FIELDWORK SUPERVISORS HANDBOOK

PRACTICAL TIPS & STRATEGIES FOR STUDENT PLACEMENTS IN INFANT, CHILD & ADOLESCENT MENTAL HEALTH/AOD SETTINGS

2012
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FOREWORD

The information in this handbook has been developed from relevant literature and the formative evaluation of the Mental Health Placement Project (MHPP). The MHPP is a project with a key focus to increase quantity and quality of Infant, Child and Adolescent Mental Health (ICAMH) and Alcohol and Other Drug (AoD) placements for students undertaking academic mental health and alcohol and other drug programmes. The rationale behind the project objectives is that by increasing the number and quality of child and adolescent placements for students, the number of students choosing to work in this area of mental health will increase (Lucassen & Merry, 2005).

In the health professions, students are required to spend time in a healthcare setting working within their discipline-specific profession. The fieldwork placement enables students to learn how to put in to practice their knowledge and skills. This requirement is essential to becoming a competent health professional. Work-integrated learning has a long tradition in most of the health-related disciplines.

There are increasing challenges in providing sufficient quality placements for students. These challenges include staffing issues, fiscal constraints, and increasing complexity within the health, education and Non-Government Organisations (NGOs) as well as increasing demands for student placements. These challenges have been experienced not only in New Zealand but internationally.

Several issues, as outlined in the strategic framework for ICAMH workforce development 2006-2016: ‘Whakamarama te Huarahi’ (Wille, 2006), impact on the retention and recruitment within the ICAMH/AoD sector. Some of these issues are the low priority and lack of child and adolescent mental health content in the undergraduate programmes, the low number of student placements available and the long time required to become a specialist in the ICAMH/AoD field. Placement providers may be able to positively impact these issues by providing students with a quality placement and therefore the opportunity to be exposed to ICAMH/AoD as a possible career route.

The intention of this handbook is to provide examples of ideas and strategies for building successful student placements in ICAMH settings, including NGOs and AoD services.

The handbook has been prepared to complement other documents describing how support is offered to students on clinical placement. This is the 3rd Edition of this document.
ACKNOWLEDGEMENTS

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Also special thanks to past Werry Centre staff and all key stakeholders who have provided input into the development of this handbook.

If you would like to comment on the information provided in this handbook, please contact coordinator@werrycentre.org.nz
INTRODUCTION

PURPOSE OF THE HANDBOOK

The purpose of this handbook is to provide all relevant people with a range of tips and strategies for designing and implementing successful and quality student placements.

In this handbook, the term Fieldwork Supervisor describes the staff member who has primary supervision and assessment responsibility for a student. Depending on their profession, the staff member could be called or referred to as a preceptor, mentor, clinical supervisor, Fieldwork Supervisor, clinical liaison nurse or clinical educator. The term ‘placement’ refers to the place where students are learning how to put their developing knowledge and skills into practice. It has been used synonymously to represent the following:

- Fieldwork placement
- Clinical placement,
- Fieldwork experience
- Clinical practicum
- Clinical education.

It is hoped that this document will support Fieldwork Supervisors and teams by providing a variety of approaches and tools that can be used to further develop student placements that are successful and of a high standard.

Key Messages

The following key messages have been developed from relevant literature and the evaluation processes of the Mental Health Placement Project:

- Students and Fieldwork Supervisors are best supported through a team-approach
- Ongoing collaboration and liaison with all stakeholders is a key factor in the provision of consistent and high quality support to students on placement
- Planning with teams and their Fieldwork Supervisors is critical
- Innovative and creative supervision and placement models enhance quality placements.
- Fieldwork supervision is a unique skill comprising elements of clinical supervision, operational supervision, teaching, coaching and mentoring
- Cultural resources and supports need to be accessible to all students and Fieldwork Supervisors.

Fieldwork provides students with:

- Diverse learning opportunities
- A culture that encourages autonomy and independence
- Improved communication skills and self-management
- An opportunity to demonstrate level of functioning.

Adapted from Thomas, Penman & Williamson (2005).
WHY OFFER STUDENT PLACEMENTS?

What’s in it for me as a Fieldwork Supervisor?

- The opportunity to contribute to the development of future colleagues.
- The opportunity to develop and maintain your clinical supervision skills.
- The expansion of your repertoire of professional skills including teaching, facilitation, assessment and feedback.
- The ability to positively influence students’ views and attitudes.
- Involvement of students in child and adolescent mental health ensures graduates have practical experience in working with infants, children and young people.
- Your contribution has the potential to increase the number of graduates choosing to work in mental health.
- Career enhancement.

What’s in it for the Organisation?

- Having students on placement allows you to potentially assess their suitability for future employment.
- Employing graduates who have had a placement within the organisation can save on orientation time. Previous students will have a good grounding within the organisation and can ‘hit the ground running.’
- Students have the time and drive to commit to the development of new initiatives that you and other staff may not have had time to do within your busy workload.
- Students contribute to the workload of an organisation and may be able to identify and/or provide a service that does not currently exist or is unable to be provided within current resources.
- Students may boost the productivity of the organisation during the time they are on placement.
- Students contribute to diversity within the workplace and are often enthusiastic, dynamic and very motivated to perform.

What’s in it for Service-Users?

- Students may bring a fresh perspective and fresh ideas. There are times that all of us need a fresh pair of eyes to look at a particular situation.
- Students can offer the time to work with consumers more intensively.
- Students by the definition are ‘learning’ while on clinical placement. It is often a great opportunity for a consumer to impart their expert knowledge and ‘lived experience’ to students.


Providing student placement opportunities is of considerable advantage to the organisation in the recruitment of appropriately prepared employees. Research indicates that students seek employment in their placement setting when teams have operated well, the profession is respected and valued, and when students have received good supervision (Keller & Wilson, 2011).
FIELDWORK SUPERVISOR PREPAREDNESS

FIELDWORK SUPERVISION

Fieldwork supervision is complex, challenging and rewarding. Fieldwork Supervisors must assume ethical and moral responsibility for each student as well as some legal obligations. This requires them to adopt a number of roles such as educator, mentor, facilitator and evaluator.

It is a vitally important component of the preparation of a health professional that occurs in the context of service user care. Fieldwork Supervision encourages experience-based teaching and learning processes. These are student-focused and student(s) led and exist in an environment supportive of the development of clinical reasoning skills, professional socialisation and life-long learning.

It is important that a Fieldwork Supervisor is selected on the basis of demonstrated skills such as expertise, leadership, effective communication, interest in students’ professional growth, effective teaching skills and commitment to supervision rather than on the basis of availability or seniority.

Fieldwork supervision is a complex balance of:

- Clinical/professional/operational/cultural supervision
- Teaching
- Mentoring
- Assessment and evaluation including managing struggling students
- Peer support
- Collaboration
- Negotiation
- Balancing management of workload and supervisory role.

Adapted from Rodger et al. (2008).

Effective fieldwork supervision may be demonstrated by the Fieldwork Supervisor in the following ways:

- Displaying interest in student learning
- Treating the student as an individual
- Recognising the students stage of learning
- Establishing a learning environment
- Understanding the students learning needs
- Establishing learning goals with the student
- Including the student in the team
- Explaining what is being done and why
- Demonstrating clinical techniques and skills
- Balancing practice with educational work
- Applying evidence-based practice
- Enabling the student to problem solve
- Providing regular feedback to the student
Characteristics of an effective *Fieldwork Supervisor* may include:

- Availability
- Consistency
- Honesty
- Professionalism
- Assertiveness
- Effective communication
- Resourcefulness
- Reliability
- Empathy
- Flexibility


**Fieldwork Supervision Training**

If you’re new to offering fieldwork placements or would like to refresh your supervision skills and/or access training:

1. Discuss your wish for training with the fieldwork lecturer/coordinator requesting the placement. Some Tertiary Education Providers (TEP’s) offer some training or support around fieldwork across the academic year or may be able to develop a training package specific to the needs of your team or service/organisation.
2. Universities and polytechnics are now offering courses in supervision. Contact your choice of University or polytechnic to find out more information.
3. There are several other providers that are being utilised by DHBs around New Zealand for supervision and training. Please contact your DHB to find out more information.

