



Assessment Guide

Bachelor of Occupational Therapy Fieldwork 1

OTAGO POLYTECHNIC | TE PUKENGA 2024

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2024

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1. FIELDWORK 1 COURSE SUMMARY

SMS Code	BT510002	Teacher-directed learning hours	
Level	5	Authentic work experience learning hours	150
Credits	15	Ākonga-managed learning hours	
Prerequisites		Total Learning Hours	150
This course approved in another Programme: No			

Aim

This course enables ākonga | learners to explore and discuss the role of the kaiwhakaora ngangahau | occupational therapist in placement setting(s) and demonstrate emerging professional skills, behaviours and attitudes.

Learning Outcomes

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

1. Discuss the role of the kaiwhakaora ngangahau and whakaora ngangahau | occupational therapy within the local context.
2. Demonstrate the ability to practice whakaora ngangahau at an emergent level* across identified areas of competence within the placement(s).

Indicative Content

Building rapport and relationships

Therapeutic use of self

The role of the occupational therapist | kaiwhakaora ngangahau

Occupational therapy | whakaora ngangahau practice in the local context

Reflection and supervision

Assessment

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

Resources

Required: Library and database access, Internet access

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

Name of Ākonga | Learner: _____



AOTEAROA NEW ZEALAND
Whakaora Ngangahau | Occupational Therapy
Fieldwork Assessment

Year One

BT51001 Fieldwork 1

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** to: otfieldwork@op.ac.nz

by: Wednesday 17th July 2024

2. 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 grades. Ākonga 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 ākonga 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 kaiako lecturer.

Midway Assessment

- The midway assessment is a formative opportunity to identify ākonga learning needs and provide specific feedback on the areas requiring improvement.
- Fieldwork supervisors should clearly outline what ākonga 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 ākonga and supervisor signs and dates all midway assessment comments.

If there is evidence to suggest ākonga may not meet the expected level of performance in any given indicator by the end of the placement, please contact the fieldwork kaiako lecturer immediately.

Final Assessment

- The final assessment should be completed by the ākonga 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 is to complete a reflection and identify future learning objectives.
- The completed assessment should be signed by the fieldwork supervisor and the ākonga.

Fieldwork Supervisors should include the following when writing their reports:

1. For each competency, provide a description and examples of how the ākonga has met the performance indicators and a brief comment on areas that require further development. This evidence can be provided from pg. 21 onwards. Please ensure each competency is signed to confirm all statements are true and accurate representations of the ākonga competency whilst on fieldwork placement.
2. If any competency has not been met, provide a description and examples of why the ākonga has not met the competency.

Consequence of Failure

If ākonga has not reached the expected level in **one** or more of the performance indicators, please make recommendations on the final page of this assessment form. The fieldwork kaiako| lecturer will need be contacted to discuss your assessment.

The school will review your recommendations in deciding how to best support ākonga with a plan moving forward.

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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 comprehensive 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.

This assessment is reflective of the level of training the ākonga has participated into date. The pass mark is indicated in the shaded box for all performance indicators; to pass ākonga need to meet every competency. Where the box is black, please do not attempt to fill within these boxes.

The example below indicates that a ākonga meets the expected level of achievement i.e., 3 = Appropriate.

1	2	3	4	5
	✓			

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.
2. Emerging
 Ākonga is beginning to utilise verbal/non-verbal techniques to establish rapport with people.
3. Appropriate
 Ākonga demonstrates the ability to utilise verbal/non-verbal techniques to establish rapport with people, although with some inconsistency.
4. Consistent
 Ākonga regularly demonstrates effective verbal/non-verbal techniques to establish rapport with people.
5. Exceptional
 Ākonga demonstrates excellent verbal/non-verbal techniques to establish rapport with people.

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

COMPETENCY:

1. APPLYING WHAKAORA NGANGAHAU OCCUPATIONAL THERAPY KNOWLEDGE, SKILLS, AND VALUES

You apply your knowledge, skills, and values as a kaiwhakaora ngangahau occupational therapist by engaging with and supporting people and whānau to have a life they value, through enabling occupation and inclusion in communities.

