



Assessment Guide

Bachelor of Occupational Therapy Work-Augmented Learning Fieldwork 1

OTAGO POLYTECHNIC 2027

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2027

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Introduction To Fieldwork 1 Assessment Guide

Kia ora and Welcome to your Fieldwork 1 Placement

This guide is designed to support you throughout your placement by providing a clear framework for learning, assessment, and professional growth. It includes important information about placement expectations, learning tasks, performance indicators, and practical resources to support your development as a whakaora ngangahau practitioner.

The resources are designed to be used **throughout your placement**. Use them to set learning goals, prepare for supervision, reflect on your experiences, identify areas for development, and record feedback and comments.

Placement Assessment Resources

- **Assessment Guide:** The Assessment Guide is a working resource for you and your supervisor throughout your placement. Use it to record comments and feedback, reflect on your progress, and prepare for your midway and final assessments. Before the midway assessment, use the performance indicators to self-assess your progress and determine the grade you believe reflects your current performance. You will then discuss your self-assessment with your supervisor, using the evidence and feedback gathered during placement to collaborate and negotiate the grade. The same process can be used when preparing for the final assessment.

This is a working document and does not need to be returned to campus. Keep it with you and use it as a resource to support assessment conversations with your supervisor.

- **Supervisor Assessment Form:** Your supervisor will complete the separate Supervisor Assessment Form at the required assessment points. This form records the negotiated grade, reflections, hours completed, and recommendations. The completed Supervisor Assessment Form is the document that is returned to the Fieldwork Team.
- **Fieldwork Manual:** You are also provided with a Fieldwork Manual, which outlines the policies, procedures, and processes related to fieldwork. It also contains resources to support your learning and development throughout your placements.

Fieldwork learning is a shared experience. Work collaboratively with your supervisor to clarify expectations, discuss your progress, identify areas for development, and recognise your achievements. Use the assessment resources as tools to support meaningful conversations about your learning and professional development.

We encourage you to make full use of these resources and the support available to you throughout your placement.

Fieldwork 1 Course Outline

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

Aim

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

Learning Outcomes

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

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

Indicative Content

Building rapport and relationships

Therapeutic use of self

The role of the occupational therapist | kaiwhakaora ngangahau

Occupational therapy | whakaora ngangahau practice in the local context

Reflection and supervision

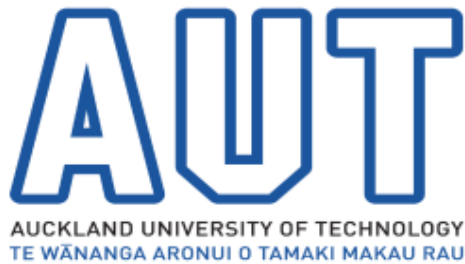
Assessment

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

Resources Required: Library and database access, Internet access

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

Name of ākonga: _____



AOTEAROA|NEW ZEALAND
Whakaora Ngangahau | Occupational Therapy
Fieldwork Assessment

Work-Augmented Learning
Year One
BT51001 Fieldwork 1

2027

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

Dates	Start Date: 1 st March	Finish Date: 26 TH March
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Please return the ASSESSMENT FORM to: otfieldwork@op.ac.nz
By: Wednesday 31st March 2027

Fieldwork Assessment Overview

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

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

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

Midway Assessment

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

Final Assessment

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

Fieldwork Supervisor Report Guidelines

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

Consequences of Not Meeting Competencies

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

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

Grading

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

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

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

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

The example below indicates that a ākonga meets the expected level of achievement i.e., 2-EMERGING.

1	2	3	4	5
	✓			

Example of application of grading indicator:

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

Performance Indicator:

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

1. **Not achieved**
Ākonga is unable to use verbal/non-verbal techniques to establish rapport with people.
2. **Emerging**
Ākonga is beginning to utilise verbal/non-verbal techniques to establish rapport with people.
3. **Appropriate**
Ākonga demonstrates the ability to utilise verbal/non-verbal techniques to establish rapport with people, although with some inconsistency.
4. **Consistent**
Ākonga regularly demonstrates effective verbal/non-verbal techniques to establish rapport with people.
5. **Exceptional**
Ākonga demonstrates excellent verbal/non-verbal techniques to establish rapport with people.

