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| **Assessment Guide** | |
| **Bachelor of Occupational Therapy**  Fieldwork 1 | |
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|  | **>** |
|  | 2025 |

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**Introduction To Fieldwork 1 Assessment Guide**

**Kia ora and Welcome to Your Fieldwork 1 Placement**

This guide is here to support you throughout your placement, providing a clear framework for learning, assessment, and professional growth. Inside, you'll find essential information about placement expectations, learning tasks, and performance indicators, along with practical resources to guide your journey.

The resources included are designed to help you succeed. Use them to set goals, prepare for supervision sessions, reflect on your experiences, and track your progress. This guide is interactive—feel free to take notes, jot down questions, and actively engage with its content.

Fieldwork learning is a shared experience. Collaborate with your supervisor to clarify expectations, work through challenges, and celebrate your achievements. This placement is a unique opportunity to connect theory with practice, develop your professional identity, and grow as a whakaora ngangahau practitioner.

**Placement Assessment Resources**

* **Assessment Guide:** Each placement has a specific assessment guide outlining the learning tasks and expectations. Use this as a working document to record comments, discuss performance indicators during supervision, and refer to it during midway and final assessments.
* **Supervisor Assessment Form:** Supervisors receive a separate assessment form to document negotiated grades, reflections, hours completed, and recommendations. Once completed, this form is returned.
* **Fieldwork Manual:** Ākonga are also provided with a Fieldwork Manual, which details the policies and processes related to fieldwork. This also contains a number of resources to assist your learning.

We encourage you to make the most of these resources and the support available during your placement.

# Fieldwork 1 Course Outline

|  |  |  |  |
| --- | --- | --- | --- |
| 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

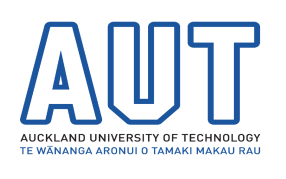
***Assessment***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**AOTEAROA|NEW ZEALAND**

**Whakaora Ngangahau | Occupational Therapy**

**Fieldwork Assessment**

**Year One**

**BT51001 Fieldwork 1**

**2025**

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

|  |  |  |
| --- | --- | --- |
| **Dates** | **Start Date:** | **Finish Date:** |

**Please return the ASSESSMENT FORM to:** [**otfieldwork@op.ac.nz**](mailto:otfieldwork@op.ac.nz)

**By:** **Wednesday 2nd July 2025**

# Fieldwork Assessment Overview

Fieldwork assessments are both formative and summative, with regular feedback provided during weekly supervision sessions. The midway and final assessments are opportunities for both the ākonga (student) and supervisor to review and discuss progress, set expectations, and negotiate final grades. Ākonga are expected to conduct a self-evaluation, marking where they believe they have met the competency indicators, and provide evidence to support their assessments.

To successfully complete the course, ākonga must meet or exceed the expected performance level for all competency indicators, as indicated in the shaded box on the final assessment.

All competencies must be assessed. If there is uncertainty about how to interpret the indicators in your setting, refer to the manual or contact the Fieldwork Kaiako (lecturer).

**Midway Assessment**

* **Purpose**: The midway assessment is a formative checkpoint to identify areas where ākonga may need additional support or improvement. It is not required to be returned to the Fieldwork Team at Te Kura Whakaora ngangahau | School of Occupational Therapy.
* **Feedback**: Fieldwork supervisors should clearly outline what ākonga needs to do in order to meet the expected level of performance for each competency indicator by the end of the placement.
* **Signatures**: Both the ākonga and supervisor must sign and date all comments made during the midway assessment.
* **Early intervention**: If there is evidence that the ākonga may not meet the required performance level for any competency by the end of the placement, the supervisor must immediately contact the Fieldwork Kaiako lecturer.

**Final Assessment**

* **Timing**: The final assessment should be completed by both ākonga and fieldwork supervisor at least two days before the end of the placement.
* **Report**: A comprehensive report summarising ākonga progress during the placement must be completed by the fieldwork supervisor. Ākonga will complete a reflection and identify their future learning objectives.
* **Signatures**: The final assessment should be signed by both the fieldwork supervisor and ākonga to confirm agreement with the assessment.