Please email us at coordinator@werrycentre.org.nz for more information.

**NOTE:**

The following sections are based upon relevant literature and feedback from staff member experiences in Fieldwork Supervision as well as our knowledge and expertise.
Roles & Responsibilities

The responsibilities of the team and Fieldwork Supervisor are not binding or exhaustive. Actual skills of each party may depend on a number of factors such as contractual obligations and the type of supervision and placement model that has been undertaken for the placement.

Roles and responsibilities of the Team and the Fieldwork Supervisor are to:

- Provide a quality placement
- Provide a welcoming and a positive learning environment
- Support the supervisor through sharing the student with other team members
- Assist learning and clinical socialisation
- Be a professional role model
- Hold continuing overall responsibility for service users in accordance with service or TEP policies, standards and guidelines
- Ensure cultural resources and supports are available.
- Receive feedback and adapt own supervision skills and style accordingly
- Support and assist the student in achieving expectations as outlined by the relevant TEP, such as professional, competent, interpersonal and collaborative development of practice
- Have the knowledge and ability to modify clinical teaching processes and learning opportunities according to student’s needs, learning style and curriculum
- Understand student learning styles as this can increase the team/supervisors ability to provide quality learning experiences
- Liaise regularly with the TEP lecturer
- Assess/evaluate student performance
- Identify and discuss any concerns relating to student’s competence and performance
- Provide a context where students feel supported and empowered. This will lead to an increase in knowledge and confidence.


Student Supervision

Effective supervision of a student is an on-going core process to assess performance and development and is required to achieve learning plan objectives.

The supervision process should not only take place in an informal manner on the work floor but also in a formal/systematic manner.

Informal supervision takes place on an ad-hoc basis and during practice. It provides opportunities to identify and address any factors influencing the performance and decision making processes.

Formal supervision sessions should be regularly scheduled and provide an opportunity to discuss the student’s progress and performance as well as encourages reflective practice.
Student supervision should consist of two main elements: Facilitation and ‘Coaching’. Facilitation enables, acknowledges and actively encourages areas of (high) performance and motivation. ‘Coaching’ suggests ways to extend the learning opportunities and provides opportunities for assessment (Morton-Cooper & Palmer, 2003).

**SUPERVISING THE SUPERVISOR**

As the Fieldwork Supervisor, access to Clinical or Professional supervision and support for yourself is regarded as important and reflects best practice. Sources of supervision and support can include:

- Peer or group supervision
- Clinical & professional supports/supervisors
- Fieldwork lecturers/tutors
- Teams.

Excellent resources on Professional supervision and can be found on www.tepou.co.nz

Ensure that strategies and systems are in place to assist in managing the everyday needs of a student including managing challenging situations. Supervision may be the place to identify your professional development needs around Fieldwork Supervision.

**Encouraging Reflective Practice**

A key fieldwork education task, along with integration of theory and practice, is the development of reflective practice. Reflective learning is seen as imperative to the development of competent practitioners and emphasises the need for health professionals to incorporate reflection into everyday work practices and supervisory sessions (Atkins & Murphy, 1993; Boud, Keogh, & Walker, 2005; Driscoll, 1994; Johns, 1993).

Reflective practice:

- Reflects on or learns from an experience.
- Takes place during or after practice/experiences.
- Consciously reflects back on the knowledge influencing decisions made at the time.
- Stimulates to move away from ‘just doing things’ to critically reflect on the practice and raising consciousness during practice.
- Is a process which empowers individuals to become acutely aware of their own knowledge and actions.
- Is goal directed whereby feelings and thoughts are related to each other and are interactive.
• Is a process whereby the individual is in control. Only they know what is going on in their mind and what feelings/reactions they are experiencing.
• May act as a catalyst for change.
• Should also focus on the positive aspects of practice with an emphasis on retaining this.

By using reflective practice the student:

• Can learn to think about experiences, decisions made or actions taken.
• Enhances their practice through including new information/knowledge.
• Is encouraged to look beyond the illness and treatment issues.
• Is encouraged to reflect more broadly on life, values, relationships etc.
• Is assisted to consider the broader human, social and political issues influencing their practice
• Is supported to link theory to practice (Teasdale, 1996). However it could also emphasise the gap between theory and practice in some areas.

It is demonstrated that reflective practitioners are more effective in their work. When the practitioner is able to reflect in times of their distress, an opportunity is created to help or assist service users because the practitioner has an improved understanding of the service user’s experience (Johns, 1993). The Fieldwork Supervisor is responsible to assist all students (and other staff) to develop the skill of reflective practice.

“The goal of practice is wise action. Wise action may involve the use of specialised knowledge, but central to it is judgement in specific situations, with conflicting values about which problems need to be solved and how to solve them. An essential genre of knowledge used in practice is practical knowledge- “knowing how”- which is embedded in practical reasoning. It involves knowing-in-action, reflection-in-action and reflection-about-action using repertoires of examples, images and understandings learned through experience”

(Harris, 1993; cited in Baird & Winter, 2005, p. 143)
**Fieldwork Supervisors can enhance the student skills:**

Before the placement:

- By ensuring that the student is adequately prepared for the placement and equipped with a range of learning strategies to help them learn how to reflect on their practice.
- By preparing and discussing potential learning goals and plans.

**CONSIDERATIONS:**

This is not always possible due to students and clinicians schedule; however both should attempt to ensure this does take place on the first day or within the first week of commencement of placement.

During the placement:

- By helping students to consider alternative approaches and support the student to analyse their decision making process.
- By providing time for regular debriefing and formal supervision sessions. It is vital that time is set aside for re-evaluation and reflection on practice.

**CONSIDERATIONS:**

The reflection on experiences, decisions made or tasks completed often takes place on an informal as well as a formal level during practice.

After the placement:

- By inviting the student’s reflections on their learning; any new issues or goals; what went well; key decision points and any assumptions or biases that influenced their practice.

**CONSIDERATIONS:**

This is not the same as requesting the student to give feedback on their overall experience of the placement or your supervision skills. This time is to reflect on their learning whilst they were on placement.
**Strategies**

Reflective practice requires critical reflection which cannot be hurried and demands both concentration and organisation. Often it takes place at an informal level e.g. thinking about events whilst having a break or on the way home and also more formally during debriefs. It requires structured time within a quiet and safe/supportive environment in order to write and review personal, professional and supervision documentation, clinical notes and audio-visual media.

The following strategies may encourage reflective practice:

- Reflective practice journals, significant events, reflective writing exercises and reflective summaries can stimulate memory and introspection. These reflections “may also provide evidence of the vital link between theory and practice” (Teasdale, 1996, p. 323).
- Role-model reflective practice: Verbalise and explain decisions made. Keep a reflective journal and share an excerpt with students. Demonstrate a collaborative work environment by reflecting with colleagues.
- Encourage questioning. Keep an open mind and use active listening techniques.
- View a situation or critical incident from various perspectives. Compare and contrast the similarities and differences of perceptions.
- Ask “what if?” Hypothesise and synthesise. Test ideas and theories. Driscoll (1994) suggests using the “What?” format which assists the student to identify the situation, to understand the context and to modify future outcomes.
- Consider long term and short term consequences.
- Provide an environment that allows time for reflection before, during and after a learning experience.
- To identify personal strengths and areas of need for improvement in knowledge and skill base for practice.
- To identify recurring issues, deficiencies and achievements of the service as a whole.
TEAM PREPAREDNESS

PLANNING FOR STUDENT PLACEMENTS

When planning for student placements, actions that teams may consider are:

**Philosophy of Supervision:** The response to students is often determined by the beliefs and views of the Fieldwork Supervisor and/or their team. Traditionally, supervising a student is often considered an additional workload and students have described that they respond to this in different ways e.g. not asking as many questions due to a fear of being viewed as a ‘burden’. Services where management/teams are supportive of fieldworkers supervising students appear to thrive in their provision of quality student placements. Therefore, we make the following recommendations:

