



Assessment Guide

Bachelor of Occupational Therapy Fieldwork 3

OTAGO POLYTECHNIC 2026

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2026

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Introduction to Fieldwork 3 Assessment Guide

Kia ora and Welcome to Your Fieldwork 3 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 3 Course Outline

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

Aim

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

Learning Outcomes

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

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

Indicative Content

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

Assessment

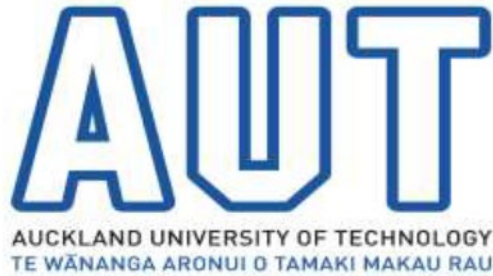
Assessment Activity	Weighting	Learning Outcomes	Assessment Grading Scheme	Completion Requirements
NZ Fieldwork Assessment	100%	1, 2	Competency	Must pass

Resources

Required: Library and database access, Internet access

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

Name of ākonga: _____



AOTEAROA|NEW ZEALAND
Whakaora Ngangahau | Occupational Therapy
Fieldwork Assessment

Year Two
BT611002 Fieldwork 3

2026

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

Dates	Start Date:	Finish Date:
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Please return the **ASSESSMENT FORM** via email to:
otfieldwork@op.ac.nz

By: Wednesday 25th November 2026

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 your allocated 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 ākonga and supervisor must sign and date all comments made during the midway assessment.
- **Early intervention:** If there is evidence that 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 the ākonga progress during the placement must be completed by the fieldwork supervisor. The 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 25 of the assessment documentation. Please ensure all competencies are signed to confirm the statements are accurate representations of 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 the 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 lecturer 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 remarkable depth and breadth in the application of skills, knowledge, and attitudes, in the setting.

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

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

1	2	3	4	5
		✓		

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.

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

Gradings:

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

1	2	3	4	5
NOT ACHIEVED Not yet able to demonstrate skills, knowledge, and attitudes to perform safely at emerging level in the setting	EMERGING Beginning to demonstrate some of the necessary skills, knowledge, and attitudes to perform safely in the setting.	APPROPRIATE Demonstrates skills, knowledge, and attitudes to perform safely, although with some inconsistency, in the setting.	CONSISTENT Demonstrates sustained and consistent application of sufficient skills, knowledge, and attitudes to perform safely in the setting.	EXCEPTIONAL Demonstrates remarkable depth and breadth in the application of skills, knowledge, and attitudes, in the setting.

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

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

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 practice										
1.2 Use the occupational therapy process with people and a range of appropriate strategies and tools to assess, diagnose, provide interventions, evaluate, refer on, discharge, and follow up when appropriate.										
1.3 Work with support and educate people and whānau to optimise occupational participation and outcomes.										
1.4 Identify, discuss and/or use sustainable practices interventions that align with people's aspirations and promote participation and inclusion.										
1.7 Use a range of communication and active listening strategies with people receiving services										
1.9 Record and justify your intervention and professional reasoning										

Fieldwork supervisor feedback

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

Midway feedback

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

Fieldwork supervisor feedback

Competency 2 – Responsiveness to te Tiriti o Waitangi

Midway feedback

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 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:

	1	2	3	4	5	1	2	3	4	5
3.1 Work proactively and respectfully with others to ensure the best outcomes, keeping people and whānau at the centre of practice.										
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.										
3.4 Co-design, collaborate and consult with the person, whānau and team to ensure coordinated service delivery toward agreed goals.										

Fieldwork supervisor feedback

Competency 3 – Developing and Sustaining Partnerships

Midway feedback

Ākonga strengths:

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

Final feedback

Gradings:

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

1	2	3	4	5
NOT ACHIEVED Not yet able to demonstrate skills, knowledge, and attitudes to perform safely at emerging level in the setting	EMERGING Beginning to demonstrate some of the necessary skills, knowledge, and attitudes to perform safely in the setting.	APPROPRIATE Demonstrates skills, knowledge, and attitudes to perform safely, although with some inconsistency, in the setting.	CONSISTENT Demonstrates sustained and consistent application of sufficient skills, knowledge, and attitudes to perform safely in the setting.	EXCEPTIONAL Demonstrates remarkable depth and breadth in the application of skills, knowledge, and attitudes, in the setting.

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

Competency 4: Practicing in a 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:

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

Fieldwork supervisor feedback

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

Midway feedback

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

Competency 5: Practising responsively and upholding the occupational therapy profession.

You engage with your profession. You ensure your practice is professional, current, responsive, and evidence informed. You take responsibility for your own professional development.

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.										

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

Ākonga Midway Reflections

Take some time to reflect on how you are going so far on placement and identify areas where you would like to continue developing. Before your midway assessment, you are required to complete a detailed reflection on your performance. This reflection helps you think about your progress and learning experiences and will support discussion during your midway assessment.

After the midway assessment, you will return to this reflection and build on it by exploring each competency in more detail. To help organise your thoughts and deepen your reflection, you may find it useful to use a reflective model as a guide.

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 – Practising 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 need to do to reach the expected level of competency as identified by the shaded box for each of the five competencies.

This agreement states that

(Ākonga Name)

- Has read and understood the midway assessment.
- Is clear about what has been identified on each of the performance indicators for each of the competencies.
- Has an understanding of how they can improve their performance from the midway assessment, in order to successfully, meet the requirements of this specific fieldwork placement.

Ākonga signature _____

Supervisor signature _____

Date _____

Fieldwork supervisor final comments:

Overall summary/recommendations following completion of placement:

Fieldwork Supervisor signature: _____ Date: _____

Ākonga comments:

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 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 signature: _____ Date: _____

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 3 (8 weeks)

This third placement spans eight weeks and is an opportunity to showcase specific whakaora ngangahau skills, knowledge and professional behaviours within the setting.

This form needs to be signed off by your supervisor.

Fieldwork Placement 3 (8 Weeks)

Week Beginning	Details	Total Hours (Min = 35)
	Total hours: (Approximately = 280 hours)	

Signed:
Fieldwork supervisor: _____

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

1	2	3	4	5

1.1 Apply an occupational perspective to practice.	Ways this performance indicator can be met in this setting
Demonstrate an application of your understanding of occupational perspectives in practice. Explore and articulate how occupational disruption—defined as the inability to engage in meaningful daily activities that form the fabric of one’s life—and occupational deprivation—characterized by prolonged restriction from participating in necessary or meaningful activities—affect individuals. Refer to the worksheet <i>Participation in Occupation</i> (p. 73) for further guidance.	

Applying whakaora ngangahau|occupational therapy knowledge, skills and values

1	2	3	4	5

1.2 Use the occupational therapy process with people and a range of appropriate strategies and tools to assess, diagnose, provide interventions, evaluate, refer on, discharge, and follow up when appropriate.

Ways this performance indicator can be met in this setting

Research and practice: assessments and interventions in practice

Assessment Planning:

Gather relevant information to support assessment planning. This may involve:

- Observing individuals receiving services during activities.
- Reviewing case notes.
- Engaging in discussions or interviews with the individual, the occupational therapist, and other professionals involved.

Administering Assessments:

Conduct an assessment (or a portion of one) commonly used in the setting and incorporate feedback to refine your approach.

Intervention Selection:

Contribute to selecting interventions aligned with the goals established collaboratively with the individual. When choosing interventions, consider:

- The individual's interests and goals.
- Available resources.
- Anticipated outcomes.

Supporting Intervention Planning and Delivery:

Assist the supervising therapist in the planning, implementation, and conclusion of interventions.

Treatment and Activity Plans:

Develop treatment plans or group activity plans that align with the supervising therapist's guidelines and the context of the setting.

Refer to the worksheet *Health Condition Analysis* (p. 68) for additional guidance.

