



Assessment Guide

Bachelor of Occupational Therapy Fieldwork 4

Te Pūkenga 2023

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2023



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1. FIELDWORK 4 COURSE OUTLINE

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

Aim

This course enables ākonga |students to demonstrate competence through consistent application of whakaora ngangahau | 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, ākonga will be able to:

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

Indicative Content

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

Assessment

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

Resources

Required: Library and database access, Internet access

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

2. EXPECTATIONS OF FIELDWORK 4

Ākonga 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 ākonga take increasing responsibility for an aspect of person/s work – whether it is assessments or specific interventions to experience some increase in responsibility over the duration of placement.

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

COPY OF ASSESSMENT FORM ONLY

Name of Ākonga: _____



**AOTEAROA
Whakaora Ngangahau
Fieldwork Assessment**

Year Three

BT710001 Fieldwork 4

2023

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

Dates	Start Date:	Finish Date:
-------	-------------	--------------

Please return the ASSESSMENT FORM via email to: otfieldwork@op.ac.nz

By: Wednesday 6th September 2023

3. 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 ākonga and supervisor to discuss and negotiate ākonga grades. Ākonga 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 ākonga 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 ākonga learning needs and provide specific feedback on the areas requiring improvement.
- Fieldwork supervisors should clearly outline what the ākonga 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 ākonga signs and dates all midway assessment comments.

If there is evidence to suggest the ākonga 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 ākonga 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 ākonga is to complete a reflection and identify future learning objectives.
- The completed assessment should be signed by the fieldwork supervisor and the ākonga.

Fieldwork Supervisors should include the following when writing their reports:

1. For each competency, provide a description and examples of how the ākonga 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 ākonga has not met the competency.

Consequence of Failure

If the ākonga 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 ākonga 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.	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.

The example below indicates that a ākonga meets the expected level of achievement i.e., 4 = Consistent

1	2	3	4	5
			✓	

Example of application of grading indicator:

COMPETENCY:

1. APPLYING WHAKAORA NGANGAHAU OCCUPATIONAL THERAPY KNOWLEDGE, SKILLS AND VALUES

PERFORMANCE INDICATOR:

1.9 Record and justify your intervention and professional reasoning.

1. Not Achieved
 Ākonga is unable to provide professional reasoning for interventions provided. Ākonga can identify ideas and concepts but struggles record this information appropriately.
2. Emerging
 Ākonga is beginning to identify clinical reasoning for interventions provided. Ākonga can identify goals and concepts and are beginning to record information appropriately
3. Appropriate
 Ākonga is able to provide clinical reasoning for interventions provided. Ākonga identifies appropriate goals and priorities and can record them using SOAP format.
4. Consistent
 Ākonga is able to justify their intervention with sound clinical reasoning skills and able to independently record information using SOAP format.
5. Exceptional
 Ākonga is able to comprehensively justify their intervention with sound clinical reasoning skills and is able to record information to an exceptional level using SOAP format

GRADINGS:

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

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

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

COMPETENCY:

1. APPLYING WHAKAORA NGANGAHAU OCCUPATIONAL THERAPY KNOWLEDGE, SKILLS, AND VALUES

PERFORMANCE INDICATORS:

	MIDWAY					FINAL				
	1	2	3	4	5	1	2	3	4	5
1.1 Apply an occupational therapy perspective to practice.										
1.2 Use the occupational therapy process with people and a range of appropriate strategies and tools to assess, diagnose, provide interventions, evaluate, refer on, discharge and follow up when appropriate.										
1.3 Work with, support and educate people and whānau to optimise occupational participation and outcomes.										
1.7 Use a range of communication and active listening strategies with people receiving services.										
1.9 Record and justify your intervention and professional reasoning.										

FIELDWORK SUPERVISOR FEEDBACK

COMPETENCY 1 - Applying Whakaora Ngangahau occupational therapy Knowledge, Skills and Values

MIDWAY FEEDBACK

Ākonga strengths:

COPY OF ASSESSMENT FORM ONLY

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

COPY OF ASSESSMENT FORM ONLY

FINAL FEEDBACK

COPY OF ASSESSMENT FORM ONLY

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 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.

