



SCHOOL OF
OCCUPATIONAL THERAPY

Fieldwork Manual

Bachelor of Occupational Therapy

OTAGO POLYTECHNIC 2021

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This manual relates to Fieldwork Placements
for students completing the Bachelor of
Occupational Therapy at Otago Polytechnic.

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Introduction

This manual relates to all fieldwork placements.

Students and supervising occupational therapist will access an additional Assessment Guide related to each individual placement from our webpage.

The Assessment Guide contains:

- A copy of the assessment
- The learning tasks
- Any additional associated information

Contact Information

Please contact the Fieldwork team if you have any questions. Free phone number 0800 800 583

Supervising Occupational Therapist Webpage – this is where all the documentation, podcasts and answers to common questions can be found. <https://www.op.ac.nz/study/health-and-community/occupational-therapy/fieldwork-information/>

You will be assigned a member of the fieldwork team as your liaison person during each placement:

Narinder Verma, Fieldwork Team Lead, email narinder.verma@op.ac.nz, 03 972 7336
mobile no. 021 735 236.

Annette Jensen, Fieldwork Lecturer, email annette.jensen@op.ac.nz, 03 972 7021
mobile no. 021 735 787.

Return all Assessments to:

Helen Martin fieldwork administrator, email OTfieldwork@op.ac.nz, 0800 800 583

Making Contact

If you have any questions or concerns, please make contact with the fieldwork team.

Supervising occupational therapists will be contacted by the fieldwork lecturer for:

- Pre-placement group telephone conference
- Midway progress conversation
- If there are any concerns about the student or their performance

Supervising occupational therapists contact the fieldwork lecturer if:

- They have any queries or concerns about the student(s) or processes.
- A student is struggling at any point in their fieldwork.
- A student is at risk of failing.

Occupational therapy students contact the fieldwork lecturer after discussions with their supervising occupational therapist if:

- They need additional support/advise while on fieldwork.
- They feel they are at risk of failing.
- They are absent for more than 3 days (i.e. bereavement/sickness)

Timeline

<i>Before the placement</i>
Supervising occupational therapist completes the Placement Information Form
Supervising occupational therapist/DHB contact receives letter for Otago Polytechnic in accordance with the Vulnerable Children's Act indicating student status
Student undertakes MRSA testing if required.
Students given Placement Information Form <ul style="list-style-type: none"> • Student undertakes the necessary preparation. • Student writes to the supervising occupational therapist introducing themselves
<i>During Placement</i>
Orientation – place, policies, procedures, H&S, legislation, confidentiality
Supervision - Set up weekly supervision times, discuss supervision model
Student shows and discusses learning objectives
Set learning objectives in accordance with learning needs
Weekly supervision occurs
Student and supervising occupational therapist undertake preparation for midway assessment
Midway Assessment Completed
Student and supervising occupational therapist undertake preparation for final assessment
Final Assessment completed
<i>After Placement</i>
Return of signed assessment to the fieldwork administrator – result processed by OP
Student completes feedback for supervising occupational therapist - fieldwork administrator sends to supervising occupational therapist
Supervising occupational therapist sent general Fieldwork feedback
Students attend a debrief session reflecting on learning gained following their fieldwork placement.

Fieldwork Overview

Hours of Work

The World Federation of Occupational Therapists requires occupational therapy students to complete no less than 1000 hours of clinical practice.

Fieldwork Courses (placements)			
Placement Number	Hours per week	Number of weeks	Total hours
1	35	4	140
2	6.5	14	90
3	35	8	280
4	35	8	280
5	17.5	8	140
Class-based fieldwork experiences (see breakdown in table below)			112
Total hours			1042

The student is responsible for keeping a log of their hours. For each placement, the supervising therapist must sign the log. Students may be required to do additional hours/places should absences from placement reduce their overall hours to less than 1000 hours. This will require negotiation and collaborative discussion between the student, supervising occupational therapist and a member of the fieldwork team. In all placements it is anticipated that students will have 5 study hours per week.

Authentic Fieldwork Hours – Class-Based Fieldwork		
Year	Course name	Authentic work experience learning hours/simulation
1	Professional Practice	7
1	Human Body and Movement	40
2	Applied Professional Practice	30
2	Occupational Therapy; Theory in Practice	7
2	Informing Practice: Occupation	7
2	Informing Practice: Environment	7
3	Complexity in Practice: Occupation	7
3	Complexity in Practice: Environment	7
Total hours		112

School of Occupational Therapy Programme Overview

The Bachelor of Occupational Therapy is an applied pre-registration degree completed over three years of full-time study. The academic semester is organised as outlined in the table below.