**Fieldwork Supervisor Report Guidelines**

1. **Competency description and evidence**: For each competency, the fieldwork supervisor should describe how ākonga has met the performance indicators and provide examples. Brief comments on areas that require further development should also be included. Evidence for these assessments can be found starting on page 22 of the assessment guide. Please ensure all competencies are signed to confirm the statements are accurate representations of the ākonga performance during the placement.
2. **Unmet competencies**: If any competency has not been met, the supervisor should provide an explanation with examples of why ākonga has not reached the expected standard.

**Consequences of Not Meeting Competencies**

If ākonga has not met the expected performance level in one or more competencies, the final page of the assessment form should include recommendations for improvement. The fieldwork Kaiako must be contacted to discuss the assessment.

The school will review these recommendations to determine the best course of action and create a plan to support ākonga moving forward.

# Grading

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., 2- EMERGING.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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.
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. | | | | | | | | | | | |
|  | | | | | | | | | | | |
|  | **MIDWAY** | | | | |  | **FINAL** | | | | |
| **Performance indicators:** | 1 | 2 | 3 | 4 | 5 |  | 1 | 2 | 3 | 4 | 5 |
| 1.1 Apply an occupational therapy perspective to practise. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| 1.4 [Coach], consult and collaborate to establish sustainable interventions that align with people’s aspirations and promote participation and inclusion. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| 1.7 You use a range of communication and active listening strategies with people receiving services |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |

**Fieldwork supervisor feedback**

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

**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** |
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**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. | | | | | | | | | | | |
|  | | | | | | | | | | | |
|  | **MIDWAY** | | | | |  | **FINAL** | | | | |
| **Performance indicators:** | 1 | 2 | 3 | 4 | 5 |  | 1 | 2 | 3 | 4 | 5 |
| 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**

|  |
| --- |
| **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. | | | | | | | | | | | |
|  | | | | | | | | | | | |
|  | **MIDWAY** | | | | |  | **FINAL** | | | | |
| **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 practise. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| * 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. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |

**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:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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. | | | | | | | | | | | |
|  | | | | | | | | | | | |
|  | **MIDWAY** | | | | |  | **FINAL** | | | | |
| **Performance indicators:** | 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. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |

**Fieldwork supervisor feedback**

**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. | | | | | | | | | | | |
|  | | | | | | | | | | | |
|  | **MIDWAY** | | | | |  | **FINAL** | | | | |
| **Performance indicators:** | 1 | 2 | 3 | 4 | 5 |  | 1 | 2 | 3 | 4 | 5 |
| * 1. Reflect on your competence, knowledge, skills, attitudes, and values, then work to enhance your practice through further development activities. |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| * 1. 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**

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

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

**Final feedback**

|  |
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|  |

## Ākonga Midway Reflections

Reflect and evaluate your performance so far, identifying areas for further development. For the midway assessment, you are required to complete a detailed reflection on your performance. This reflection provides an opportunity to analyse your progress and discuss your experiences during midway.

After the midway assessment, you will need to expand your reflection by addressing each competency in more depth. To enhance your insights, consider using a reflective model to structure your evaluation and guide your thinking.

**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 – Practicing 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 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

**Fi**eldwork supervisor final comments:

Overall summary/recommendations following completion of placement:

**Fieldwork supervisor signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Ākonga comments:**

Reflect and evaluate your performance after completing your final assessment. Use either Gibbs' reflective cycle or Rolfe's framework for reflection to structure your evaluation, focusing on your learning and overall performance throughout the placement.

For further guidance on reflection, please refer to the fieldwork manual.

**Learning Objectives**

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

1.

2.

3.

**Learning Objectives**

Ākonga are encouraged to identify three key areas for development to focus on during their next fieldwork placement. These objectives should be based on reflections from your current placement, feedback from your supervisor, and self-assessment of your competencies.

When setting your objectives, aim to make them specific, measurable, and achievable within the context of your next placement. Consider areas where you feel less confident or skills that could be strengthened to enhance your professional growth.

Your learning objectives will serve as a foundation for planning and guiding your progress in the next placement, helping you to focus on continuous improvement and skill development.

1.

2.

3.

## Ākonga Hours

**Public Holidays and Placement Hours**

Public holidays are not included in the accumulated placement hours.

Workplace-related activities or tasks completed from home may be counted as "onsite hours," provided prior consultation and agreement are obtained from your supervisor. This ensures that all work contributes meaningfully to your learning and aligns with placement expectations.

**Expected Weekly Hours**

Ākonga are expected to complete 30 onsite hours per week, with an additional 5 hours allocated for study and preparation. This combination is designed to support both practical learning and academic reflection during your placement.