COMPETENCY:

2 RESPONSIVENESS TO TE TIRITI O WAITANGI

PERFORMANCE INDICATORS:

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

FIELDWORK SUPERVISOR FEEDBACK

COMPETENCY 2 – Responsiveness to te Tiriti o Waitangi

MIDWAY FEEDBACK

Ākonga strengths:

COPY OF ASSESSMENT FORM ONLY

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

COPY OF ASSESSMENT FORM ONLY

FINAL FEEDBACK

COPY OF ASSESSMENT FORM ONLY

GRADINGS:

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

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

COMPETENCY:

3 DEVELOPING AND SUSTAINING PARTNERSHIPS

PERFORMANCE INDICATORS:	MIDWAY					FINAL				
	1	2	3	4	5	1	2	3	4	5
3.1 Work proactively and respectfully with others to ensure the best outcomes, keeping people and whānau at the centre of practice.										
3.2 Work collaboratively at all times by communicating in transparent and mana-enhancing ways, with the person receiving your service and/or whānau and relevant others involved.										
3.4 Co-design, collaborate and consult with the person, whānau and team to ensure coordinated service delivery toward agreed goals.										
3.7 Use devices, apps and other digital tools to benefit your networks, teams, practice and people receiving your service										

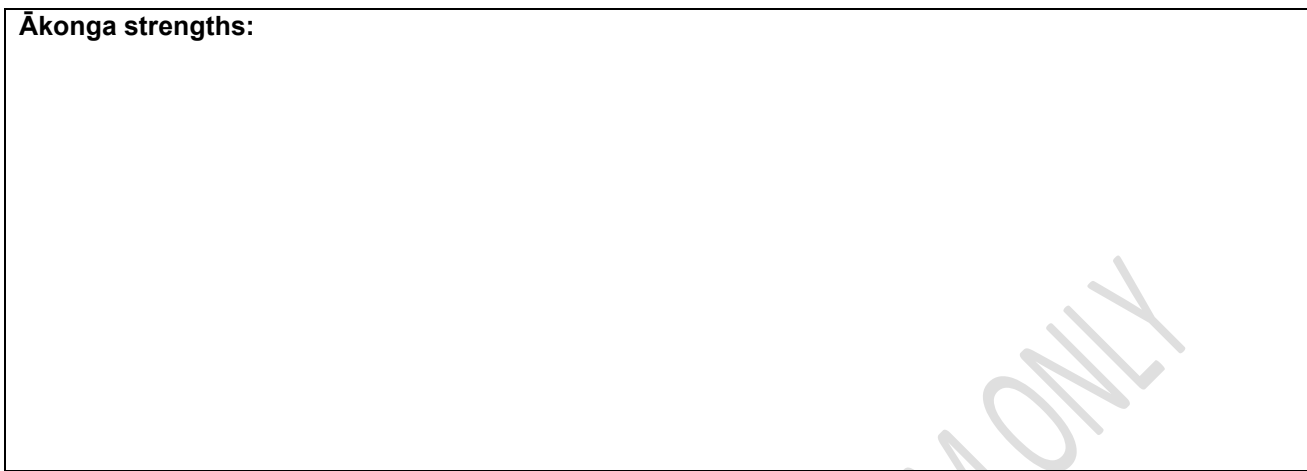
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FIELDWORK SUPERVISOR FEEDBACK