Programme structure

YEAR 1 - Level 5

Semester 1 (weeks)																Semester 2 (weeks)															
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Foundations of Occupational Therapy - 15 credits												Fieldwork 1 15 credits				Fieldwork 2 - 15 credits															
Professional Practice - 15 credits																Building Cultural Competency in Practice - 15 credits															
Human Body and Movement - 30 credits (15 per sem)																Human Body and Movement (continued) - 30 credits (15 per semester)															
																Human Mind and Behaviour - 15 credits															

YEAR 2 - Level 6

Semester 1 (weeks)																Semester 2 (weeks)															
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Applied Professional Practice - 30 credits																Informing Practice: Environment 15 credits								Fieldwork 3 30 credits							
Occ Therapy: Theory in Practice 15 credits								Informing Practice: Person 15 credits								Informing Practice: Occupation 15 credits															

YEAR 3 - Level 7

Semester 1 (weeks)																Semester 2 (weeks)															
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Complexity in Practice - Person - 15 credits												Fieldwork 4 30 credits				Fieldwork 5 15 credits															
Professional Reasoning 15 credits				Complexity in Practice - Occupation - 15 credits												Elective: Transition Showcase or Transition Negotiated Learning 15 credits															
				Complexity in Practice - Environment - 15 credits																				Professional Reasoning (cont.)							

Course Descriptors

Year 1

BT507001 Foundations of Occupational Therapy

This course introduces learners to understand the concept of occupation and explore the fundamental principles of occupational therapy in the context of health and wellbeing.

Learning Outcomes

1. Discuss the significance of occupation to health and wellbeing.
2. Articulate the whakapapa of occupational therapy practice.
3. Interpret a variety of situations using models/frameworks of occupational theory.
4. Apply the concepts of the occupational therapy process to simple scenarios.

BT508001 Professional Practice

This course will enable learners to develop and apply professional practice skills in a variety of situations.

Learning Outcomes

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

1. Apply the core skills relating to occupational therapy practice.
2. Apply communication skills and therapeutic use of self-strategies within a variety of situations.
3. Apply the use of reflective models to a variety of specified practice situations.
4. Analyse the components of an activity/occupation.

BT509001 Human Body and Movement

The course enables learners to understand human beings in terms of the key body systems and movement.

Learning Outcomes

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

1. Explain relevant structures and functions of human anatomy and physiology.
2. Apply the principles of kinesiology and ergonomics to promote and justify better human posture and movement.
3. Explain the impact of system dysfunction on a person's health.

BT510001 Fieldwork 1

This course enables students to explore the role of the occupational therapist in placement setting(s) and demonstrate emerging professional skills, behaviours and attitudes.

Learning Outcomes

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

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

BT513001 Fieldwork 2

The aim of this course is to enable learners to develop and maintain relationships, participate alongside others, and facilitate occupation within communities.

Learning Outcomes

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

1. Discuss the occupational identity of self and others within communities.
2. Demonstrate participation in and facilitation of occupations that meet need(s) within a placement setting.
3. Explain how the placement setting sustains a sense of place and community within bicultural New Zealand.
4. Demonstrate communication and relationship building skills in diverse populations.

BT511001 Building Cultural Competency in Practice

This course enables learners to develop knowledge of culture and its application in a professional context in bicultural New Zealand.

Learning Outcomes

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

1. Explain key terms associated with culture.
2. Discuss how competency in culture applies to occupational therapy practice.
3. Discuss the key principles of Te Tiriti O Waitangi.
4. Apply tikaka/tikanga practices appropriately in a marae setting.

BT512001 Human Mind and Behaviour

This course enables learners to demonstrate knowledge of psychological theories that are relevant to the practice of occupational therapy.

Learning Outcomes

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

1. Discuss a range of psychological theories and the core beliefs underpinning occupational development and functioning.
2. Recognise and apply psychological concepts in relation to self and others in an occupational context.

Year 2

BT606001 Applied Professional Practice

This course will enable learners to apply and integrate evidence-informed professional practice skills necessary for both occupational therapy and inter-professional practice.

Learning Outcomes

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

1. Apply an occupational therapy process to scenarios.
2. Demonstrate and critique a range of communication strategies within a variety of situations.
3. Demonstrate and critique the use of 'therapeutic use of self' within simulated therapy contexts.
4. Analyse inter-professional practice and its relevance to the New Zealand bicultural context.