Applying whakaora ngangahau|occupational therapy knowledge, skills and values

1	2	3	4	5

1.3 Work with, support and educate people and whānau to optimise occupational participation and outcomes.	Ways this performance indicator can be met in this setting
Identifying meaningful occupations and educational strategies Identify Meaningful Occupations: Determine the occupations that hold significance for the individual, considering their values, interests, and life context. Educational tools and methods: Justify your selection of educational tools and methods when engaging with individuals. Ensure your approach is tailored to their unique needs, learning preferences, and goals. Refer to the <i>Participation in Occupation Worksheet</i> (p. 73) for further insights.	

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

1	2	3	4	5

1.4 Identify, discuss and/or use sustainable practices interventions that align with people's aspirations and promote participation and inclusion.

Ways this performance indicator can be met in this setting

Identifying meaningful occupations and ensuring sustainable practices

Identify Meaningful Occupations:

Recognise and document the occupations that are significant to the individual, reflecting their values, aspirations, and unique life circumstances.

Sustainability in Practice:

Highlight the sustainable features of your practices, ensuring they support long-term engagement and positive outcomes for the individual. Highlight the sustainable features of your practices, ensuring they support long – term engagement and positive outcomes for the individual.

Consider social, economic and environmental factors.

Consider how practices could relate to climate disruption and/or climate action

Justifying Interventions:

Provide a rationale for your chosen interventions and practices. Ground your decisions in the individual's aspirations while emphasising the importance of fostering participation and inclusion.

Refer to the *Participation in Occupation Worksheet* (p. 73) for additional guidance.

Applying Whakaora Ngangahau | Occupational Therapy Knowledge, Skills, and Values

1	2	3	4	5

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

Ways this performance indicator can be met in this setting

Use both verbal and non-verbal communication techniques to build rapport with individuals, their relatives, and carers. This includes skills such as attentive listening, following, reflecting, paraphrasing, and asking open or closed questions.

Demonstrate respect for the dignity, confidentiality, privacy, and autonomy of individuals receiving services by clearly reflecting these values in your interactions.

Engage in discussions with your supervising whakaora ngangahau to identify your communication strengths and areas for growth when interacting with individuals, their carers, and families.

Show an understanding of the person-centred and family-centred approach within this specific setting, incorporating these principles into your practice.

Reflect on your use of clinical language and jargon, considering how it can be adapted to suit the needs of the setting and those receiving services.

Refer to *Clinical terminology Worksheet: (p. 80)* to support this reflection.

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

1	2	3	4	5

1.9 Record and justify your intervention and professional reasoning.	Ways this performance indicator can be met in this setting
Review research literature, best practice guidelines, and/or models of practice relevant to this setting, and engage in discussions with your supervisor to deepen your understanding. Select one intervention commonly used in this setting and provide a theoretical rationale for its application. Apply the American Occupational Therapy Association (AOTA) framework in your work with at least two individuals receiving services, demonstrating a structured and client-centred approach. Clearly articulate your clinical reasoning process when planning and implementing interventions with individuals receiving services. Refer to <i>Worksheet: Intervention Techniques</i> (p. 59) and <i>End-Point of Intervention</i> (p. 63) to guide and support your practice.	

1	2	3	4	5

	Ways this performance indicator can be met in this setting
Identify the strategies you will use with a person receiving services and provide a clear justification for your choices, drawing on relevant theory or evidence. Familiarise yourself with the documentation format used in this setting. Practice completing documentation and seek feedback from your supervising whakaora ngangahau to refine your skills. Ensure the appropriate use of professional terminology in all forms of communication and documentation. Refer to the following resources to support your learning and application: • <i>Worksheet: Documentation Worksheet (p. 74)</i> • <i>Worksheet: Group Treatment Plan (p. 66)</i> • <i>Worksheet: Teaching & Learning Applied (p. 71)</i> • <i>Worksheet: The Use of Information Technology in the Provision of Therapy Services (p. 69)</i>	

Responsiveness to te Tiriti o Waitangi

1	2	3	4	5

2.1 Support tino rangatiratanga for Māori who use your services to improve their wellbeing and social outcomes.

Ways this performance indicator can be met in this setting

Identify and address barriers to accessing services: Reflect on any potential obstacles that may prevent Māori individuals from accessing the services you offer. Barriers can include cultural, systemic, or logistical factors that may impact their ability to engage. Supporting **tino rangatiratanga** (the right of Māori to exercise self-determination and control over their own lives) ensures that services are delivered in a culturally respectful and empowering manner to promote their wellbeing and social outcomes.

Explore barriers to achieving occupational satisfaction: Investigate the main challenges that individuals receiving services face in reaching occupational satisfaction.

Occupational satisfaction refers to the sense of fulfilment, meaning, and engagement individuals gain through participating in meaningful activities. Barriers could include factors such as a lack of cultural relevance, accessibility issues, or service limitations. Identifying and addressing these barriers is key to improving service delivery and client outcomes.

Responsiveness to te Tiriti o Waitangi

1	2	3	4	5

2.2 Apply whānau tikanga, wairua and hauora to improve outcomes.

Ways this performance indicator can be met in this setting

Discuss with your supervisor potential ways to adapt your practice: Engage in reflective discussions with your supervisor to explore how you can tailor your practice to meet the individual needs of those receiving services. Consider how incorporating **whānau tikanga**, **wairua**, and **hauora** can improve outcomes for each person.

Apply whānau tikanga, wairua, and hauora:

- **Whānau tikanga:** Refers to the cultural practices, values, and traditions of Māori families (whānau). This includes understanding the role of family in decision-making and supporting family involvement in the service process.
- **Wairua:** Refers to the spiritual aspect of a person's wellbeing. It acknowledges the importance of spiritual health and the sense of connection to one's environment, culture, and beliefs.
- **Hauora:** Refers to holistic health and wellbeing, encompassing the physical, mental, social, and spiritual dimensions of health. It is a framework used to understand the overall health of an individual, emphasising balance and interconnectedness.

Responsiveness to te Tiriti o Waitangi

1	2	3	4	5

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

Ways this performance indicator can be met in this setting

Be aware of your own cultural values, attitudes, and assumptions: Engage in reflective practice to become conscious of your personal **cultural values, attitudes, and assumptions**. These are the beliefs, feelings, and preconceived notions you hold about different cultural groups, which can impact your interactions and approach to practice. Self-awareness allows you to identify how these factors may influence your service delivery and relationships with people from diverse backgrounds, including Māori whānau.

Identify and address bias, discrimination, and racism: Reflect on both **conscious** and **unconscious** bias, as well as any instances of **discrimination** or **racism** that might manifest in your practice.

- **Conscious bias** refers to biases you are aware of and can intentionally address.
- **Unconscious bias** refers to implicit biases you may not be aware of but that still influence your actions and decisions.
- **Discrimination** refers to unfair or prejudicial treatment based on characteristics such as race, culture, or gender.
- **Racism** involves systemic or individual actions that devalue people based on their race or ethnicity. Recognising and addressing these issues helps promote equitable, inclusive, and respectful practice.

Embrace whānau tikanga: **Whānau tikanga** refers to the cultural practices, values, and traditions of Māori families (whānau). It includes recognising the importance of family in decision-making processes and supporting Māori families' involvement in the care process. By addressing personal biases and reflecting on your attitudes, you will be better equipped to integrate whānau tikanga into your practice, ensuring that it is culturally safe and responsive to the needs of Māori individuals and families.

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

Provide services reflective of tikanga, manaakitanga, and kaitiakitanga as encapsulated in te Tiriti o Waitangi: Ensure that the services you provide are aligned with Māori cultural principles, as outlined in **te Tiriti o Waitangi**. This includes demonstrating respect for **tikanga** (cultural practices), **manaakitanga** (hospitality and care), and **kaitiakitanga** (guardianship and stewardship) in your practice. By reflecting these values, you support a culturally responsive environment that acknowledges the partnership between Māori and non-Māori, as outlined in the te Tiriti.