PERFORMANCE INDICATORS:

	MIDWAY					FINAL				
	1	2	3	4	5	1	2	3	4	5
1.1 Apply an occupational therapy perspective to practise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 [Coach], consult and collaborate to establish sustainable interventions that align with people’s aspirations and promote participation and inclusion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7 You use a range of communication and active listening strategies with people receiving services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FIELDWORK SUPERVISOR FEEDBACK

COMPETENCY 1 - APPLYING WHAKAORA NGANGAHAU OCCUPATIONAL THERAPY KNOWLEDGE, SKILLS AND VALUES

MIDWAY FEEDBACK

Ākonga strengths:

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

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FINAL FEEDBACK

WORKING COPY ONLY

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

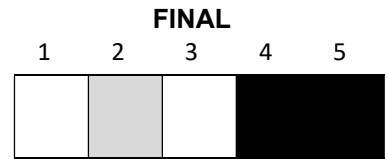
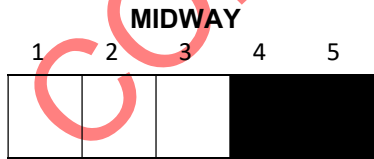
COMPETENCY:

2. RESPONSIVENESS TO TE TIRITI O WAITANGI

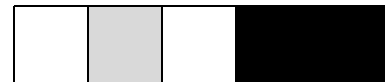
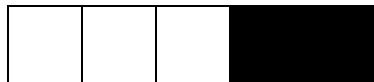
As tangata whenua and tangata Tiriti, you recognise your role and responsibilities under te Tiriti o Waitangi and apply your knowledge to work for equitable outcomes for Māori wellbeing. Te Ao Māori, tikanga, wairua, whānau hauora and taonga such as te reo Māori are respected and supported.

PERFORMANCE INDICATORS:

2.7 Provide services reflective of tikanga, manaakitanga and kaitiakitanga as encapsulated in te Tiriti o Waitangi.



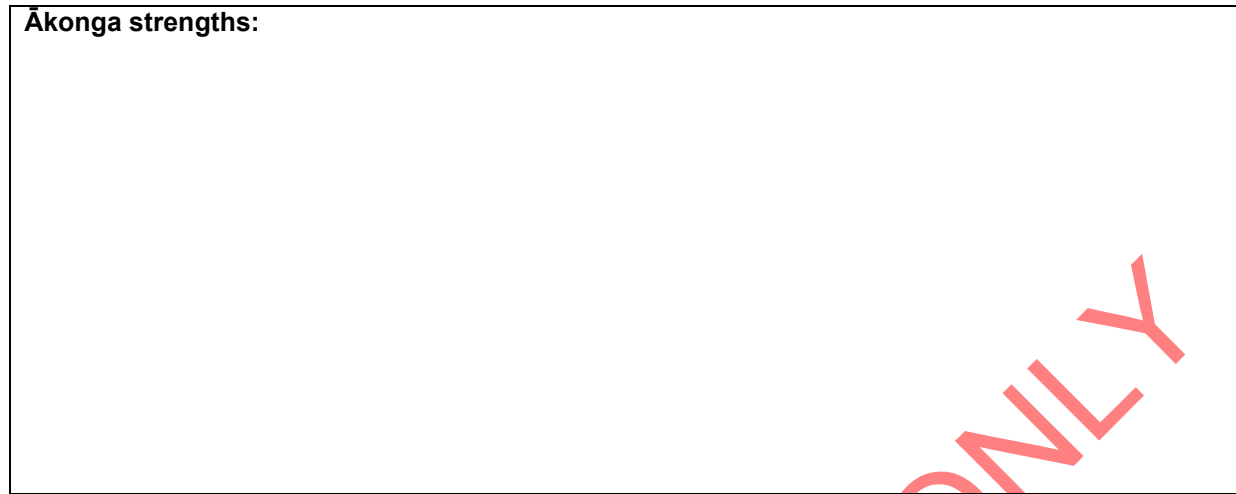
2.11 Enhance your understanding and use of te reo Māori and other taonga