BT607001 Occupational Therapy: Theory in Practice

This course will enable learners to utilise professional reasoning to justify occupational therapy practice.

Learning Outcomes

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

1. Apply professional reasoning to justify appropriate occupational therapy conceptual and practice models.
2. Justify and critique the appropriate occupational therapy process.
3. Differentiate between a range of inquiry methods used within evidence-informed occupational therapy practice.

BT608001 Informing Practice: Person

This course enables learners to critically analyse the multifaceted nature of people and how occupational therapists work with them to find meaning and purpose as occupational beings.

Learning Outcomes

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

1. Critically evaluate the features of and impact illness, injury and/or disability has on a person in relation to their occupations and environments.
2. Analyse a person's capacity to meet the demands of environments and occupations.
3. Justify occupational therapy practice that enhances a person's occupational identity and satisfaction.

BT610001 Informing Practice: Occupation

This course enables learners to critically analyse the multifaceted nature of occupation and how occupational therapists use occupation in practice.

Learning Outcomes

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

1. Justify occupational therapy practice in the analysis, use, adaptation, and manipulation of occupations.
2. Analyse occupational impacts within practice settings.
3. Apply the concepts of occupation to people and populations.

BT609001 Informing Practice: Environment

This course enables learners to critically analyse the multifaceted nature of environments and how occupational therapists work with and within environments.

Learning Outcomes

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

1. Critically evaluate the features of multiple environments in relation to occupation.
2. Analyse the interrelationship between environment, self and others.
3. Justify occupational therapy practice in the analysis, use, adaptation, and manipulation of environments.

BT611001 Fieldwork 3

This course enables learners to apply specific occupational therapy skills and knowledge within the practice setting and demonstrate adequate professional behaviours and attitudes.

Learning Outcomes

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

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

Year 3

BT706001 Professional Reasoning

This course enables learners to apply professional reasoning to complex situations.

Learning Outcomes

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

1. Critique and evaluate a range of sources of evidence to justify practice decisions.
2. Critically analyse the interrelatedness of occupational therapy practice within complex practice situations.
3. Justify and negotiate ethical dilemmas within occupational therapy practice.

BT707001 Complexity in Practice: Person

The course enables learners to implement occupational therapy intervention and consolidate their professional reasoning in relation to a person's concept of self.

Learning Outcomes

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

1. Implement and justify appropriate occupational therapy intervention through the evaluation of the person's wellbeing and capacity in complex situations.
2. Justify intervention in relation to occupational justice and human rights.

BT708001 Complexity in Practice: Occupation

This course enables learners to utilise their professional reasoning to justify and implement occupation in complex situations.

Learning Outcomes

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

1. Critically evaluate the interrelationship between occupation, environment, self and, others in complex situations.
2. Design and apply occupation in relation to the needs of individuals and communities.

BT709001 Complexity in Practice: Environment

The course will allow learners to critically evaluate how complex environments inform their professional reasoning.

Learning Outcomes

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

1. Critically evaluate occupational therapy practice in the analysis, use, adaptation, and manipulation of complex environmental situations.
2. Apply the relevant legislation, policy and guidelines that inform professional reasoning.

BT710001 Fieldwork 4

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.

BT711001 Fieldwork 5

This course enables learners to apply occupational therapy knowledge and skills and sustain professional behaviours and attitudes at a consistent level.

Learning Outcomes

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

1. Justify an occupational focus to selected health, well-being and community development initiatives.
2. Promote the role of the occupational therapist and the profession's domain of concern using evidence informed practice within the local context.
3. Practice occupational therapy within a defined population at a consistent level* across identified areas of competence.

BT712001 Transition: Negotiated Learning (elective)

This course is designed for participants to undertake individualised study, which focuses in-depth on a selected topic in occupational therapy.

Learning Outcomes

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

1. Critically evaluate literature on a selected topic relevant to occupational therapy practice and its significance to bicultural New Zealand.
2. Construct a personal occupational identity within bicultural New Zealand.
3. Apply appropriate tikaka/tikanga of the marae.

BT713001 Transition: Showcase (elective)

This course enables learners to be competent, reflective occupational therapy practitioners transitioning into entry level occupational therapist roles in bicultural New Zealand.

Learning Outcomes

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

1. Critically evaluate literature for occupational therapy practice.
2. Construct a personal occupational identity within bicultural New Zealand.
3. Apply appropriate tikaka/tikanga of the marae.