Discuss with your supervisor how the setting honours te Tiriti o Waitangi: Engage in discussions with your supervisor to understand how the setting incorporates the principles of the Te Tiriti o Waitangi. This includes exploring how the setting upholds the principles of **tinō rangatiratanga, partnership, active protection, equity and options** in its practice, ensuring that Māori individuals and families receive equitable and culturally safe care.

Discuss the principles and your understanding of how the setting honours te Tiriti o Waitangi: Reflect on your understanding of te Tiriti principles and how these are honoured within the setting. The principles of **tinō rangatiratanga, partnership, active protection, equity and options** guide the relationship between Māori and non-Māori, ensuring that Māori have a voice in decisions affecting their wellbeing, that their culture is protected, and that they are treated as equal partners.

Identify and discuss the tikanga principles you have noticed within your setting: Reflect on the **tikanga** (cultural practices) you have observed in the setting. **Tikanga** refers to the correct, customary practices that guide Māori life. This may include practices around communication, family involvement, or decision-making processes. Discuss how these tikanga principles are applied in the service delivery and how they contribute to culturally respectful and inclusive care.

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

- **Manaakitanga** refers to the Māori concept of hospitality, care, and respect for others. In practice, this means showing kindness, support, and empathy to individuals, their families, and communities.
- **Kaitiakitanga** refers to the guardianship and stewardship of the environment, people, and resources. It emphasises the responsibility to care for and protect the wellbeing of individuals and communities. Discuss how the setting demonstrates these principles in its services and how you incorporate both **manaakitanga** and **kaitiakitanga** into your practice to support the wellbeing of those you work with.

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

Justify your use of te reo Māori safely and appropriately in the setting: When using **te reo Māori** (the Māori language) in your practice, ensure it is done respectfully and appropriately, considering the context and the individuals you are interacting with. Justify your use by reflecting on its cultural significance and the role it plays in fostering an inclusive and culturally responsive environment. It is important to ensure that the language is used with care and consideration, avoiding tokenistic or inappropriate applications.

Seek guidance from Māori/cultural advisor to gain an understanding of applying te reo Māori to practice: If available, consult with a **Māori or cultural advisor** to enhance your understanding of how to incorporate **te reo Māori** into your practice in a respectful and meaningful way. If a cultural advisor is not available, discuss with your supervisor the appropriate person or group who can provide cultural guidance and support for the use of te reo Māori within the service setting.

Where appropriate, utilise Māori greetings and terminology in day-to-day interactions: Incorporate **Māori greetings** such as "*Haere mai*" (welcome), "*Tēnā koe*" (hello), or "*Haere rā*" (goodbye) in your communication where appropriate. This could extend to emails and day-to-day terminology, showing respect for the language and cultural practices of Māori people.

Demonstrate your understanding by appropriately using te reo Māori in your reflective journal: Reflect on your use of **te reo Māori** and document its appropriate application in your reflective journal. This could include reflections on when and how you used the language, the cultural significance of doing so, and any learning that occurred through these interactions.

Using reflection, identify and discuss the taonga used or relevant to the service:

Taonga refers to treasured possessions or resources, which could be cultural, spiritual, or physical objects, or even practices that hold significance within Māori culture. Reflect on any **taonga** that are relevant to your service setting, discussing how they are used or valued in the context of your practice. Explain and justify your own interactions with these taonga, considering how they contribute to the overall wellbeing of individuals and their cultural connections.

Create a te reo Māori “dictionary” for your setting: Develop a **te reo Māori dictionary** that focuses on key terms and phrases relevant to your service setting. This will help you to demonstrate an understanding of the language in context and support you in making regular use of te reo Māori throughout your placement. The dictionary could include terminology specific to your field of practice, greetings, and common phrases used in daily interactions.

Expand on your Māori dictionary from past placements.

Developing and sustaining partnerships

1	2	3	4	5

3.1 Work proactively and respectfully with others to ensure the best outcomes, keeping people and whānau at the centre of practice.

Ways this performance indicator can be met in this setting

Demonstrate and foster effective communication with people receiving services, colleagues, peers, and other professionals: Utilise a variety of communication skills—both spoken and written, formal and informal—to build and strengthen relationships. This includes engaging in informal discussions, participating in ward rounds, attending clinics, contributing to team meetings, preparing written assessment reports, and communicating via telephone.

Show respect by fulfilling commitments within agreed timeframes: Demonstrate professionalism by ensuring you follow through on your commitments and complete tasks within the agreed-upon timeframes. This helps build trust and respect in your relationships with others.

Arrange time to meet with staff during your placement:

Take the initiative to arrange meetings with placement staff to discuss and deepen your understanding of their individual roles. During these discussions, explain when it would be appropriate to refer to or involve different service providers or team members, ensuring a collaborative approach to service delivery.

Refer to the team member worksheet (pg 76):

Use the *team member worksheet* as a guide to structure your reflections and understanding of the roles within the team, and to support the development of effective communication strategies.

Developing and sustaining partnerships

1	2	3	4	5

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

Ways this performance indicator can be met in this setting

Reflect on the boundaries between personal and professional relationships in supervision:

Use supervision as an opportunity to reflect on and understand the importance of maintaining clear boundaries between personal and professional relationships. This reflection is vital for ensuring ethical practice, promoting professionalism, and maintaining the integrity of your interactions with people receiving services.

Understand your own and other team members' roles when working collaboratively:

Recognise the roles and responsibilities of both yourself and other team members when collaborating with people receiving services. Use the **Occupational Therapy Board of New Zealand Scope of Practice** to explain these roles, ensuring a shared understanding of professional boundaries and collaborative responsibilities within the team.

Engage with another team member to understand their assessment approach: Take the time to discuss with a team member what they assess when seeing a person receiving services. By exploring their perspective, you can better understand how different professionals contribute to the assessment process, and use this insight to enhance your own practice.

Discuss professional perspectives in supervision: In supervision, engage in discussions about different professional perspectives, considering how various disciplines assess and intervene with people receiving services. This will help deepen your understanding of the collaborative nature of care and improve your ability to work as part of a multidisciplinary team.

Refer to the worksheet Communicating with Team Members (p.76). Use this as a reference tool to further explore the roles and communication dynamics within the team.

Developing and sustaining partnerships

1	2	3	4	5

3.4 Co-design, collaborate and consult with the person, whānau and team to ensure coordinated service delivery toward agreed goals.

Ways this performance indicator can be met in this setting

Explore and reflect on the roles of others in the team: Take the opportunity to meet with, observe, and work alongside team members to gain a deeper understanding of their roles. This hands-on approach will help you appreciate the contributions of each team member and how their work complements yours in providing holistic care to people receiving services.

Explore and evaluate the challenges and benefits of roles within multidisciplinary teams: Reflect on the challenges and benefits that arise when working within a multidisciplinary team. Consider how each team member's expertise contributes to the overall goals and how agreed roles and responsibilities are managed. This reflection will help you better understand the dynamics of teamwork and identify areas for improvement in collaborative practice.

Refer to the worksheet Communicating with Team Members (p.76). Use this worksheet as a tool to further explore and reflect on the roles of team members and how they contribute to the team's objectives.

Practising in a 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 requirements, privacy requirements, and professional and ethical guidelines relevant to your area of practice.

Ways this performance indicator can be met in this setting

Check the suitability of your approach/intervention: Before proceeding with an approach or intervention, discuss it with your supervisor, the person receiving services, and any significant others involved to ensure its appropriateness and effectiveness.

Consider the person's needs in relation to cultural and value systems: Ensure that the approach or intervention is sensitive to the individual's cultural background and values, adapting where necessary to meet their unique needs.

Follow service policies: Familiarize yourself with and adhere to the service policies in your setting. Ensure that your practice aligns with these guidelines at all times.