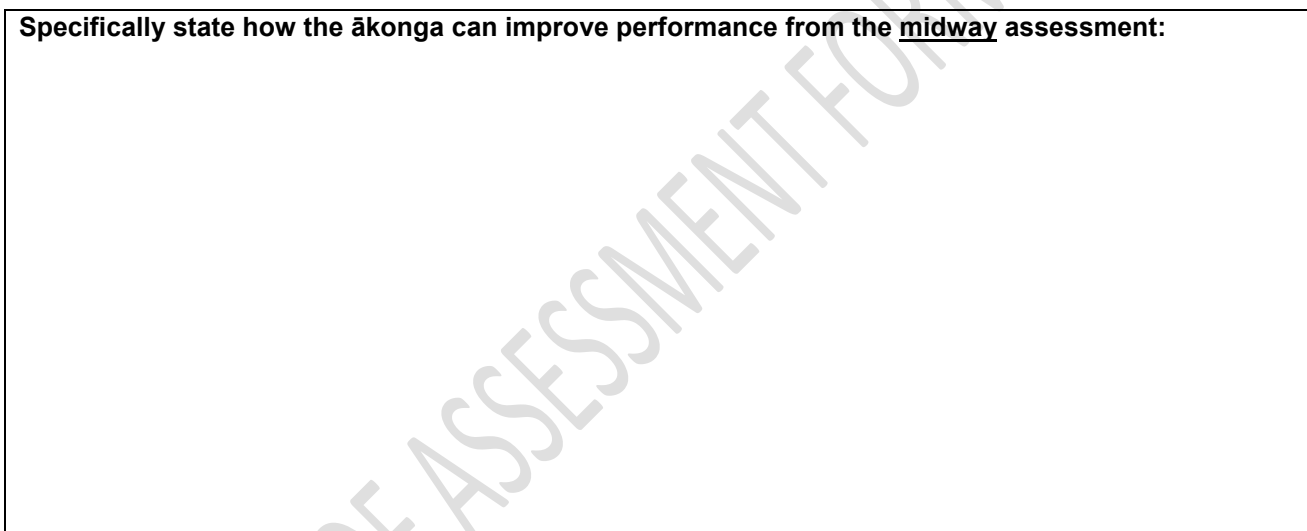
COMPETENCY 3 – Developing and Sustaining Partnerships

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 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.

COMPETENCY:

4 PRACTICING IN A SAFE, LEGAL, ETHICAL, SUSTAINABLE AND CULTURALLY COMPETENT WAY

MIDWAY

FINAL

PERFORMANCE INDICATORS:

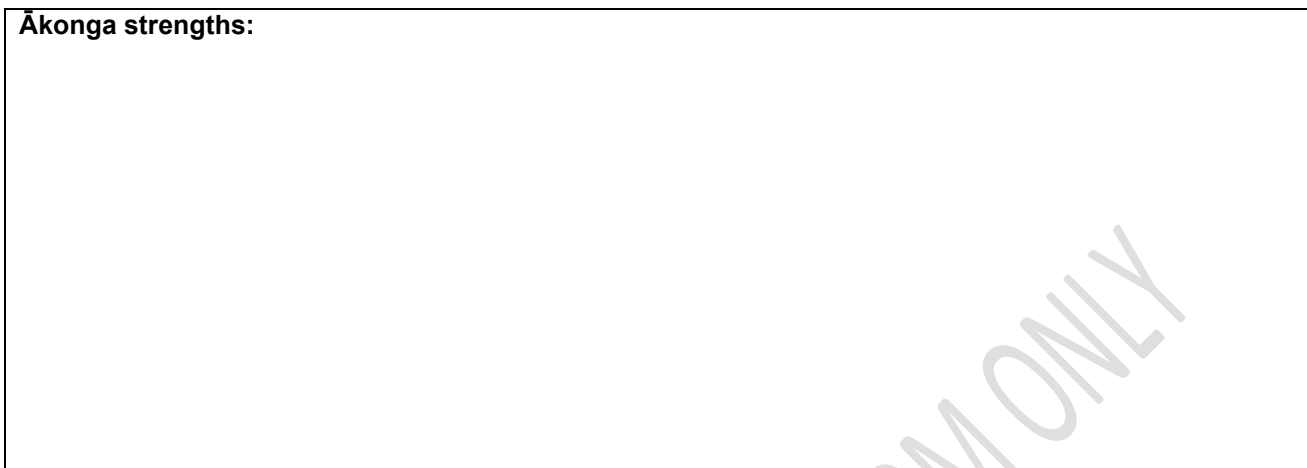
	1	2	3	4	5	1	2	3	4	5
4.1 Comply with the legislation, regulations, service standards, policies, data security requirements, privacy requirements, and professional and ethical guidelines relevant to your area of practice.										
4.3 Clearly identify the boundaries of the service you can provide based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