- **Have a positive approach:** The student can lighten your load, rather than adding to it. They can perform tasks whilst you are doing other tasks and check with you once completed (depending on level of study as well as their ability to function autonomously). This way they are receiving supervision whilst extending their practice.
- **Approach the student as part of the future workforce.** They could be your colleague in a few years or one of tomorrow’s leaders. This may motivate Fieldwork Supervisors and/or teams to ensure the student has a quality experience to maximize their ability to function as a (highly) competent professional.
- **Providing students with the opportunity to learn within your service can have a positive influence on recruitment of staff in the future.** Not only in your service but also in relation to the ICAMH/AoD workforce in general. If students have had a good and supportive placement at your service, it is likely they would like to come back to work at your service in the future (Keller & Wilson, 2011; Thomas et al., 2007). There is direct link between good placements and career choice (Lucassen & Merry, 2005).
- **Fieldwork Supervisors** can also view supervising students as part of their own professional development. For most disciplines, it is part of their competencies/professional development to guide/assist/teach others. Getting feedback from students can be placed in portfolios as proof of professional development.
- **Values and attitudes:** Consider the student as an asset and acknowledge the benefits the student can bring to the service. Examples of this could be students bringing new and up to date knowledge to the service and enhancing critical thinking of the Fieldwork Supervisors/ Fieldwork Support Person(s) and the team. This will create equality between staff and the student which in turn will help the student to feel safe and supported as well as validated and valued.
- **Own space:** Provide the student with a space of their own, e.g. own table and chair where they can sit down to do their work such as completing assignments and updating their logs.
- **Welcoming/Powhiri:** To have a welcoming event or Powhiri will assist the student feeling welcomed into and being part of the team. The welcoming/Powhiri gives the student the
opportunity to start feeling more familiar with all people present which may enhance their ability to approach anyone for support when required.

- Identify learning opportunities: Identify all learning opportunities that your team/service can provide to the student prior to the placement commencing.

- Placement Timing Calendar: The Placement Timing Calendar is a resource that is designed to outline the dates when tertiary education providers are seeking student placements in ICAMH/AoD settings over the academic year. It is designed to assist teams to plan for student placements prior to students/TEPs seeking these.

A blank template of the Placement Timing Calendar is located in Appendix A.

THINKING CREATIVELY! INNOVATIVE MODELS OF STUDENT PLACEMENTS

- The Dedicated Education Unit Model (DEU)
- Role emergent placements
- Collaborative placements
- Interagency placements
- Project placements
- Group supervision model

The Dedicated Education Unit Model (DEU)

A DEU is a practice area dedicated to supporting students on clinical placement. With the DEU model, student learning becomes the responsibility of a whole team, unit and/or service area rather than an assigned preceptor. There is also an expectation that all interdisciplinary staff working within the DEU support teaching and learning opportunities for students (M. Casey et al., 2008).

Key Principles:

- Provides optimal clinical learning environment.
- Students supported by dedicated & interested staff.
- Multi-disciplinary team student approach reflects clinical delivery.
- Peer learning encouraged.
- Provides a framework allowing flexibility of delivery.

The DEU Model has been operating in the Child, Adolescent & Family Mental Health Service in the Canterbury DHB since 2009. For further information, contact Paul Sanders, Nurse Consultant, CAFS, Canterbury DHB: paul.sanders@cdhb.govt.nz or Sarah Gibbon, CDHB DEU Nurse Educator sarah.gibbon@cdhb.govt.nz
Role Emergent Placements

In a role emergent placement, an advanced student is placed in a setting which has no staff member of the same discipline.

Key Principles:

- Students are usually placed in a non-traditional setting such as a police station or where established traditional teams do not have that particular discipline in their team/service.
- Supervision is provided on-site (Fieldwork Supervisor) and externally (provided by the TEP).
- Solid preparation of the student on-site and off-site supervisors is essential.
- Placements promote independence, autonomy, professional growth and exploration.
- Role emergent placements are best offered to an independent student with a strong professional identity and clear understanding of discipline role.
- Planning (first time) can be challenging and time consuming!

CONSIDERATIONS:

- A perfect opportunity to “try” a new discipline in your team, e.g. having a Social Work student on a ICAMH/AoD placement who is supervised by a Social Worker from adult services with day to day support provided by a ICAMH worker.
- Nominate an on-site Fieldwork Supervisor/ Support Person who will manage the day-to-day activities of the student, with the support of the multidisciplinary team (MDT) & the assessment of the students’ performance on placement (in consultation with the external supervisor).
- Requires a comprehensive analysis of learning opportunities & support needs of supervisor/team/student prior to the commencement of the placement.
- Set up a meeting with the tertiary provider before offering the placement – ask for the ‘right’ student & the exact level of support you need!
- Meet with external supervisor (who should share the student’s discipline) & clarify roles & expectations.

**Collaborative Placements**

In a collaborative placement, a *Fieldwork Supervisor* supervises two (or more) students at the same time. This allows for peer support/review between both students. The students can gradually take on increased responsibility over the supervisor’s workload.

**Key Principles:**

- Peer learning is central to a collaborative model.
- Two (or more) students: one supervisor.
- Students take increasing roles and responsibilities.
- It is a reciprocal process where two or more people work together towards a common goal.
- Promotes active learning, problem solving, independence, teamwork and shared ownership of the placement and the learning.
- Challenges and develops supervision and negotiation skills of both students and supervisors e.g. caseload and supervisory processes, especially if students have different learning styles.

**CONSIDERATIONS:**

*Fieldwork Supervisors* may feel overwhelmed by the prospect of taking two students but having two students can actually mean less work! This is due to students taking increased responsibilities.

Can be challenging in terms of managing supervision or if there is conflict within the placement. Consider sharing supervision with another team member.


**Interagency Placements**

Interagency placements offer a student the opportunity to spend part of their placement at one agency and the rest at another e.g. 3 days in a ICAMH/AoD service and 2 days in a NGO. This allows for a better understanding across sectors and can also build relationships between services.

**Key Principles:**

- Requires coordinated communication between services.
- Requires clear planning around the support of the student.
- Could provide an opportunity to services to develop a new role by combining the traditional 1:1 (at other service) and role-emergent model (within own service).
- Provides student with broader experiences.
- Encourages time management and organisational skills.
- Promotes autonomy and responsibility.
CONSIDERATIONS:

- An excellent opportunity to develop collaborative relationships between DHB, community, NGO and AoD services.
- Offers students a broad range of experience and perspectives.
- Shares supervision and support across two teams – one team/Fieldwork Supervisor needs to take primary responsibility for management of the student placement and the student’s assessment (in consultation with the other team/Fieldwork Supervisor).
- Fieldwork Supervisors should attempt to meet regularly prior, during and post placement to evaluate and debrief!


Project Placements

Project placements are defined as full/part-time placements where the students complete a piece of work suggested by the service. Examples of projects are reviewing assessment tools, developing a programme or educational material for service users.

This placement model offers an excellent opportunity to broaden a student’s understanding of the daily tasks, to promote self-direction, and to undertake a key piece of work within a service/organisation. The project should generally be undertaken by two students who would work collaboratively and independently on the project under the supervision of a Fieldwork Supervisor.

Key Principles:

- Involves the student’s full or part-time participation in the development and completion of an identified project.
- Projects need to be student directed. Offer the students a number of potential projects so that they can choose the one that best meets their learning needs and interests.
- The students are responsible for managing all aspects of the project with (minimal) support from the supervisor. The students are expected to work collaboratively and provide peer support, therefore reducing the support required from the supervisor.
- Promotes a move away from a traditional apprenticeship model to an increasingly self-directed approach.
- Provides opportunity for a service/organisation to gain resources, information, additional support, or evidence for practice as well as being an excellent learning opportunity for the student.
- Learning objectives can be set around outcome, process and content.
Group Supervision Model

Group supervision is a group of students who are being supervised by a group of supervisors. Group supervision encourages students to think analytically, develop competence and confidence and provides opportunity for an exchange of ideas which develop reflective skills.