Understand and follow admission, referral, and discharge policies: Be aware of the processes for admission, referrals, and discharge in your setting. Understand the steps involved and follow these processes to ensure proper and ethical service delivery.

Identify relevant legislation governing your practice: Familiarize yourself with the relevant legislation that governs practice in your setting, such as the **Health and Disability Act, Mental Health Act, and Education Act**. Ensure that your practice complies with these laws.

Understand occupational therapy service policies and guidelines: Identify and apply the occupational therapy services policies and guidelines in your practice. This could include using documents such as the **initial interview format, home visit report**, or specific guidelines for conditions like **stroke**.

Understand and apply the Code of Conduct: Demonstrate your knowledge of the **Code of Conduct** related to time management, dress, behaviour, and professionalism in your setting. Discuss with your supervisor how you have implemented these standards in your practice.

Ensure data security and privacy: Understand the service's measures to protect data security and privacy. Follow these protocols to ensure that you adhere to confidentiality and privacy regulations in your practice.

Identify and discuss potential ethical dilemmas: With your supervisor, identify any potential ethical dilemmas that might arise in your setting and discuss strategies for resolving them in an ethically sound manner.

Refer to the Values/Beliefs Worksheet (p. 78): Use the *Values/Beliefs Worksheet* to guide your reflections on the cultural and value systems relevant to your practice.

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

1	2	3	4	5

4.3 Clearly identify the boundaries of the service you can provide based on the Occupational Therapy Board of New Zealand (the Board) scope of practice, competencies, Code of Ethics and supplementary guidance.

Ways this performance indicator can be met in this setting

Comply with the Code of Conduct in this setting: Ensure that you adhere to the **Code of Conduct** in your setting, which includes maintaining professional behaviours, demonstrating professionalism, and respecting the ethical standards outlined. Your conduct should reflect these principles in all interactions and service delivery.

Familiarise yourself with OTBNZ documents and explain how they apply to your service: Review the relevant **Occupational Therapy Board of New Zealand (OTBNZ)** documents, such as the **Code of Ethics** and **Scope of Practice**, and explain how your service operates within the boundaries set by these guidelines. Understand the frameworks and how they guide your practice to ensure compliance with national standards.

Apply both the Code of Ethics and the current Scope of Practice: Discuss how you apply the **Code of Ethics** in your practice, ensuring that ethical principles guide your decision-making. Additionally, explain how you adhere to the current **Scope of Practice** set by OTBNZ, maintaining professional boundaries and meeting the standards expected of occupational therapists.

Practising in a 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 this performance indicator can be met in this setting

Discuss personal safety with your supervisor:

Engage with your supervisor to discuss your awareness of **personal safety** in the workplace, including maintaining boundaries and respecting personal space. Explain how you will manage these aspects during your placement to ensure your own safety and the safety of those you work with.

Reflect on and discuss the professional and social self: Reflect on your understanding of your **professional self** and your **social self**, recognising how they influence your interactions with people receiving services and colleagues. Discuss how you balance professionalism with personal identity in your practice.

Understand self-disclosure in therapeutic relationships: Discuss the concept of **self-disclosure** and its role in **therapeutic relationships**. Reflect on when, how, and why it may or may not be appropriate to share personal information, keeping in mind the boundaries of professionalism and the therapeutic process.

Demonstrate awareness of emotional states and safety precautions: Recognise and understand **different emotional states** that may arise in yourself and others. Explain how you can implement appropriate **safety precautions** in demanding or challenging situations to maintain a safe environment for both yourself and the person receiving services.

Consider your social media presence: Review your **social media presence** and privacy settings. Ensure that your online interactions and personal information align with professional standards and that your privacy settings reflect your role as a healthcare professional.

Identify strategies for managing boundaries:

Discuss potential strategies with your supervisor for when **boundaries are not respected**. Identify actions you can take to address boundary violations and maintain professional and safe interactions.

Follow and comply with the Code of Conduct:

Ensure that you follow the **Code of Conduct** in this setting, adhering to expected **behaviours** and demonstrating **professionalism** in all aspects of your practice.

Practising in a 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 this performance indicator can be met in this setting

Reflect and discuss your understanding of diversity: Diversity refers to the range of differences that exist among individuals, including but not limited to cultural, ethnic, social, and personal characteristics. Reflect on your understanding of **diversity**, including the importance of recognizing and valuing these differences in your professional practice. Discuss how diversity impacts the way you interact with people receiving services and work within a team.

Identify issues of inequality and achieving equal outcomes: Discuss with your supervisor any issues of **inequality** (e.g., disparities in access to services or resources) that might affect the people receiving services. Reflect on how these inequalities might impact the ability to achieve **equal outcomes** (i.e., ensuring fair and equitable treatment) within the setting. Consider strategies to address these challenges and promote fairness in your practice, ensuring that all individuals have equal opportunities for support and care.

Reflect on your personal cultural values, beliefs, attitudes, gender, SOGIESC, and language: Reflect on your own **cultural values** (beliefs and practices associated with your cultural identity), **attitudes**, and how they might influence your interactions with others. **SOGIESC** refers to **Sexual Orientation, Gender Identity, Gender Expression, and Sex Characteristics**

Consider how your personal experiences, **language**, and biases may impact your approach to practice and relationships with people receiving services, and reflect on how you can navigate these factors to provide inclusive, culturally competent care.

Incorporate the person's values and beliefs into intervention: Discuss how you have, or how you would, integrate the **values** and **beliefs** of the person receiving services into your intervention. This may involve understanding their cultural or personal perspectives and adapting your approach to align with what is meaningful and respectful for the individual. Recognize how this personalisation of care enhances the therapeutic relationship and supports better outcomes.

Practising in a 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 this performance indicator can be met in this setting

Discuss personal health issues with your supervisor: If you have any **personal health issues** that may impact your **learning** or **practice** in this setting, openly discuss them with your supervisor. This will ensure that appropriate adjustments or support can be provided to maintain your well-being and professional growth during your placement.

Follow sick leave procedures: When necessary, take **sick leave** according to the procedures outlined in your setting. Ensure that you comply with **Otago Polytechnic's policy** for taking leave, and inform relevant parties as required.

Discuss safety and risk concerns: Identify and discuss any **safety** concerns or **risks** that may arise when interacting with people receiving services. Reflect on how to minimise these risks and ensure a safe environment for both yourself and those you serve.

Notify the Fieldwork team and supervising kaiwhakaora ngangahau of absence: If you are unable to attend placement due to **sickness** or **bereavement**, promptly inform the **Fieldwork team** and supervising **kaiwhakaora ngangahau** as per your setting's policy. Ensure that your absence is communicated in a timely and professional manner.

Identify methods to support safety and well-being: Learn about and identify the **methods** your setting uses to support **safety** and **well-being**. Use these strategies as appropriate to maintain a safe, supportive environment for both your personal well-being and the people receiving services.

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

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.

Ways this performance indicator can be met in this setting

Discuss learning objectives with your supervisor: Have a conversation with your supervisor to set clear **learning objectives** for your placement. Ensure that these objectives align with your professional development goals and guide your experience throughout the placement.

Maintain a daily reflective journal: Keep a **daily journal** to document your experiences, thoughts, and feelings throughout your placement. Use this journal to reflect on your learning, personal growth, and how you are applying new knowledge and skills in practice.

Discuss your reflections in supervision sessions: During your **supervision sessions**, share and discuss your reflections from your journal. Highlight any **new skills**, knowledge, or insights you have gained, and seek feedback from your supervisor to deepen your learning.

Identify areas for further development: Reflect on areas where you feel you need **further development** and discuss these with your supervisor. Together, create a **plan** to help you achieve this growth, ensuring continuous improvement throughout your placement.