Gradings:

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

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

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

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

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

Performance indicators:

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

Fieldwork supervisor feedback

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

Midway feedback

Ākonga strengths:

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

Final feedback

Gradings:

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

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

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

Competency 2: Responsiveness to te Tiriti O Waitangi

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

Performance indicators:	MIDWAY					FINAL				
	1	2	3	4	5	1	2	3	4	5
2.7 Provide services reflective of tikanga, manaakitanga and kaitiakitanga as encapsulated in te Tiriti o Waitangi.										
2.11 Enhance your understanding and use of te reo Māori and other taonga										

Fieldwork supervisor feedback

Competency 2 - Responsiveness to Te Tiriti O Waitangi

Midway feedback

Ākonga strengths:

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

Final feedback

Gradings:

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

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

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

Competency 3: Developing and sustaining partnerships

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

	MIDWAY					FINAL				
Performance indicators:	1	2	3	4	5	1	2	3	4	5
3.1 Work proactively and respectfully with others to ensure the best outcomes, keeping people and whānau at the centre of practise.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
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.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Fieldwork supervisor feedback

Competency 3 – Developing and sustaining partnerships

Midway Feedback

Ākonga strengths:

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

Final feedback

Gradings:

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

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

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

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

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

	MIDWAY					FINAL				
Performance indicators:	1	2	3	4	5	1	2	3	4	5
4.1 Comply with the legislation, regulations, service standards, policies, data security, privacy requirements and professional and ethical guidelines relevant to your area of practise.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4.4 Manage the boundaries between personal and professional relationships with care and integrity.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4.9 Recognise and respect diversity, including people's values, beliefs, attitudes, gender, SOGIESC, cultural identity and language.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4.12 Manage your own health and wellbeing so that you are fit to practise and take action when personal health and wellbeing affects your safety and fitness to practise as required by legislation and the Board.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Fieldwork supervisor feedback

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

Midway feedback

Ākonga strengths:

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

Final feedback

Gradings:

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

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

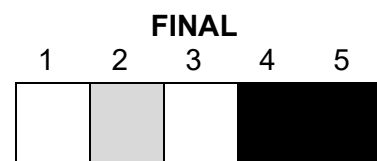
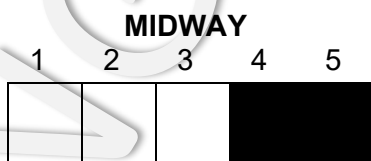
The grey shaded box indicates the expected level of performance for each indicator.

Competency 5: Practising responsively and upholding the occupational therapy profession

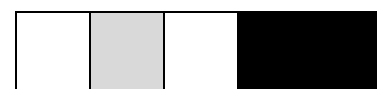
You engage with your profession. You ensure your practise is professional, current, responsive, collaborative, and evidence based. You take responsibility for your own professional development.

Performance indicators:

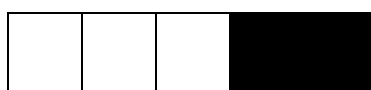
5.2 Reflect on your competence, knowledge, skills, attitudes, and values, then work to enhance your practice through further development activities.



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

This agreement states that

(Ākonga Name)

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

Ākonga signature _____

Supervisor signature _____

Date _____

Fieldwork supervisor final comments:

Overall summary/recommendations following completion of placement:

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.

WORKING COPY

Learning Objectives

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

1.

2.

3.

WORKING COPY

Learning Objectives

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

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

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

1.

2.

3.

Ākonga Hours

Public Holidays and Placement Hours

Public holidays are not included in the accumulated placement hours.

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

Expected Weekly Hours

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

Fieldwork Placement 1 (4 Weeks)

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

This form needs to be signed off by your supervisor.