Key Principles:

- Involves a group of students (2 or more) being supervised by a group of supervisors (3 or more).
- Critical elements are collaboration (amongst the students as well as amongst the Fieldwork Supervisors), student responsibility and broad exposure to a range of work styles and clinical experiences.
- Supervision needs to be peer (group of students) as well as linear/professional support (supervision from Fieldwork Supervisors).
- This may work particularly well when supervisors are part-time or have a crisis element of workload that may take them away from being able to supervise students full-time.
- Students are expected to engage in self and peer-evaluation. This provides them with an opportunity to enhance skills such as self-reflection and giving feedback.

CONSIDERATIONS:

- Group supervision can be rewarding for students and Fieldwork Supervisors alike.
- All parties need to be well prepared for the placement. Ensure that all processes for managing potential issues within the placement are carefully discussed and everyone is aware of the plan or processes to follow!
- Schedule regular group and individual sessions.


PLACEMENT PREPAREDNESS

PRE-PLACEMENT PREPARATION

Quality placements need to be well managed by all parties who must:

- Collaborate and set parameters
- Communicate regularly
- Clarify expectations and responsibilities of both the service/organisation and the TEP
- Identify challenges early and
- Provide appropriate training and support to supervising staff.

Successful placement preparation may include:

- Interviewing students to ensure a suitable student-service/organisation match
- Distribution of pre-reading material and relevant orientation information to the student prior to the placement
- Organising and advocating a team approach to fieldwork supervision
- Preparing the physical environment to accommodate the student such as provision of a locker, access to parking, desk space and access to a computer, a library (if available) and learning/organisational supports, resources and materials
- Scheduling/planning time for self-learning, supervision and reflection
- Utilising relevant Fieldwork Supervision Handbooks
- Clarifying requirements/responsibilities for student evaluation processes and documentation with relevant TEP.

Learning Resources

It is generally recognised that students receive limited preparation for working in ICAMH/AoD within their training programmes. The student therefore is likely to have limited knowledge about their potential role in your service/organisation or the issues facing your service users. It is part of the Fieldwork Supervisors/Team’s responsibility to enhance and provide opportunities for students to increase their knowledge and skills.

The following resources may assist students to obtain a general overview and basic knowledge and may enhance their learning and increase their knowledge re ICAMH:

- Headspace [www.headspace.org.nz](http://www.headspace.org.nz)  
  *This website provides information on topics like anxiety, depression, alcohol and drugs, eating disorders, stress, suicide, and more. It also includes information on Maori and Pacific Mental Health.*
- **Youth '07: The Health and Wellbeing of Secondary School Students in New Zealand**
  (Adolescent Health Research Group, 2008).
  [wiki.canterbury.ac.nz/download/attachments/.../youth+07+results.pdf](http://www.youth2000.ac.nz/publications/reports-1142.htm)

- **An Introduction to Child & Adolescent Mental Health: Online Training Resource**
  [www.werrycentre.org.nz](http://www.werrycentre.org.nz)
  This resource is a free, online, self-directed course intended for practitioners new to child and adolescent mental health services (CAMHS) and Alcohol and Other Drug (AoD). It is designed to serve as an introduction to the knowledge, skills and attitudes necessary to work in the sector. It may be a useful resource for Psychology interns and for potential new graduates intending on having a career in the sector.

- **Clinical Assessment of Infants, Children and Youth with Mental Health Problems: Guidelines for Mental Health Services in New Zealand**
  (Mental Health Commission, 2000).
  The Mental Health Commission’s guidelines combine both written and visual media (4x video tapes). These provide a guide to clinical assessment areas and include a comprehensive reading list of information regarding assessment processes.

- **The Werry Centre Website: www.werrycentre.org.nz**
  This website provides you with an overview of the Werry Centre and includes several resources that may be of interest to students.

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**Knowledge Preparation**

It is essential that the service/organisation/team identify what a student may need to know before placement as well as learning expectations whilst on placement.

If possible, the Fieldwork Supervisor needs to establish the level of knowledge and skills of the student prior to placement. Following this, it is essential to collaboratively identify a plan that addresses potential gaps of knowledge, enhances strengths and addresses needs for development with the student.
It is important for students to have an understanding of how working with children, adolescents & families is different from working with adults & their families.

There are some areas that are uniquely different to working with adults accessing mental health/AoD services (The Werry Centre, 2008).

These include:
- Working with families/caregivers as partners
- Developmental issues
- Managing issues of confidentially
- Obtaining informed consent
- Working with multiple systems

The four key interpersonal skills outlined by McBride (1999 cited in Stagnitti et al., 2010) are important to develop when working with children, youth & their families regardless of the type of service:
- Be positive
- Promote family choices & decision making
- Affirm & build on the positive aspects & strengthens of the child, youth & their family
- Honour & respect the diversity & uniqueness of families.

NOTE:
The following are suggestions of knowledge that student’s may need or need to be aware of. Please note that these lists are not exhaustive and pertain to students from a range of disciplines and professions.

Students require an understanding of legislation, policies and guidelines relevant to your service/organisation and practice such as:

- **Real Skills Plus CAMHS Competency Framework** (The Werry Centre, 2008)
- **Mental Health Compulsory Assessment & Treatment Act**, 1992
- **The Children, Young Persons and their Families Act**, 1989
- **Privacy Act**, 1993
- **Health Information Privacy Code**, 1994
- **Professional Codes of Practice, Ethics and Competence**
- **The Code of Health & Disability Services Consumers’ Rights**, 1996
- **The Guardianship Act**, 1968
- **Consent in Child & Youth Health: Information for Practitioners** (Ministry of Health, 1998).

Students may need to consider the impact of situations on a service user’s mental health such as:

- Mental Health Status
- Alcohol and Drug or other addictions
- Developmental factors
- Spiritual/religious factors
• Social/Environmental factors,
• Parental/family history
• Trauma
• General physical health

Students may need to be able to:

• Define common mental health disorders according to DSM-IV criteria
• Identify significant signs and symptoms
• Identify common medical and pharmacological treatments
• Identify interventions and associated professional responsibilities
• Recognise relapse indicators/early warning signs
• Identify cultural considerations
• Identify psychosocial factors
• Identify health education issues for the service user and their family, whānau or carer
• Identify key components of recovery approaches
• Identify signs and symptoms of past/current or future risk.

Students may need to demonstrate an understanding of:

• Daily administrative procedures
• Treatment/intervention modalities: individual, family and group
• Engaging with family and caregivers
• Observations and assessments
• Risk assessments and the management/implementation of care/crisis plans
• Case management
• Transition plans
• Recovery approaches
• Roles of the multidisciplinary team members and other relevant services such as cultural support services
• Communication and liaison with other health professionals and community services/organisations
• Awareness of community resources and referral processes
• Cultural and spiritual aspects of care
• Service user and family education issues
• Whakawhanaungatanga: (see www.matatini.org.nz), www.matatini.co.nz:
• Whare Tapa Wha: (see www.headspace.org.nz & www.mindbody.org.nz),
• Te Wheke: (see www.maorihealth.govt.nz & www.headspace.org.nz),
• Fonofale Model: (see www.huttvalleymdhb.org.nz),
• The Treaty of Waitangi (see http://www.treatyofwaitangi.net.nz/index.html),
Learning Opportunities

Learning opportunities will exist in all interactions and tasks. Student learning opportunities in your service/organisation or practice may include:

- Observation of standard procedures
- Documentation such as report and note writing
- Supervised assessments and interventions
- Working with other members of the MDT
- Site visits
- Liaison and consultation with wider services/agencies
- Case reports and presentations
- Project work
- Working with other students
- Case presentations.

CONSIDERATIONS:

Spend some time before the student arrives to identify learning opportunities in your everyday work and identify your onsite/local practice tools, supports and resources.

STUDENT LEARNING PACKAGES

A learning package will assist the student to enhance their learning and ensures regular support and evaluation whilst they are in placement.

Learning packages can:

- Help to familiarise and socialise a student to the environment and practices.
- Clearly identify the expected standard of practice (service & TEP specific).
- Enable practice to be measured and evaluated in a safe, ethical and accountable environment.

Orientation

Orientation packs/manuals can include a detailed outline of the service/organisation. This may include:

- Structures and policies
- Processes for safe service-user management
- Observation guidelines
- Standard checklist for assessments
• Strategies for goal-setting
• Philosophies, models of practice and
• Vision of your service.