Practicing responsively and upholding the occupational therapy profession

1	2	3	4	5

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

Ways this performance indicator can be met in this setting

Identify and take responsibility for a project:

In **negotiation** with your supervisor, identify a project that will be valuable to the setting. Take **ownership** of creating and completing this project, ensuring it aligns with the needs of the setting. Reflect on the **learning** and skills you gained throughout the process of completing the project.

Promote occupational therapy knowledge:

Discuss strategies with your supervisor for promoting **occupational therapy knowledge** within your setting. Consider how you can share relevant information and raise awareness of the role of occupational therapy to enhance understanding among colleagues and other professionals.

Promote occupational therapy services in the setting/community: Identify and implement **methods** to promote **occupational therapy services** within the setting or broader community. This could involve awareness campaigns, presentations, or collaborations that highlight the benefits of occupational therapy and encourage its integration into various services and settings.

Practicing 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 this performance indicator can be met in this setting

Negotiate a regular time for supervision:

Collaborate with your supervisor to **schedule a consistent time each week** for supervision. This ensures dedicated time for reflection, feedback, and guidance on your professional development.

Set weekly goals and reflect on progress:

Establish **weekly goals** focused on your development in key areas. Use your **supervision sessions** to reflect on your performance, track progress, and adjust your goals as needed to ensure continued growth.

Be proactive in your learning: Take an active role in your learning by **setting an agenda** for each supervision session. This ensures that important topics are addressed, and your development is prioritised.

Request and respond to feedback: Actively **seek feedback** from your supervisor and respond to it in a constructive manner. Use the feedback to enhance your practice and refine your professional skills.

Discuss your experiences and observations:

Share your **experiences** and **observations** during supervision, providing context for your learning. Use this time to gain insight from your supervisor and integrate their perspective into your practice.

Identify your professional strengths and areas for growth: Reflect on your **professional abilities, attitudes, and knowledge**. Recognise both your **strengths** and the areas where you need further development, and work with your supervisor to create a plan for improvement.

Articulate your occupational therapy skills:

Clearly identify and articulate your **occupational therapy-specific abilities**. Be able to communicate your strengths and areas for growth within the context of your practice, ensuring a focus on continuous professional development.

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 in 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 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?"

Case Study

Case Record

Background information:

Name: (fictitious)

Gender:

Date of Admission:

Referral Source (and date):

Age:

(Medical) Diagnosis:

Name of disease/disorder

Identify system where imbalance in homeostasis has occurred.

Define and briefly describe the disease.

Presentation of the Disease:

Diagnostic criteria

Onset and course of disease

Manifestations (signs and symptoms)

Prognosis

History: (including previous use of whakaora ngangahau or other health services)

Secondary problems/pre-existing conditions:

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

Assessments:

Observation:

Interview: (summarise information including person's goals and identification of personal and cultural values)

Other assessment procedures: (e.g.OCAIRS etc)

Person's strengths and concerns:

Strengths & problems identified (List those requiring attention whether or not they will be dealt with by Whakaora ngangahau intervention *Asterisk areas for Whakaora ngangahau intervention)

Short-term goals (Write one goal for each of the problems identified for whakaora ngangahau intervention)

Outcome (Long-term goal)

Intervention techniques

Intervention techniques worksheet

1. Intervention technique overview

Name of Intervention:

- **Description:** Briefly describe the intervention technique that you have observed or conducted in this case. Include key steps, approaches, or strategies used.

Applicability to other groups

Other relevant groups: Identify any other groups or populations with similar needs or circumstances who could benefit from this intervention technique. Consider different age groups, conditions, or settings where this intervention might be applicable.

Theoretical Framework

Relevant theory/ies: Relate the intervention technique to **theories** you have studied (e.g., theories of learning, motivation, behavior change, etc.).

Application of theory: Explain how this intervention aligns with the theory. Provide a detailed description of how the technique fits within the framework of the chosen theory, and use relevant **literature** or resources to support your explanation. Be sure to discuss how the theory informs your understanding and application of the intervention.

Reflection

How did the intervention fit within the theoretical framework?

Were there any challenges or adjustments needed to apply the intervention effectively within the theory?

Reflect on any **literature or resources** you consulted that helped you understand the theoretical underpinning of the intervention.

Additional notes:

- Be sure to use appropriate references and literature to support your answers, particularly when explaining the theoretical connections.
- Be sure to use appropriate references and literature to support your answers, particularly when explaining the theoretical connections.

On-going progress worksheet:

Record steps used in intervention and justify decisions made:

What factors influenced the success of intervention?

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

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

Outcome:

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

What was the basis for the decision to conclude intervention?

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

What team members/other professionals were consulted?

Were members of the family/carers consulted?

End-Point of Intervention Worksheet

Strategies for Concluding Sessions

- **Concluding Strategies:** Describe the **strategies** you or the therapist used to **close individual sessions** effectively. Consider the importance of **reviewing progress**, **summarising key points**, and ensuring the person receiving services feels supported in the transition to the next stage (e.g., follow-up care or self-management).
- **Engagement and Feedback:** Discuss how the person was engaged in the conclusion process (e.g., feedback, reflections on their journey). How did these strategies promote a positive conclusion?

Criteria for Concluding Intervention/Discharge

- **Criteria for Conclusion:** What are the **criteria** that determine when to **end** the intervention or **discharge** the person from treatment? Discuss factors like goal achievement, readiness for discharge, or clinical judgment based on assessment data.
- **Person-Centered Considerations:** How are the person's goals, readiness, and ongoing needs considered when determining discharge?

Criteria for Evaluating Intervention Effectiveness

- **Measuring Effectiveness:** What **criteria** do you use to assess whether the intervention has been **effective**? Describe the **outcome measures** (e.g., assessments, observations) used to evaluate the person's progress.
- **Self-Reflection:** How does the OT reflect on their practice to determine if the intervention met its intended goals?
- **Feedback from the Person:** How is **feedback from the person receiving services** incorporated to evaluate the success of the intervention?
- **Clinical Evidence:** What evidence supports the effectiveness of the intervention in achieving the desired outcomes (e.g., research, best practice guidelines)?

Reflection and Next Steps

- **Challenges or Gaps:** Reflect on any **challenges** or **gaps** encountered in evaluating the success of the intervention. How might these be addressed in future practice?
- **Future Planning:** Discuss any **follow-up strategies** or **referrals** that were considered for ongoing support after the intervention concludes.

Additional Notes:

- This worksheet is designed to guide your reflection on the process of **concluding interventions** and evaluating their effectiveness.
- Consider **client feedback** and **clinical judgment** as crucial components in the decision-making process.
- Incorporate **evidence-based practices** and **assessment tools** when evaluating the effectiveness of your interventions.

Group treatment plan worksheet people group characteristics/situation

- **Group Description:** Provide a detailed description of the **target group**. Include information such as their **age**, **cultural background**, **diagnosis/condition**, and **any significant characteristics** or situations that are relevant for understanding their needs.

Occupational performance areas/components to improve or maintain

- **Focus areas:** Identify the specific **occupational performance areas** (e.g., self-care, productivity, leisure) or **components** (e.g., cognitive, physical, social) that the group members need to **improve** or **maintain**.
- **Assessment:** Explain the **assessment** or data that supports the need for improvement in these areas.

Reason for involvement in group intervention

- **Rationale for intervention:** Provide the **reason** or **justification** for why group intervention is appropriate for this particular group. Consider factors like **group dynamics**, **shared goals**, or **collective motivation** that make a group intervention effective in this context.

Session Title

- **Title of the session:** Provide a **descriptive title** for the group therapy session that captures the focus or theme of the intervention.

Session time frame

- **Duration:** Specify the **start and end time** of the session, as well as the total duration (e.g., 60 minutes, 90 minutes).

Goal(s) of Session

- **Session goals:** Clearly state the **specific, measurable goals** for the session. These should align with the group's needs and objectives for improvement. Example: "Enhance social interaction skills" or "Increase participation in daily activities."