Fieldwork Processes

Fitness to Practice

In accordance with the Health Practitioners Competence Assurance Act all students have completed a declaration before they are able to go on placement. The student in collaboration with the fieldwork lecturer will have identified strategies to implement on placement to ensure that they are fit to practice. If this situation changes students must inform the supervising occupational therapist and the fieldwork lecturer. This will be reviewed, and a plan put in place.

Fieldwork Hours

Fieldwork hours relate directly to the actual hours you are working, which is the hours you spend whilst you are on your placement. Please note, your lunch break, eating in the lunchroom, chatting to colleagues, leaving the site for your own free time does not count in your allocated hours.

If you are part of a meeting whilst eating your lunch, working with patients: i.e., a lunch group, driving in the car, discussing clinical work, writing notes/reports this is counted as clinical hours that are added to your timesheet. If you attend a placement related visit to another site for professional development that too is counted within your fieldwork hours. You may discuss what constitutes a working lunch with your supervising occupational therapist.

Set hours are allocated per placement, it is at the discretion of the supervising occupational therapist to determine what days you will be present. Under no circumstances should a student dictate the days/hours of placement unless stated otherwise all students will complete placements on the set specific dates.

Study Hours

This relates to increasing your knowledge and understanding so that you can enhance your learning. Each fieldwork placement has allocated study time per week. This time can be used to source relevant information on the conditions, diagnosis, and relevant legislation applicable to your placement setting. This time can also be utilised to work on your project or to complete worksheets and can be on/off the site. Please note, this is not time to book early flights home.

Public Holidays

Please note, public holidays do not count as fieldwork hours. If you are required to make up any additional hours this will need to be negotiated with your supervising occupational therapist and fieldwork lecturer.

