

3.

Ākonga signature: Date:

## Ākonga hours

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

Fieldwork Placement 3 (8 Weeks)

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| Week Beginning | Details | Total Hours  (Min = 35) |
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|  | **TOTAL HOURS: (Approximately = 280 hours)** |  |

Signed:

Fieldwork Supervisor:

Occupational Therapy Ākonga:

***\*Public holidays are not included in the accumulated hours***

## 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 ākonga has reached regarding 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 ākonga 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 people/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 ākonga complete all the learning tasks. These are examples of learning tasks which could be utilised.

## Applying whakaora ngangahau|Occupational Therapy Knowledge, Skills And Values

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| 1.1 Apply an occupational perspective to practice. | Ways this performance indicator can be met in this setting |
| Apply and demonstrate an understanding of the application of occupational perspectives in practice  Consider how occupational disruption (no longer able to carry out the meaningful day to day activities that make up their life as they know it) and or deprivation (prolonged restriction from participation in necessary or meaningful activities) impact on individuals.  See worksheet *Participation in Occupation* (p. 62). |  |

**APPLYING WHAKAORA NGANGAHAU | OCCUPATIONAL THERAPY KNOWLEDGE, SKILLS, AND VALUES**

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| 1.2 Use the occupational therapy process with people and a range of appropriate strategies and tools to assess, diagnose, provide interventions, evaluate, refer on, discharge, and follow up when appropriate. | Ways this performance indicator can be met in this setting |
| Research and practice assessments you will be using in this setting.  Collect information on a person relevant to assessment planning e.g.: observe people receiving services in activities, read case notes, discuss with/talk to/ interview: person, OT & other professionals.  Administer an assessment (or part of) that is used in the setting and act on feedback received.  Participate in selecting relevant interventions to achieve goals set with person receiving services. 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 that are appropriate to the setting/context.  See worksheet *Health Condition Analysis* (p. 58). |  |

**APPLYING WHAKAORA NGANGAHAU | OCCUPATIONAL THERAPY KNOWLEDGE, SKILLS, AND VALUES**

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| 1.3 Work with, support and educate people and whānau to optimise occupational participation and outcomes. | Ways this performance indicator can be met in this setting |
| Identify those occupations meaningful to the person.  Explain your choice of educational tools and methods when working with people.            See worksheet *Participation in Occupation Worksheet* (p. 62). |  |

**APPLYING WHAKAORA NGANGAHAU | OCCUPATIONAL THERAPY KNOWLEDGE, SKILLS, AND VALUES**

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| 1.4 Identify, discuss and/or use sustainable practices interventions that align with people’s aspirations and promote participation and inclusion. | Ways this performance indicator can be met in this setting |
| Identify those occupations meaningful to the person.  Explain the sustainability features of your practices when working with people.  Justify your choice of interventions and practices with reference to people’s aspirations and the promotion of participation and inclusion.  See worksheet *Participation in Occupation Worksheet* (p. 62). |  |

**APPLYING WHAKAORA NGANGAHAU | OCCUPATIONAL THERAPY KNOWLEDGE, SKILLS, AND VALUES**

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| 1.7 Use a range of communication and active listening strategies with people receiving services. | Ways this performance indicator can be met in this setting |
| Use verbal and non-verbal techniques to establish rapport with person/relatives/carers: e.g. attending, following, reflecting, paraphrasing, open and closed questions.  Show respect for the dignity of people receiving services, and their right to confidentiality, privacy, and choice by indicating this in your interaction with people receiving services.  In discussion with your supervising whakaora ngangahau, identify your own strengths and areas for further development in communicating with people receiving services, carers, family.  Demonstrate an understanding of the person centred/family centred approach in this setting.  Consider your own use of clinical language and jargon and how this is adapted in the setting.  See worksheet *Jargon/Abbreviations* (p. 66). |  |

**APPLYING WHAKAORA NGANGAHAU | OCCUPATIONAL THERAPY KNOWLEDGE, SKILLS, AND VALUES**

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| 1.9 Record and justify your intervention and professional reasoning. | 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 American Occupational Therapy Association (AOTA) as a framework with at least two people receiving services.  Articulate your clinical reasoning process in relation to intervention with people receiving services.  See worksheet *Intervention Techniques* (p. 51) and *End-Point of Intervention* (p. 55). |  |