Session Plan Components

- **Introduction:** Briefly describe how you will **introduce** the session, set the tone, and engage group members. Include any **ground rules** or **objectives** for the session.
- **Warm-up activity (if applicable):** Describe any **pre-session activities** that may be used to get the group engaged, comfortable, and ready for the main activity (e.g., ice-breakers, light physical movement).
- **Main activity:** outline the **core activity** of the session, including detailed instructions on how the activity will unfold, its purpose, and how it addresses the group's goals. This is the primary intervention component of the session.

- **Conclusion:** Summarise the session's key takeaways, provide opportunities for reflection, and discuss next steps. Mention any **feedback** or **homework** (if applicable).

Requirements

- **Materials/resources:** List any **materials** or **resources** needed to conduct the session (e.g., props, equipment, printed handouts, worksheets).
- **Facilities/settings:** Specify any **environmental** or **setting** considerations necessary for the session (e.g., quiet space, accessibility needs).

9. Signature & date

- **Therapist signature:** _____
- **Title:** _____
- **Date:** _____

Additional notes:

- This worksheet is a tool for planning **structured group interventions**. Ensure that each section is **specific** and **aligned with best practices** for the target group.
- Consider using goals to enhance clarity and focus of the session.

Group treatment plan worksheet

People group characteristics/situation:

Occupational performance areas/components group may need to improve/maintain:

Reason for involvement in group intervention:

Session title:

Session time frame:

Goal(s) of session:

Introduction:

Warm up activity (if appropriate):		
Main Activity:		
Conclusion:		
Requirements:		
Signature:	Title:	Date:

Health condition analysis worksheet

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

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

The use of information technology in the provision of therapy services worksheet

Consider the following definition.

Information technology - the use of computers, telecommunications, etc in electronic processing, storing, retrieving, and sending information.

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

Information technology devices and systems are commonplace in most whakaora ngangahau settings e.g. mobile phones, internet, digital cameras etc. These devices and systems are generally used in the collecting, storing, and sharing of information.

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

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

Note any information technology devices used in your placement setting.

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

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

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

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

Teaching and learning applied worksheet

Teaching/Learning Situations Overview

- **Objective:** List and describe a range of **teaching and learning situations** you have observed or been involved in during your fieldwork placement. This can include individual or group settings, focusing on different aspects of the person's diagnosis or impairment.

Topic of Teaching Session	Person's Diagnosis/Impairment	Group/Individual

In-Depth Reflection on Three Sessions

For **three selected teaching/learning sessions** from the table above, identify the following aspects:

a) Teaching Methods/Strategies

- **Teaching Methods:** Describe the **specific teaching methods** and **strategies** you used or observed. Consider the following:
 - Direct instruction
 - Demonstration and practice
 - Active learning strategies (e.g., role-playing, problem-solving)
 - Collaborative learning
 - Use of visual aids, written materials, or technology
- **Justification:** Why were these methods chosen for the specific session and the person/group involved?

b) Application of Teaching/Learning Theory and Principles

- **Learning Theory/Principles:** Identify and explain the **theory** or **principles** of teaching/learning that were applied during the session. Consider:
 - **Behaviourism** (focus on reinforcement and behaviour change)
 - **Cognitivism** (emphasizing mental processes and understanding)
 - **Constructivism** (focus on active learning and knowledge-building)
 - **Humanistic approaches** (focusing on personal growth and self-directed learning)
- **Connection to Practice:** How did you **apply** these principles to the session, and how did they impact the person's learning experience? Provide specific examples from the session to illustrate the connection.

3. Reflection on effectiveness and adjustments

- **Effectiveness of methods:** Reflect on the **effectiveness** of the teaching strategies used during the selected sessions. What went well?
- **Adjustments for improvement:** What adjustments would you make in the future to improve the session or enhance the learning experience for the person/group?

Additional notes:

- This worksheet is intended to help you reflect on and evaluate your teaching and learning experiences during your placement.
- Remember to align your strategies with **best practice models** and **relevant learning theories** for a deeper understanding of their application.
- Consider **feedback** from the person receiving services and others involved in the session to assess effectiveness.

Participation in occupation worksheet

1. Examine the mission statement of the service

- **Action:** Review the mission statement of the service you are working in. If possible, take a copy and add it to your workbook.
- **reflection:**
 - What type of service does the organization provide? Describe the core services or objectives.
 - How does the mission statement define the communities it serves? Does it mention specific groups, geographic areas, or general community needs?
 - Does the mission statement focus on individuals, the setting, or a collective need? Discuss how the mission aligns with the service goals.

2. Terminology for people receiving services

- **Action:** Identify the term(s) used to describe people who receive the service.
- **reflection:**
 - Are they referred to as patients, clients, members, students, workers, or another term? If so, what is the term used?
 - Is there any ambiguity or uncertainty about the terminology used? If so, why might that be? Consider factors such as the type of service, the setting, or cultural considerations.

3. Types of services provided by the organisation

- **Action:** Identify the types of services offered by the organisation.
- **reflection:**
 - Are these services aimed at supporting, intervening, diagnosing, treating, occupying, engaging, or serving another purpose? Provide specific examples of the services offered.
 - How do these services align with the organization's mission and the needs of the community it serves?

4. Interview about occupations

- **Action:** Interview one person about their occupations. This person can be someone receiving services or, if that is not suitable, a family member or colleague.
- **reflection:**
 - Focus on occupations beyond daily self-care and self-management routines. Explore their work, employment, hobbies, community responsibilities, and other creative or leisure pursuits.
 - Make detailed notes on the occupations they describe, using frameworks from your previous coursework (e.g., art, craft, music, construction, sports).
 - Record any high or low technologies mentioned in relation to their occupations (e.g., pens, hand tools, instruments, iPods, computers, lathes, cameras).
 - Consider the role of the natural environment in their occupation.

Documentation worksheet

Reading:

Sames, K. (2015). *Documenting Occupational Therapy Practice* (3rd Edition). Boston, MA: Pearson. Chapter 17. Available on Moodle under "Resources > Texts".

1. Identify the type of notes used in your service

- **Action:** Review the types of documentation used in the service you are working in.
- **reflection:**
 - What types of notes are commonly used? (e.g., SOAP notes, progress notes, case notes)
 - How do these notes align with the service's documentation practices and policies?

2. Review notes written by different professionals

- **Action:** Ask your supervisor for permission to read the notes of a person you have worked with.
- **reflection:**
 - Do different professions (e.g., occupational therapists, physiotherapists, doctors) use different styles or formats for documentation?
 - Which notes are the clearest and most informative? Why do you think that is the case? (Consider language, structure, clarity, and relevance of information.)

3. Practice writing notes

- **Action:** After seeing a person receiving services, write practice notes following the format required by the service.
- **reflection:**
 - How did you approach writing the notes?
 - What format did you use?
 - After completing your notes, ask your supervisor for feedback:
 - What did you do well in your note writing?
 - What could be improved? Consider the clarity, detail, and accuracy of your documentation.

4. Maintain confidentiality in documentation

- **Action:** Be mindful of confidentiality when writing and storing your notes.
- **reflection:**
 - Remember to **never** take notes home. If notes contain real names, ensure they are securely stored and destroyed properly when no longer needed.
 - How will you maintain confidentiality in your documentation moving forward? Discuss any concerns or questions with your supervisor.

Communicating with team members worksheet

1. Identify the Team Member

- **Task:** List the name and role of the team member you are focusing on.
- **questions to consider:**
 - Who is this person?
 - What is their professional title (e.g., nurse, social worker, family member, etc.)?
 - Are they from the same service or another agency?

2. What is Their Role?

- **Task:** Describe the role and responsibilities of this team member in relation to the person receiving services.
- **questions to consider:**
 - What specific responsibilities do they have in the care or treatment of the person?
 - What is their area of expertise, and how does it contribute to the overall treatment plan?
 - How do they collaborate with the occupational therapist and other team members?