(Refer to Appendix B for an example Orientation Package Template)

A comprehensive and well-planned student orientation helps promote inclusiveness, a well-presented learning environment and an efficient use of the service/organisations time and resources.

The orientation should be informative and generic and be tailored to the needs of the student. Orientation processes for students should include cultural considerations, e.g. a powhiri or mihi whakatau and whakawhanaungatanga.

**Timetable**

Making a timetable for the students to follow whilst on placement may be an efficient and effective way to use time and resources available to the student within your service. In Appendix C and D, you can find examples of a timetable which you can adapt to fit the length of placement and needs of the student and your service. A timetable should outline times for tutorials as well as unstructured time for group or personal learning (Jung et al., 1994).

**LEARNING CONTRACTS & OBJECTIVES**

A *learning contract* is a jointly agreed set of principles or ground rules between the supervisor and the student which forms the basis to assist learning, reduce barriers and provide for a positive attitude and environment for both parties (Jung et al., 1994).

The student takes control over their learning through:

- Determining their learning needs
- Creating a strategy and determining resources necessary
- Implementing strategies and using the resources identified
- Evaluating the process (Kennedy-Jones, 2005).

The learning contract and assessment procedures require a process of mutual negotiation and feedback. This involves the fieldwork lecturer/educator, the service/organisation, the Fieldwork Supervisor/ Support Person and the student. The learning contract needs to be developed with the Fieldwork Supervisor. This is to ensure the availability of learning opportunities within the placement and to ensure the learning objectives identified by the student can be met. It must clearly state the knowledge, skills and attitudes the student needs to demonstrate to achieve in a placement. Ensure criteria (including timeframe for achievement) are clear to all parties and it must be mutually accepted by both parties. This tool is an excellent reference for supervision and
assessment points or if the placement breaks down. Examples of generic agreements that may be made between student and Fieldwork Supervisor could include:

- Agreement and acceptance of the reasons for learning and training (define the learning outcomes and review points)
- Identify actions needed to achieve learning outcomes and how this will be achieved
- Non-judgmental acceptance and acknowledgment of strengths and weaknesses
- Giving and receiving constructive feedback
- A willingness to be flexible and try out new ideas
- Professionalism and respect
- Regular updates to learning contract as necessary
- Maintenance of a record of learning and achievement
- Development of an equitable process for dispute/conflict resolution.

An example learning contract can be found in Appendix E.

Learning objectives need to be:

- Student centred and driven (with support from the supervisor and/or fieldwork lecturer/coordinator).
- Focused on action or behaviour.
- Directly related to the student’s performance indicators/learning outcomes.
- Reviewed regularly to ensure student is on the way to achieve the learning objective as per final evaluation date.

In the Appendices you can find an example of a form for setting learning objectives (See Appendix F).

CONSIDERATIONS:

Ann Christie, Senior Occupational Therapist, has developed a learning objective manual for Occupational Therapy students.

You can find an abbreviated version of the method for objective setting & measurement, as used in this manual, in the Appendices (Appendix G).

When writing learning objectives, identify the:

- Area of focus/learning
- Learning objective (what will the student learn?)
- Outcome/success indicators (how will the student know they have learned something?)
- Resources and strategies needed or to be utilised
- Action points
Learning objectives need to be **SMART**:

| S | SPECIFIC | Get to the point! |
| M | MEASURABLE | How will you know that the objective has been met? |
| A | ACHIEVABLE | Make sure this is something your student can actually do & in the time available |
| R | REALISTIC | Make sure it is something that can be achieved by the student |
| T | TIME-LIMITED | All objectives need a timeframe, i.e. "by the end of the week." |

History and examples of use of this acronym can be found on:

http://www.rapidbi.com/created/WriteSMARTObjectives.html

It is suggested to use this acronym in the order of **MARST**, instead of **SMART**, to ensure a more accurate way of goal setting (RapidBI, 2008).

To enhance the effectiveness of any learning objective/goal setting, some literature suggests adding the elements WII-FM (What is in it for me?) and Interest. This creates the **PRISM** model which covers the 5 points of the **SMART** model as well as includes the additional 2 elements (Avery, 2005).

| P | PERSONAL | What is in it for me? (WII-FM) |
| R | REALISTIC | For something to be realistic it has to Achievable |
| I | INTERESTING | Is it something the student can get passionate about? |
| S | SPECIFIC | Get to the point! |
| M | MEASUREABLE | How will you know the objective has been met? All objectives will therefore need a Timeframe. |
STUDENT ASSESSMENT & EVALUATION

In fieldwork education, competency statements involve an understanding of the:

- Level of experience that the student is working at
- Level of expected presentation and abilities
- Environment where this will be demonstrated.

Competency statements identify the knowledge, skills and attitudes needed for the student to achieve the stated learning outcomes/ performance criteria. Therefore, student assessments and evaluations must take place in order to measure the student’s performance in comparison to the expected outcomes.

Clinical Competence is described as:

“The state of having the knowledge, judgment, skills, energy & motivation required to respond adequately to the demands of one’s professional responsibilities.”

(Roach, 1987, p.61)

STUDENT ASSESSMENT

Fieldwork Supervisors should encourage students to use their learning contracts, weekly learning plan and regular supervision sessions. This will support student responsibility of performance and progress against performance/learning objectives, e.g. by use of self-assessments.

The fear of failure is a powerful tool which tends to ensure student compliance. Therefore it is important that the Fieldwork Supervisor does not use assessment as a tool of coercion to their way of practice. This may lead to ‘feeling a failure’ with lasting effects on the student. It is essential to use the process of assessment to acknowledge the experience of the student (Cooper, 2000).

As a Fieldwork Supervisor you need to:

- Ensure you have a clear, relevant and up-to-date description of student learning objectives, action plans and learning reviews. Schedule regular sessions with students to discuss performance and progress in relation to the objectives and development needs.
- Encourage maintenance of reflective practices, such as a reflective journal or a professional portfolio.
- Actively seek feedback from the Fieldwork Support Person and other MDT members as well as from service users where appropriate, on the performance of the student.
STUDENT EVALUATION:

- Use formal documentation and learning contracts to clarify expectations and guide your assessment.
- Be consistent.
- Evaluations may be both formative (during the course) and summative (final) and involve all parties. Use mini-evaluations throughout the placement to provide ample opportunity for student learning and assessment.
- Maintain a confidential record of student performance that includes specific notes on actions and behaviour. Objectively document patterns of marginal or failing behaviour. Identify performance concerns early.
- Seek support early from the fieldwork lecturer/educator to develop strategies for additional support. Follow procedures when students are at risk or behaviour is not changing.
- Provide opportunities for the student to demonstrate learning. Help the student to prioritise learning.
- Encourage the student to regularly self-assess and summarise learning.
- Turn feedback into constructive challenges with specific goals.

NOTE:
The type of supervision and placement model that you have undertaken for this placement requires you to carefully plan and consider assessment and evaluation processes.
FEEDBACK

Feedback is an essential component to the learning of a student and in their development as a future professional. It is also important that students are given the opportunity to feedback to others. Not only is this essential for their development as a professional or part of their competencies, it can also be of huge value to the placement, team and/or Fieldwork Supervisor(s).

It is important that the student feels safe and supported in giving feedback, especially considering that you will be assessing their performance during placement. Ways to address this are to:

- Model openness to learning by seeking feedback throughout the placement
- Ask for feedback after the final evaluation
- Ask a third party to mediate the feedback process.

Student

The need to evaluate a student’s performance and providing them with feedback has been well discussed in prior sections of this handbook (see ‘Student Assessment & Evaluation’, p.29). Please refer to same within this handbook as well as liaise and communicate with relevant TEP.

Fieldwork Supervisor

To ensure you offer quality supervision to students it is essential for Fieldwork Supervisors to receive feedback on their performance. On the basis of this feedback, the Fieldwork Supervisor will then be able to adapt their practice and enhance their supervising abilities. You may wish to design or include a feedback mechanism for students to comment on your performance (see example Appendix I). Ensure you provide the student with a safe and supportive environment to do so. Obtaining feedback mid-way as well after their final assessment is useful as it can early address any difficulties or issues.