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

Signed:

Fieldwork supervisor: _____

Whakaora ngangahau | occupational therapy ākonga: _____

Performance indicators and learning tasks

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

Purpose of this Section

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

Format of this Section

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

How to Use This Section

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

Alternative Approaches

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

Important Note

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

Applying whakaora ngangahau occupational therapy knowledge, skills, and values

1	2	3	4	5

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

Applying whakaora ngangahau occupational therapy knowledge, skills, and values

1	2	3	4	5

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

Ways these performance indicators can be met in this setting

Seek advice and share your thoughts with your supervisor, engaging in open discussion.

Collaborate effectively with team members, ensuring you communicate and coordinate efforts.

Be proactive in team discussions, demonstrating the ability to cooperate and integrate a range of perspectives.

Identify and discuss the occupations that are meaningful to the person(s) you work with, considering their preferences and needs.

Show an understanding of the person-centred and *whānau*-centred approach in this setting, focusing on the individual and their family.

Identify what sustainable practices are and discuss how these can be applied to occupational therapy practice to ensure long-term positive outcomes.

Applying whakaora ngangahau occupational therapy knowledge, skills, and values

1	2	3	4	5

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

Ways these performance indicators can be met in this setting

Use both verbal and non-verbal techniques (such as attending, following, reflecting, paraphrasing, and asking open/closed questions) to build rapport with the person(s), their relatives, and carers.

Reflect on how you adjusted your communication style to respect the person(s)' values, beliefs, and attitudes.

In discussion with your supervising therapist, identify your strengths and areas for development in communication. Provide examples of how your communication skills are evolving.

Review your supervisor's notes to become familiar with the methods of recording and reporting. Discuss your observations and insights.

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

Understand and use clinical language and jargon appropriately to communicate effectively and professionally.

Record progress notes in people's files, ensuring you distinguish between facts, opinions, and interpretations.

Practice writing notes using a template from your supervisor.

Using a reflective model, reflect on your learning.

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

Talk with your supervisor about how the setting upholds *te Tiriti o Waitangi* (the Treaty of Waitangi, which establishes a partnership between Māori and non-Māori in Aotearoa New Zealand).

Notice and discuss the *tikanga* (Māori customs and protocols) principles you see in the setting.

Explore how the setting demonstrates *manaakitanga* (hospitality, kindness, and care) and *kaitiakitanga* (guardianship and stewardship of the environment and people).

Responsiveness to te Tiriti o Waitangi

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

Recognise when to use *te reo Māori* safely and appropriately within the setting, respecting cultural context.

Seek guidance from a Māori or cultural advisor to deepen your understanding of how to incorporate *te reo Māori* into practice.

Use Māori greetings where appropriate and consider incorporating Māori terminology into emails and daily conversations.

Demonstrate your understanding by using *te reo Māori* appropriately in your reflective journal.

Reflect on and discuss any *taonga* (treasures, or valued objects/concepts) that are relevant to the service.

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

Build on the glossary included in your fieldwork manual.

Developing and sustaining partnership

1	2	3	4	5

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

Ways these performance indicators can be met in this setting

Maintain professionalism by demonstrating respectful relationships with both staff and individuals receiving your services.

Reflect on your interactions with different stakeholders (e.g., individuals, multidisciplinary team, whānau, external agencies) during placement. Discuss how these interactions either facilitated or acted as a barrier to achieving positive outcomes for the person(s) receiving services.

Arrange time with staff on placement to discuss and provide feedback on your understanding of their individual roles.

Developing and sustaining partnership

1	2	3	4	5

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

Ways these performance indicators can be met in this setting

Identify all individuals involved in different episodes of care and explain how you communicated with them to ensure transparency (open, honest communication) and demonstrate *mana-enhancing* practices (actions that uphold dignity and respect).

Reflect on how you demonstrate professional communication within the setting, ensuring clarity and respect in all interactions.

Identify any areas of learning that could improve your communication with *whānau* (family, extended family, or community) and other relevant individuals.

Recognise and discuss the different roles of everyone involved in a collaborative partnership (working together towards a common goal).