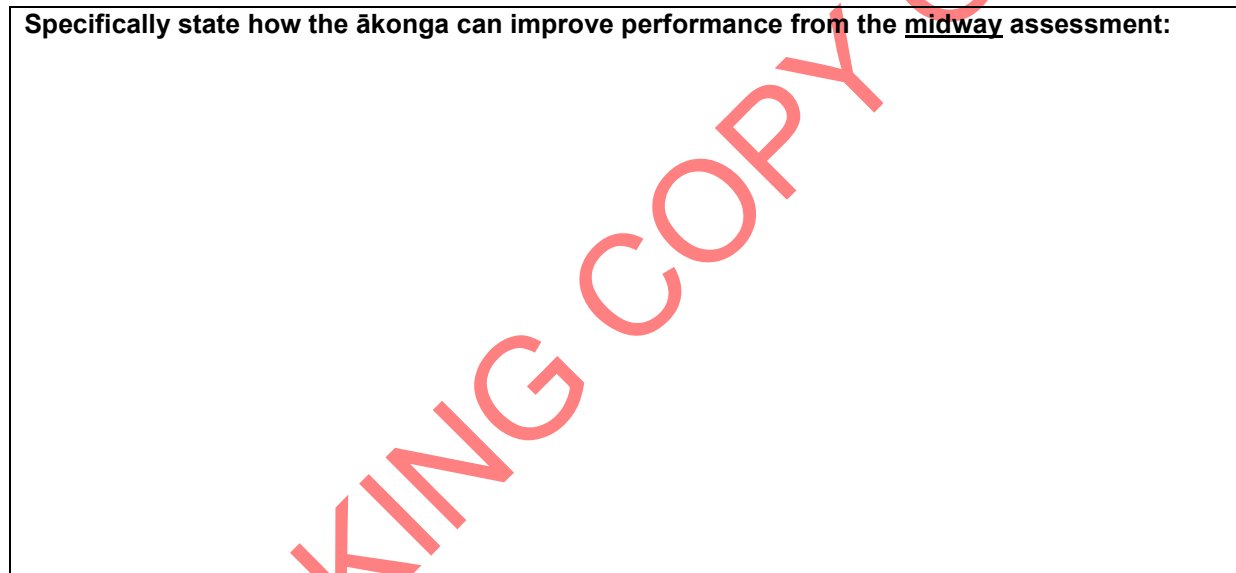
COMPETENCY 2 - RESPONSIVENESS TO TE TIRITI O WAITANGI

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:

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

COMPETENCY:

3. DEVELOPING AND SUSTAINING PARTNERSHIPS

You promote and facilitate interdisciplinary collaboration and cooperation for people's health and wellbeing services.


PERFORMANCE INDICATORS:

	MIDWAY					FINAL				
	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 practise.										
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.										

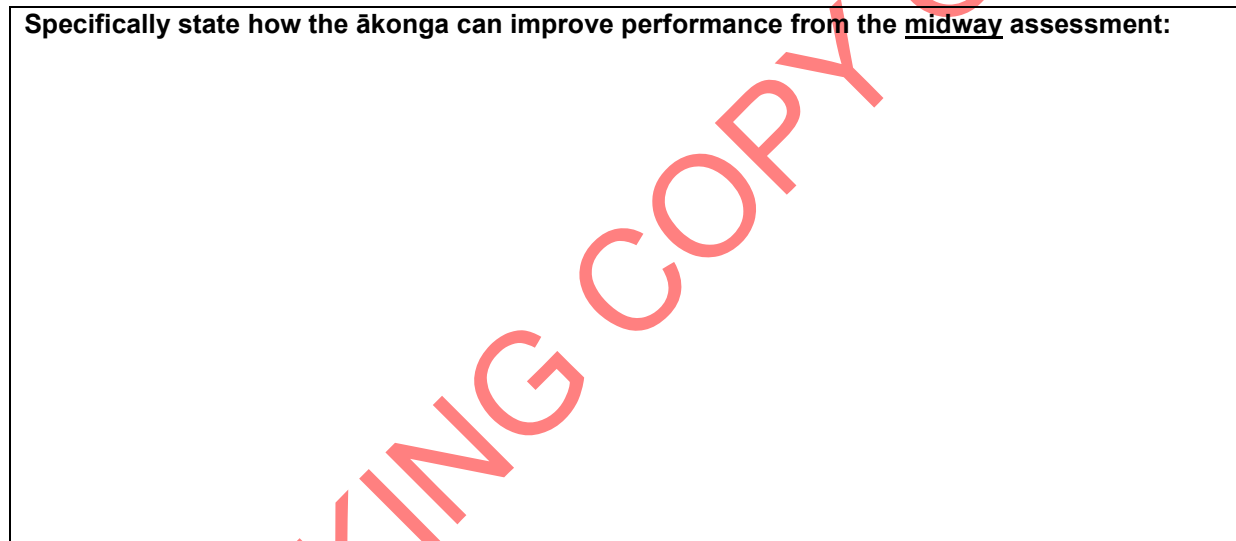
COMPETENCY 3 – Developing and sustaining partnerships

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:

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

COMPETENCY:

4 PRACTICING IN SAFE, LEGAL, ETHICAL, SUSTAINABLE AND CULTURALLY COMPETENT WAY

You act with integrity. You meet safety, legal, ethical, sustainability and cultural requirements and expectations in your professional practice.

PERFORMANCE INDICATORS:

	MIDWAY					FINAL				
	1	2	3	4	5	1	2	3	4	5
4.1 Comply with the legislation, regulations, service standards, policies, data security, privacy requirements and professional and ethical guidelines relevant to your area of practise.										
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.										