3. Reason the OT has contact with this person

- **Task:** Explain the purpose of the occupational therapist's communication or collaboration with this team member.
- **questions to consider:**
 - Why does the OT need to engage with this team member?
 - How does the team member's input or involvement help inform the OT's approach to treatment?
 - What outcomes are expected from this collaboration (e.g., sharing information, coordinating care, addressing specific needs)?

Reflection:

- **Task:** Reflect on the importance of teamwork in occupational therapy.
 - How does the collaboration with various team members enhance the service provided to the person receiving care?
 - Are there any challenges or benefits you've observed in interdisciplinary teamwork?

Values/beliefs worksheet

This worksheet is designed to help you reflect on and articulate your personal values and beliefs in relation to key concepts in occupational therapy practice. Understanding your beliefs will enhance your self-awareness and your ability to work effectively with people receiving services.

1. Reflection on beliefs towards work

- **Personal reflection:**
 - What do you believe is the purpose of work in a person's life?
 - How do you view work in terms of its role in identity, self-worth, and social participation?
 - In your opinion, how does work contribute to a person's overall well-being?
- **Questions to consider:**
 - What does "meaningful work" mean to you?
 - How do your beliefs about work influence your interactions with individuals in occupational therapy settings?

2. Reflection on beliefs towards health

- **Personal Reflection:**
 - How do you define health, and what factors contribute to it in your view (physical, mental, social, spiritual)?
 - Do you believe health is merely the absence of illness, or is it a more holistic concept?
 - How do you understand the relationship between health and occupation?
- **Questions to consider:**
 - What role does the person's own perception of health play in their rehabilitation or treatment?
 - How do your beliefs about health inform your approach to interventions?

3. Reflection on Beliefs Towards Independence

- **Personal reflection:**
 - What does independence mean to you, particularly in the context of people receiving services?
 - How important is it for individuals to be independent in their daily activities and decision-making?
 - Are there limitations to independence that you believe should be considered?
- **Questions to consider:**
 - How do your views on independence influence your therapeutic goals?
 - Do you feel that promoting independence always aligns with the best interests of those you work with?

4. Reflection on beliefs towards autonomy/right of choice

- **Personal reflection:**
 - What does autonomy mean to you in the context of healthcare and occupational therapy?
 - How do you perceive the right of individuals to make choices about their own care and treatment?
 - Are there situations where you believe autonomy might need to be limited or guided?
- **Questions to consider:**
 - How do you respect a person's autonomy while ensuring they receive appropriate care?
 - What challenges might arise when a person's preferences conflict with professional recommendations?

Final reflection:

- **Task:** Reflect on how your personal values and beliefs might influence your practice as an occupational therapist.
 - In what ways do your values align with or challenge the principles of occupational therapy?
 - How might your personal beliefs impact the way you work with diverse individuals, especially those whose values may differ from your own?
 - How can you ensure that your practice remains person-centred while honouring the values and beliefs of others?

Clinical terminology worksheet

This worksheet is designed to help you reflect on and record the clinical terminology, including abbreviations and acronyms, that you encounter during your placement. Understanding and using these terms accurately is key to professional practice in healthcare settings.

1. Abbreviations and acronyms

- **Instructions:**

As you interact with patients, colleagues, or review documentation, list any abbreviations, acronyms, or clinical terms you come across. Reflect on their meanings and contexts to enhance your understanding.

Abbreviation/Acronym) e.g., ADL **Meaning/Full** Activities of Daily Living **Term Context of Use** (e.g., verbal or written communication- Used when discussing patient routines or rehabilitation)

Clinical terminology reflection

- **Instructions:**

Reflect on how you have encountered or used clinical terminology. Consider whether there are terms or abbreviations you find particularly challenging or unclear. This can help you improve your understanding of the language used in practice.

- **Which clinical terms have you found most useful in your practice?**
- **Which terms or abbreviations do you find confusing, and why?**
- **How do you ensure you use terminology correctly when communicating with clients, families, or other professionals?**

Importance of accurate clinical terminology

- **Instructions:**

Reflect on the importance of using correct clinical terminology in your practice. Why is it crucial for effective communication within a healthcare team?

- **How does using appropriate terminology impact patient care?**
- **Why is it important to be clear and consistent with clinical language when documenting and discussing patient information?**

Occupational science concepts workshop

Occupational science is the study of human occupation, focusing on the ways in which people engage in activities that are meaningful to them. As an occupational therapist, understanding key concepts from occupational science is vital to providing holistic and person-centred care. These concepts help us assess the needs of service users and develop interventions that support their participation in daily life activities.

This worksheet aims to identify and explore the core concepts from occupational science that are relevant to service users in your practice. By recognising how these concepts relate to the individuals you work with, you will be able to better understand their challenges, goals, and aspirations, and tailor your interventions accordingly.

Instructions:

- Reflect on the various concepts that are part of occupational science, such as health, well-being, autonomy, participation, and more.
- For each concept, consider how it relates to the service users you interact with.
- Provide specific examples of how these concepts manifest in the lives of service users, based on your observations or experiences.

By identifying these connections, you will enhance your understanding of how service users engage with their environments and how your interventions can better support their occupational needs.

- Occupational Identity
- Occupational Satisfaction
- Occupational Balance
- Occupational Development
- Occupational Transition
- Occupational Justice

- Occupational Deprivation
- Occupational Disruption

Hui Process and Meihana Model worksheet

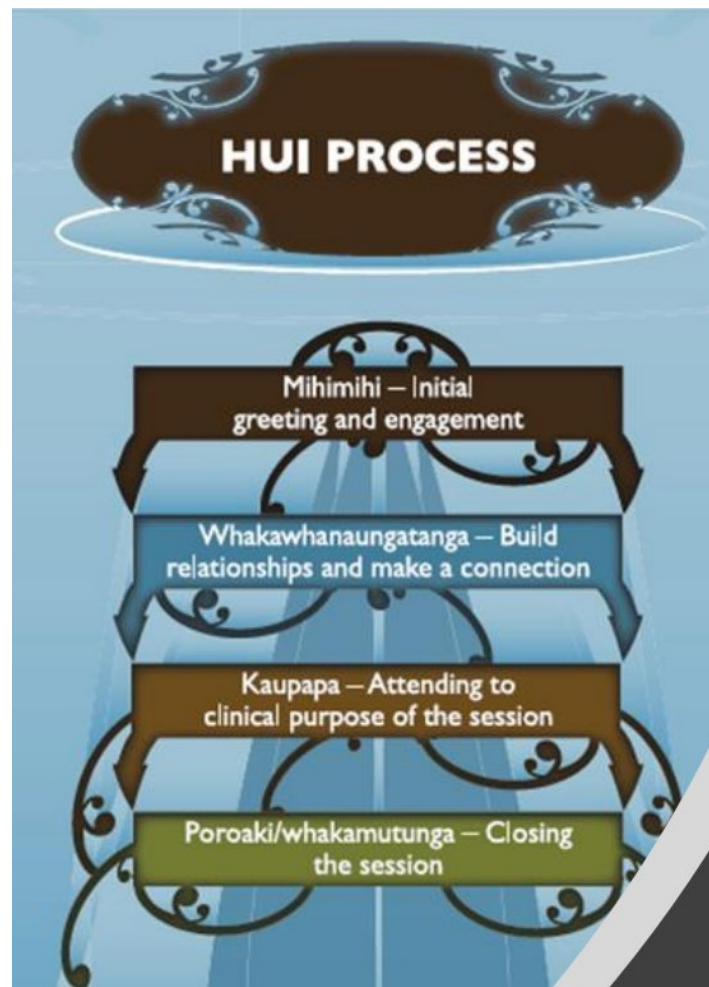


Figure 1: Hui Process (Lacey et al, 2011)

The 4 Stages of the Hui Process

The Hui process is a traditional Māori framework for interaction, communication, and relationship-building. It is widely used in professional and therapeutic settings to establish connections, clarify goals, and ensure respectful closure. Each stage plays a crucial role in facilitating culturally appropriate and meaningful engagement with individuals.