Request feedback from your supervisor on areas of communication where you can further develop your skills.

Demonstrate respect by following through on commitments and meeting agreed-upon timeframes, ensuring reliability and trustworthiness.

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

1	2	3	4	5

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

Ways these performance indicators can be met in this setting

Read and follow the service policies in your setting to ensure compliance with organisational standards.

Identify the processes for admission (accepting new clients), referrals (sending clients to other services), and discharge (ending services) policies in your setting.

Identify the legislations (laws) that govern practice in this setting, such as the *Health & Disability Act*, *Mental Health Act*, and *Education Act*.

Understand the privacy requirements in your setting, ensuring that personal and sensitive information is kept secure.

Identify the *whakaora ngangahau* (occupational therapy) service's policies and guidelines, such as the initial interview format, home visit report, and stroke guidelines. Implement these as appropriate.

Show evidence of your knowledge of the *Code of Conduct* used in your setting,

including expectations around time, dress, behaviour, and professionalism. Discuss how you have implemented these standards in your practice.

Identify the measures the service takes to maintain the security of data and privacy, and ensure you adhere to these practices.

Identify and discuss with your supervisor a potential ethical dilemma (a situation requiring a choice between conflicting ethical principles) in your setting, and explore how it might be resolved.

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

1	2	3	4	5

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

Ways these performance indicators can be met in this setting

Discuss with your supervisor your awareness of personal safety, including *boundaries* (limits that define acceptable behaviour) and *personal space* (the physical and emotional space between individuals), and explain how you will manage this during your placement.

Reflect on and discuss your understanding of the *professional self* (how you present yourself in a work context) and the *social self* (how you engage with others outside of a professional context).

Discuss your understanding of *self-disclosure* (sharing personal information) and how it relates to maintaining appropriate *therapeutic relationships* (professional relationships focused on helping the client).

Demonstrate awareness of different emotional states (e.g., anxiety, anger, sadness) and explain how you can implement appropriate *safety precautions* (steps taken to ensure a safe environment) as required in demanding or challenging situations.

Consider your social media presence and *privacy settings* (controls that protect your personal information online) and adjust them as necessary to maintain professional boundaries.

Identify and discuss strategies you might use if *boundaries* (personal or professional limits) are not being well-respected, such as setting clear expectations or seeking support.

Follow and comply with the *Code of Conduct* used in this setting, which includes expected behaviours and professionalism, ensuring you uphold ethical standards.

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

1	2	3	4	5

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

Ways these performance indicators can be met in this setting

Reflect on and discuss your understanding of *diversity* (the recognition and appreciation of differences in people, including culture, ethnicity, gender, sexual orientation, and more) and how it shapes your practice.

Identify with your supervisor any issues of *inequality* (unfair treatment or lack of access to opportunities) and how to achieve *equal outcomes* (ensuring all individuals receive the support and opportunities they need to succeed) within the parameters of the setting you're in. Consider and identify any appropriate *strategies* (plans of action) to address these issues.

Reflect on your personal *cultural values* (the beliefs and practices that guide your life), *beliefs* (convictions or opinions), *attitudes* (feelings or views toward people or situations), *gender* (societal roles and characteristics related to being male, female, or non-binary), and *SOGIESC* (sexual orientation, gender identity, gender expression, and sex characteristics). Consider how these influence your interactions and professional conduct.

Discuss how you have, or would, incorporate the person(s)'s *values* (what is important to them) and *beliefs* (their convictions) into intervention to ensure that the support you provide is culturally appropriate and respectful.

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

1	2	3	4	5

4.12 Manage your own health and wellbeing so that you are fit to practise and take action when personal health and wellbeing affects your safety and fitness to practise as required by legislation and the Board.

Ways these performance indicators can be met in this setting

Inform and discuss with your supervisor any issues that may impact your ability to perform and learn in this setting, such as a *health condition* (physical or mental health issues), *disability* (a physical or mental impairment), *learning needs* (specific requirements for learning due to challenges), personal issues, or a change in circumstances (such as life events or challenges).