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|  | Ways this performance indicator can be met in this setting |
| Identify and justify the strategies you will use with a person receiving services.  Become familiar with the format that the setting uses to document information. Practice this and receive feedback from your whakaora ngangahau.  Use professional terminology appropriately.  See worksheet *Documentation Worksheet* (p. 63).  See worksheet *Group Treatment Plan* (p. 56), *Teaching & Learning Applied* (p. 61) and *The Use of Information Technology in the Provision of Therapy Services* (p. 59). |  |

## Responsiveness to te tiriti o waitangi

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| 2.1 Support tino rangatiratanga for Māori who use your services to improve their wellbeing and social outcomes. | 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 people receiving services to achieving occupational satisfaction in this service? |  |

**RESPONSIVENESS TO TE TIRITI O WAITANGI**

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| 2.2 Apply whānau tikanga, wairua and hauora to improve outcomes. | 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 person receiving services. |  |

**RESPONSIVENESS TO TE TIRITI O WAITANGI**

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| 2.5 Apply reflective practice to identify and address conscious and unconscious bias, discrimination, and racism to support you to embrace whānau tikanga. | 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. |  |

**RESPONSIVENESS TO TE TIRITI O WAITANGI**

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| 2.7 Provide services reflective of tikanga, manaakitanga and kaitiakitanga as encapsulated in te Tiriti o Waitangi. | Ways this performance indicator can be met in this setting |
| Discuss with your supervisor how the setting honours te Tiriti o Waitangi.    Discuss the principles and your understanding of how the setting honours Te Tiriti o Waitangi.    Identify and discuss the tikanga principles you have noticed within your setting.    Identify and discuss how the setting demonstrates both manaakitanga and kaitiakitanga. Explain how you are using both manaakitanga and kaitiakitanga in your practice. |  |

**RESPONSIVENESS TO TE TIRITI O WAITANGI**

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| 2.11 Enhance your understanding and use of te reo Māori and other taonga. | Ways this performance indicator can be met in this setting |
| Justify your use of te reo Māori safely and appropriately in the setting.        Seek guidance from Māori/cultural advisor to gain an understanding of applying te reo Māori to practice. If unavailable have a discussion with supervisor around the person/group that the service would liaise with on similar matters.      Where appropriate utilise Māori greetings, consider emails and day to day terminology.      Demonstrate your understanding by appropriately using te reo Māori within your reflective journal.    Using reflection identify and discuss the taonga used or relevant to the service. Explain and justify your own interactions with these taonga.      Create a te reo Maori “dictionary” that demonstrates understanding of the language in context to your setting and make use of this throughout your placement. |  |

## DEVELOPING AND SUSTAINING PARTNERSHIPS

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| 3.1 Work proactively and respectfully with others to ensure the best outcomes, keeping people and whānau at the centre of practice. | Ways this performance indicator can be met in this setting |
| Demonstrate and develop relationships/methods of communication with people receiving services, 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.  Arrange time with staff on placement. Feedback on your understanding of their individual roles and explain when you would refer to or involve different service providers/members of staff.  See *team member worksheet (pg 64)* |  |

**DEVELOPING AND SUSTAINING PARTNERSHIPS**

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| 3.2 Work collaboratively at all times by communicating in transparent and mana-enhancing ways, with the person receiving your service and/or whānau and relevant others involved. | Ways this performance indicator can be met in this setting |
| In supervision, reflect on the boundaries between personal and professional relationships.  Understand your own and other team members roles when working collaboratively with people receiving services. Explain this using the Occupational Therapy Board of New Zealand Scope of Practice.  Talk to another member of the team and find out what they are assessing when they see a person receiving services. Discuss different professional perspectives in supervision.  See worksheet *Team members the OT communicates with* (p. 64). |  |

**DEVELOPING AND SUSTAINING PARTNERSHIPS**

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| 3.4 Co-design, collaborate and consult with the person, whānau and team to ensure coordinated service delivery toward agreed goals. | Ways this performance indicator can be met in this setting |
| Explore and reflect on the roles of others in the team by meeting with, observing and working alongside team members.  Explore and evaluate the challenges and benefits of the roles within multi disciplinary teams and how they are involved in agreed roles.  *See team member worksheet (p 64)* |  |

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

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| 4.1 Comply with the legislation, regulations, service standards, policies, data security requirements, privacy requirements, and professional and ethical guidelines relevant to your area of practice. | Ways this performance indicator can be met in this setting |
| Check suitability of approach/intervention with supervisor, person and significant others.  Consider person’s needs in relation to cultural and value systems.  Read and follow the service policies in your setting.  Identify the processes for admission, referrals, and discharge policies.  Identify legislations governing practice in this setting e.g., Health & Disability Act, Mental Health Act, Education Act.  Identify the occupational therapy services policies and guidelines, and where appropriate implement these – e.g., initial interview format, home visit report, stroke guidelines.  Show evidence of your knowledge of the Code of Conduct which is used in your setting regarding time, dress, behaviour and professionalism and discuss how you have implemented them.  Identify the measures the service takes to maintain security of data and privacy. Ensure you adhere to these.  Identify and discuss with your supervisor a potential ethical dilemma in your setting and how it might be resolved.  See worksheet *Values/Beliefs Worksheet* (p. 65). |  |

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

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| 4.3 Clearly identify the boundaries of the service you can provide based on the Occupational Therapy Board of New Zealand (the Board) scope of practice, competencies, Code of Ethics and supplementary guidance. | 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.  Familiarize yourself with the OTBNZ documents listed above and explain how your service is bounded by these. Discuss how you apply both the code of ethics and adhere to the current scope of practice. |  |

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

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| 4.4 Manage the boundaries between personal and professional relationships with care and integrity. | Ways this performance indicator can be met in this setting |
| Discuss with your supervisor awareness of personal safety e.g., boundaries, personal space, and explain how you will manage this on placement.  Reflect and discuss your understanding of the professional and social self.  Discuss your understanding of self-disclosure and how this relates to therapeutic relationships.  Demonstrate awareness of different emotional states, and explain how you can implement appropriate safety precautions as required in demanding/challenging situations.  Consider your social media presence and privacy settings and adjust as necessary.  Identify and discuss strategies you might use when/if boundaries are not being well-respected.  Follow and comply with the Code of Conduct which is used in this setting e.g., behaviours & professionalism. |  |

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

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| 4.9 Recognise and respect diversity, including people’s values, beliefs, attitudes, gender, SOGIESC, cultural identity and language. | Ways this performance indicator can be met in this setting |
| Reflect and discuss your understanding of diversity.  Identify with your supervisor any issues of inequality and achieving equal outcomes within the parameters of the setting you are in. Consider and identify any appropriate strategies.  Reflect on your personal cultural values, beliefs, attitudes gender, SOGIESC and attitudes and language.  Discuss how you have or would incorporate the persons’ values and beliefs into intervention. |  |

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

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| 4.12 Manage your own health and wellbeing so that you are fit to practise and take action when personal health and wellbeing affects your safety and fitness to practise, as required by legislation and the Board. | Ways this performance indicator can be met in this setting |
| Inform and discuss with your supervisor any personal health issue that may impact on your learning and or practice in this setting.  Use sick leave when appropriate following procedures outlined in your setting and comply with the Otago Polytechnic policy.  Discuss any issues that relate to safety and identifying risk when interacting with people receiving services.  Inform Fieldwork team and supervising kaiwhakaora ngangahau if you are off absent (sickness, bereavement) and unable to attend placement as per setting policy.  Identify methods your setting uses to support safety and wellbeing. Use these as appropriate. |  |

PRACTICING RESPONSIVELY AND UPHOLDING THE OCCUPATIONAL THERAPY PROFESSION

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| 5.2 Reflect on your competence, knowledge, skills, attitudes and values, then work to enhance your practice through further development activities. | Ways this performance indicator can be met in this setting |
| Discuss with your supervisor your learning objectives for this placement.  Maintain a daily reflective journal. Journal your experiences and reflect on your own learning and growth.  Discuss your reflections within your supervision sessions- identify any new skills, knowledge or learning gained.  Identify areas in which you require further development and make a plan to achieve this growth. |  |

**PRACTICING RESPONSIVELY AND UPHOLDING THE OCCUPATIONAL THERAPY PROFESSION**

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| *5.3* Support the development and promotion of occupational therapy knowledge, resources, and services. | Ways this performance indicator can be met in this setting |
| In negotiation with your supervisor identify a project that is helpful to the setting and then take responsibility for creating that project. Reflect on learning from completing the project.  Discuss what can be done to promote occupational therapy knowledge within your setting.  Identify methods of promoting occupational therapy services within your setting/community. |  |

**PRACTICING RESPONSIVELY AND UPHOLDING THE OCCUPATIONAL THERAPY PROFESSION**

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| 5.4 Actively support and engage in supervision arrangements at appropriate levels for yourself | Ways this performance indicator can be met in this setting |
| Negotiate a suitable time each week for supervision with your supervisor.  Set weekly goals to ensure your development in these areas and reflect on your performance during supervision.  Be proactive in your learning- Set an agenda for each supervision session.  Request feedback and respond to feedback appropriately.  Discuss your experiences and observations.  Identify own professional abilities, attitudes, and knowledge - both strengths and areas for further development.  Identify your occupational therapy specific abilities. Be able to articulate your strengths and areas for development. |  |

**Worksheets**

The worksheets in this section have been included to use whilst on placement. Worksheets assist the ākonga to integrate what they have learnt on campus with what they are learning on placement. The process then reverses with on-campus staff encouraging ākonga 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 ākonga with tangible tasks to complete. These completed worksheets can be used in the final assessment to provide evidence of the ākonga 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 whakaora ngangahau 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 person’s goals and identification of personal and cultural values)

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

**PERSON’S STRENGTHS AND CONCERNS:**

**STRENGTHS & PROBLEMS IDENTIFIED** (List those requiring attention whether or not they will be dealt with by Whakaora ngangahau intervention \*Asterisk areas for Whakaora ngangahau intervention)

**SHORT-TERM GOALS** (Write one goal for each of the problems identified for whakaora ngangahau 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 people 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 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 person:

Identify any issues that arose for the person 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 person 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

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| People 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:

1. Introduction: Provide a succinct paragraph introducing the client of the scenario and key factors for consideration.
2. Health Condition: Identify the main health condition from the scenario. Provide details including aetiology, epidemiology, risk factors, signs and symptoms, onset, course, and prognosis of the condition as well as the recommended primary medical treatment/management plan.
3. Body Structure & Function: Identification of the primary body system/s involved in the health condition. Include a brief review of the normal function and structure of the body system/s while in homeostatic balance, as well as investigating the pathology, which has resulted in homeostatic imbalance. Identify and explore the body functions impacted by the health condition.
4. Activity Limitations and Participation Restrictions: Using your knowledge of the client’s health condition and personal factors, identify the differing sections of the ICF (body structure and function, activity limitations and personal factors and environment).
5. Personal Factors influence the experience of disability. Explain how you will acknowledge the client’s experience and concerns for current and future occupations.

## 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 commonplace in most whakaora ngangahau 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
* Multimedia 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 personal 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 people receiving services 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.

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| **Topic of Teaching Session** | **Person’s Diagnosis/Impairment** | **Group/Indiv** |
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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?

1. *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 uncertainly about the words to be used? If so, why might this be?

1. *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?

1. *Interview one person you are working with about their occupations.*

This will preferably be a person receiving your services but, if not suitable or appropriate for your 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 Foundations 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 person’s notes who 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 person receiving your services. 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 person receiving your services (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**

## Clinical terminology

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

e.g. ADL Activities of Daily Living

Rx Treatment

## 

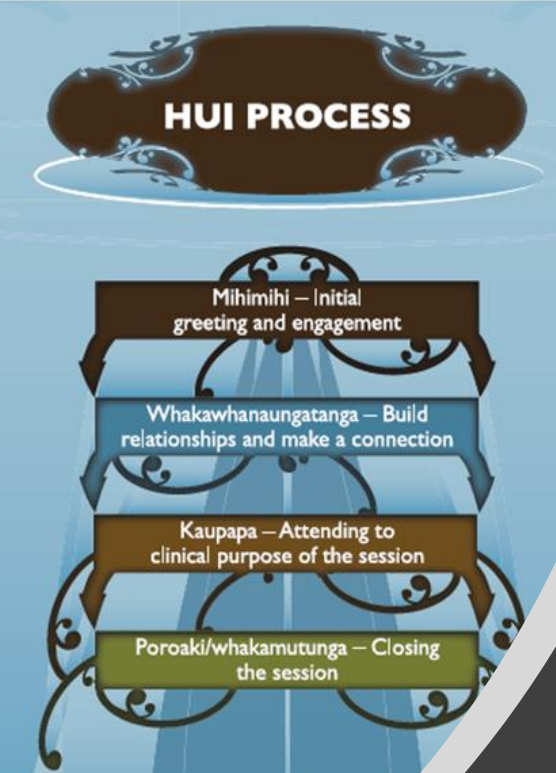
## OCCUPATIONAL SCIENCE CONCEPTS

Identify the concepts which you see as relating to a service user, give examples.

* Occupational Identity
* Occupational Satisfaction
* Occupational Balance
* Occupational Development
* Occupational Transition
* Occupational Justice
* Occupational Deprivation
* Occupational Disruption

## HUI PROCESS AND MEIHANA MODEL

Figure 1: Hui Process (Lacey et al, 2011)



When working with a person on placement can you identify the 4 stages of the Hui Proces?

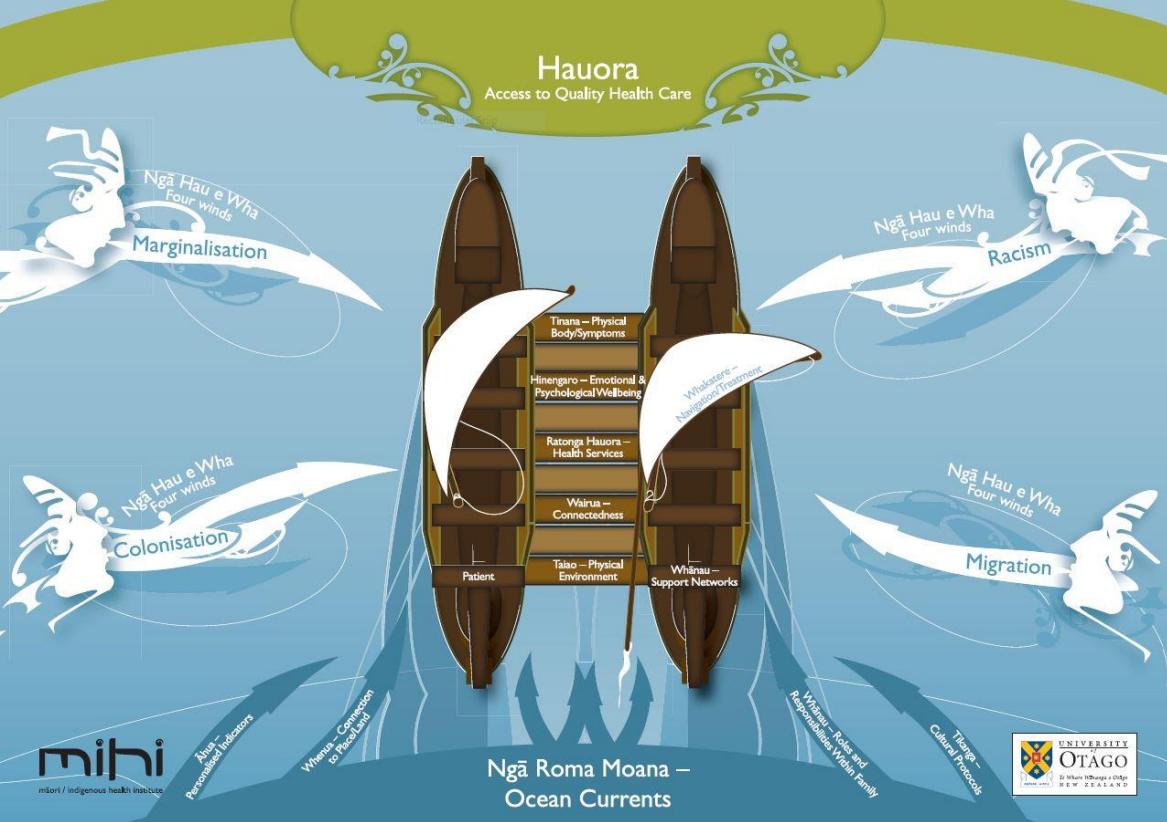
**Mihimihi**

**Whakawhanaungatanga**

**Kaupapa**

**Poroaki/whakamutunga**

Figure 2: Meihana Model (Pitama et al, 2014)



When working with a person on placement can you identify the different components that make up the waka?

**Tinana (physical body)**

**Hinengaro (psychological/emotional)**

**Ratonga Haoura (access to quality health services)**

**Wairua (connectedness)**

**Taiao (physical environment)**

Reference: Pitama, S., Robertson, P., Cram, F., Gillies, M., Huria, T., & Dallas-Katoa, W. (2007). Meihana Model : A Clinical Assessment Framework.