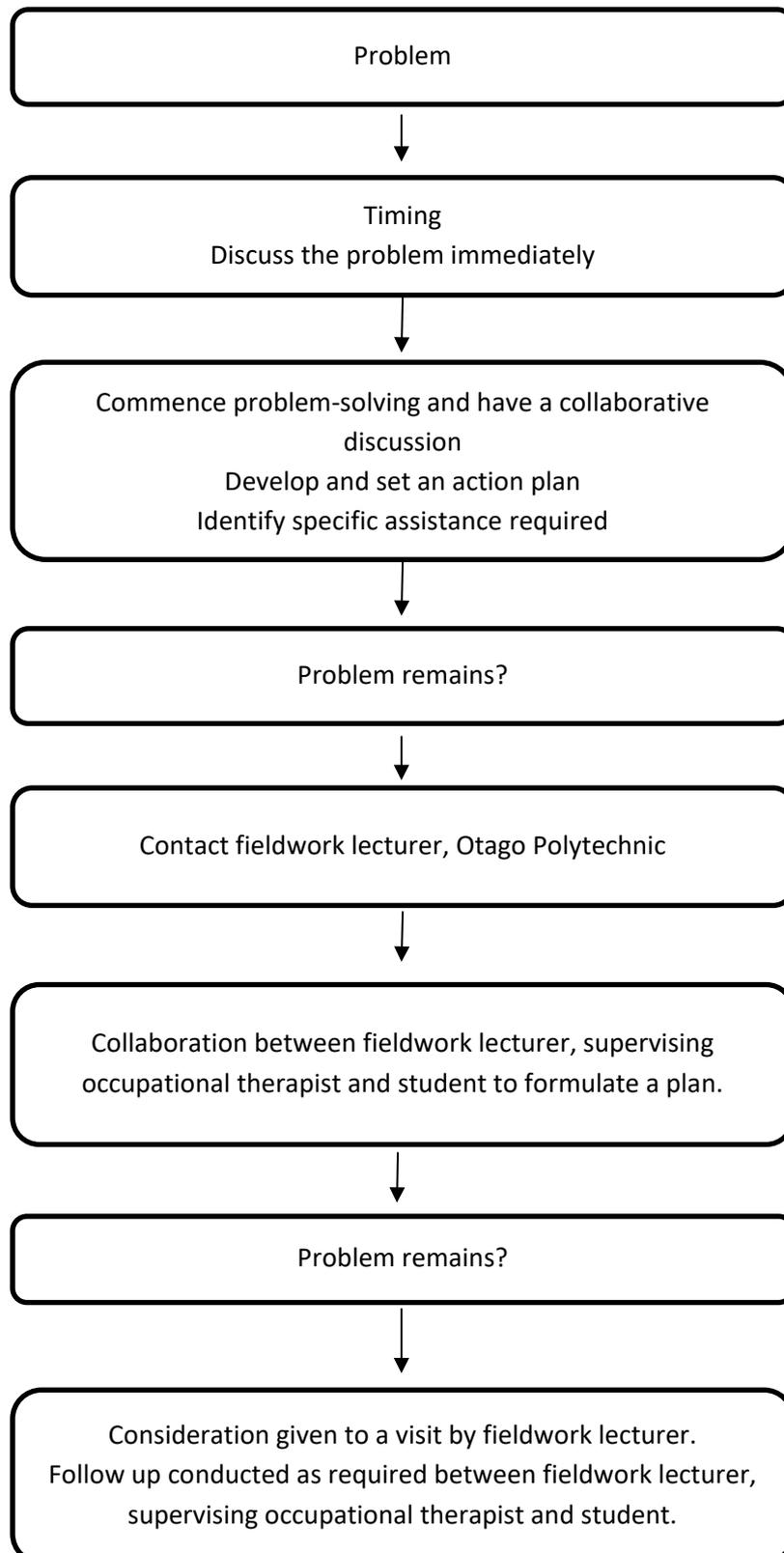
Student Sickness

Students must adhere to both Otago Polytechnic (OP) requirements and the workplace requirements in relation to sickness. Refer to page 13.

Student Debriefs

All students are expected to attend a debrief following their fieldwork placement. This will occur upon your return to Otago Polytechnic. Please ensure that you complete your learning objectives following your placement. Further details regarding the debrief will be available on Moodle.

Process to Follow if Problems Arise.



Fieldwork Policies

School of Occupational Therapy Fieldwork Sickness Policy

- Students must ring and let the supervising occupational therapist know they are off sick; this must be done each day they are off.
- They must provide the supervising occupational therapist with a medical certificate on day three.
- The student must notify the fieldwork team of their sickness on day 1. Upon day three of sickness the student must ensure that they send through a copy of the medical certificate eg scan, photograph.
- The original medical certificate must be sent to the fieldwork team at the completion of the placement.
- In circumstances where a student is off sick for more than 3 days the supervising occupational therapist and the fieldwork lecturer will assess the impact of this on the placement and ensure a plan is in place.

Bereavement Policy

In the event of a bereavement.

- Students must notify the supervising occupational therapist and the fieldwork lecturer as soon as possible.
- A plan will be put in place following collaboration between the student, supervising occupational therapist and the fieldwork lecturer.
- Students will need to provide the fieldwork lecturer with evidence of the bereavement e.g. a clipping from a newspaper. This will be sent to the fieldwork team at the completion of the placement.

Resources

Keeping a Journal

Keeping a journal is a requirement of fieldwork practice. The purpose of this task is to enable you to reflect and learn from your day-to-day experiences. Such reflection can provide new insights and new awareness of your learning experiences from both a personal and professional perspective. Your journal will be a source of information when reviewing your professional development and it can be a relevant resource to refer to in your supervision session.

What you need:

Choose an A4 or similar size book. Develop a routine of keeping it secure. You may choose to do this electronically and set up a day-to-day reflection.

What to include:

Find some way within the journal, that suits you, of keeping information separate but adjacent to your feelings and responses. For example, you may like to drop a 4 cm margin on each page, divide each page in half, or use facing sheets, one for facts, and the other for your own feelings, observations, or interpretations.

Each day jot down what it was that happened, what you saw and how it affected you, what you thought about it, and what your responses were, what you achieved, what you need to improve. You could include features of your experience that will be an aid to your memory, that will help you identify things you want to go and read some more on, or observations on how you (or others) handled specific events or situations.

Keep enough information so that you are able to recall the setting, the situation, the individuals and the activity you were involved in at the time clearly in your mind.