Use *sick leave* (leave taken when ill) when appropriate, following the procedures outlined in your setting to ensure proper documentation and accountability.

Inform the *Fieldwork team* (the group of people overseeing your placement) and the supervising *occupational therapist* if you are absent (due to *sickness* or *bereavement* (the period of mourning after the death of a loved one)) and unable to attend placement, in accordance with the setting's policy.

Identify methods your setting uses to support *safety* (ensuring physical and emotional security) and *wellbeing* (overall health and quality of life), and use these methods appropriately to maintain your own and others' wellbeing.

Practising responsively and upholding the occupational therapy profession

1	2	3	4	5

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

Ways these performance indicators can be met in this setting

Maintain a daily *reflective journal* (a personal record where you document thoughts, feelings, and experiences related to your practice and learning).

Discuss your reflections during *supervision sessions* (meetings with your supervisor to review progress and receive guidance), identifying any new *skills* (abilities you have developed), *knowledge* (information or expertise you have gained), or *learning* (insights gained through experience).

Journal your *experiences* (events or situations you encounter) and reflect on your own *learning* (the process of acquiring knowledge or skills) and *growth* (personal or professional development).

Identify areas in which you require further *development* (the process of improving or expanding your skills and abilities).

Complete *midway reflections* (a review of progress halfway through your placement) for the *midway assessment* (an evaluation of your performance at the midpoint of your placement) and discuss your *progress* (advancement or improvement) to date.

Practising responsively and upholding the occupational therapy profession

1	2	3	4	5

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

Ways these performance indicators can be met in this setting

In negotiation with your supervisor, identify a *project* (a planned piece of work or task) that would be beneficial to the setting and then take responsibility for creating and implementing that project.

Develop any *resources* (materials or tools) that need to be created or updated to support the project or your practice.

Discuss what can be done to promote *whakaora ngangahau* | *occupational therapy* knowledge within your setting, including strategies for increasing awareness and understanding of the field.

Identify methods of promoting *whakaora ngangahau* (occupational therapy) services within your *setting* (the place where you practice) or *community* (the broader network of people you serve), such as workshops, presentations, or community outreach initiatives.

Practising responsively and upholding the occupational therapy profession

1	2	3	4	5

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

Worksheets

The worksheets in this section are designed to support ākonga throughout placement by providing structured opportunities for learning, reflection, and linking theory to practice.

They can be used to help ākonga:

- connect learning from campus with experiences on placement.
- identify, apply, and reflect on their developing knowledge and skills.
- bring insights and learning from placement back into the academic setting.
- prepare for debriefing and reflection at the end of placement; and
- provide evidence of learning and achievement for assessment.

The worksheets provide clear, actionable tasks that ākonga can complete during placement. These tasks may contribute to the final assessment by providing evidence of achievement in a particular skill, competency, or performance indicator.

Worksheets can also be used as resources within the Learning Contract to support the development and review of learning goals and objectives. They can provide a useful basis for conversations with supervisors about progress and achievement. For example, a worksheet may help ākonga and their supervisor explore the question: “How will I know that I have achieved this performance indicator?”

These worksheets are learning and assessment resources rather than documents that need to be returned to campus. ākonga should use them throughout placement to support their learning, reflection, discussions with supervisors, and preparation for assessment.

Worksheet: Understanding the role of whakaora ngangahau | occupational therapy

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

1. Role of the whakaora ngangahau in this placement setting

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

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

Your Notes:

2. Specific Areas Involved in Service

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

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

Your Notes:

3. Goals of Intervention

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

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

Your Notes:

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

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

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

Your Notes:

Further Discussion with Supervisor

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

Worksheet: Skills, knowledge, and attitude development

Use this worksheet to track and reflect on your learning during Fieldwork 1. This will help you identify key skills developed each week, enhance your knowledge, and reflect on any shifts in your attitudes. Discuss your reflections further with your supervisor during your supervision sessions.