FIELDWORK SUPERVISOR FEEDBACK

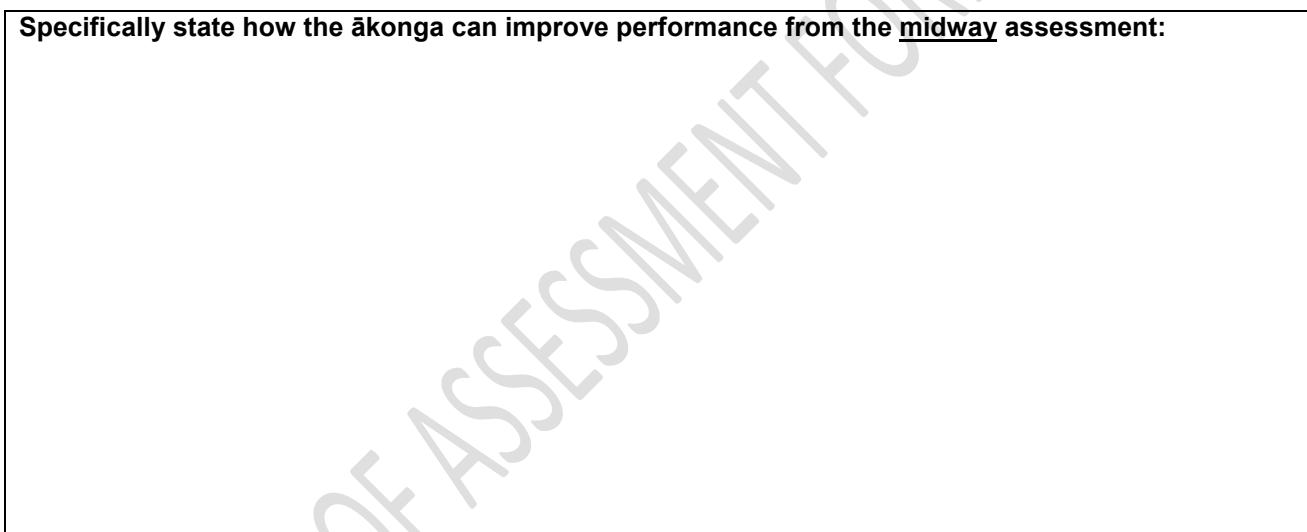
COMPETENCY 4 - Practising in a safe, legal, ethical, sustainable and culturally competent way

MIDWAY FEEDBACK


Ākonga strengths:



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



FINAL FEEDBACK



GRADINGS:

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

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

COMPETENCY:

5. PRACTISING RESPONSIVELY AND UPHOLDING THE OCCUPATIONAL THERAPY PROFESSION

PERFORMANCE INDICATORS:

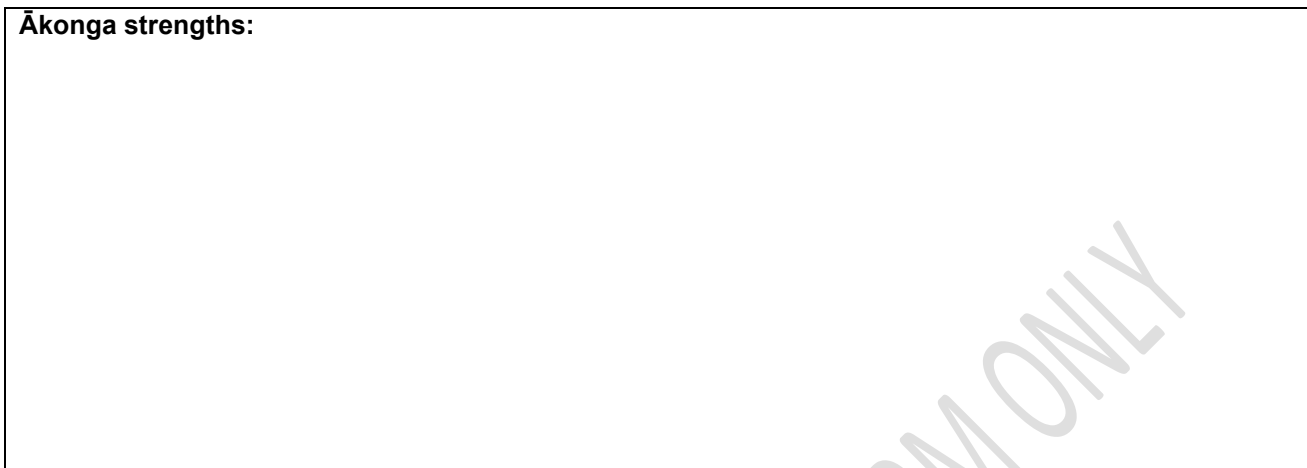
	MIDWAY					FINAL				
	1	2	3	4	5	1	2	3	4	5
5.1 Critically appraise professional literature, research and/or mātauranga Māori to update your knowledge of current theories, techniques and technologies and integrate appropriate current developments into practice.										
5.2 Reflect on your competence, 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, occupational therapists and or others.										

FIELDWORK SUPERVISOR FEEDBACK

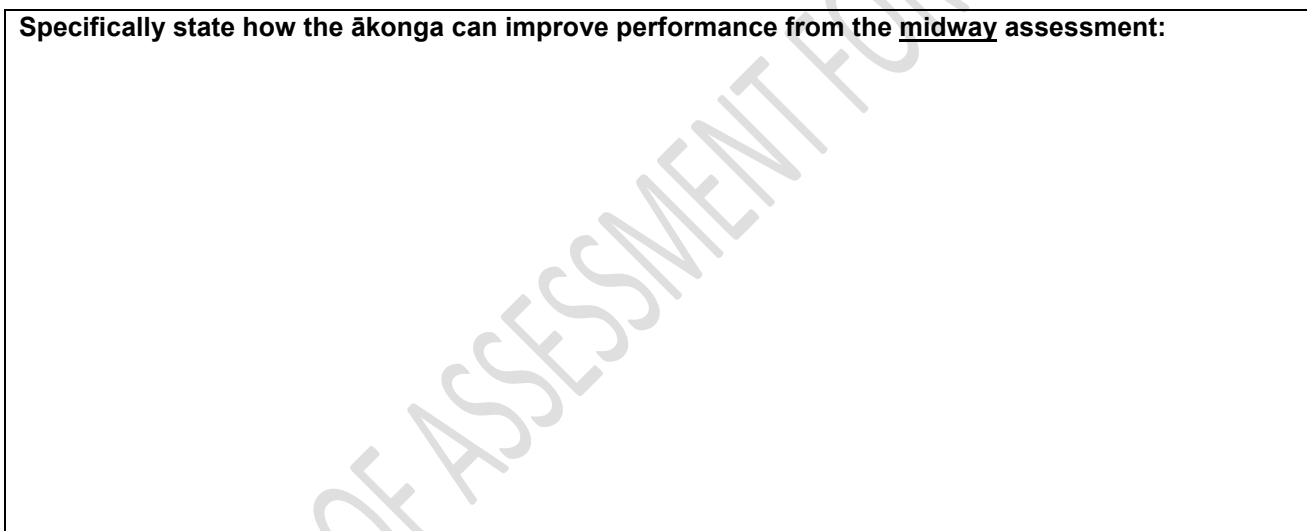
COMPETENCY 5 – Practising Responsively and Upholding the Occupational Therapy Profession

MIDWAY FEEDBACK

Ākonga strengths:



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



FINAL FEEDBACK



ĀKONGA MIDWAY REFLECTIONS

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

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 - Practicing in safe, legal, ethical, sustainable and culturally competent way

COMPETENCY 5 - Practising responsively and upholding the occupational therapy profession

MIDWAY ASSESSMENT

The midway assessment is a collaborative opportunity to identify ākonga-learning needs and provide specific feedback on performance indicators that require improvement. Fieldwork supervisors should clearly outline what the ākonga need to do to reach the expected level of competency as identified by the shaded box for each of the five competencies.

This agreement states that

(Ākonga Name)

- Has read and understood the midway assessment.
- Is clear about what has been identified on each of the performance indicators for each of the competencies.
- 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 _____

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FIELDWORK SUPERVISOR FINAL COMMENTS:

Overall Summary/Recommendations following completion of placement:

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Fieldwork Supervisor signature: _____ Date: _____

ĀKONGA COMMENTS:

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

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Learning Objectives

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

1.

2.

3.

Ākonga signature:

Date:

ĀKONGA HOURS

Expected Weekly Hours: **30 hours on-site, plus 5 hours study**

Fieldwork Placement 4 (8 weeks)

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

Signed:

Fieldwork Supervisor: _____

Occupational Therapy Ākonga: _____

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

4. 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 ākongā 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 ākongā 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 ākongā 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 WHAKAORA NGANGAHAU OCCUPATIONAL THERAPY KNOWLEDGE, SKILLS AND VALUES

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

1.1 Apply an occupational therapy perspective to practice.

Ways these performance indicators can be met in this setting.

You consider how occupational disruption and or deprivation impacts on the Person/s and show how these are addressed in your work with that person.

You establish an individual's occupational identity and roles.

Identify the connection between occupational satisfaction, goals and planned interventions for the person/s

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APPLYING WHAKAORA NGANGAHAU OCCUPATIONAL THERAPY KNOWLEDGE, SKILLS AND VALUES

1	2	3	4	5

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

Ways these performance indicators can be met in this setting.

Collect relevant information needed to determine assessment planning, consider using the following examples: observe person/s in activities, read case notes, discuss with/talk to/interview: client, OT, colleagues, other professionals, carers/family members, observe person/s involved in a task

Discuss with the person their interests and abilities.

Identify, justify and complete relevant assessment according to the assessment guidelines/manual.

Formally record assessment findings and discuss findings with supervisor, the individual and the team.

Utilise information collected within the assessment process and evaluate your own performance. Set goals for future development

APPLYING WHAKAORA NGANGAHAU OCCUPATIONAL THERAPY KNOWLEDGE, SKILLS AND VALUES

1	2	3	4	5

<p>1.3 Work with, support and educate people and whānau to optimise occupational participation and outcomes.</p>	<p>Ways these performance indicators can be met in this setting.</p>
<p>Establish and justify the goals for OT intervention through establishing what is/are meaningful occupations for the person/s</p> <p>Ensure that person/s using the service are well informed and consent to receiving services.</p> <p>Discuss with your supervisor how through your intervention you observed the person begin to improve their own occupational performance and participation.</p>	

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APPLYING WHAKAORA NGANGAHAU OCCUPATIONAL THERAPY KNOWLEDGE, SKILLS AND VALUES

1	2	3	4	5

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

Ways these performance indicators can be met in this setting.

Demonstrate the ability to utilise a range of verbal and non-verbal effective communication strategies. Identify the interviewing techniques utilise to establish rapport.

Provide evidence of clear written documentation

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

Evaluate your own strengths and weaknesses in communicating with person/s carers, family: tolerance, patience, tact, sensitivity to feeling/mood, appropriateness of communication skills used.

Share this information with your supervisor

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APPLYING WHAKAORA NGANGAHAU OCCUPATIONAL THERAPY KNOWLEDGE, SKILLS AND VALUES

1	2	3	4	5

1.9 Record and justify your intervention and professional reasoning.

Ways these performance indicators can be met in this setting.

Identify the relevant research and or best practice for the setting and the person. Use this knowledge to plan and justify your intervention with individuals/groups.

Utilise and critiques a model of practice around which your intervention is based.

Justify intervention using theory.

Discuss theoretical assumptions relevant to this placement.

Articulate your clinical reasoning process.

Demonstrate and apply skills within the occupational therapy problem solving process and how they are applied in this setting/or with the individual.

Justify why you would use a particular intervention with a person using theory.

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RESPONSIVENESS TO TE TIRITI O WAITANGI

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

Ways these performance indicators can be met in this setting.

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

Identify any barriers to accessing the service being provided.

Identify and examine the main barriers for clients to achieving occupational satisfaction in this service?

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RESPONSIVENESS TO TE TIRITI O WAITANGI

1	2	3	4	5

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

Ways these performance indicators can be met in this setting.

Demonstrate and apply skills of how whānau tikanga is practised within the setting.

Reflect on how a person/s spiritual needs are being addressed within your assessment and treatment plan.

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RESPONSIVENESS TO TE TIRITI O WAITANGI

1	2	3	4	5

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

Ways these performance indicators can be met in this setting.

Reflect on your attitudes and beliefs, evaluate how these have changed in any way during your placement/training

Identify personal significant and cultural values, beliefs, and attitudes and reflect on how these affect your practice

Examine how a difference in your own and the person/s beliefs may impact on the therapeutic relationship.

Identify areas of knowledge or skills you need to be culturally safe in your own practice.

Reflect and discuss with supervisor how whakaora ngangahau is perceived by people using this service

Identify and reflect on a professional prejudice you may have. Identify how this might affect the way you work with this profession and outcomes for the client.

RESPONSIVENESS TO TE TIRITI O WAITANGI

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

2.7 Provide services reflective of tikanga, manaakitanga and kaitiakitanga as encapsulated in te Tiriti o Waitangi.

Ways these performance indicators can be met in this setting.

Consider how you could incorporate the natural environment into treatment and intervention with clients

Critically evaluate how the setting demonstrates both manaakitanga and kaitiakitanga and discuss how you can effectively apply this to your practice

Evaluate the principles and your understanding of how the setting honours Te Tiriti o Waitangi

Critically evaluate the tikanga principals you have noticed within your setting

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 these performance indicators can be met in this setting.

Seek guidance from Māori/cultural advisor to gain an understanding of applying te reo Māori to practice. If unavailable have a discussion with supervisor around the person/group that the service would liaise with on similar matters

Have a discussion with your supervisor about the use of te reo Māori within the service and possible areas for improvement e.g. consent forms available in te reo Māori.

Where appropriate utilise Māori greetings, consider emails and day to day terminology.

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

Using reflection identify and critique the taonga used or relevant to the service

COPY OF ASSESSMENT FORM ONLY

DEVELOPING AND SUSTAINING PARTNERSHIPS

1	2	3	4	5

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

Ways these performance indicators can be met in this setting.

Demonstrate with all communications (person/s, 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.

Evaluate the interactions with different stakeholders (e.g., individuals, MDT, whanau, external agencies) on placement and how they facilitated and/or acted as a barrier to a positive outcome for a person(s) receiving services.

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DEVELOPING AND SUSTAINING PARTNERSHIPS

1	2	3	4	5

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

Ways these performance indicators can be met in this setting.

Develop relationships/methods of communication with colleagues and other professionals, spoken and written, formal and informal, by means of the following: informal discussion, ward rounds, clinics, team meetings, written assessment reports, calls.

Identify all involved in differing episodes of care, explain how you communicated with all and ensured you demonstrated transparency and mana enhancing ways.

Reflect upon how you demonstrate professional communication within the setting. Explain your learning and areas for development.

DEVELOPING AND SUSTAINING PARTNERSHIPS

1	2	3	4	5

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

Ways these performance indicators can be met in this setting.

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

Explore and evaluate the challenges and benefits of the roles within multi disciplinary teams and how they are involved in agreed roles.

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DEVELOPING AND SUSTAINING PARTNERSHIPS

1	2	3	4	5

3.7 Use devices, apps and other digital tools to benefit your networks, teams, practice and people receiving your service

Ways these performance indicators can be met in this setting.

Provide an in-service for other professionals within the service about an app/device that may benefit the service.

Critically evaluate the use of a digital tool/app within your service.