Who will see it:

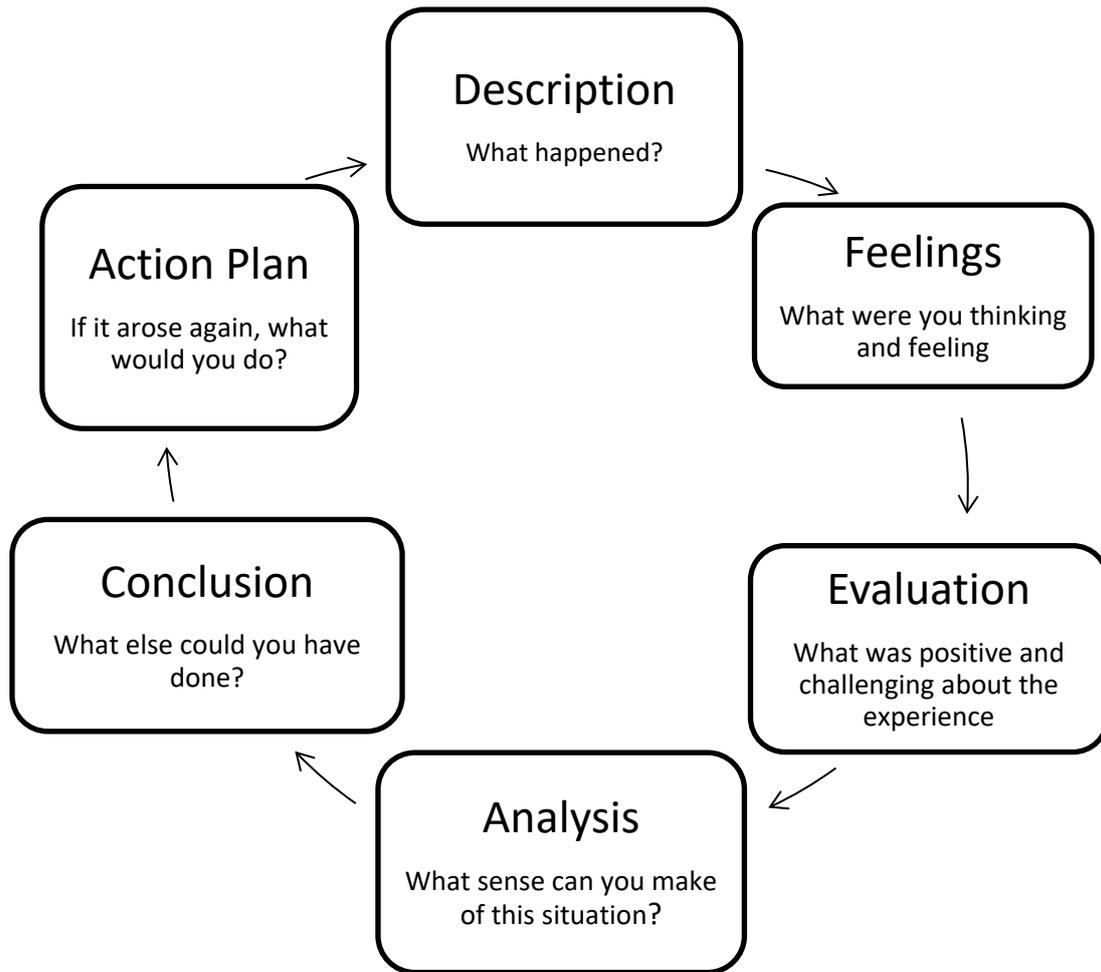
Your journal will be confidential to you. The supervising therapist may ask to read it, but the decision as to whether this is appropriate is at your discretion.

REFERENCE:

Lieberman S.S. (1998). Inspirational Beginnings in an Occupational Therapy Mental Health Setting. *OT In Mental Health*, 14, P143-154

Reflection

Being a reflective practitioner is essential in occupational therapy practice. Student will use a model of reflection during their placement (Gibbs Model of reflection or a similar model). Reflections should be utilised in supervision (oral reflection). Students are also encouraged to use a reflective journal (written reflection). Both forms of reflection will provide evidence for the midway and final assessments.



A template for Gibbs Model of reflection is included

Reflection option available for 2nd and 3rd years

MODEL FOR STRUCTURED REFLECTION

1. Description of the event

WHAT? What are the facts?

a. What happened?

b. What did you want to know before you started?

c. What did you notice (observe)? What did I see? (5 senses)

d. How did you act (behaviour)?

e. What helped you at the time?

f. What was your role?

2. Analysis of the event

SO WHAT? Why did it happen this way? How does it relate to my past experiences?

a. How did I feel at the time of the event/experience?

b. What worked or didn't work?

c. Did I feel troubled? If so, in what way?

d. What was the impact of what I did or did not do on the situation or outcome?

e. What was the one thing that made me feel most effective?

f. What connections can I make between the event and other study or work?

3. Proposed actions

NOW WHAT? What have I learned? How can I apply this in the future?

a. Which skills have I learned and which skills do I want to develop further?

b. Select one area for development that I should tackle first? Write one SMART goal.

c. What would be 3 steps/actions that I will take to achieve this goal?

d. How will I notice when I am any different or I have achieved my goal?

e. How and where might I use my new knowledge and competency in the future?