1. Professional Skills Developed

Each week, reflect on and record the professional skills you have developed, including:

- **Observational Skills** (ability to observe clients' behaviours, needs, and responses in various settings)
- **Interviewing Skills** (ability to gather client information through structured and unstructured interviews)
- **Communication with Clients and Other Staff** (effective verbal and non-verbal communication, active listening, etc.)
- **Grading/Adapting** (ability to modify interventions or activities to suit the client's level and needs)
- **Recording Skills** (accurate and timely documentation of assessments, interventions, and client progress)

Weekly Skills Record:

Week 1:

- Observational skills: _____
- Interviewing skills: _____
- Communication: _____
- Grading/adapting: _____
- Recording: _____

2. Knowledge Developed

Reflect on the knowledge you have gained during your placement in areas such as:

- **Conditions** (knowledge of various health conditions, diagnoses, and their implications for practice)
- **Interventions** (understanding of evidence-based interventions and techniques specific to your setting)
- **Policies and Procedures** (knowledge of service protocols, guidelines, and legal frameworks)

Weekly Knowledge Record:

Week 1:

- Conditions: _____
- Interventions: _____
- Policies/procedures: _____

3. Attitude Reflection

Reflect on the attitudes you held prior to starting your placement. Consider whether these have changed or been strengthened because of your experiences. Reflect on:

- **Initial Attitudes** (your initial views, expectations, and assumptions about your role or the setting)
- **Attitude Development** (how these attitudes have shifted based on your fieldwork experience)
- **Professional Growth** (how your experience has impacted your professionalism, values, and approach to practice)

Weekly Attitude Reflection:

Week 1:

- Initial attitudes:

- Changes in attitudes:

- Impact on professional growth:

Discussion with supervisor

Discuss your reflections and any questions with your supervisor during supervision. Use their feedback to further develop your skills, knowledge, and attitudes.

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

Worksheet: Whakaora ngangahau assessment and evaluation

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

1. Understanding assessment in whakaora ngangahau

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

Key Elements of Assessment:

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

Reflection:

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

2. Purpose of Occupational Therapy Assessment

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

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

Reflection:

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

3. Types of Assessment Tools

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

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

Reflection:

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

4. Understanding Evaluation in Occupational Therapy

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

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

Reflection:

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

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

Worksheet: Assessment in occupational therapy | whakaora ngangahau

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

1. Observed Assessments

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

(a) Standardised Assessments:

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

(b) Non-standardised Assessments:

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

Reflection:

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

2. Focused Assessment

Select one assessment you have observed in your placement setting.

Why was this assessment used with this client?

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

What was the assessment measuring or evaluating?

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

Discussion with Supervisor

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

Worksheet-interview checklist

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

Skill	Observed	Not observed	Example of how skill is used / additional notes
Beginning the interview			
Greet the interviewee and introduce yourself.			
Outline the purpose of the interview and provide expected timeframe.			
Receive verbal consent for video recording			
Body of the interview			
Use semi-formal interview format.			
Ask questions consistent with the concepts of Person, Occupation and Environment (POE) in the order of OEP			
All aspects of POE are covered			
Start with general questions			
Start with less personal questions			
Use open/closed questions appropriately.			
Ask one question at a time			
Active Listening - Nonverbal communication			
Attending Skills: SOLER: S: <u>S</u> it in a way that facilitates interaction			
O: Adopt an <u>o</u> pen posture			
L: <u>L</u> ean slightly forward			
E: Maintain culturally appropriate <u>e</u> ye contact			
R: Remain <u>r</u> elaxed while attending			
Body language			
Vocal tone and speech rate			

• Facial expressions			
• Mirroring			
Following Skills: Attentive silence			
Active Listening - Verbal communication			
<i>Following:</i> 1. Door openers			
2. Minimal encouragers			
3. Infrequent questions			
<i>Reflecting:</i> 1. Paraphrasing			
2. Reflection on feelings			
3. Reflecting on meaning			
4. Summative reflection			
Therapeutic use of self			
Building rapport			
Perception of individuality			
Respects for rights of each individual			
Empathy			
Compassion			
Unconditional positive regard			
Honesty			
Relaxed manner			
Humour			
Flexibility			
Self-awareness			
Humour			
Conclusion of the interview • Summary of key points: about 4 or 5 points.			

