

## GUIDELINES FOR DEMONSTRATING COMPETENCE

### Year 1 Fieldwork Assessment - Practicum ONE

*NB: These are **guidelines/example activities only**. This is not a list of tasks that must be completed in order to demonstrate competence. Other context-specific learning opportunities may be available during placement which enable you to demonstrate the expected criteria/competencies*

Competency	Performance indicators	Suggested Learning tasks and tips
<b>1. APPLYING WHAKAORA NGANGAHAU OCCUPATIONAL THERAPY KNOWLEDGE, SKILLS AND VALUES</b>	1.1 You use current theory to identify occupational therapy knowledge and skills in practice.	<ul style="list-style-type: none"> <li>• You understand and explain the relationship between occupation and spirituality in practice.</li> <li>• You observe an interview with a client and complete a brief occupational profile based on the information you have, and share findings with your FW Educator.</li> <li>• You identify occupations that support development across the lifespan, and how this relates to people within your placement setting. Discuss the personal and environmental factors that may impact on engagement.</li> </ul>
	1.2 You use appropriate communication skills with people receiving services.	<ul style="list-style-type: none"> <li>• You use both verbal and non-verbal communication skills to engage with clients/whānau at the appropriate level and with respect</li> <li>• You recognise when your communication style and/or language needs to be adapted to meet the needs of the clients/whānau</li> <li>• You recognise the influence of body language and remain cognisant of this during your engagement with clients/whānau</li> </ul>
	1.3 You identify and discuss various steps of the occupational therapy process in practice.	<ul style="list-style-type: none"> <li>• You can explain the occupational therapy process to your fieldwork educator using the Canadian Practice Process Framework (CPPF) as a guide.</li> <li>• You can identify different stages of the CPPF in practice, and discuss these with your fieldwork educator.</li> </ul>
<b>2. RESPONSIVENESS TO TE TIRITI O WAITANGI</b>	2.1 You can identify your own cultural values, beliefs, attitudes, and assumptions, including conscious and unconscious bias.	<ul style="list-style-type: none"> <li>• You show an awareness of your own cultural beliefs, values, and attitudes and how these may differ from others</li> <li>• You recognise how this may influence behaviour and/or assumptions in a practice context by drawing on specific examples</li> <li>• You can identify any cultural differences between you and a client and discuss these with your supervisor; you explain how this may influence your practice.</li> <li>• You can explain the main principles of the Hui process, and identify how the Hui process can be used in practice by drawing on examples</li> </ul>
	2.2 You can identify the key principles of Te Tiriti O Waitangi and how this influences occupational therapy practice.	<ul style="list-style-type: none"> <li>• You can identify the fundamental principles of Te Tiriti O Waitangi and how these are embedded in the values of the service/organisation</li> </ul>

	2.3 You develop your understanding of the use of te reo Māori and other taonga in a practice context.	<ul style="list-style-type: none"> <li>You create your own pepeha and share it with your FW Educator and/or others.</li> <li>You identify the importance of karakia and familiarise yourself with pronunciation and meaning (ask your FW Educator about any karakia commonly used within the service; think of a karakia that resonates with you).</li> <li>You identify cultural traditions, customs, and values important to people; reflect on how this may inform OT practice.</li> </ul> <p>Additional resource:  <a href="https://inspiringcommunities.org.nz/ic_resource/te-reo-resources/">https://inspiringcommunities.org.nz/ic_resource/te-reo-resources/</a></p>
	2.4 Identify services reflective of tikanga, manaakitanga and kaitiakitanga as encapsulated in te Tiriti o Waitangi.	<ul style="list-style-type: none"> <li>Tikanga – demonstrate an understanding of customary practices or behaviours and how these are incorporated into the service; link this to cultural safety.</li> <li>Manaakitanga – demonstrate care, kindness, and respect towards all service users and whānau; how does this align with the CPPF and Hui process?</li> <li>Kaitiakitanga – identify the physical and social spaces within the service and/or organisation; how are these conducive to service delivery?</li> </ul>