Here are the four stages of the Hui process, along with their definitions:

1. **Mihimihi** (Introduction)

- **Definition:** The process of greeting and introducing oneself. In this stage, participants acknowledge each other's identity, cultural background, and any shared connections. It sets the tone for the interaction by showing respect for the people involved.
- **Example:** During this stage, you might introduce yourself and mention your background, while acknowledging the cultural context of the person you are working with.

2. **Whakawhanaungatanga** (Building Relationships)

- **Definition:** This stage involves building rapport and establishing trust. It's about creating a sense of connection and mutual respect. Whakawhanaungatanga emphasizes the importance of relationship-building to ensure a collaborative, respectful environment.
- **Example:** Here, you might engage in conversation to understand the person's values, interests, and any concerns they might have, demonstrating genuine interest in their well-being.

3. **Kaupapa** (Purpose/Goal-Setting)

- **Definition:** This stage focuses on discussing the purpose of the hui (meeting). It involves setting the agenda or identifying the objectives of the session. It ensures that both parties are clear on the goals of the interaction and what is to be achieved.
- **Example:** At this point, you would outline the purpose of the session, such as discussing treatment goals or outlining the steps for intervention.

4. **Porokaki/Whakamutunga** (Closing/Conclusion)

- **Definition:** The final stage of the Hui process, where you summarize key points and agree on any next steps. It provides closure, ensuring that the person feels heard and that their concerns have been addressed.
- **Example:** This could involve thanking the person for their time, confirming follow-up actions, and acknowledging any decisions made during the meeting.

By understanding and using the Hui process, you can ensure that your interactions are respectful, collaborative, and culturally appropriate, fostering trust and engagement with the individuals you work with.

Hui process reflection worksheet

Instructions: When working with a person during your placement, reflect on and discuss the four stages of the Hui process. Use the following prompts to guide your reflection and understanding of each stage.

Mihimihi (Introduction)

- **What was your introduction to the person?**
- **How did you establish the context for the interaction?**
- **What cultural elements did you incorporate into your introduction?**

Reflection Notes:

Whakawhanaungatanga (Building Relationships)

- **How did you build rapport with the person?**
- **What strategies did you use to establish trust and mutual respect?**
- **Did you identify any shared connections or common ground?**

Reflection Notes:

Kaupapa (Purpose/Goal-Setting)

- **What was the purpose or goal of the interaction?**
- **How did you discuss and agree on the objectives for the meeting?**
- **Did you and the person share similar goals or were there any differences?**

Reflection Notes:

Poroaki/Whakamutunga (Closing/Conclusion)

- **How did you close the interaction?**
- **What steps did you take to summarize the discussion or decisions made?**
- **Did you confirm any follow-up actions or future plans?**

Reflection Notes:

Overall Reflection:

- How did the Hui process help you engage more effectively with the person?
- What did you learn about incorporating these stages into your practice?

Reflection Notes:

Meihana model worksheet

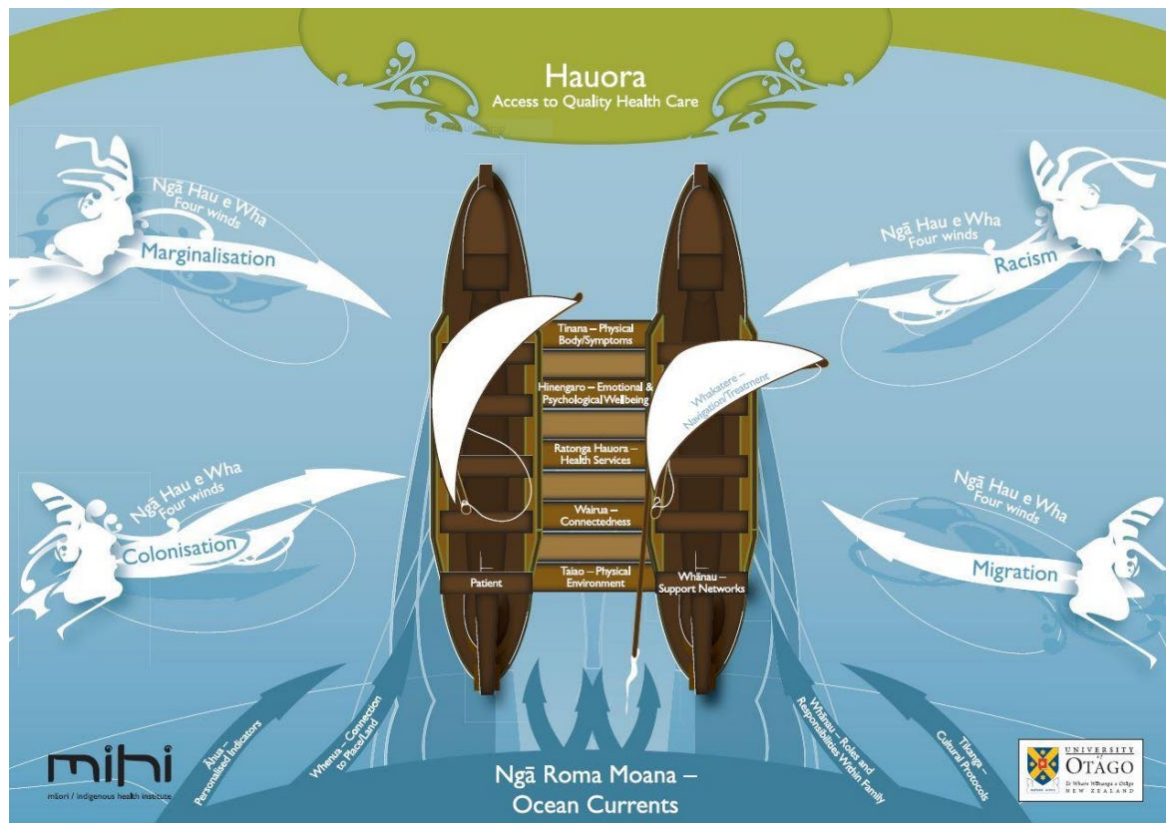


Figure 2: Meihana Model (Pitama et al, 2014)

Instructions:

When working with a person on placement, reflect on the different components of the Waka model. Use the definitions and prompts below to guide your reflection.

Tinana (Physical Body)

Definition: The physical aspect of a person, including their health, mobility, and overall physical well-being.

- **How did you assess or consider the person's physical health and well-being?**
- **What interventions or strategies did you use to address physical health?**
- *Reflection:*

Hinengaro (Psychological/Emotional)

Definition: The psychological and emotional state of the person, including their mental health and emotional responses.

- **How did you assess the person's psychological and emotional state?**
- **What strategies did you use to support their mental and emotional well-being?**
- *Reflection:*

Ratonga Haoura (Access to Quality Health Services)

Definition: The person's access to appropriate and effective healthcare services and support systems.

- **What health services or support networks did you consider in your assessment?**
- **How did you ensure that the person had access to the right services?**
- *Reflection:*

Wairua (Connectedness)

Definition: The spiritual aspect of the person, including their sense of belonging, purpose, and connectedness with others and the world around them.

- **How did you assess the person's sense of connectedness?**
- **What approaches did you take to support their spiritual or existential needs?**
- *Reflection:*

Taiao (Physical Environment)

Definition: The person's physical surroundings, including their home, community, and work environment, and how these affect their well-being.

- **How did you consider the person's physical environment during your assessment?**
- **What changes or adaptations did you make to improve the environment for the person's well-being?**

Overall reflection:

- How did considering all these components of the Waka model help you in understanding the person's needs?
- What did you learn about the interconnectedness of physical, emotional, spiritual, and environmental factors in health?
- *Reflection:*

Reference:

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