Worksheet: Te Whare Tapa Whā – Understanding Māori health

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



Tasks:

1. Research the *Te Whare Tapa Whā* Model

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

Reflection:

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

2. Explain Your Learning to Your Supervisor

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

Reflection:

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

3. Apply the Model to a Person Receiving Service

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

Reflection:

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

Discussion with Supervisor:

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

Understanding Culture

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

Reflection Questions:

Celebrations:

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

Greetings:

3. How do you generally greet people you don't know?
4. How do you greet people you do know?

Beliefs about Hospitality:

5. How do you show hospitality in your community?
6. How do you show hospitality in your home?

Role of Family:

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

Personal Space and Privacy:

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

Everyone Has a Culture—Everyone Is Different Worksheet

1. What languages do you speak?
2. What music do you listen to? What dances do you know?
3. What foods do you eat at home?

4. In your family, what is considered polite and what is considered rude? What manners have you been taught? (Think about such things as table manners, behaviour toward guests in your home, what to say when answering the telephone, and how to say thanks for a meal.)

5. What do you wear on special occasions?

6. How often do you see your extended family (for example, grandparents, aunts, uncles, and cousins)? What role do they play in your life?

7. What holidays and ceremonies are important in your family?

8. Describe something very important to you (a value, such as respect or honesty; a person, such as a parent or friend; a goal, like going to college; or a hobby).

Features of Culture

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

Feature of Culture	Example (Aotearoa or your country)
Styles of dress	
Ways of greeting people	
Beliefs about hospitality	
Importance of time	
Paintings	
Values	
Literature	
Beliefs about child raising (children and teens)	
Attitudes about personal space/privacy	
Beliefs about the responsibilities of children and teens	
Gestures to show you understand what has been told to you.	
Holiday customs	
Music	
Dancing	
Celebrations	
Concept of fairness	
Nature of friendship	
Ideas about clothing	
Foods	
Greetings	
Facial expressions and hand gestures	

Concept of self	
Work ethic	
Religious beliefs	
Religious rituals	
Concept of beauty	
Rules of polite behaviour	
Attitude toward age	
The role of family	
General worldview	

Reflection:

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

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



Fieldwork Confidentiality Form

School of Occupational Therapy
Otago Polytechnic
0800 762 786

This form was established by the school of Occupational Therapy in relation to ensuring that ākonga maintain confidentiality and respect patient rights. Ākonga are expected to adhere to the Code of Ethics for Occupational Therapists (2022) and the World Federation of Occupational Therapists Code of Ethics (1990) revised (2016) which states.

"Confidentiality of consumers personal information is guaranteed, and any personal details are passed on only with their consent. Occupational therapists recognise that relatives/significant others are important and involve them in service, commencing with the consent of the person receiving occupational therapy."

This includes written, verbal, or pictorial (e.g., photographs or videos) information, none of which can be disclosed without prior consent, in writing, from the client involved.

Health Information Privacy Code (2020)

This code sets specific rules for agencies in the health sector. It covers health information collected, used, held, and disclosed by health agencies and takes the place of the information privacy principles for the health sector. Health information must not be collected by any Health Agency unless:

- (a) Information is collected for a lawful purpose connected with a function or activity of the health agency; and
- (b) That the collection of the information is necessary for that purpose.

**CONFIDENTIALITY DECLARATION FOR KAIWHAKAORA NGANGAHAU AKONGA HAVING ACCESS TO
PRIVATE
AND CONFIDENTIAL INFORMATION RELATING TO PERSON (S)**

I hereby declare that I will adhere to the requirements of the Health Information Privacy Code (2020). I will ensure information is only collected which is necessary to assist myself, Otago Polytechnic and Occupational Therapy staff in maintaining or developing expertise in the care of clients. Any information recorded or used in educational discussions is used in a form in which the individual concerned cannot be identified.

Signed:

Date:

Witness: