



SCHOOL OF
OCCUPATIONAL THERAPY

Assessment Guide

Bachelor of Occupational Therapy

Fieldwork 4

OTAGO POLYTECHNIC 2021

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2021

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1. FIELDWORK 4 COURSE OUTLINE

<i>SMS Code</i>	BT710001	<i>Teacher-directed learning hours</i>	4
<i>Level</i>	7	<i>Authentic work experience learning hours</i>	280
<i>Credits</i>	30	<i>Student-managed learning hours</i>	16
<i>Prerequisites</i>	Fieldwork 3 Complexity in Practice: Person, Occupation and Environment	<i>Total Learning Hours</i>	300
This course approved in another Programme: No			

Aim

This course enables learners to demonstrate competence through consistent application of occupational therapy skills and knowledge, within the practice setting, sustaining professional behaviours and attitudes at a consistent level.

Learning Outcomes

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

1. Critique the role of the occupational therapist and occupational therapy using evidence informed practice within the local context.
2. Practice occupational therapy at a consistent level* across identified areas of competence within the placement(s) setting.

Indicative Content

- Implement occupational therapy e.g. process, assessment, intervention, discharge in a specific setting
- Take responsibility for all or part of clients' occupational therapy intervention/provision
- Implement evidence-informed occupational therapy practice in a specific setting
- Take responsibility for parts/all of client(s) occupational therapy provision
- Discuss in supervision professional reasoning and ethical decision making issues/dilemmas
- Cultural values, beliefs, attitudes and assumptions when planning occupational therapy intervention

Assessment

Assessment Activity	Weighting	Learning Outcomes	Assessment Grading Scheme	Completion Requirements
NZ Fieldwork Assessment	100%	1,2,3 & 4	Pass/fail	must pass

Resources

Required:

Recommended:

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

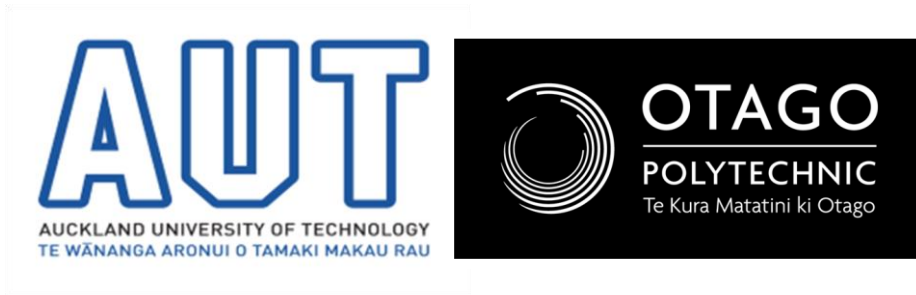
2. EXPECTATIONS OF FIELDWORK 4

Students are expected to take responsibility for a caseload under supervision and guidance. We would expect they would be given a caseload at about the midway point of the placement and maintain this for the final 4 weeks of the placement.

We acknowledge that in some specialised settings, having a caseload may not be possible. In this instance we would ask that students take increasing responsibility for an aspect of client work – whether it is assessments or specific interventions in order to experience some increase in responsibility over the duration of placement.

The expectation is that the students, by the end of the placement, will take responsibility for close to 80% of a new graduate caseload. As indicated, the number of clients the student takes responsibility for will vary across settings. Please use your professional judgement and negotiate this through supervision with your student.

Name of Student: _____



**NEW ZEALAND
OCCUPATIONAL THERAPY
Fieldwork Assessment**

Year Three

BT710001 Fieldwork 4

2021

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 booklet via email to: otfieldwork@op.ac.nz

By: Wednesday 8th September 2021

Fieldwork Assessment

Assessment of fieldwork is both formative and summative. Feedback should be provided on a regular basis alongside weekly supervision sessions. Midway and final assessment meetings are an opportunity for student and supervisor to discuss and negotiate student grades. Students are expected to self evaluate, pencilling in where they perceive they have achieved and presenting evidence to support their grading of each competency indicator.

Successful completion of this course requires the student to reach all competency indicators at or above the expected level of performance identified by the shaded box at final assessment.

All competencies should be assessed. If you are unsure how to interpret the indicators in your setting please refer to your manual or contact the Fieldwork Lecturer.

Midway Assessment

- The midway assessment is a formative opportunity to identify student learning needs and provide specific feedback on the areas requiring improvement.
- Fieldwork supervisors should clearly outline what the student needs to do to reach the expected level of performance as identified by the shaded box for each competency indicator by the end of the placement.
- It is essential that the student signs and dates all midway assessment comments.

If there is evidence to suggest the student may not meet the expected level of performance in any given indicator by the end of the placement, please contact the Fieldwork Lecturer immediately.

Final Assessment

- The final assessment should be completed by the student and fieldwork supervisor at least two days before the end of the placement.
- A full report, summarising the placement, is to be completed by the fieldwork supervisor. The student is to complete a reflection and identify future learning objectives.
- The completed assessment should be signed by the fieldwork supervisor and the student.

Fieldwork Supervisors should include the following when writing their reports:

1. For each competency, provide a description and examples of how the student has met the performance indicators and a brief comment on areas that require further development.
2. If any competency has not been met, provide a description and examples of why the student has not met the competency.

Consequence of Failure

If a student has not reached the expected level in **one** or more of the competency indicators, please make recommendations on the final page of this assessment form. The Fieldwork Lecturer can be contacted to discuss your assessment. The school will consider your recommendations in deciding whether the student passes or fails this course.

GRADINGS:

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

1	2	3	4	5
NOT ACHIEVED Not yet able to demonstrate skills, knowledge and attitudes to perform safely at emerging level in the setting	EMERGING Beginning to demonstrate some of the necessary skills, knowledge and attitudes to perform safely in the setting.	ADEQUATE 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 at beginning New Graduate level in the setting.	EXCEPTIONAL Demonstrates remarkable depth and breadth in the application of skills, knowledge and attitudes, well above beginning New Graduate level in the setting.

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

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

1	2	3	4	5

Example of application of grading indicator:

COMPETENCY:

1. APPLYING OCCUPATIONAL THERAPY KNOWLEDGE, SKILLS AND VALUES

PERFORMANCE INDICATOR:

1.5 You collaborate with people and communities to establish priorities and goals that you all agree on.

1. Inadequate
Student is unable to facilitate collaborative conversations. Student can identify ideas and concepts but struggles to formulate these into goals or establish priorities.
2. Emerging
Student is beginning to facilitate collaborative conversations. Student can identify goals. Student is beginning to identify priorities
3. Adequate
Student facilitates collaborative conversations. Student identifies appropriate goals and priorities. Student writes goals mainly in SMART format.
4. Consistent
Student regularly collaborates with people to determine priorities and goals. Student consistently writes goals in SMART format.
5. Exceptional
Student demonstrates excellent collaboration and is formulating clearly prioritised SMART goals that all parties involved agree on.

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.	ADEQUATE 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 at beginning New Graduate level in the setting.	EXCEPTIONAL Demonstrates remarkable depth and breadth in the application of skills, knowledge and attitudes, well above beginning New Graduate level in the setting.

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

COMPETENCY:

1. APPLYING OCCUPATIONAL THERAPY KNOWLEDGE, SKILLS AND VALUES


PERFORMANCE INDICATORS:	MIDWAY					FINAL				
	1	2	3	4	5	1	2	3	4	5
1.1 You apply an occupational perspective to your practice.										
1.3 You use a range of strategies for communicating. You adapt how you communicate to each context, acknowledging and respecting the values, beliefs, attitudes and practices of your clients / tangata whaiora (Māori clients).										
1.4 You enable and empower your clients / tangata whaiora to improve their own occupational performance and participation.										
1.6 You select the appropriate assessments and evaluations when planning your practice.										
1.7 You use current theory and evidence, as well as sound clinical reasoning, to help you make decisions and use the best processes in your practice.										
1.11 You choose and use a range of strategies, including: helping clients to adapt, modifying their environments, developing their skills, and teaching them processes for learning. You consult, advocate, and coach.										
1.14 You keep appropriate records of the services you provide.										

FIELDWORK SUPERVISOR FEEDBACK

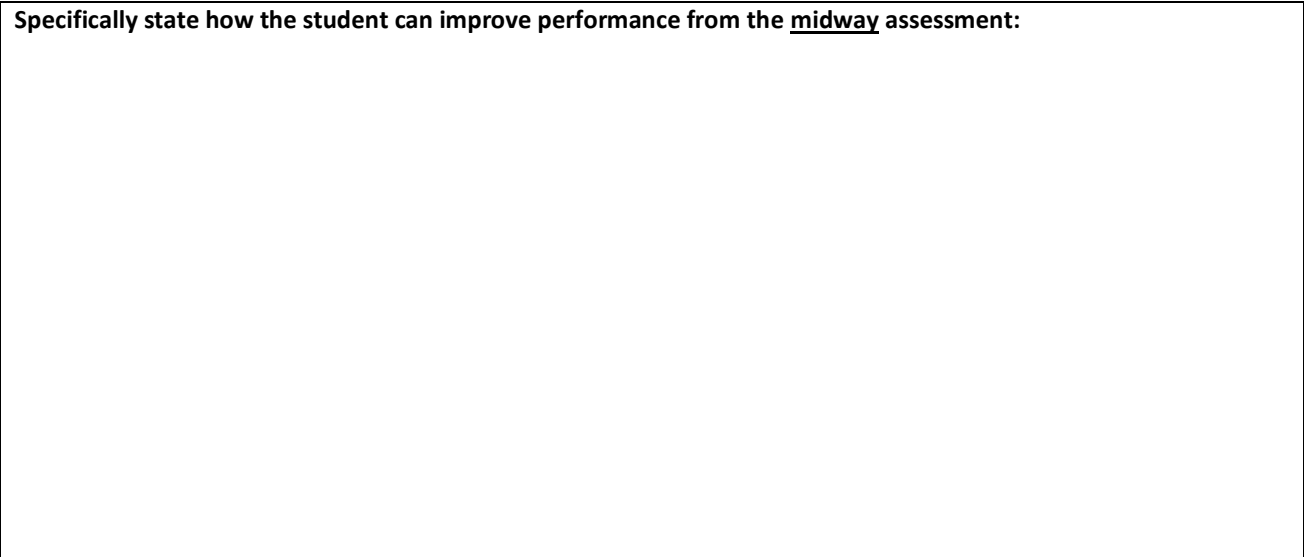
COMPETENCY 1 - Applying Occupational Therapy Knowledge, Skills and Values

MIDWAY FEEDBACK

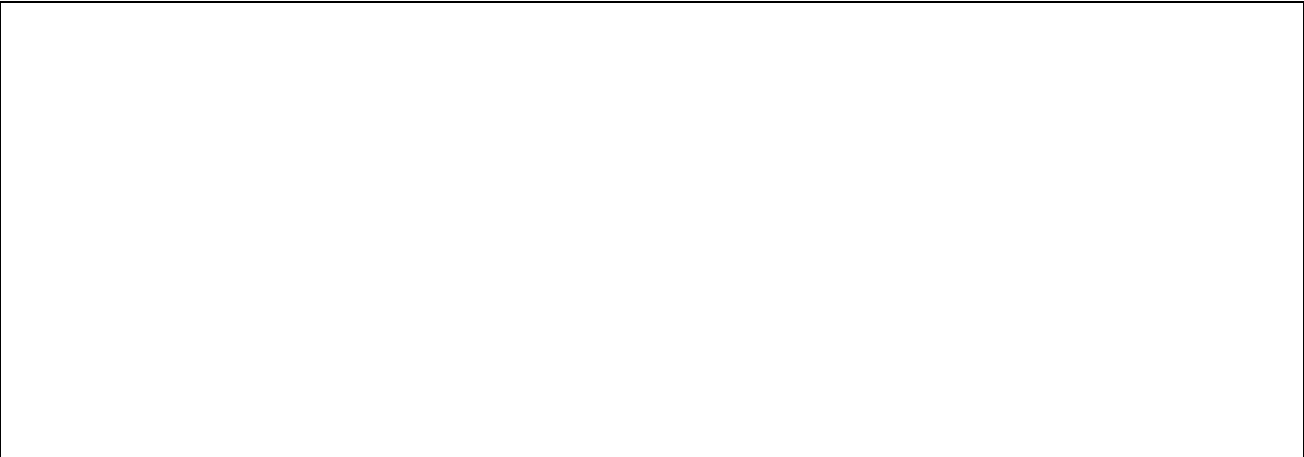
Student strengths:



Specifically state how the student 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.	ADEQUATE 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 at beginning New Graduate level in the setting.	EXCEPTIONAL Demonstrates remarkable depth and breadth in the application of skills, knowledge and attitudes, well above beginning New Graduate level in the setting.

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

COMPETENCY:

2. PRACTISING APPROPRIATELY FOR BICULTURAL AOTEAROA NEW ZEALAND

PERFORMANCE INDICATORS:

2.6 You develop strategies and practise in ways that promote equal outcomes for Māori and other groups that are occupationally compromised.

MIDWAY

1	2	3	4	5

FINAL

1	2	3	4	5

2.10 You identify your own cultural values, beliefs, attitudes and assumptions about what people are entitled to. You understand the effect these ideas have on the decisions you make in your practice.

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FIELDWORK SUPERVISOR FEEDBACK

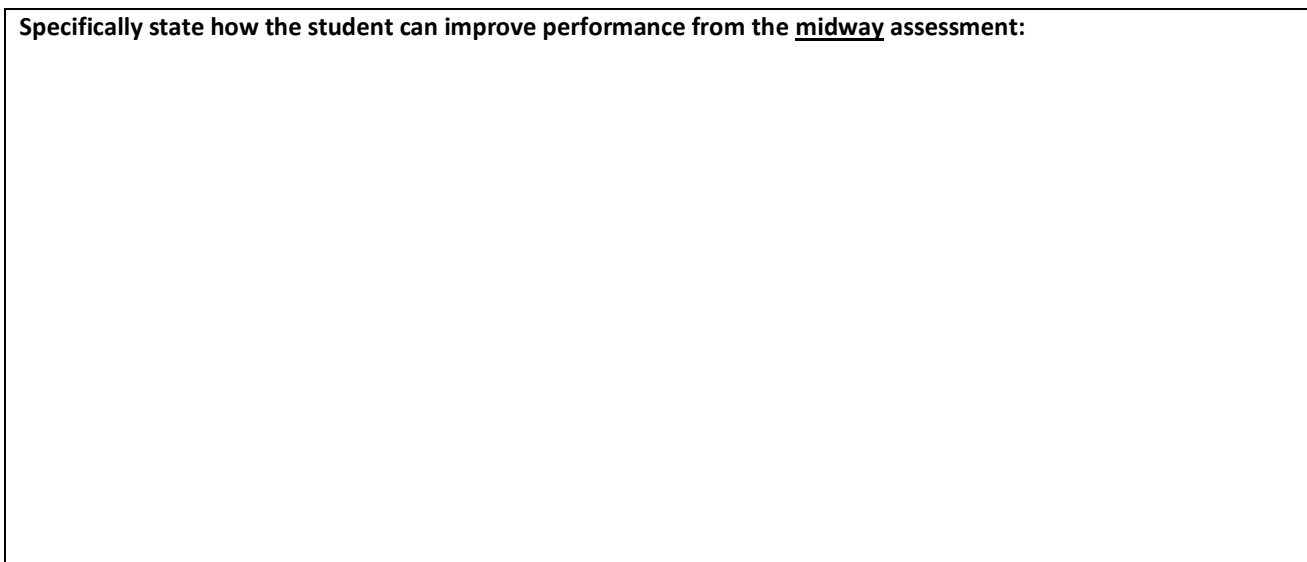
COMPETENCY 2 - Practising Appropriately for Bicultural Aotearoa New Zealand

MIDWAY FEEDBACK

Student strengths:



Specifically state how the student 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.	ADEQUATE 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 at beginning New Graduate level in the setting.	EXCEPTIONAL Demonstrates remarkable depth and breadth in the application of skills, knowledge and attitudes, well above beginning New Graduate level in the setting.

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

COMPETENCY:

3. BUILDING PARTNERSHIPS AND COLLABORATING

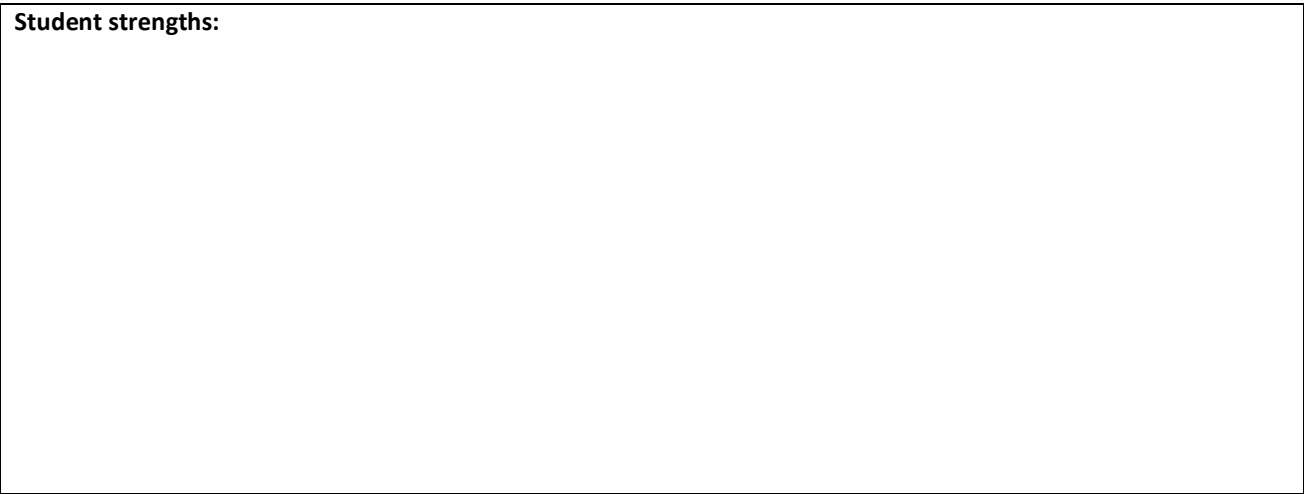
PERFORMANCE INDICATORS:	MIDWAY					FINAL				
	1	2	3	4	5	1	2	3	4	5
3.2 You act with integrity, building and maintaining respectful relationships with your clients.										
3.5 You work well with people in other professions, making sure you treat clients consistently to achieve common goals.										
3.7 You practise within the established standards, policies, guidelines, procedures and expectations of the organisation, agency or funding body you work for.										

FIELDWORK SUPERVISOR FEEDBACK

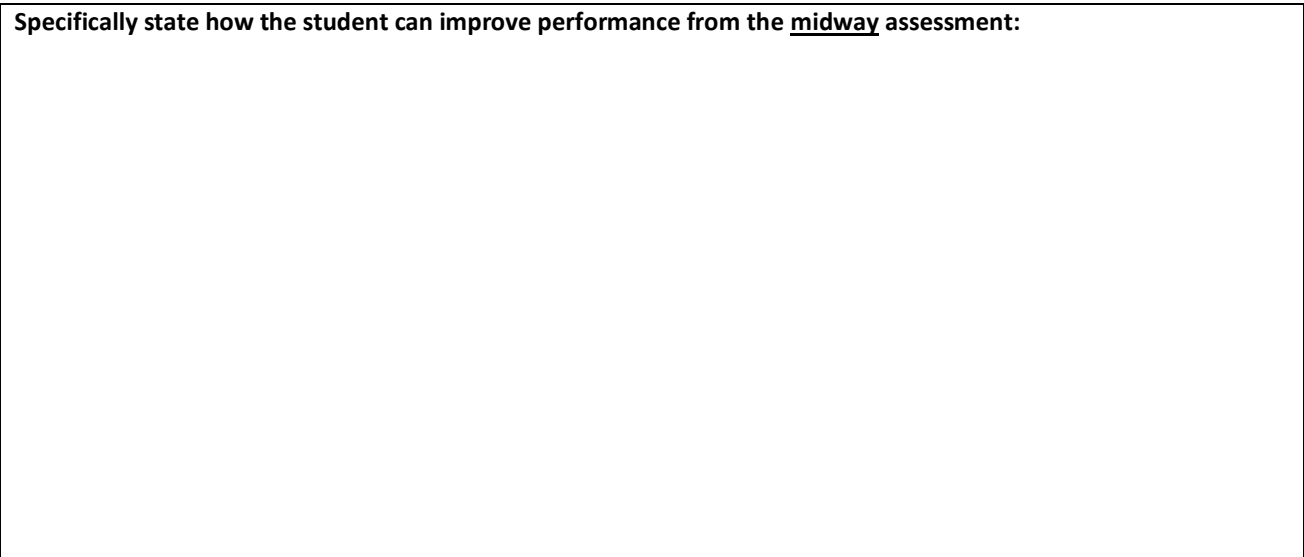
COMPETENCY 3 - Building Partnerships and Collaborating

MIDWAY FEEDBACK

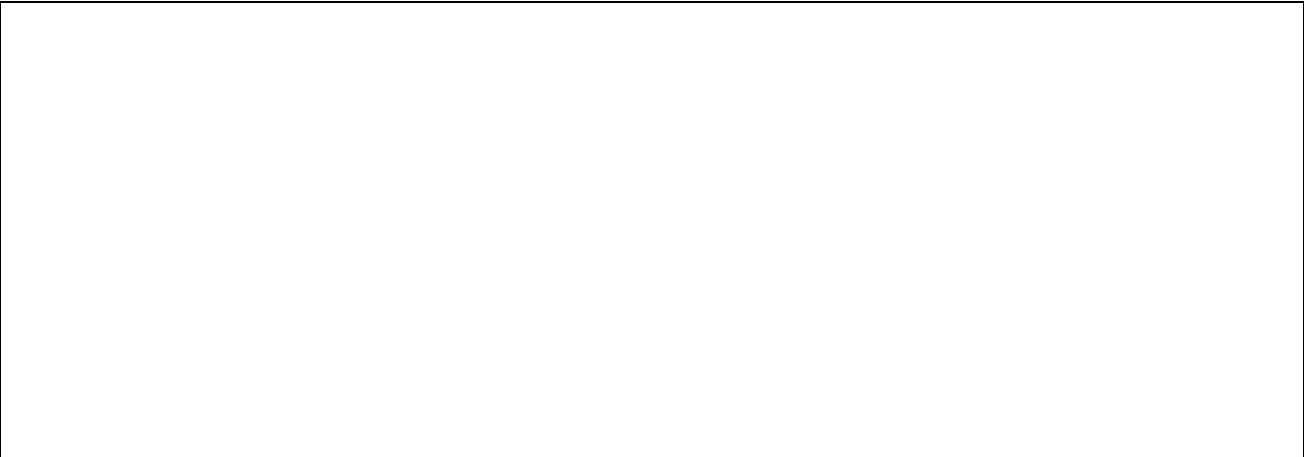
Student strengths:



Specifically state how the student 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.	ADEQUATE 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 at beginning New Graduate level in the setting.	EXCEPTIONAL Demonstrates remarkable depth and breadth in the application of skills, knowledge and attitudes, well above beginning New Graduate level in the setting.

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

COMPETENCY:

4. PRACTISING IN A SAFE, LEGAL, ETHICAL AND CULTURALLY COMPETENT WAY

PERFORMANCE INDICATORS:	MIDWAY					FINAL				
	1	2	3	4	5	1	2	3	4	5
4.3 You practise in ways that show you appreciate the complexity of cultures, identity, ethnicity and how people relate to and connect with their natural environment.										
4.8 You use reasoning and reflection to make and justify your decisions on ethical issues.										
4.11 Your actions comply with the legislation, regulations, service standards, and professional and ethical guidelines relevant to your area of practice. You can justify your actions.										
4.12 You develop and maintain a safe environment. You balance safety, risk and participation when treating your clients.										
4.13 You manage your own health and well-being so that you are fit to practice.										

FIELDWORK SUPERVISOR FEEDBACK

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

MIDWAY FEEDBACK

Student strengths:

Specifically state how the student 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.	ADEQUATE 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 at beginning New Graduate level in the setting.	EXCEPTIONAL Demonstrates remarkable depth and breadth in the application of skills, knowledge and attitudes, well above beginning New Graduate level in the setting.

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

COMPETENCY:

5. ENGAGING WITH AND BEING RESPONSIBLE FOR YOUR PROFESSION


PERFORMANCE INDICATORS:	MIDWAY					FINAL				
	1	2	3	4	5	1	2	3	4	5
5.1 You take responsibility for your own professional development.										
5.2 You critically appraise and use professional literature to update your knowledge of current theories, techniques, technology, outcomes and practice. You use current developments in your practice.										
5.4 You help to improve occupational therapy knowledge, resources, practices and services.										
5.8 You reflect on how your professional abilities, attitudes, strengths and limitations affect your practice and the services you provide.										

FIELDWORK SUPERVISOR FEEDBACK

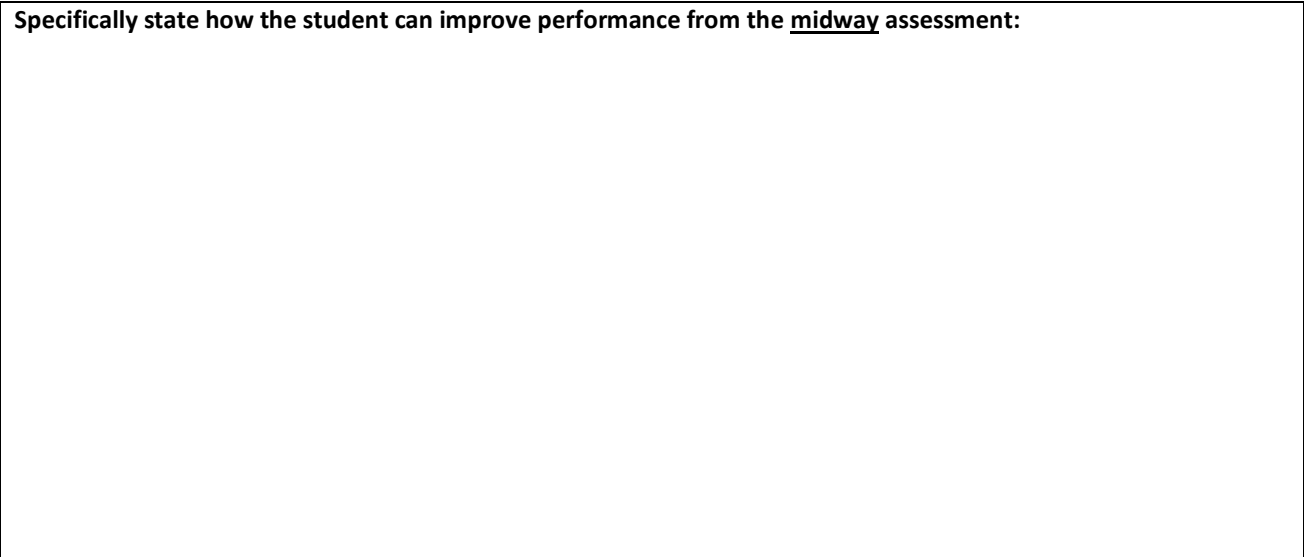
COMPETENCY 5 - Engaging with and Being Responsible for Your Profession

MIDWAY FEEDBACK

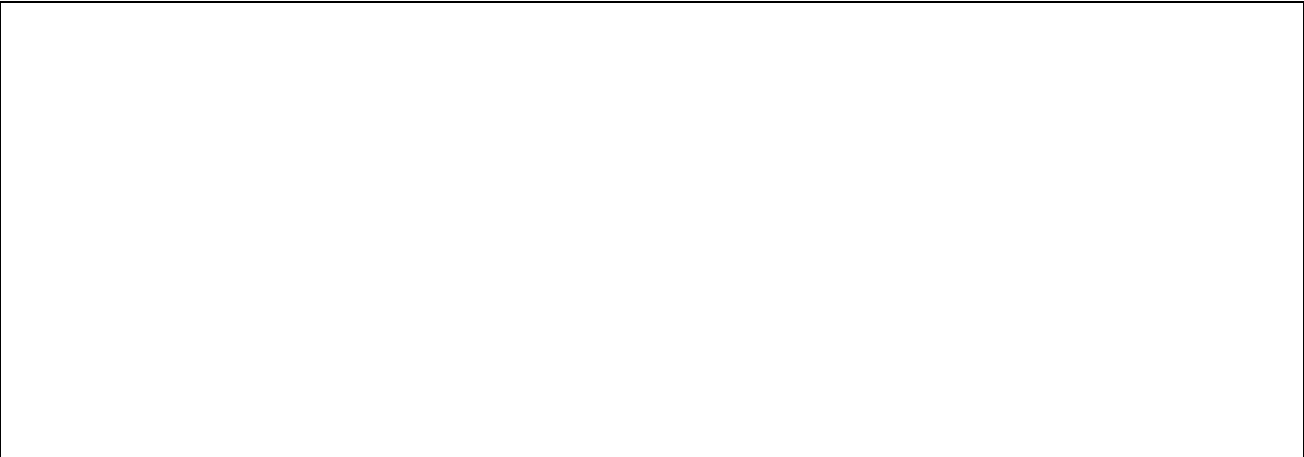
Student strengths:



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



FINAL FEEDBACK



STUDENT'S MIDWAY REFLECTIONS

Reflect and evaluate your performance to date and areas for further development.

COMPETENCY 1 - Applying Occupational Therapy Knowledge, Skills and Values

COMPETENCY 2 - Practising Appropriately for Bicultural Aotearoa New Zealand

COMPETENCY 3 - Building Partnerships and Collaborating

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

COMPETENCY 5 - Engaging with and Being Responsible for Your Profession

MIDWAY ASSESSMENT

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

(Student 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.

Student signature _____

Supervisor signature _____

Date _____

FIELDWORK SUPERVISOR FINAL COMMENTS:

Overall Summary/Recommendations following completion of placement:

- | |
|---|
| <input type="checkbox"/> Please indicate whether all indicators have been met |
| <input type="checkbox"/> Please indicate whether any indicator have not been met – please contact the Fieldwork Team immediately. |

Fieldwork Supervisor signature: _____ Date: _____

STUDENT'S COMMENTS:

Reflect on and evaluate your performance following completion of final assessment.

Learning Objectives

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

1.

2.

3.

Student signature: Date:

STUDENT HOURS

Expected Weekly Hours: **35 hours per week**

Fieldwork Placement 4 (8 weeks)

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

Signed:

Fieldwork Supervisor: _____

Occupational Therapy Student: _____

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

3. PERFORMANCE INDICATORS AND LEARNING TASKS

The following section contains examples of learning tasks, which you may wish to use to assist in the process of determining the standard that the student has reached in regards to each performance indicator on the Fieldwork Assessment. These were generated by the Polytechnic Staff and modified by your colleagues at the consultative workshop held for Clinical Supervisors.

The **potential** of this section:

It is intended to be a discussion document where student and supervisor can easily identify which performance indicator have and have not been addressed at any given time in the placement.

It is envisaged that the learning tasks and learning contract can be used as the focus for weekly discussions on progress in the placement.

The **format** of this section is as follows:

Each of the five areas of assessment is presented (as per the final assessment form).

For each area of assessment there are accompanying learning tasks. The numbers and headings correspond to those used on the assessment.

Method of use:

You and your supervisor may record learning tasks specific to your setting in the column "Ways these performance indicator can be met in this setting" (e.g. make performance indicator relevant to specific clients/situations where possible).

You may want to use a method of indicating that a skill/task has been achieved, e.g. ticking off learning tasks.

Alternatives to ensuring performance indicators are met:

You, or your supervisor may feel that there are alternative ways of better ensuring learning outcomes - that is entirely at your discretion. However if such ideas may be useful in other settings we would be grateful to hear about them!

NB Please be aware that these are not compulsory tasks. We are not expecting that students complete all the learning tasks. These are examples of learning tasks which could be utilised. Not all the learning tasks outlined will be relevant to your context.

APPLYING OCCUPATIONAL THERAPY KNOWLEDGE, SKILLS AND VALUES

1	2	3	4	5

<p>1.1 You apply an occupational perspective to your practice.</p>	<p>Ways these performance indicators can be met in this setting.</p>
<p>You consider how occupational disruption and or deprivation impacts on the individual and show how these are addressed in your work with that person.</p> <p>You establish an individual’s occupational identity and roles. Discuss how you will practice in a way that strengthens these.</p> <p>Identify the connection between occupational satisfaction and the goals and planned interventions for the individual/group.</p>	

APPLYING OCCUPATIONAL THERAPY KNOWLEDGE, SKILLS AND VALUES

1	2	3	4	5

1.3 You use a range of strategies for communicating. You adapt how you communicate to each context, acknowledging and respecting the values, beliefs, attitudes and practices of your clients / tangata whaiora (Māori clients).

Ways these performance indicators can be met in this setting.

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

Show respect for the dignity of clients, and their right to confidentiality, privacy and choice by your interaction with clients.

In discussion with your supervising therapist, identify your own strengths and weaknesses in communicating with clients, carers, family: tolerance, patience, tact, sensitivity to feeling/mood, appropriateness of communication skills used.

APPLYING OCCUPATIONAL THERAPY KNOWLEDGE, SKILLS AND VALUES

1	2	3	4	5

1.4 You enable and empower your clients / tangata whaiora to improve their own occupational performance and participation.

Ways these performance indicators can be met in this setting.

Understand what is meaningful occupation for the person and use this to establish and justify the goals and therapy/intervention plan.

Discuss with your supervising therapist how through your intervention you observed the person begin to improve their own occupational performance and participation.

APPLYING OCCUPATIONAL THERAPY KNOWLEDGE, SKILLS AND VALUES

1	2	3	4	5

<p>1.6 You select the appropriate assessments and evaluations when planning your practice.</p>	<p>Ways these performance indicators can be met in this setting.</p>
<p>Collect data relevant to assessment planning e.g.: observe clients in activities, read case notes, discuss with/talk to/interview: client, OT, colleagues, other professionals, carers/family members, observe client involved in a task.</p> <p>Discuss with the individual their interests and abilities.</p> <p>Identify, justify and complete relevant assessment according to the assessment guidelines/manual.</p> <p>Formally record assessment findings and discuss findings with supervisor, the individual and the team.</p> <p>Utilise interviews within the assessment process, evaluate your own performance and set goals for further improvement.</p>	

APPLYING OCCUPATIONAL THERAPY KNOWLEDGE, SKILLS AND VALUES

1	2	3	4	5

<p>1.7 You use current theory and evidence, as well as sound clinical reasoning, to help you make decisions and use the best processes in your practice.</p>	<p>Ways these performance indicators can be met in this setting.</p>
<p>Identify the relevant research and or best practice for the setting and the client. Use this knowledge to plan and justify your intervention with individuals/groups.</p> <p>Utilise and discuss a model of practice around which your intervention is based.</p> <p>Justify intervention using theory.</p> <p>Discuss theoretical assumptions relevant to this placement.</p> <p>Articulate your clinical reasoning process.</p> <p>Discuss the stages of the occupational therapy problem solving process and how they are applied in this setting/or with the individual.</p> <p>Justify why you would use a particular intervention with a client using theory.</p>	

APPLYING OCCUPATIONAL THERAPY KNOWLEDGE, SKILLS AND VALUES

1	2	3	4	5

1.11 You choose and use a range of strategies, including: helping clients to adapt, modifying their environments, developing their skills, and teaching them processes for learning. You consult, advocate, and coach.

Ways these performance indicators can be met in this setting.

Discuss how you have adapted or modified an environment to meet the needs of your client within your setting.

Explain to your supervisor how you have encouraged development of skills for your clients.

Discuss a situation where you have had to consult, advocate or coach for your clients.

APPLYING OCCUPATIONAL THERAPY KNOWLEDGE, SKILLS AND VALUES

1	2	3	4	5

<p>1.14 You keep appropriate records of the services you provide.</p>	<p>Ways these performance indicators can be met in this setting.</p>
<p>Professionally document client interactions as required by the settings policies.</p>	
<p>Record own observations of clients using preferred format for this setting.</p>	
<p>Record progress notes in patients files as appropriate distinguishing between facts opinion and interpretation.</p>	
<p>Demonstrate appropriate methods of recording and reporting information.</p>	

PRACTISING APPROPRIATELY FOR BICULTURAL AOTEAROA NEW ZEALAND

1	2	3	4	5

2.6 You develop strategies and practise in ways that promote equal outcomes for Māori and other groups that are occupationally compromised.

Ways these performance indicators can be met in this setting.

Identify where individuals and groups may be occupationally compromised. Discuss with your supervisor the impact of this on your practice setting.

Explore with your supervisor issues of inequality and achieving equal outcomes within the parameters of the setting you are in. Discuss appropriate strategies.

PRACTISING APPROPRIATELY FOR BICULTURAL AOTEAROA NEW ZEALAND

1	2	3	4	5

<p>2.10 You identify your own cultural values, beliefs, attitudes and assumptions about what people are entitled to. You understand the effect these ideas have on the decisions you make in your practice.</p>	<p>Ways these performance indicators can be met in this setting.</p>
<p>Consider attitudes/beliefs toward: work, health, independence, autonomy/right of choice.</p> <p>Identify personal significant and cultural values, beliefs, and attitudes.</p> <p>Discuss how a difference in your own and the client's beliefs may impact on the therapeutic relationship.</p> <p>Identify areas of knowledge or skills you need to be culturally safe in your own practice.</p> <p>Discuss with supervisor how occupational therapy is perceived.</p> <p>Identify a professional prejudice you may have.</p> <p>Identify how this might affect the way you work with this profession and outcomes for the client.</p>	

BUILDING PARTNERSHIPS AND COLLABORATING

1	2	3	4	5

<p>3.2 You act with integrity, building and maintaining respectful relationships with your clients.</p>	<p>Ways these performance indicators can be met in this setting.</p>
---	--

Demonstrate with all communications (clients, team members) respect and act with integrity.

Discuss with your supervisor strategies to build effective relationships and reflect on the relationships you build during the placement.

1	2	3	4	5

<p>3.5 You work well with people in other professions, making sure you treat clients consistently to achieve common goals.</p>	<p>Ways these performance indicators can be met in this setting.</p>
--	--

Establish the roles of others in the team by meeting with, observing and working alongside team members.

Demonstrate the ability to work alongside team members.

Demonstrate skills in collaborative working.

BUILDING PARTNERSHIPS AND COLLABORATING

1	2	3	4	5

3.7 You practise within the established standards, policies, guidelines, procedures and expectations of the organisation, agency or funding body you work for

Ways these performance indicators can be met in this setting.

Ensure you are aware of all the standards, policies and guidelines that are applicable for the practice area.

Show evidence to your supervisor of you using and meeting the requirements as laid out in the standards, policy guidelines etc.

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

1	2	3	4	5

4.3 You practise in ways that show you appreciate the complexity of cultures, identity, ethnicity and how people relate to and connect with their natural environment.

Ways these performance indicators can be met in this setting.

Discuss and identify your understanding of cultures identify and ethnicity.

Identify and demonstrate an awareness of these concepts within your practice.

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

1	2	3	4	5

4.8 You use reasoning and reflection to make and justify your decisions on ethical issues.

Ways these performance indicators can be met in this setting.

Maintain a personal reflective journal and discuss in supervision the things you notice and any issues/challenges that arise.

Reflect on ethical dilemmas with supervisor and explore how these impact on action by the therapist.

Use your clinical reasoning to justify actions/plans when working with clients.

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

1	2	3	4	5

4.11 Your actions comply with the legislation, regulations, service standards, and professional and ethical guidelines relevant to your area of practice. You can justify your actions.

Ways these performance indicators can be met in this setting.

Identify relevant legislation/standards etc and comply with these whilst on placement e.g. privacy, confidentiality, ACC policies, Occ therapy code of conduct etc.

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

1	2	3	4	5

4.12 You develop and maintain a safe environment. You balance safety, risk and participation when treating your clients.	Ways these performance indicators can be met in this setting.
Ensure that you understand and comply with all Health and Safety guidelines in your setting. During the placement clearly identify risks and how to mitigate them. Discuss with your supervisor how you will develop and maintain a safe environment.	

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

1	2	3	4	5

<p>4.13 You manage your own health and well-being so that you are fit to practice.</p>	<p>Ways these performance indicators can be met in this setting.</p>
<p>Ensure you are fit to practice. Inform and discuss with your supervisor and the fieldwork team any concerns/issues that might arise.</p>	
<p>Use sick leave when appropriate following procedures outlined in your setting.</p>	

ENGAGING WITH AND BEING RESPONSIBLE FOR YOUR PROFESSION

1	2	3	4	5

5.1 You take responsibility for your own professional development.

Ways these performance indicators can be met in this setting.

You are able to provide evidence of ongoing learning while on placement (e.g. journal articles read, workshops/in-service attended, etc).

You identify areas that require further professional development.

ENGAGING WITH AND BEING RESPONSIBLE FOR YOUR PROFESSION

1	2	3	4	5

5.2 You critically appraise and use professional literature to update your knowledge of current theories, techniques, technology, outcomes and practice. You use current developments in your practice.

Ways these performance indicators can be met in this setting.

You demonstrate skills in sourcing relevant/key information.

You are able to examine research and discuss its value and relevance.

You are able to use research evidence reliably and efficiently.

1	2	3	4	5

5.4 You help to improve occupational therapy knowledge, resources, practices and services.

Ways these performance indicators can be met in this setting.

Take responsibility for completing a project that assists in improving occupational therapy knowledge, resources, practices and services.

ENGAGING WITH AND BEING RESPONSIBLE FOR YOUR PROFESSION

1	2	3	4	5

<p>5.8 You reflect on how your professional abilities, attitudes, strengths and limitations affect your practice and the services you provide.</p>	<p>Ways these performance indicators can be met in this setting.</p>
<p>Demonstrate reflective skills.</p>	
<p>Take an active role within the supervision process and discuss areas for development.</p>	
<p>Discuss and apply potential strategies to assist with your practice.</p>	

4. Learning Contacts



Fieldwork Supervision Contract
School of Occupational Therapy
Otago Polytechnic
0800 800 583

CONTRACT BETWEEN _____(Supervisor)

AND _____(Supervisee)

Period of time to which this contract applies:

Purpose of the supervision:

(Why is supervision required? – What are the overall aims of supervision?).

Day and time of supervision:

(Detail when sessions will occur. Put these times in your diary now)

Structure of sessions:

(How will the session progress?)

Confidentiality:

(Detail what is expected in terms of confidentiality)

Content:

It is appropriate for the following to be discussed in supervision:

Type of feedback required:

(How would you like this delivered? e.g. Written verbal, areas to improve on followed by strengths?)

TO BE COMPLETED BY STUDENT AND RETURNED WITH ASSESSMENT

2

The supervisor agrees to:

(Outline the supervisor role and expectations the supervisor holds)

The supervisee agrees to:

(Outline the supervisee role and expectations the supervisee holds)

Process of review:

(What systems are in place to ensure the supervision relationship functions well?)

Signed: _____Supervisee

_____Supervisor

Date: _____

**OTAGO POLYTECHNIC SCHOOL OF OCCUPATIONAL THERAPY
LEARNING CONTRACT**

Learning Objective/Goals	Strategies and Learning Resources	Evidence/Outcome
<i>What do you want to learn, develop or examine? Consider your own current abilities and the learning opportunities available within this facility.</i>	<i>What will you utilise to achieve your learning objectives? Where can you find information? Be specific, consider how you learn best.</i>	<i>How can you show to yourself and your supervisor that you have met your learning objectives? What proof will you offer and when? Who will note that the outcome has been achieved?</i>

Date Negotiated: _____

Student: _____

Date Completed: _____

Therapist: _____

For further information refer to FW Manual



Student Feedback - Fieldwork Placement

School of Occupational Therapy

Otago Polytechnic

0800 800 583

Supervising Therapist:

Facility:

Date:

INSTRUCTIONS: Feedback is essential for learning. Please complete this form, making constructive comments and suggestions, for the supervising therapist. Forward the form to the fieldwork coordinator (within two weeks of the end of placement) who will collate feedback and pass on to the supervisor. Unless otherwise stated use the following key as a guide:

- | | | | |
|---|--------------------------------------|-----|----------------|
| 1 | Inadequate for this student's needs. | 4 | Very good |
| 2 | Could have been better | 5 | Excellent |
| 3 | Adequate | N/A | Not applicable |

ORIENTATION

Rate your orientation in terms of:

please circle

- | | | | | | |
|---------------------------------------|---|---|---|---|---|
| A. Physical environment | 1 | 2 | 3 | 4 | 5 |
| B. Role of therapist | 1 | 2 | 3 | 4 | 5 |
| C. Student responsibilities | 1 | 2 | 3 | 4 | 5 |
| D. Staff, clients, significant others | 1 | 2 | 3 | 4 | 5 |

CLINICAL LEARNING

Rate your clinical learning opportunities in terms of:

- | | | | | | |
|---|---|---|---|---|---|
| E. Demonstrations and observations of staff | 1 | 2 | 3 | 4 | 5 |
| F. Variety of clinical situations | 1 | 2 | 3 | 4 | 5 |
| G. Discussion of your learning needs | 1 | 2 | 3 | 4 | 5 |
| H. Access to available reading material (incl Pre-Placement Info) | 1 | 2 | 3 | 4 | 5 |

CLINICAL RESPONSIBILITY

Rate responsibilities you were given in terms of:

- | | | | | | |
|---|----------|---|---|---|---|
| I. Working with clients with supervisor present | 1 | 2 | 3 | 4 | 5 |
| J. Working with clients without supervisor present | 1 | 2 | 3 | 4 | 5 |
| K. Did you have responsibility for a caseload? (2 nd and 3 rd Years only) | Yes / No | | | | |
- How did this feel?

FEEDBACK

Rate supervisor feedback in terms of:

- | | | | | | |
|---|---|---|---|---|---|
| L. Regular supervision with supervising therapist | 1 | 2 | 3 | 4 | 5 |
| M. Opportunities for discussion and questions | 1 | 2 | 3 | 4 | 5 |
| N. Constructive feedback about your skills, knowledge and attitudes | 1 | 2 | 3 | 4 | 5 |
| O. Strategies supervisor suggests to modify ideas and approaches | 1 | 2 | 3 | 4 | 5 |
| P. Ability to use information from your self-evaluation | 1 | 2 | 3 | 4 | 5 |
| Q. Encouragement to self-evaluate. | 1 | 2 | 3 | 4 | 5 |
| R. Ability to meet emotional support | 1 | 2 | 3 | 4 | 5 |

TO BE COMPLETED BY STUDENT AND RETURNED WITH ASSESSMENT

THERAPIST SUPPORT

S. Overall therapist support was: 1 2 3 4 5

Please make specific objective and behavioural comments that will provide the therapist with clear feedback on what was helpful and ways they may improve the fieldwork placement experience for future students.

(i) What did you like about the supervision you received from your supervising therapist?

(ii) Are there any changes or additional skills you would recommend to the supervising therapist? **(Please comment on any areas that you have marked a 2 or below)**

(iii) State any changes that could have enhanced your overall experience of the placement:

(iv) Any other comments:

LEARNING CONTRACTS

T. Please tick the statement which best describes how you and your therapist used the learning contracts

- No (a) – not used
- Yes (b) – but not with encouragement from supervising therapist
- Yes (c) – but only informally
- Yes (d) – goals mostly met
- Yes (e) – used fully and goals met

If Yes, please state the value of using the learning contract.

If No, what did you use instead? Would the learning contract have been useful and why?