**Fieldwork Placement 1 (4 Weeks)**

This first placement spans four weeks and is an opportunity to begin developing foundational skills, exploring professional practice, and applying knowledge in a real-world setting. It is important to manage your time effectively to meet the required hours while ensuring you balance onsite and study commitments.

This form needs to be signed off by your supervisor.

|  |  |  |
| --- | --- | --- |
| Week Beginning | Details | Total Hours  (Min = 35) |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  | **Total hours: (Approximately = 140 hours)** |  |

**Signed:**

Fieldwork supervisor:

Whakaora ngangahau | occupational therapy ākonga:

# Performance indicators and learning tasks

This section provides examples of learning tasks to help assess the standard the ākonga has achieved for each performance indicator on the fieldwork assessment. These tasks were developed by fieldwork kaiako and refined through feedback from clinical supervisors during a consultative workshop.

**Purpose of this Section**

* It is designed to facilitate discussions between ākonga and supervisors, helping to identify which performance indicators have been addressed and which require further focus during the placement.
* The learning tasks and learning contract can serve as a basis for weekly discussions about progress and areas for improvement.

**Format of this Section**

1. The five areas of assessment (aligned with the final assessment form) are presented.
2. Each area includes corresponding learning tasks, with numbers and headings matching those used on the assessment form.

**How to Use This Section**

* Ākonga and supervisors can customise the column *“Ways these performance indicators can be met in this setting”* by recording learning tasks specific to the placement context (e.g., adapting tasks to suit particular people or situations).
* Use a method to track progress, such as ticking off completed tasks, to clearly indicate which skills have been achieved.

**Alternative Approaches**

* Supervisors or ākonga may identify alternative methods to meet performance indicators that are more relevant or effective in the specific placement setting. These alternatives are entirely acceptable and encouraged.
* If you discover approaches that could be beneficial in other settings, we would appreciate your feedback to enhance the learning experience for others.

**Important Note**

These learning tasks are **examples** and are **not compulsory**. There is no expectation for ākonga to complete all tasks. Instead, they are suggestions that can be used flexibly to support learning and development during the placement.

## Applying whakaora ngangahau occupational therapy knowledge, skills, and values

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| 1.1 Apply an occupational therapy perspective to practise. | Ways these performance indicators can be met in this setting |
| Reflect on your understanding of occupation and its significance in daily life.  Explore the role of the whakaora ngangahau (occupational therapist) within your setting. Use the worksheet in the guide to help structure your discussion.  Discuss the occupational identity of one person you work with, highlighting how their engagement in occupation shapes their sense of self.  Identify barriers that prevent one person you work with from participating in a meaningful occupation. Discuss strategies to reduce or eliminate these barriers.  Explain how either occupational disruption (interruption to normal routines) or occupational deprivation (lack of access to meaningful occupation) is affecting the quality of life of someone you work with.  Discuss with your supervisor your understanding of the role of the kaiwhakaora ngangahau (occupational therapist) in your setting and seek feedback on your perspective. |  |

**Applying whakaora ngangahau occupational therapy knowledge, skills, and values**

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| 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 |
| Seek advice and share your thoughts with your supervisor, engaging in open discussion.  Collaborate effectively with team members, ensuring you communicate and coordinate efforts.  Be proactive in team discussions, demonstrating the ability to cooperate and integrate a range of perspectives.  Identify and discuss the occupations that are meaningful to the person(s) you work with, considering their preferences and needs.  Show an understanding of the person-centred and whānau-centred approach in this setting, focusing on the individual and their family.  Identify what sustainable practices are and discuss how these can be applied to occupational therapy practice to ensure long-term positive outcomes. |  |

**Applying whakaora ngangahau occupational therapy knowledge, skills, and values**

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| 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 both verbal and non-verbal techniques (such as attending, following, reflecting, paraphrasing, and asking open/closed questions) to build rapport with the person(s), their relatives, and carers.  Reflect on how you adjusted your communication style to respect the person(s)’ values, beliefs, and attitudes.  In discussion with your supervising therapist, identify your strengths and areas for development in communication. Provide examples of how your communication skills are evolving.  Review your supervisor's notes to become familiar with the methods of recording and reporting. Discuss your observations and insights.  Record your own observations of people receiving services using the preferred format for your setting.  Understand and use clinical language and jargon appropriately to communicate effectively and professionally.  Record progress notes in people's files, ensuring you distinguish between facts, opinions, and interpretations.  Practice writing notes using a template from your supervisor. Reflect on your learning. |  |

## 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 |
| Talk with your supervisor about how the setting upholds te Tiriti o Waitangi (the Treaty of Waitangi, which establishes a partnership between Māori and non-Māori in Aotearoa New Zealand).  Notice and discuss the tikanga (Māori customs and protocols) principles you see in the setting.  Explore how the setting demonstrates manaakitanga (hospitality, kindness, and care) and kaitiakitanga (guardianship and stewardship of the environment and people). |  |

**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 |
| Recognise when to use *te reo Māori* safely and appropriately within the setting, respecting cultural context.  Seek guidance from a Māori or cultural advisor to deepen your understanding of how to incorporate *te reo Māori* into practice.  Use Māori greetings where appropriate and consider incorporating Māori terminology into emails and daily conversations.  Demonstrate your understanding by using *te reo Māori* appropriately in your reflective journal.  Reflect on and discuss any *taonga* (treasures, or valued objects/concepts) that are relevant to the service.  Create a *te reo Māori* “dictionary” that reflects your understanding of the language in the context of your setting.  Included in the fieldwork manual. |  |

## Developing and sustaining partnership

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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 practise. | Ways these performance indicators can be met in this setting |
| Maintain professionalism by demonstrating respectful relationships with both staff and individuals receiving your services.  Reflect on your interactions with different stakeholders (e.g., individuals, multidisciplinary team, whānau, external agencies) during placement. Discuss how these interactions either facilitated or acted as a barrier to achieving positive outcomes for the person(s) receiving services.  Arrange time with staff on placement to discuss and provide feedback on your understanding of their individual roles. |  |

**Developing and sustaining partnership**

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| 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 individuals involved in different episodes of care and explain how you communicated with them to ensure transparency (open, honest communication) and demonstrate mana-enhancing practices (actions that uphold dignity and respect).  Reflect on how you demonstrate professional communication within the setting, ensuring clarity and respect in all interactions.  Identify any areas of learning that could improve your communication with whānau (family, extended family, or community) and other relevant individuals.  Recognise and discuss the different roles of everyone involved in a collaborative partnership (working together towards a common goal).  Request feedback from your supervisor on areas of communication where you can further develop your skills.  Demonstrate respect by following through on commitments and meeting agreed-upon timeframes, ensuring reliability and trustworthiness. |  |

## Practising in safe, legal, ethical, sustainable, and culturally competent way

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| 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 to ensure compliance with organisational standards.  Identify the processes for admission (accepting new clients), referrals (sending clients to other services), and discharge (ending services) policies in your setting.  Identify the legislations (laws) that govern practice in this setting, such as the Health & Disability Act, Mental Health Act, and Education Act.  Understand the privacy requirements in your setting, ensuring that personal and sensitive information is kept secure.  Identify the whakaora ngangahau (occupational therapy) service’s policies and guidelines, such as the initial interview format, home visit report, and stroke guidelines. Implement these as appropriate.  Show evidence of your knowledge of the Code of Conduct used in your setting,  including expectations around time, dress, behaviour, and professionalism. Discuss how you have implemented these standards in your practice.  Identify the measures the service takes to maintain the security of data and privacy, and ensure you adhere to these practices.  Identify and discuss with your supervisor a potential ethical dilemma (a situation requiring a choice between conflicting ethical principles) in your setting, and explore how it might be resolved. |  |

**Practising in 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 these performance indicators can be met in this setting |
| Discuss with your supervisor your awareness of personal safety, including boundaries (limits that define acceptable behaviour) and personal space (the physical and emotional space between individuals), and explain how you will manage this during your placement.  Reflect on and discuss your understanding of the professional self (how you present yourself in a work context) and the social self (how you engage with others outside of a professional context).  Discuss your understanding of self-disclosure (sharing personal information) and how it relates to maintaining appropriate therapeutic relationships (professional relationships focused on helping the client).  Demonstrate awareness of different emotional states (e.g., anxiety, anger, sadness) and explain how you can implement appropriate safety precautions (steps taken to ensure a safe environment) as required in demanding or challenging situations.  Consider your social media presence and privacy settings (controls that protect your personal information online) and adjust them as necessary to maintain professional boundaries.  Identify and discuss strategies you might use if boundaries (personal or professional limits) are not being well-respected, such as setting clear expectations or seeking support.  Follow and comply with the Code of Conduct used in this setting, which includes expected behaviours and professionalism, ensuring you uphold ethical standards. |  |

**Practising in 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 these performance indicators can be met in this setting |
| Reflect on and discuss your understanding of diversity (the recognition and appreciation of differences in people, including culture, ethnicity, gender, sexual orientation, and more) and how it shapes your practice.  Identify with your supervisor any issues of inequality (unfair treatment or lack of access to opportunities) and how to achieve equal outcomes (ensuring all individuals receive the support and opportunities they need to succeed) within the parameters of the setting you're in. Consider and identify any appropriate strategies (plans of action) to address these issues.  Reflect on your personal cultural values (the beliefs and practices that guide your life), beliefs (convictions or opinions), attitudes (feelings or views toward people or situations), gender (societal roles and characteristics related to being male, female, or non-binary), and SOGIESC (sexual orientation, gender identity, gender expression, and sex characteristics). Consider how these influence your interactions and professional conduct.  Discuss how you have, or would, incorporate the person(s)’s values (what is important to them) and beliefs (their convictions) into intervention to ensure that the support you provide is culturally appropriate and respectful. |  |

**Practising in 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 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, such as a health condition (physical or mental health issues), disability (a physical or mental impairment), learning needs (specific requirements for learning due to challenges), personal issues, or a change in circumstances (such as life events or challenges).  Use sick leave (leave taken when ill) when appropriate, following the procedures outlined in your setting to ensure proper documentation and accountability.  Inform the Fieldwork team (the group of people overseeing your placement) and the supervising occupational therapist if you are absent (due to sickness or bereavement (the period of mourning after the death of a loved one)) and unable to attend placement, in accordance with the setting’s policy.  Identify methods your setting uses to support safety (ensuring physical and emotional security) and wellbeing (overall health and quality of life), and use these methods appropriately to maintain your own and others' wellbeing. |  |

Practising 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 practise through further development activities. | Ways these performance indicators can be met in this setting |
| Maintain a daily reflective journal (a personal record where you document thoughts, feelings, and experiences related to your practice and learning).  Discuss your reflections during supervision sessions (meetings with your supervisor to review progress and receive guidance), identifying any new skills (abilities you have developed), knowledge (information or expertise you have gained), or learning (insights gained through experience).  Journal your experiences (events or situations you encounter) and reflect on your own learning (the process of acquiring knowledge or skills) and growth (personal or professional development).  Identify areas in which you require further development (the process of improving or expanding your skills and abilities).  Complete midway reflections (a review of progress halfway through your placement) for the midway assessment (an evaluation of your performance at the midpoint of your placement) and discuss your progress (advancement or improvement) to date. |  |

**Practising 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 these performance indicators can be met in this setting |
| In negotiation with your supervisor, identify a project (a planned piece of work or task) that would be beneficial to the setting and then take responsibility for creating and implementing that project.  Develop any resources (materials or tools) that need to be created or updated to support the project or your practice.  Discuss what can be done to promote whakaora ngangahau | occupational therapy knowledge within your setting, including strategies for increasing awareness and understanding of the field.  Identify methods of promoting whakaora ngangahau (occupational therapy) services within your setting (the place where you practice) or community (the broader network of people you serve), such as workshops, presentations, or community outreach initiatives. |  |

**Practising 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 these performance indicators can be met in this setting |
| Organise a suitable time each week for supervision (guidance or mentoring provided by your supervisor to support your development).  Set weekly goals (specific, measurable objectives) to ensure your development in key areas and reflect on your performance during supervision to assess progress.  Be proactive in your learning by setting an agenda (a list of topics or items to discuss) for each supervision session to guide the conversation and ensure all relevant topics are covered.  Request feedback (constructive comments or evaluations) and respond to it appropriately by reflecting on it and making improvements.  Discuss your experiences (events or situations encountered during your practice) and observations (insights gained through reflection and assessment).  Identify your own professional abilities (skills and competencies relevant to your practice), attitudes (personal views or dispositions), and knowledge (information and understanding) — acknowledging both strengths (areas of competence) and areas for further development (improvement in skills, knowledge, or behaviour). |  |

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# Worksheets

The worksheets in this section have been included for use while on placement, serving as tools to facilitate learning and reflection.

Worksheets assist ākonga with integrating what they have learned on campus with what they are experiencing on placement, fostering the connection between theory and practice. This process is reciprocal, with on-campus staff encouraging ākonga to bring back insights and learning from placement into the academic setting. These worksheets will also be beneficial for debriefing once you have completed your placement, providing a structured way to reflect on the experience.

Worksheets also serve another purpose by providing the ākonga with tangible tasks (clear, actionable assignments) to complete, which can be used as part of the final assessment to demonstrate achievement in a specific skill or area.

Worksheets can be used as resources in the learning contract (an agreement outlining learning goals and objectives) or as part of the assessment, and they can form the basis of discussions with supervisors. For example, they help address questions such as "How will I know I have achieved the performance indicator?"

Worksheet: Understanding the role of whakaora ngangahau | occupational therapy

This worksheet will support your learning in gaining a deeper understanding of the role of the *Whakaora Ngangahau* (Occupational Therapist) within your fieldwork setting. Please discuss your insights further with your supervisor.

**1. Role of the whakaora ngangahau in this placement setting**

Describe the key responsibilities of the occupational therapist in this setting, including their role in client care, team collaboration, and contribution to overall service delivery.

* What are the primary tasks and duties of the *whakaora ngangahau* in your fieldwork setting?
* How do they interact with other members of the multidisciplinary team?
* What is their role in supporting individuals to engage in meaningful occupations?

**Your Notes:**

**2. Specific Areas Involved in Service**

Identify the specific areas or aspects of the service in which the *whakaora ngangahau* is directly involved. Consider clinical areas, types of interventions, and service delivery methods.

* What client populations do they work with?
* What interventions or assessments do they carry out?
* What activities or settings are they involved in (e.g., mental health, rehabilitation, home visits)?

**Your Notes:**

**3. Goals of Intervention**

Outline the key objectives of the *whakaora ngangahau* intervention. What are the expected outcomes of their involvement with clients?

* How do they set goals for clients?
* What are the short-term and long-term goals for individuals they work with?
* How are these goals assessed and monitored?

**Your Notes:**

**4. Areas Identified but Not Addressed by the Whakaora Ngangahau | Occupational Therapist**

Reflect on any areas that were identified during your fieldwork but were not addressed directly by the *whakaora ngangahau*. Why were these areas not dealt with, and who may take responsibility for them?

* Were there any gaps in service?
* Were these areas outside the scope of occupational therapy, or were other professionals involved?
* How might these areas be addressed in future practice?

**Your Notes:**

**Further Discussion with Supervisor**  
Discuss these areas with your supervisor to gain additional insight into the role of the *Whakaora Ngangahau* in the setting and to clarify any questions you may have.

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| Worksheet: Skills, knowledge, and attitude development Use this worksheet to track and reflect on your learning during Fieldwork 1. This will help you identify key skills developed each week, enhance your knowledge, and reflect on any shifts in your attitudes. Discuss your reflections further with your supervisor during your supervision sessions.  **1. Professional Skills Developed**  Each week, reflect on and record the professional skills you have developed, including:   * **Observational Skills** (ability to observe clients’ behaviours, needs, and responses in various settings) * **Interviewing Skills** (ability to gather client information through structured and unstructured interviews) * **Communication with Clients and Other Staff** (effective verbal and non-verbal communication, active listening, etc.) * **Grading/Adapting** (ability to modify interventions or activities to suit the client’s level and needs) * **Recording Skills** (accurate and timely documentation of assessments, interventions, and client progress)   **Weekly Skills Record:** Week 1:   * Observational skills: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Interviewing skills: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Communication: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Grading/adapting: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Recording: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   **2. Knowledge Developed**  Reflect on the knowledge you have gained during your placement in areas such as:   * **Conditions** (knowledge of various health conditions, diagnoses, and their implications for practice) * **Interventions** (understanding of evidence-based interventions and techniques specific to your setting) * **Policies and Procedures** (knowledge of service protocols, guidelines, and legal frameworks)   **Weekly Knowledge Record:** Week 1:   * Conditions: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Interventions: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Policies/procedures: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   **3. Attitude Reflection**  Reflect on the attitudes you held prior to starting your placement. Consider whether these have changed or been strengthened because of your experiences. Reflect on:   * **Initial Attitudes** (your initial views, expectations, and assumptions about your role or the setting) * **Attitude Development** (how these attitudes have shifted based on your fieldwork experience) * **Professional Growth** (how your experience has impacted your professionalism, values, and approach to practice)   **Weekly Attitude Reflection:** Week 1:   * Initial attitudes:   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * Changes in attitudes:   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * Impact on professional growth:   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Discussion with supervisor** Discuss your reflections and any questions with your supervisor during supervision. Use their feedback to further develop your skills, knowledge, and attitudes. | | | |
|  | **Professional Skills developed.**  *Observational skills, interviewing, communicating with clients and other staff, grading/adapting, recording skills.* | **Knowledge developed.**  *Such as conditions, interventions, policies etc.* | **Attitude Reflection**  *What attitudes did you hold prior to commencing your placement? Have these changed or strengthened because of your experience?* |
| **Week 1** |  |  |  |
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| **Week 4** |  |  |  |

## Worksheet: Whakaora ngangahau assessment and evaluation

This worksheet will guide you through the process of assessment in occupational therapy, focusing on understanding and applying the systematic process of collecting data and information to evaluate a person's functional abilities and needs. Discuss your understanding and reflections with your supervisor during supervision.

**1. Understanding assessment in whakaora ngangahau**

Assessment in occupational therapy is the process of systematically collecting data and information to determine a person’s ability to function and perform. This includes identifying abilities, limitations, deficits, delays, or maladaptive behaviours that could be addressed through *whakaora ngangahau* intervention.

**Key Elements of Assessment:**

* **Purpose:** To identify the individual’s abilities, limitations, and areas for intervention.
* **Methods of Data Collection:**
  + - Review of records
    - Observation
    - Interview
    - Standardised tests
    - Questionnaires
    - Performance checklists
    - Activities and tasks designed to evaluate performance abilities

**Reflection:**  
What methods of assessment have you observed or used so far in your placement? How do you think these methods help in understanding a person’s needs?

**2. Purpose of Occupational Therapy Assessment**

The purpose of assessment is to understand the client’s functional status and identify areas for intervention. Consider the following when thinking about the purpose of assessment:

* What abilities and limitations are most relevant to the client’s ability to engage in meaningful occupations?
* How does identifying these areas contribute to developing a tailored intervention plan?

**Reflection:**  
How do you see the process of assessment impacting the development of an individualised treatment plan?

**3. Types of Assessment Tools**

Assessment can involve various tools and procedures, such as standardised tests, checklists, and activities. Reflect on the tools you’ve encountered or used during your placement.

* **Standardised Tests:** Designed to measure specific skills or abilities in a controlled manner.
* **Questionnaires:** Tools to gather subjective data from clients, caregivers, or other professionals.
* **Performance Checklists:** Used to track observed behaviours and performance in specific tasks.
* **Activity-Based Assessments:** Involve tasks or activities to evaluate how an individual performs in real-life scenarios.

**Reflection:**  
Which assessment tools have you observed or used in your fieldwork? How do they differ in terms of the information they provide about the client?

**4. Understanding Evaluation in Occupational Therapy**

*Evaluation* is often used interchangeably with *assessment*, but it adds an important layer of interpretation and clinical judgement regarding the client’s problems. Evaluation involves the integration of collected data and clinical reasoning to understand how the client’s difficulties affect their daily life.

* **Key Difference:** While assessment focuses on collecting data, evaluation is about interpreting that data and determining its impact on the person’s life.
* **Clinical Judgement:** The process of using professional knowledge and experience to interpret assessment findings.

**Reflection:**  
How does the process of evaluation build on the information gathered during the assessment phase? What role does clinical judgement play in this?

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| **Standardised Assessment (Tests)** | **Non-Standardised Assessments** |
| 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.  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. | 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.  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. |

## Worksheet: Assessment in occupational therapy | whakaora ngangahau

Please complete this worksheet and discuss your responses during your supervision session.

**1. Observed Assessments**

Note the names of assessments you have observed being used in your fieldwork setting. Are they:

**(a) Standardised Assessments:**

* These assessments are structured, consistent, and typically involve normative data to compare a client’s performance against a population.
* Examples: [Insert examples here]

**(b) Non-standardised Assessments:**

* These assessments are more flexible and can be tailored to individual clients. They may rely more on professional judgement and observation.
* Examples: [Insert examples here]

**Reflection:**  
Are there any particular assessments that you found particularly useful or challenging to understand in your fieldwork setting? How did they differ in approach or purpose?

**2. Focused Assessment**

Select one assessment you have observed in your placement setting.

**Why was this assessment used with this client?**

* Reflect on the reason for choosing this particular assessment. Was it selected because of the client’s needs, diagnosis, or specific goals?

**What was the assessment measuring or evaluating?**

* Identify the skills, abilities, or functional areas that were being assessed. Was the focus on physical abilities, cognitive function, emotional responses, or engagement in activities of daily living?

**Discussion with Supervisor**  
After completing the worksheet, use this as a basis for discussion with your supervisor to further understand the application and interpretation of various assessments in your practice setting.

**Worksheet-interview checklist**

Discuss the possibility of using the interview skills checklist with your supervisor. You may negotiate to observe your supervisor conducting an initial interview, or you could request the opportunity to use the checklist when practicing your own interviewing skills.

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| **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: Sit in a way that facilitates interaction |  |  |  |
| O: Adopt an open posture |  |  |  |
| L: Lean slightly forward |  |  |  |
| E: Maintain culturally appropriate eye contact |  |  |  |
| R: Remain relaxed while attending |  |  |  |
| * Body language |  |  |  |
| * Vocal tone and speech rate |  |  |  |
| * Facial expressions |  |  |  |
| * Mirroring |  |  |  |
| Following Skills:  Attentive silence |  |  |  |
| **Active Listening - Verbal communication** |  |  |  |
| *Following:*   1. Door openers |  |  |  |
| 1. Minimal encouragers |  |  |  |
| 1. Infrequent questions |  |  |  |
| *Reflecting:*   1. Paraphrasing |  |  |  |
| 1. Reflection on feelings |  |  |  |
| 1. Reflecting on meaning |  |  |  |
| 1. 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**   * Summary of key points: about 4 or 5 points. |  |  |  |

## Worksheet: Te Whare Tapa Whā – Understanding Māori health

The *Te Whare Tapa Whā* model is a holistic approach to Māori health, focusing on the four cornerstones or dimensions that contribute to a person’s wellbeing. This framework emphasizes the interconnectedness of mental, physical, spiritual, and family health.



**Tasks:**

**1. Research the *Te Whare Tapa Whā* Model**

* Explore the four main principles that make up the *Te Whare Tapa Whā* model.
* Note each principle and its significance in promoting holistic wellbeing.

**Reflection:**

* What insights did you gain about how this model applies to Māori health and wellbeing?

**2. Explain Your Learning to Your Supervisor**

* After completing your research, explain the four cornerstones of *Te Whare Tapa Whā* to your supervisor.
* Share your understanding of how the model helps in addressing holistic health needs.

**Reflection:**

* How did your supervisor respond to your explanation? Did it lead to any further discussion?

**3. Apply the Model to a Person Receiving Service**

* Discuss how you could apply the *Te Whare Tapa Whā* model to a person receiving your services. Consider each of the four dimensions in relation to the person’s health and wellbeing.
* What strategies can you use to support the person in each area?

**Reflection:**

* + How does applying the *Te Whare Tapa Whā* model enhance your approach to person-centred care?

**Discussion with Supervisor:**  
Use this worksheet as a guide to initiate a discussion with your supervisor about the *Te Whare Tapa Whā* model and its relevance in practice. Reflect on how you can incorporate this model into your assessment and intervention planning for clients.

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

**Understanding Culture**

Culture shapes how we see the world, ourselves, and others. It influences the behaviours, beliefs, and customs passed down from one generation to the next. While everyone shares basic human needs, such as food, shelter, love, and respect, each person also learns behaviours and beliefs unique to their culture, like manners, holiday celebrations, and expectations for interacting with others. Culture is often unconscious—many people are unaware of how their behaviours and attitudes have been shaped by cultural influences.

**Reflection Questions:**

**Celebrations:**

1. What types of celebrations are important in your family?
2. What are significant celebrations in Aotearoa?

**Greetings:**  
3. How do you generally greet people you don’t know?  
4. How do you greet people you do know?

**Beliefs about Hospitality:**  
5. How do you show hospitality in your community?  
6. How do you show hospitality in your home?

**Role of Family:**  
7. Is there a specific age at which you celebrate an important event in your life with your family or community?

**Personal Space and Privacy:**  
8. 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 (a value, such as respect or honesty; a person, such as a parent or friend; a goal, like going to college; or a hobby).

**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.*

|  |  |
| --- | --- |
| **Feature of Culture** | **Example (Aotearoa or your country)** |
| 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 |  |

**Reflection:**

* 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 on what you have learned 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/wws/*](http://www.peacecorps.gov/wws/)*.*