Adapted from: Rolfe, G., Freshwater, D., Jasper, M. (2001) *Critical reflection in nursing and the helping professions: a user's guide*. Basingstoke: Palgrave Macmillan.

Fieldwork Supervision

Supervision is a time for discussion and reflection on your learning.

Supervision should occur for **one hour weekly**.

It is important that you make a **supervision contract** with your supervisor that sets aside a regular time to meet. This should be negotiated in week one of placement.

How to use supervision?

- At least **50% of the responsibility for supervision lies with you**.
- You need to **come to the session prepared**.
- Preparation means **you need to know what you want to talk about**, and this should then mean that you are clear on what you will be doing over the next week. It is a time to ask questions but also a time to let supervisors know what you are thinking. It is about discussion rather than questions and answers.

Sessions are likely to have two parts:

The first part is asking any questions you have recorded in your notebook for discussion, discussing any issues that have arisen that require clarification or further expansion.

The second part is in relation to your learning objectives, learning tasks and workbooks. This is the time to let your supervisor know your individual learning needs for the next week and thus indicate to them the learning opportunities you would like. It is also the time to discuss learning objectives and clarify that you and your supervisor have common understanding of expectations of what you need to be doing to achieve the objectives. You should also check the level of input you need to achieve the objectives – how much is the supervisor contributing, guiding, and directing your learning.

Supervision enables students to:

- Receive support, positive reinforcement, and feedback.
- Build skills in being a reflective practitioner.
- Gain a better understanding of their clients.
- Analyse their Occupational therapy interventions and the consequences of these
- Understand the dynamics of their interaction with clients, peers, team members and others and to explore how to best work with others.
- Identify and acknowledge their learning and develop skills as a self-directed learner.
- Discuss any ethical dilemmas that may arise.

It is expected that students will lead supervision, they will ensure:

- a supervision contract is completed.
- an agenda is set.
- they come to supervision prepared (reflective practice)
- they implement any plans discussed in supervision and report back on progress.

Whilst it is expected that students will lead the supervision, FW1 students will require support from the supervising occupational therapist with this process, for subsequent fieldwork placements the student should be taking on more responsibility.

The supervision contract should cover the following areas:

- **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.*
- **Structure of sessions:** *How will the session progress?*
- **Confidentiality:** *Detail what is expected in terms of confidentiality*
- **Content:** *e.g., celebrations, challenges, concerns, dilemmas*
- **Type of feedback required:** *How would you like this delivered? e.g. areas to improve on followed by strengths.*
- **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:** *Outline the systems that are in place to ensure the supervision relationship functions well?*

A template of a supervision contract is included and available on Moodle.



Fieldwork Supervision Contract

School of Occupational Therapy

Otago Polytechnic

0800 800 583

CONTRACT BETWEEN _____(Supervisor)

AND _____(Supervisee)

Period 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?)

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: _____

Learning Contracts

A learning contracts purpose is to assist students to identify their learning needs and to plan how they will achieve these. It is a written agreement between the student and the supervising occupational therapist. Learning contracts assist students to become autonomous, self-directed learners. The students should lead in the writing of the learning contract.

There are three different kinds of learning objectives/goals. Students are encouraged to set learning objectives/goals in all these areas of learning:

Knowledge – *the things you know or need to know* – facts, models, concepts, research, and literature – encourages critical thinking and decision making. Knowledge is developed through experience or education.

Skills – *the things you do or need to do* – e.g., running a group, assessing a client, manual handling etc. – encourages technical skills/psychomotor skills – looking at proficiency, technique, or the art of and are developed through training or experience the practical understanding of the subject.

Attitudes – *what you tend to do* - the way you view something or how you tend to behave towards it, often evaluative. Values, standards, judgements, motives, ethics, and beliefs – encourages interpersonal skills/emotional intelligence skills. Associated with feelings - positivity, enthusiasm, dread, fear etc. Attitudes can be influenced through establishing, habits, tools, and environment.

Students are encouraged to write learning objectives/goals as SMART goals - Specific, Measurable, Achievable, Relevant, & Time bound.

A Learning Contract Template is included and available on Moodle.

Formula for a SMART goal

By week 3 of Fieldwork 1, I will have (*skill, knowledge, or attitude to develop*) independently/with assistance for supervisor/under supervision to (*give reason*)

For example:

By week 2 of fieldwork one, I will have conducted one semi-formal interview with assistance from my supervisor paraphrasing at least twice to check my understanding of the information the client provided.