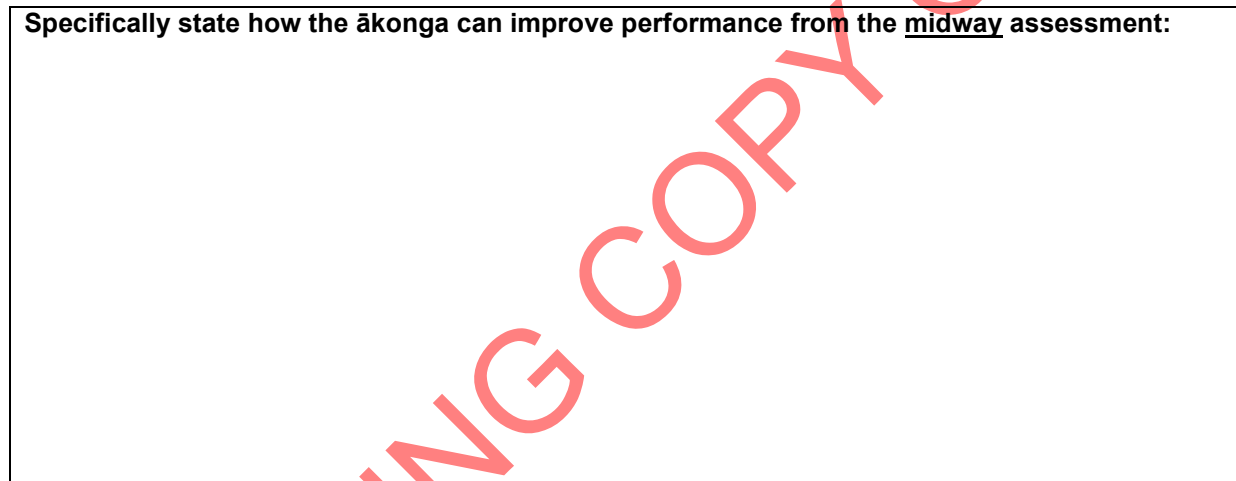
COMPETENCY 4 - Practising in a safe, legal, ethical, sustainable, and culturally competent way

MIDWAY FEEDBACK

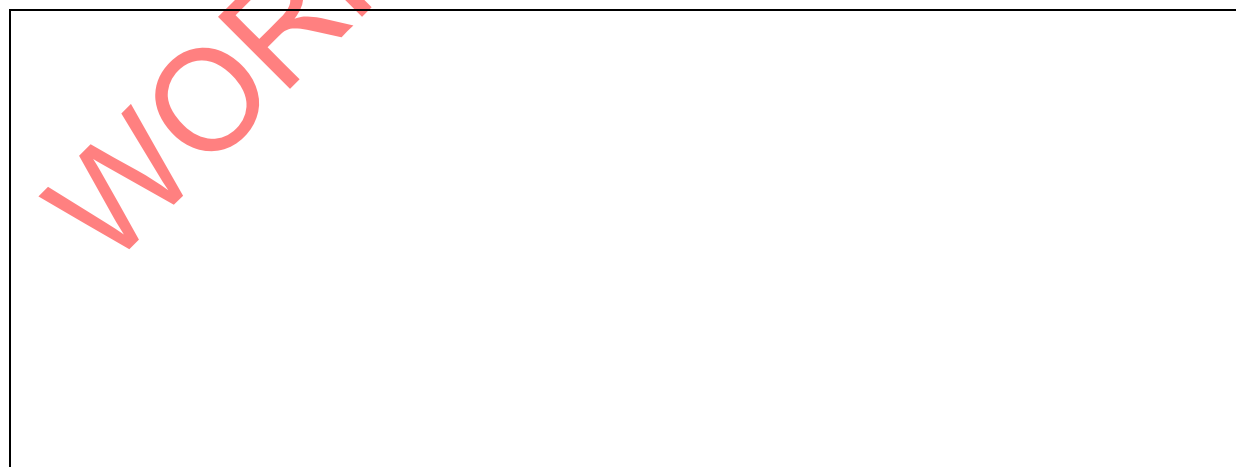
Ākonga strengths:



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:

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 grey 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 practise is professional, current, responsive, collaborative, and evidence based. You take responsibility for your own professional development.

PERFORMANCE INDICATORS:

	MIDWAY					FINAL				
	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.										