Placement

To enhance or maintain quality placements it is important to receive feedback on the placement itself. This is significantly different from giving feedback to the Fieldwork Supervisor. Feedback on the placement includes, e.g. the orientation process, the support received from the rest of the team as well as the support they received from the relevant TEP.

You may wish to design or include a feedback mechanism for students to comment on the placement. An example of a placement feedback form can be found in the Appendices (Appendix J).

Tertiary Education Provider

To enhance the communication with the relevant TEP and their involvement in the placement, they may seek or wish to receive feedback from the Fieldwork Supervisor.

An example feedback form for the TEP can be found in the Appendices, (Appendix K).
THE ‘NEED FOR IMPROVEMENT’ STUDENT

Common indicators that have been associated with students not achieving to expectation include:

- Limited practical, interpersonal and communication skills
- Lack of interest, motivation and failure to participate in practice learning
- Unsafe practice
- Unreliability, persistent lateness/absence
- Experiencing continual poor health, feeling depressed, tired or listless
- Preoccupation with personal issues
- Lack of personal insight
- Absence of professional boundaries and/or poor professional behaviour


STRATEGIES

- As early as possible, enquire what the student might be experiencing, e.g. ask why they appear to lack interest or are late/sick regularly. Avoid making assumptions and jumping to conclusions
- Look at interventions with the student
- Clearly discuss expectations. Ensure the student understands e.g. have them summarise what you have discussed with them and what has been agreed
- Review learning objectives and outcomes
- Review progress with the student and include fieldwork lecturer/educator if needed
- Give the student every opportunity and support to progress.

Adapted from Marsh et al., (2008).

If the student’s performance does not improve:

- Have regular progress and feedback meetings with student and fieldwork lecturer/educator
- Give formal written feedback at an early stage
- Develop an action plan agreed by all parties
- Recognise that some students may not be able to complete their programme regardless of the level of support offered.
Why is it difficult to fail students?

- There are emotional issues involved – tension between failing a student and being a caring person.

- Supporting a failing student is time consuming – it’s easier to pass than fail a student in terms of time and personal stress.

- You may feel responsible for the failing student – there is a recurrent theme in the literature that there is a reluctant to fail students early in their programmes owing to the assumption that any problems will resolve over time.

- Lack confidence to commit anxieties and concerns to paper, in addition to having to deal with appeal processes.

- The problem of knowing how to deal with personality clashes, attitude, poor personal hygiene, punctuality or insufficient placement length to allow assessment.

“It is inevitable that some students will not be able to meet the required level of practice and it is essential that mentors do not avoid the difficult issue of having to fail these students.”

“So if you are thinking of giving the student the benefit of the doubt then you should firstly consider whether it is in the best interest of the patients, your clients, the student, subsequent practice educators and professionals as a whole.”

*Duffy (2004, p. 9)*

*Adapted from Duffy (2003), Gainsbury (2010), & Casey & Clark (2011).*

**PLACEMENT BREAKDOWN**

Another important aspect of Fieldwork Supervision is to have clear processes and supports in place for recognising and addressing placement issues. The *Fieldwork Supervisor* and the student should be aware of these preferably prior to placement. If unable to discuss prior to placement, we recommend for this to occur within the first day/week of placement. All parties involved in disputes, differences of opinion or feeling dissatisfied with a placement situation should address the issues early.

Not only the student can experience difficulties, the *Fieldwork Supervisor* can also experience the same. We recommend the following for each party involved:
**Student Support**

Many TEPs have examples of guidelines to assist with identifying and resolving issues. It is important that students have a clear idea of who else they can safely take issues to if they feel they have been unable to resolve these with their Fieldwork Supervisor.

**Fieldwork Supervisor Support**

From time to time, you may encounter difficulties or grievances with a student. When this occurs attempt to resolve the matter directly with the student first. If this does not lead to a resolution or a process to resolve the problem, you may need to notify the fieldwork lecturer/ educator or follow any other service/organisational guidelines.

**Placement & Team Support**

After experiencing a placement breakdown, it is important to continue to liaise with the relevant TEP to identify causes and potential interventions to prevent future placement breakdown within your service. You also may want to sit down as a team to discuss what might have led to the breakdown and what can be changed within the team.
CULTURAL CONSIDERATIONS

It is important to acknowledge at the outset that students of another culture will be on a continuum in relation to their own cultural identity. Their diversity needs to be taken into account. We acknowledge the special considerations afforded Māori as the indigenous people of Aotearoa under the Treaty of Waitangi.

This section provides a general guideline to the Fieldwork Supervisors, fieldwork support people and their team to enhance the effectiveness of their support to the undergraduate students of another culture who are on student placement in ICAMH/AoD settings. The ultimate goal is to attract more health professionals of diverse cultures to work in the ICAMH/AoD areas.

Given the over-representation of certain cultures in our health systems, it is crucial that students and supervisors alike are provided opportunities to experience and explore delivery of services from a diverse cultural perspective. This makes it essential for the Fieldwork Supervisor to assist the student to become aware of their culture as well as of that of others, including the culture of the Fieldwork Supervisor.

It is important to raise the awareness of Fieldwork Supervisors and/or teams to cultural aspects that may influence the supervisory relationship with the student of another culture on placement. Providing students with the opportunity to explore cultural aspects influencing the supervisory relationship openly and in depth will enhance their ability to translate this into working with service users of another culture than their own.

In some cultures nurses, doctors etc. are viewed as the experts or as authority figures and they will be listened to as a sign of respect. As a Fieldwork Supervisor, you could be viewed similarly which may create a situation whereby the student may not question what you have done or said and/or won’t indicate that they haven’t understood it.

NOTE:
This section makes reference to ‘the student of another culture’, which in this context has the meaning of: a student of a culture different from the most present culture within the setting. An example would be a Pacific student placed within a Maori service.
MĀORI

In 2004, Te Rau Matatini (TRM, Māori Mental Health Workforce Development) published the *Clinical Placement Guidelines for Māori Tertiary Students* (Ihimaera & Tassell, 2004). Its focus is to assist Māori psychology student placements and their training institutions and is transferable to other disciplines. It is inclusive of the CAMH workforce. The Guidelines are available in PDF format at: [www.matatini.co.nz](http://www.matatini.co.nz).

Together with other literature (Durie, 2003; McKinney, 2006; Royal, 2003), the following points and practical examples have been formulated to assist Fieldwork Supervisors to provide successful placements for Māori students in ICAMH/AoD settings. The TRM Guidelines detail much background information to the summary.

Royal (2003, p. 2) describes that the term Māori is currently used “to stand for a group of people who now possess a diversity of experience, values, knowledge and worldview.” It is therefore important for the Fieldwork Supervisor to involve and consult with the Kaumatua/ Kuia or Cultural Advisor around what will be appropriate for each Māori student.

Some considerations for supervising the Māori student are:

- **BE AWARE of** the special considerations afforded Māori as indigenous people set out in *The Treaty of Waitangi* and the importance of recruiting indigenous health workers. You can read all versions of the *The Treaty of Waitangi* on: [http://www.treatyofwaitangi.net.nz/index.html](http://www.treatyofwaitangi.net.nz/index.html)
- **ENVIRONMENT**: Cultivate a culturally sensitive environment where Māori cultural skills are acknowledged as being of equal importance as clinical skills. This will include support for:
  - *Karakia & Waiata* – (prayer & song) on a daily basis to maintain spiritual safety
  - *Te Reo* – (Māori language) correct pronunciation to enhance your relationship with the student.
  - *Manaaki* – (the concept of hospitality & caring for others) for example by providing and sharing kai (food) to nurture students
  - Display posters in Te Reo Māori and indigenous art to create a familiar setting.
- **ORIENTATION**: Provide an appropriate orientation process that will include a powhiri or whakatau and whakawhanaungatanga (introductions that will include where you are from and your connections to others).
- **CULTURAL SUPPORT**: Ensure that a staff member/advisor who is skilled in the health system and tikanga Māori (Māori worldview including understanding of Te Reo, traditions, customs, values and beliefs), is identified and engaged to regularly provide support/supervision (McKinney, 2006). The staff member/advisor will need to have a knowledge of culturally validated assessment protocols and outcome measures (Durie, 2003), e.g. *Te Whare Tapa Wha, Poutama, whakawhanaungatanga*. This person may be part of or external to the team or organisation.
- **COLLEGIAL SUPPORT**: Link the student with other Māori staff member from the same or other disciplines in the service to nurture cultural confidence and competence.
- **TRAINING/COURSES:** Provide opportunities for the student, *Fieldwork Supervisor* and/or team to expand their cultural knowledge through attending relevant training/courses. These will be either in-house and/or external. Check with your service or relevant DHB for accessing this training or you contact us at coordinator@werrycentre.org.nz for more information.

- **FINANCIAL SUPPORT:** Check that the student has current information relating to Māori scholarships that are available, both internal and external to the organisation.

- **COMMUNITY SUPPORT:** Support opportunities for the student to network with other Māori providers and services in the community to develop knowledge of the systems and intersectoral challenges that exist.
PACIFIC

To facilitate the writing of this section help was sought from the Pacific Clinical Advisor at the Werry Centre. She researched some relevant literature but information was mostly gained directly from Pacific Fieldwork Supervisors, Pacific colleagues and Pacific students working in ICAMH/AoD settings as well as from her own experiences as a Pacific person.

The Fieldwork Supervisor should be aware of their own ethnic culture as a basic principle of being culturally sensitive toward other cultures. Being mindful of the culture of a Pacific student could prevent misunderstandings or misinterpretations. An example may be in other cultures where it is expected to have constant eye contact with people. Lack of eye contact could be perceived as an attempt to be dishonest, disrespectful or inattentive. From a Pacific culture, this behavior can be seen as disrespectful as well as a sign of challenge.

Cultural considerations for the Pacific culture are:

- **BACKGROUND:** Fieldwork Supervisors should consider Pacific Island students’ diverse backgrounds. Pacific students may be New Zealand born or Island born and some will be grounded in their Pacific ethnic cultures.

- **SAFE & SUPPORTIVE ENVIRONMENT:** Providing a safe and supportive environment is fundamental for all students including Pacific students. When Pacific students do not feel supported, they may not participate fully and may even start to avoid turning up to the placement or leave abruptly. The Fieldwork Supervisor should provide an opportunity to discuss this with the student as soon as possible. Discuss what the student is experiencing and what could/can be done to alleviate the situation.

- **NAME:** The supervisor and student should attempt to meet prior to commencement of the placement. This will provide an opportunity for both to identify what the student prefers to be addressed as. Often, Pacific students may have preferred names that are a shortened version of Pacific Island names, an English version of their name or a surname. This will build rapport between the supervisor and student and more importantly prevents any embarrassment when the student is introduced to the rest of the team. Pacific students perceive an incorrectly pronounced name as an insult, especially if it is the student’s family or last name.

- **GREETINGS:** Pacific students may prefer to be greeted in their own Pacific language but it is acceptable to greet a Pacific student by saying ‘hello’. This can make them feel valued as well as it demonstrates to them that they are respected and their identity is acknowledged. Some examples of greetings in different Pacific languages are:
Table 1. Pacific Greetings

<table>
<thead>
<tr>
<th>PACIFIC GROUP</th>
<th>GREETING</th>
</tr>
</thead>
<tbody>
<tr>
<td>COOK ISLANDS</td>
<td>Kia Orana</td>
</tr>
<tr>
<td>FIJI</td>
<td>Ni sa Bula</td>
</tr>
<tr>
<td>NIUE</td>
<td>Fakaalofa lahi atu</td>
</tr>
<tr>
<td>SAMOA</td>
<td>Talofa lava</td>
</tr>
<tr>
<td>TOKELAU</td>
<td>Taloha Ni</td>
</tr>
<tr>
<td>TONGA</td>
<td>Malo e lelei</td>
</tr>
<tr>
<td>TUVALU</td>
<td>Talofa koe</td>
</tr>
</tbody>
</table>

- **FIRST DAY OF PLACEMENT:** It is important to inform the student prior to their first day at placement, if the team is preparing a welcoming event e.g. a morning tea. This is to provide the student with an opportunity to come prepared. The student may wish to make a small speech in response or may want to invite a family member to attend. The supervisor should be aware that the Pacific student might prefer to have the food/drinks blessed before eating.

- **CULTURAL MATCH:** When possible, it is preferred for the Fieldwork Supervisor to be from the Pacific culture themselves or to seek support from a Pacific Fieldwork Support Person. The Pacific student will likely form a strong relationship with the Pacific Fieldwork Supervisor/Support Person. Due to the cultural match it is highly likely that they will make the student feel comfortable as well as are able to answer any queries.

- **STUDENT SUPPORT:** It is essential for the Fieldwork Supervisor to meet with the student at least once a week. The Pacific student may find approaching a Fieldwork Supervisor intimidating as requesting help can be seen as a sign of failure. Approaching another for ‘help’ or ‘support’ tends to be delayed due to the cultural mindset of ‘not wanting to bother the other’ or ‘to wait and see, as the situation may resolve by itself.’

- **VALUES:** Some of the common values shared by Pacific people are:
  - **RESPECT:** Pacific students are often seen by other people of another culture as quiet people as well as respectful to people in authority. Culturally, this is a sign of respect to the other. The Fieldwork Supervisor should therefore involve and encourage students to participate in discussions or encourage them to ask questions.
  - **TEAM WORK:** Pacific students are familiar with the concept of team work. Within the Pacific culture, everything is approached as a team, especially within their family. This originates from the ‘elder’ or ‘person of authority’ being expected to give direct instructions. Autonomy is achieved by naturally moving into this ‘elder’ or ‘authority’ position e.g. becoming a mother yourself. The age of the Fieldwork Supervisor may therefore play a significant role, especially if the student is older.
a Fieldwork Supervisor, it is therefore important to give clear directions to the student as this will ‘direct’/support them to participate fully. Ensure to discuss this with the student in relation to the expectations from their TEP such as assertiveness and taking initiatives. Pacific students often fail as they are perceived not assertive enough or don’t initiate actions. However, when aware of their culture, they behave in a culturally expected manner.

- **PRESENTATION:** Pacific students sometimes display happiness and contentment when in reality they are struggling with their work. Supervisors should be aware that Pacific Islanders sometimes laugh about themselves when they make mistakes or when they are made aware of same. This can be seen by other cultures as inappropriate behavior. Fieldwork Supervisors could consider to quietly encourage the student to minimise this type of response. For some Pacific people, laughter can be a motivating factor for survival in awkward situations. Others can be very shy and/or do not use humor in many situations.

- **LANGUAGE:** English is/can be a second language for Pacific students. Also when born in New Zealand, they may have been raised with their ‘mother’ language. There are several Pacific languages. Students may identify with one or more of the four ethnic groups. These groups are the Cook Islands, Niue, Samoa and Tonga and are the biggest Pacific populations in New Zealand (Statistics New Zealand, 2006).

- **CULTURAL SUPPORT:** Fieldwork Supervisors can access the Pacific Matua Council based at Waitemata DHB in Auckland for more information and guidance. We encourage Fieldwork Supervisors and their Support Person(s) to consult the Pacific Cultural Advisor(s) within their service or to consult with any other appropriate support if help is needed regarding Pacific students on placement.
ASIAN

To facilitate the writing up of this article, help was sought from the Asian Mental Health Coordinator, from Auckland DHB. He sought help from supervisees who are Chinese nurses and inquired about their experiences while they were in placement as student nurses in their undergraduate years. All of these supervisees are new migrants and studied nursing within the last 5 years. Some of them have been in placement in ICAMH/AoD settings.

Readers are reminded that ‘Asian’ is a collective term. It encompasses a number of ethnicities and each of these ethnicities cover similar or totally different sets of cultural values and worldviews. Even within the same ethnic group, there are individual differences. A number of settlement factors may modify an individual’s cultural beliefs.

Examples of these factors include:

- Years of experience overseas
- Age moved to the new country
- Education level
- Level of exposure to the mainstream culture
- An individual’s life experience
- Level of preparedness to assimilate.