Examples of Learning Contract Objectives

Learning Objective/Goals	Strategies and Learning Resources	Evidence/Outcome
<p><i>What do you want to learn, develop, or examine? Consider your own current abilities and the learning opportunities available within this facility.</i></p>	<p><i>What will you utilise to achieve your learning objectives? Where can you find information? Be specific, consider how you learn best.</i></p>	<p><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></p>
<p><u>Attitude</u> By week 3 I will have discussed my beliefs about employment during supervision to articulate the impact of this on my relationship with clients within the vocational rehabilitation setting.</p>	<ul style="list-style-type: none"> • Reflective journaling. • Review the literature on the value/role of employment and the causes issues related to unemployment. • Explore local services. 	<ul style="list-style-type: none"> • Present examples/understandings from personal reflective journal in discussion with supervisor. • Discuss with supervisor how this knowledge has impacted on intervention with one client.
<p><u>Knowledge</u> By the end of week 2 I will describe the common perceptual deficits associated with head injury to my supervisor to improve my intervention planning with clients.</p>	<ul style="list-style-type: none"> • Find and review relevant books, literature and research. • Discuss common perceptual deficits with team members and gain an understanding of the interventions they use. 	<ul style="list-style-type: none"> • Share with supervisor a summary of findings. • Present to the team a case study(ies) and describe the client's perceptual deficit and the appropriate intervention.
<p><u>Skill</u> By week 3 of Fieldwork 4 I will have conducted three initial interviews independently and documented my findings in the client notes to demonstrate my application of the problem-solving process.</p>	<ul style="list-style-type: none"> • Find out the format used in the setting. • See supervisor or another team member conduct an initial interview. • Conduct interview, write up notes. • reflect on the process and findings with supervisor. 	<ul style="list-style-type: none"> • Client notes reviewed by supervisor. • Reflect on process in supervision and write action plan to improve performance. • Supervisor observes an initial interview.

Goal Setting

A goal is the description of a performance you want an individual to exhibit.

Goals need to be **SMART**.

- S** Specific
- M** Measurable
- A** Achievable
- R** Realistic
- T** Time bound

Long Term Goals or Long-Term Outcomes

These are broad and detail the outcome of therapy. It is commonly agreed that these goals are being achieved by as much therapy as required, within a given context.

Short Term Goals

These should include a functional component and should be associated with a long-term goal. How a short-term goal is defined will depend on the approach taken and the specific setting you are working in. Duration of short-term goals may be between 2 days – 1 month depending on the setting.

Structure should include:

Behaviour/Performance Component

What is the client expected to do? Needs to be observable.

Conditions

Under what conditions will the performance occur?

Criterion

What are the measurable performance standards required to achieve this goal?

- Using the framework provided overleaf, formulate 3 goals for a client you have had contact with.

Reference: McLeod, K., Robnett, R. (1998). Psychosocial documentation: Are your objectives functional, measurable, and reimbursable? *Occupational Therapy in Mental Health, 14* (3), 21-31.

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 Projects

All students are expected to contribute to the workplace by undertaking a project. The student will negotiate with the supervising occupational therapist and the project will be sized according to the time available and the placements needs.

Undertaking a project

- Provides the student with the opportunity to broaden their clinical experience by completing a project that is beneficial to the setting.
- Reinforces to the student that not all the time is spent in direct patient contact.
- Enables the student to work independently of the supervisor.

Examples:

- Find appropriate literature and evidence for supervising occupational therapist on a specific topic.
- Devise group plans.
- Develop/find resource information and present appropriately.
- Presentation to the team on a relevant topic.



Fieldwork Confidentiality Form

School of Occupational Therapy

This form was established by the school of Occupational Therapy in relation to ensuring that students maintain confidentiality and respect patient rights.

Students are expected to adhere to the Code of Ethics for Occupational Therapists (2015) 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.

Privacy Act (1993)

States: 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 OCCUPATIONAL THERAPY STUDENTS HAVING ACCESS TO PRIVATE

AND CONFIDENTIAL INFORMATION RELATING TO PATIENTS AND CLIENTS

I _____ hereby declare that I will adhere to the requirements of the Privacy Act 1993 and Health Information Privacy Code 1994. In particular, I will ensure information is only collected which is necessary to assist myself and Otago Polytechnic School of 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: _____