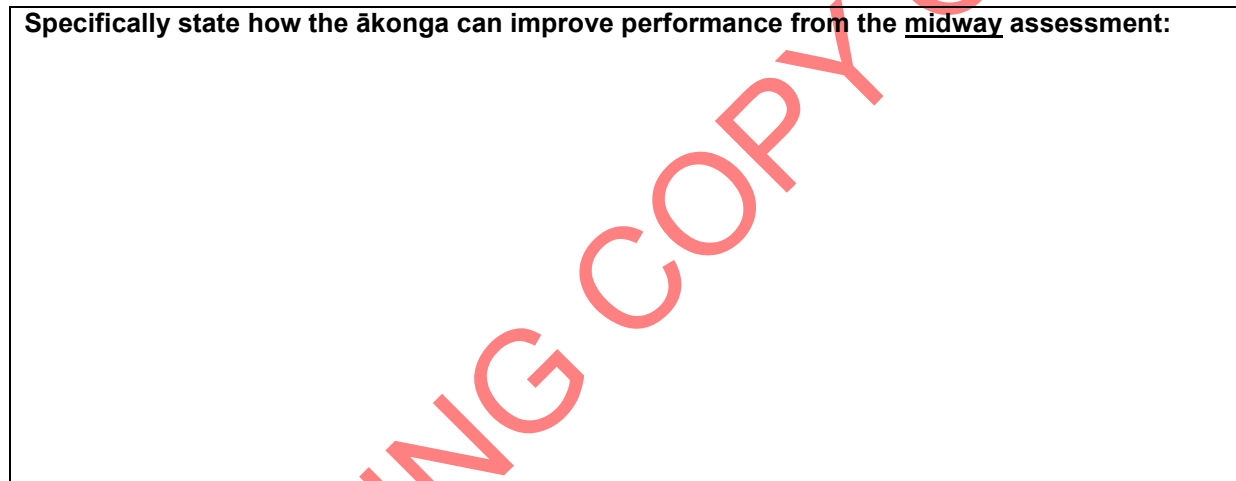
COMPETENCY 5 – Practising responsively and upholding the occupational therapy profession.

MIDWAY FEEDBACK

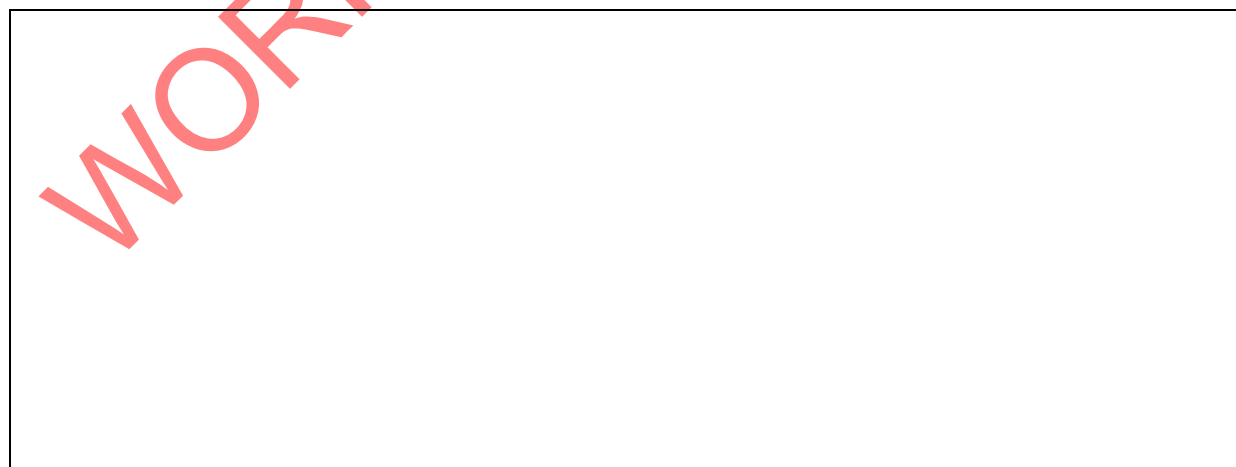
Ākonga strengths:



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



FINAL FEEDBACK



ĀKONGA MIDWAY REFLECTIONS

Reflect and evaluate your performance to date and areas for further development. You are required to complete your reflections for the midway assessment. This is to allow you to discuss/reflect on your performance. Following the midway assessment, you are required to add to your reflection for each of the competencies. Do consider utilising a model for your reflection.

COMPETENCY 1 - Applying whakaora ngangahau occupational therapy knowledge, skills, and values.

COMPETENCY 2 – Responsiveness to te Tiriti o Waitangi.

COMPETENCY 3 – Developing and sustaining partnerships.

COMPETENCY 4 - Practising in a safe, legal, ethical, sustainable, and culturally competent way.

COMPETENCY 5 – Practicing responsively and upholding the occupational therapy profession.

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 needs 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.
- Has completed their midway reflections, highlighted current areas of strength as well as identified areas for further development.
- Is clear about what has been identified on each of the performance indicators for each of the competencies.
- Understands how they can improve their performance from the midway assessment, to successfully, meet the requirements of this specific fieldwork placement.

Ākonga signature _____

Supervisor signature _____

Date _____

FIELDWORK SUPERVISOR FINAL COMMENTS:
Overall Summary/Recommendations following completion of placement:

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Fieldwork Supervisor signature: _____ Date: _____

ĀKONGA REFLECTION:

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 HOURS

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

Fieldwork Placement 1 (4 Weeks)

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

Signed:

Fieldwork Supervisor: _____

Whakaora Ngangahau | Occupational Therapy Ākonga: _____

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

****Person(s)/workplace related activities completed from home can be counted as “onsite hours” with prior consultation and agreement from supervisor.***

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 ākonga has reached regarding each performance indicator on the Fieldwork Assessment. These were generated by the fieldwork 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 indicators have and have not been addressed at any given time in the placement.

It is envisaged that the learning tasks and learning contract can be used as the focus for weekly discussions on progress 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 KNOWLEDGE, SKILLS, AND VALUES

OCCUPATIONAL THERAPY

1	2	3	4	5

1.1 Apply an occupational therapy perspective to practise.

Ways these performance indicators can be met in this setting

Discuss your understanding of occupation.

Discuss the role of the whakaora ngangahau | occupational therapist within your setting. Complete worksheet included in guide to assist you.

Discuss the occupational identity of one person with whom you work.

For one person you work with, identify barrier(s) to that person’s involvement in an occupation that is meaningful to them. Identify how these barrier(s) could be reduced or eliminated.

Explain how either occupational disruption or occupational deprivation is impacting on the quality of life of a person with who you work.

Identify and discuss with your supervisor your understanding of the role of the kaiwhakaora ngangahau | occupational therapist within your setting.

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**APPLYING WHAKAORA NGANGAHAU
KNOWLEDGE, SKILLS, AND VALUES**

OCCUPATIONAL THERAPY

1	2	3	4	5

1.4 [Coach], consult and collaborate to establish sustainable interventions that align with people’s aspirations and promote participation and inclusion.

Ways these performance indicators can be met in this setting

You seek advice and discuss your thoughts with your supervisor.

You have liaised with members of the team.

You are proactive in discussions and demonstrate skills in being able to cooperate and combine a range of perspectives from the team.

Identify and discuss the occupations meaningful to the person(s).

Demonstrate an understanding of the person(s) centred/whanau centred approach in this setting.

Identify what sustainable practices are, and discuss how these can be applied to OT practice

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**APPLYING WHAKAORA NGANGAHAU
KNOWLEDGE, SKILLS, AND VALUES**

OCCUPATIONAL THERAPY

1	2	3	4	5

1.7 You use a range of communication and active listening strategies with people receiving services

Ways these performance indicators can be met in this setting

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

Identify how you altered your communication to be respectful to the person(s)'s values, beliefs, and attitudes.

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

Read your supervisor's notes and become familiar with the methods of recording and reporting. Discuss your findings.

Record your own observations of people receiving services using the preferred format for this setting.

Understand and use clinical language and jargon appropriately.

Record progress notes in people's files as appropriate, distinguishing between fact, opinion, and interpretation.

RESPONSIVENESS TO TE TIRITI O WAITANGI

1	2	3	4	5

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.

Identify and discuss the tikanga principles you have noticed within your setting.

Identify and discuss how the setting demonstrates both manaakitanga and kaitiakitanga.

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RESPONSIVENESS TO TE TIRITI O WAITANGI

1	2	3	4	5

2.11 Enhance your understanding and use of te reo Māori and other taonga

Ways this performance indicator can be met in this setting

Identify when to use 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.

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.

Create a te reo Māori “dictionary” that demonstrates understanding of the language in context to your setting.

Add to glossary on page 45.

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DEVELOPING AND SUSTAINING PARTNERSHIP

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 practise.

Ways these performance indicators can be met in this setting

Be professional, demonstrate respectful relationships with staff and people receiving your services alike.

Reflect on the interactions with different stakeholders (e.g., individuals, MDT, whanau, external agencies) on placement and how they facilitated and/or acted as a barrier to a positive outcome for a person(s) receiving services.

Arrange time with staff on placement. Feedback on your understanding of their individual roles

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DEVELOPING AND SUSTAINING PARTNERSHIP

1	2	3	4	5

3.2 Work collaboratively at all times by communicating in transparent and mana-enhancing ways, with the person(s) receiving your service and/or whānau and relevant others involved.

Ways these performance indicators can be met in this setting

Identify all involved in differing episodes of care, explain how you communicated with all and ensured you demonstrated transparency and mana enhancing ways.

Reflect upon how you demonstrate professional communication within the setting.

Identify any learning that could benefit your communication with whānau and relevant others.

Identify the differing roles of all those involved in a collaborative partnership.

Request feedback from your supervisor regarding communication areas for development.

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

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

1	2	3	4	5

4.1 Comply with the legislation, regulations, service standards, policies, data security, privacy requirements and professional and ethical guidelines relevant to your area of practise.

Ways these performance indicators can be met in this setting

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 privacy requirements for your setting.

Identify the whakaora ngangahau | occupational therapy service’s 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.

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

1	2	3	4	5

4.4 Manage the boundaries between personal and professional relationships with care and integrity.

Ways these performance indicators 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.

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

1	2	3	4	5

4.9 Recognise and respect diversity, including people’s values, beliefs, attitudes, gender, SOGIESC, cultural identity and language.

Ways these performance indicators 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 person(s)’s values and beliefs into intervention.

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

1	2	3	4	5

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 these performance indicators can be met in this setting

Inform and discuss with your supervisor any issues that may impact your ability to perform and learn in this setting e.g. health condition, disability, learning needs and or personal issues, or a change in circumstances.

Use sick leave when appropriate following procedures outlined in your setting.

Inform Fieldwork team and supervising occupational therapist 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.

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PRACTISING RESPONSIVELY AND UPHOLDING THE OCCUPATIONAL THERAPY PROFESSION

1	2	3	4	5

5.2 Reflect on your competence, knowledge, skills, attitudes and values, then work to enhance your practise through further development activities.

Ways these performance indicators can be met in this setting

Maintain a daily reflective journal.

Discuss your reflections within your supervision sessions- identify any new skills, knowledge or learning gained.

Journal your experiences and reflect on your own learning and growth.

Identify areas in which you require further development.

Complete midway reflections for midway assessment and discuss progress to date.

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PRACTISING RESPONSIVELY AND UPHOLDING THE OCCUPATIONAL THERAPY PROFESSION

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

5.3 Support the development and promotion of occupational therapy knowledge, resources, and services.

Ways these performance indicators 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.

Develop any resources need to be created or updated.

Discuss what can be done to promote whakaora ngangahau | occupational therapy knowledge within your setting.

Identify methods of promoting whakaora ngangahau services within your setting/community.

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PRACTISING RESPONSIVELY AND UPHOLDING THE OCCUPATIONAL THERAPY PROFESSION

1	2	3	4	5

5.4 Actively support and engage in supervision arrangements at appropriate levels for yourself.

Ways these performance indicators can be met in this setting

Organise 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.

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4. WORKSHEETS

The worksheets in this section have been included for use whilst on placement.

Worksheets assist the student in integrating what they have learned 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 learned from placement into the academic setting. These worksheets will also be beneficial for you to 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 student's achievement in a particular skill or area.

Worksheets can also be used as resources in the learning contract or as part of the assessment, forming the basis of discussion with supervisors (i.e., how will I know I have achieved the performance indicator?)

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Whakaora Ngangahau | Occupational Therapy Role

This worksheet will assist your learning in understanding the role of the whakaora ngangahau occupational therapist within your fieldwork setting. Discuss further with your supervisor.

- Role of the whakaora ngangahau | occupational therapy in this placement setting
- Specific areas involved in service.
- Goals of intervention
- What areas were identified but not dealt with by the kaiwhakaora ngangahau | occupational therapist?

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Skills, Knowledge, and Attitude

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

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

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Assessment

Assessment in occupational therapy| whakaora ngangahau is the systematic collecting of data and information to determine the person's level of ability to function and perform.

Occupational Therapy| Whakaora Ngangahau Assessment

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

Evaluation

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

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

ASSESSMENT

Please complete this worksheet and discuss your responses in supervision.

1 Note the names of assessments you observe being used in this setting.
Are they:

(a) Standardised assessments

(b) Non-standardised assessments

2 Select one assessment you have observed.

Why was this assessment used with this client?
What was it measuring/looking at?

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Interview checklist

Discuss if you can utilise the interview skills checklist with your supervisor. You may negotiate using this as an observation of your supervisor conducting an initial interview or ask your supervisor to use this if you have an opportunity to practice your own interviewing skills.

Skill	Observed	Not observed	Example of how skill is used / additional notes
Beginning the interview			
Greet the interviewee and introduce yourself.			
Outline the purpose of the interview and provide expected timeframe.			
Receive verbal consent for video recording			
Body of the interview			
Use semi-formal interview format.			
Ask questions consistent with the concepts of Person, Occupation and Environment (POE) in the order of OEP			
All aspects of POE are covered			
Start with general questions			
Start with less personal questions			
Use open/closed questions appropriately.			
Ask one question at a time			
Active Listening - Nonverbal communication			
Attending Skills: SOLER: S: <u>S</u> it in a way that facilitates interaction			
O: Adopt an <u>o</u> pen posture			
L: <u>L</u> ean slightly forward			
E: Maintain culturally appropriate <u>e</u> ye contact			
R: Remain <u>r</u> elaxed while attending			
<ul style="list-style-type: none"> Body language 			

<ul style="list-style-type: none"> Vocal tone and speech rate 			
<ul style="list-style-type: none"> Facial expressions 			
<ul style="list-style-type: none"> Mirroring 			
Following Skills: Attentive silence			
Active Listening - Verbal communication			
<i>Following:</i>			
1. Door openers			
2. Minimal encouragers			
3. Infrequent questions			
<i>Reflecting:</i>			
1. Paraphrasing			
2. Reflection on feelings			
3. Reflecting on meaning			
4. Summative reflection			
Therapeutic use of self			
Building rapport			
Perception of individuality			
Respects for rights of each individual			
Empathy			
Compassion			
Unconditional positive regard			
Honesty			
Relaxed manner			
Humour			
Flexibility			
Self-awareness			
Humour			
Conclusion of the interview			
<ul style="list-style-type: none"> Summary of key points: about 4 or 5 points. 			

Te whare tapa whā

One model for understanding Māori health is the concept of 'te whare tapa whā' – the four cornerstones (or sides) of Māori health.



Tasks:

1. Research this model of wellbeing and note four main principles.
2. Explain your learning to your supervisor.
3. Discuss this model with your supervisor and consider how you would apply this to a person receiving your service.

<https://www.health.govt.nz/our-work/populations/maori-health/maori-health-models/maori-health-models-te-whare-tapa-wha>

Culture

Everyone has a culture. It shapes how we see the world, ourselves, and others. Everyone is different. Many differences are related to culture- beliefs and ways of living that are handed down from one generation to the next. all people share basic needs, e.g., food, shelter, love, respect. In addition, each of us learns a set of behaviours and beliefs from the people we grow up with e.g., the manners we're taught, the way we celebrate holidays, how we are expected to behave toward neighbours). Each person has unique talents and preferences e.g., I'm good at maths, I'm good at sport, I don't like eating meat.

When we talk about behaviours and beliefs that a group of people have in common (not individual talents and preferences), we are talking about culture. Do note that culture is often unconscious, people are sometimes not aware of how their behaviours and attitudes have been shaped by culture.

Complete the questions below and complete the worksheets. Do remember that you are being objective observers of your own taken-for-granted customs.

- **Celebrations:**

What kinds of celebrations are important in your family?

In Aotearoa?

- **Greetings:**

How do you generally greet people you don't know?

How do you greet people you do know?

- **Beliefs about hospitality:**

How do you show hospitality in your community?

In your home?

- **The role of family:**

Is there a particular age at which you celebrate an important event in your life with your family or community?

- **Attitudes about personal space and privacy:**

How important do you feel it is to have personal space and privacy?

Everyone Has a Culture—Everyone Is Different Worksheet

1. What languages do you speak?
2. What music do you listen to? What dances do you know?
3. What foods do you eat at home?
4. In your family, what is considered polite and what is considered rude? What manners have you been taught? (Think about such things as table manners, behaviour toward guests in your home, what to say when answering the telephone, and how to say thanks for a meal.)
5. What do you wear on special occasions?
6. How often do you see your extended family (for example, grandparents, aunts, uncles, and cousins)? What role do they play in your life?
7. What holidays and ceremonies are important in your family?
8. Describe something very important to you. It could be a value, such as respect or honesty. It could be a person, such as a parent, brother, sister, or friend. It could be a goal, such as going to college or designing a website. It could be a hobby.

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Features of Culture

Directions: For each feature of culture, think of one example common to people in Aotearoa or in the country where you were born.

Styles of dress

Ways of greeting people

Beliefs about hospitality

Importance of time

Paintings

Values

Literature

Beliefs about child raising (children and teens)

Attitudes about personal space/privacy

Beliefs about the responsibilities of children and teens

Gestures to show you understand what has been told to you.

Holiday customs

Music

Dancing

Celebrations

Concept of fairness

Nature of friendship

Ideas about clothing

Foods

Greetings

Facial expressions and hand gestures

Concept of self

Work ethic

Religious beliefs

Religious rituals

Concept of beauty

Rules of polite behaviour

Attitude toward age

The role of family

General worldview

What conclusion can you begin to draw about the culture of Aotearoa? What are your impressions about how culture has shaped you? Based on what you've written, how would you describe the characteristics of the culture you're a part of? Discuss your reflections around what you have learnt about culture.

Building Bridges: A Peace Corps Classroom Guide to Cross-Cultural Understanding. (Washington, D.C.: Peace Corps/Coverdell World Wise Schools, 2003). www.peacecorps.gov/www/.

Glossary

Te Kura Whakaora Ngangahau | School of Occupational Therapy (Māori first)

Te Kura | The School

Kaiwhakaora Ngangahau | Occupational Therapist*

Whakaora Ngangahau | Occupational Therapy*

Ākonga | Student/learner

Kaimahi | Staff

Aromatawai | Assessment

General practice is to use Māori first (using the bar) | then English – then continue with te reo in the rest of the document.

What other te reo are we using regularly?

How to do the straight bar:

At the top of the key with the backslash on it there is a line (in some cases a dotted line) press shift and that key and you should get |

- Using within the NZ context

Remember there is no 's' in te reo, therefore you may need to consider this when using plurals.

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