<b>3. DEVELOPING AND SUSTAINING PARTNERSHIPS</b>	3.1 You work proactively and respectfully with others.	<ul style="list-style-type: none"> <li>You maintain professional boundaries and treat others with respect.</li> <li>You seek to develop your own knowledge through self-directed learning (e.g., research) and discussion with your fieldwork educator/other team members.</li> <li>You seek out opportunities within the service and assist other staff members where appropriate</li> </ul>
	3.2 You communicate in transparent and mana-enhancing ways with people.	<ul style="list-style-type: none"> <li>You act with kindness, respect, and integrity always.</li> <li>You are open and receptive to feedback from others and ask for additional support when needed.</li> <li>You use active listening skills when engaging with people: hear, understand, respond, and reflect.</li> </ul>
	3.3 You recognise the roles and responsibilities of other health, social care, and cultural support professionals.	<ul style="list-style-type: none"> <li>You can identify the roles and responsibilities of the various multidisciplinary team members within the service, including cultural supports.</li> <li>You can identify how staff members from different disciplines work together to achieve common goals for the client/whānau</li> </ul>
<b>4. PRACTICING IN A SAFE, LEGAL, ETHICAL, SUSTAINABLE AND CULTURALLY</b>	4.1 You comply with the legislation, regulations, service standards, policies, data security requirements, privacy requirements, and professional and ethical guidelines relevant to your area of practice.	<ul style="list-style-type: none"> <li>You familiarise yourself with the service's health and safety policies.</li> <li>You are aware of the confidentiality protocols within the service and how personal files should be accessed and safely stored.</li> <li>You understand how confidentiality is maintained, drawing on practical examples within the service.</li> </ul>

<b>COMPETENT WAY</b>		<ul style="list-style-type: none"> <li>You review the OTBNZ <i>Code of Ethics</i> (see Practicum 1 tile on Canvas) and discuss its relevance to practice with your FW Educator.</li> </ul>
	4.2 You identify the boundaries between personal and professional relationships.	<ul style="list-style-type: none"> <li>You review the OTBNZ <i>Professional Boundaries</i> (see Practicum 1 tile on Canvas) and discuss its relevance to practice with your FW Educator.</li> <li>You recognise if the boundaries between personal and professional roles are compromising professional practice and discuss this with your FWE.</li> </ul>
	4.3 You manage your own health and wellbeing appropriately so that you are fit to practice.	<ul style="list-style-type: none"> <li>You have a self-care plan in place</li> <li>You take responsibility for your fitness to practice in consultation with your supervisor and other supports where appropriate</li> <li>You demonstrate taking responsibility for your health needs in relation to oneself and others (e.g., awareness of, and responsiveness to, planned tasks in case of absence)</li> </ul>
	4.4 You recognise and respect diversity, including people's values, beliefs, attitudes, gender, SOGIESC, cultural identity and language.	<ul style="list-style-type: none"> <li>This performance indicator links to 2.1 and 3.2: You identify any unconscious bias or assumptions that influence your attitudes toward people or groups; you reflect on this in supervision and discuss how to manage these to ensure safe practice.</li> <li>You consider how peoples' values, culture, etc influence their occupations. Also consider the roles, routines, habits, and rituals that are important to them.</li> <li>You identify service policies relating to equity and inclusion; how is this demonstrated in practice?</li> </ul>
<b>5. PRACTICING RESPONSIVELY AND UPHOLDING THE OCCUPATIONAL THERAPY PROFESSION</b>	5.1 You reflect on your own competence, knowledge, skills and attitudes, and work to improve them.	<ul style="list-style-type: none"> <li>You submit and discuss at least one written reflection with your fieldwork educator each week, using the Gibbs' Reflective Model</li> <li>You identify your own strengths as well as behaviours/skills/attitudes that may require further development</li> </ul>
	5.2 You demonstrate professional behaviour and presentation appropriate to the context.	<ul style="list-style-type: none"> <li>You take initiative and show an interest in learning</li> <li>You are punctual, organised, and manage your time well</li> <li>You dress appropriately for the context</li> <li>You meet specific expectations and/or deadlines stated by fieldwork educator</li> <li>You use feedback to better your performance and keep evidence of this</li> </ul>
	5.3 You engage in regular supervision to identify	<ul style="list-style-type: none"> <li>You submit and discuss at least one written reflection with your fieldwork educator each week, using one of the reflective models (Gibb's Reflective Cycle or What? So What? Now What?)</li> </ul>

	areas for further development.	<ul style="list-style-type: none"><li>• You arrive to supervision on time and prepared with questions, reflections and learning objectives for the remaining days/week.</li><li>• You complete a Supervision Agreement with your FW Educator on the first day of placement.</li><li>• You keep a journal to track progress and learning outcomes.</li><li>• You actively seek feedback on your performance from the fieldwork educator and other staff members; you utilise this feedback to develop your skills and knowledge.</li></ul>
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