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

1	2	3	4	5

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

Ways these performance indicators can be met in this setting.

Identify and adhere to policies, procedures, and rules within the setting in relation to intervention action: accidents, emergencies, violent behaviour, critical incident forms, admissions, referrals, discharges.

Identify key legislations governing practice in this setting eg Health & Disability Act, Mental Health Act, Education Act and reflect on the impact of these on your client group.

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

1	2	3	4	5

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

Ways these performance indicators can be met in this setting.

Review the documentation from the Occupational Therapy Board of New Zealand such as scope of practice, code of ethics and competencies. Discuss how these documents impact the intervention that you provide your client group and provide clear examples.

Demonstrate how you adhere to OTBNZ code of ethics in your practice.

Articulate an understanding of your interpretation of the scope of practice for kaiwhakaora ngnanahau.

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

1	2	3	4	5

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

Ways these performance indicators can be met in this setting.

Discuss with your supervisor awareness of personal safety e.g., boundaries, personal space, online presence, and explain how you will manage this on placement.

Reflect and discuss your understanding of the professional and social self.

Discuss your understanding of self-disclosure and how this relates to therapeutic relationships.

Demonstrate awareness of different emotional states, and explain how you can implement appropriate safety precautions as required in demanding/challenging situations.

Consider your social media presence and privacy settings and adjust as necessary.

Identify and discuss strategies you might use when/if boundaries are not being well-respected.

Follow and comply with the Code of Conduct which is used in this setting e.g., behaviours & professionalism.

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

1	2	3	4	5

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

Ways these performance indicators can be met in this setting.

Reflect on your personal cultural values, beliefs, attitudes gender, SOGIESC and attitudes and use of language.

Reflect and explore how you embrace diversity in the setting.

Explore and evaluate any issues of inequality and achieving equal outcomes within the parameters of the setting you are.

Consider and identify any appropriate strategies.

Justify how you have or would incorporate the person(s)’s values and beliefs into intervention.

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

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

Ways these performance indicators can be met in this setting.

Ensure you are fit to practice. Inform and discuss with your supervisor and the fieldwork team any concerns/issues that might arise.

Inform and discuss with your supervisor any issues that may affect on your ability to perform and learn in this setting e.g. Health condition, disability, learning needs and or personal issues, or a change in circumstances.

Inform Fieldwork team and supervising occupational therapist if you are off absent (sickness, bereavement) and unable to attend placement as per setting policy.

Examine methods your setting uses to support safety and wellbeing. Use these as appropriate.

Implementation of the effective use of self management strategies to ensure you are safe to practice

PRACTISING RESPONSIVELY AND UPHOLDING THE OCCUPATIONAL THERAPY PROFESSION

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

5.1 Critically appraise professional literature, research and/or mātauranga Māori to update your knowledge of current theories, techniques and technologies and integrate appropriate current developments into practice.

Ways these performance indicators can be met in this setting.

You demonstrate skills in evaluating and sourcing key information on up to date evidence relevant to your setting.

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

You are able to use research evidence reliably and efficiently.

Find, analyse and present a research article relevant to your setting to your supervisor or team.

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PRACTISING RESPONSIVELY AND UPHOLDING THE OCCUPATIONAL THERAPY PROFESSION

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<p>5.3 Support the development and promotion of whakaora ngangahau knowledge, resources and services.</p>	<p>Ways these performance indicators can be met in this setting.</p>
<p>Take responsibility for completing a project that assists in improving whakaora ngangahau knowledge, resources, practices and services.</p> <p>Evaluate what can be done to promote whakaora ngangahau knowledge within your setting.</p> <p>Explore methods of promoting whakaora ngangahau services within your setting/community.</p>	

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, occupational therapists and or others.

Ways these performance indicators can be met in this setting.

Take an active role within the supervision process, reflect upon and discuss areas for development.

Discuss and apply potential strategies to assist with your practice.

Set weekly goals to ensure your development in these areas and reflect on your performance during supervision.

Be proactive in your learning- set an agenda, discuss your performance relating to the competencies.