Fieldwork Supervisors and their Support Persons may need to take the above factors into consideration before they apply the following guidelines.

Some cultural considerations for the Asian student:

- **THE ORIENTATION PROGRAMME:** Most Asian students manage to settle well at their placements and do not need extra help for their orientation. In the traditional Asian culture, an individual is expected to keep a low profile, especially when they are in a “minority status” as a trainee in a new environment. The traditional belief is that wise people will keep their words in their mouths and demonstrate their ability by action. Asian students are generally perceived as “very quiet” and “too softly spoken” though this does not mean that they are incompetent. Once they are more familiar with the working environment, they will start asking more questions and their performance will thrive. Asian students may find an orientation programme too “overwhelming” or being “too exposed”. Feedback from supervisees revealed that an intensive and extensive orientation programme usually made them more disoriented, given the amount of information provided to them, the huge list of names of staff members to be memorised (traditionally, addressing people by name is a sign of politeness) and their stressed psychological state. In order to avoid overloading Asian students, introduce them to the staff members in small groups.

- **LANGUAGE:** Asian students struggle working in a new environment using English as a second language unless the student is born locally or have received their education in New Zealand or other English speaking countries since they were young. This applies especially in ICAMH settings which demand high communication and inter-personal skills. At times it
could be their confidence rather than language skills. For example, the presence of a stranger or someone with authority could be embarrassing and challenging. In addition, it could be difficult for the Asian student who learned ‘formal English’ to understand the slang and colloquial speech which is commonly practised by young people these days. Other than their accents, Asian students may act or speak in a way that may be taken as somewhat “awkward” and “funny” to others. Some examples are saying “yes” too frequently, avoiding eye contact and speaking too loud. Being patient with the students, allowing them time to explain themselves, providing information in slow pace and in simple term and preparing written information (in English) to them could be useful ways to help the students feel more at ease in a new working environment.

- **RESPECTING AUTHORITY:** Authority is to be respected in the traditional Asian culture. Charge Nurses, Managers, Doctors and all senior staff are treated as people with authority. Asian students are “passive doers” rather than “thinkers”. Most Asian people are perfectionists and they do not like making mistakes. Therefore, giving them appropriate and detailed instructions will help to build their confidence. If given full autonomy prematurely, the outcome could either be less than favorable or it may take a longer time for tasks to be completed. Their mindset will be shifted from being “doers” to “thinkers” when they become more settled at their placement.

- **FEELING PART OF THE TEAM:** Asian students are usually sensitive to, or may take offence against some remarks and comments made by staff members or service users regarding their language skills, their physical appearance or their accents. At the beginning of the placement, avoid allocating the Asian students to service users who may have difficulty working with a culturally different staff member. Once the student becomes more used to the learning environment, they should gradually be given more responsibility. A supervisee reported his positive experience when a staff member intervened when he received “racial remarks” from a service user. This experience made him feel supported and part of the Team.

- **CULTURAL MATCH:** Asian students may feel more comfortable for their Fieldwork Supervisor or Fieldwork Support Person to be from the same or similar ethnic background.

- **POSITIVE APPRAISAL:** Appraisal of work is not a traditional practice by Asian families. In the traditional Asian culture, job success is measured by academic excellence and positive remarks made by the seniors. However, considering the Asian people’s oversensitivity to comments, too frequent praise could be perceived as “non-genuine and being insincere”.

- **TASKS ORIENTATION:** Asian students prioritise completion of assignments assigned to them by their tutors. While they are in placements, their focus usually is on finding a suitable service user for the case study, answering the questions as stipulated in their placement handbook or preparing for work place assessments. Having the assistance from a Fieldwork Supervisor or staff members to find answers to the above questions would help to alleviate the students’ anxiety and re-direct their attention to their clinical learning.
IN CONCLUSION

The same principle applies to all cultures:

- If the Fieldwork Supervisor and their team/Fieldwork Support Person is/are not familiar with the culture of the student (or their service-user), it is important to research the culture and/or seek cultural support. Most services/organisations will have access to cultural services to provide this support.

- Discuss the cultural considerations with your student, such as how well do they identify with their culture, which aspects of their culture do you need to be aware of and how do culturally sensitive topics get discussed in a safe and supportive environment.

- Role-model cultural awareness by explaining the processes/actions you have taken to gain more knowledge about the students’ culture to the student.

- Enhance or improve the awareness of the student regarding the effects of the cultural considerations on the therapeutic/supervisory relationship. This will enhance the student’s ability to apply this in their practice. As a Fieldwork Supervisor, you can assist, guide and support them in this process.

ICAMH is an area of work that does not attract many mature students of another culture which is often related to the cultural hierarchical orientation and personal experience in raising their own children. ICAMH appears to be more appealing to the younger generations. Therefore the younger students/new graduates from all disciplines could be our potential future workforce. By ensuring the student of another culture feels culturally supported whilst on placement, you not only are creating a successful placement, you may also have recruited a future worker with the ability to apply awareness, knowledge and skills in their practice related to cultural diversity.
REFERENCES


## APPENDICES

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## APPENDIX A: PLACEMENT TIMING CALENDAR TEMPLATE

*Contact the Tertiary Education Provider for up to date information.*

*(Delete, insert & merge cells as needed)*

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APPENDIX B: ORIENTATION PACKAGE TEMPLATE

(These are example ideas. It is not an exhaustive or definitive list)

WELCOME

- Powhiri
- Welcoming event e.g. morning tea.

SERVICE PROFILE

- Location
- Contact details
- Service description
- Purpose and principles
- Mission statement or vision
- Model of practice
- Team composition and discipline descriptors
- Criteria for admission
- Memorandums of Understanding.

SERVICE USERS

- Involvement of family/whānau/fono
- Service user or Consumer rights
- Service user involvement or advocacy
- Cultural support.

PROCESSES & SYSTEMS:

- Referral processes
- Protocols and procedures (standard reporting, significant event/incident forms, complaints, meetings and emergency procedures)
- Clinical policies/recommended best practice (such as medication, seclusion, AWOL, restraint minimisation, risk assessment, special observations)
- Other policies: Occupational Health Service, Infection Control, Cultural policies: Bicultural and Tikanga, Service user participation policy
- Emergency procedures and exits (provide map)
- Commonly used assessment/screening tools
- Commonly used intervention and treatment approaches
• Legislation such as *Mental Health Act, Criminal Justice Act & Privacy Act*
• Role and contact of Professional Advisors and supports
• Role of other services/departments
• Role of Cultural Advisors and/or cultural services.

OTHER

• Individual timetable
• Essential pre-reading
• Learning resources
• Security swipe card/key(s), parking & relevant processes
• E-mail log-in.
**APPENDIX C: TIMETABLE 1**

(Note: Service may need to adapt/complete this list according to what is current in their service.)

**DAY ONE:**
- Student must be aware of the service/organisation’s emergency/safety protocols & procedures.
- Student must commence familiarisation with team & other services

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<th>ASPECT</th>
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<td><strong>PERSONNEL</strong></td>
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<td>E.g. Introduction to the team &amp; Cultural Advisors</td>
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<td><strong>PHYSICAL ENVIRONMENT</strong></td>
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<td><strong>COMMUNICATIONS</strong></td>
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<td>E.g. Documentation requirements, Significant event/incident forms</td>
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<td><strong>HEALTH &amp; SAFETY &amp; OTHER POLICIES</strong></td>
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<td><strong>MEDICAL EMERGENCIES</strong></td>
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<td><strong>DISASTER EMERGENCIES</strong></td>
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<td><strong>SERVICE USER INFORMATION</strong></td>
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<td>E.g. Medication, Special observation.</td>
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The Werry Centre for Child & Adolescent Mental Health, Workforce Development. Fieldwork Supervisors Handbook, 2012 -57-
By the end of the **First Week** students should be aware of general information & should have commenced awareness regarding assessment procedures & regular used tests: Examination

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<td>BLOOD &amp; LAB TESTS</td>
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**N.B.** Orientation processes will need to be adapted to the specific student placement arrangements & will be determined by the focus of each discipline.
APPENDIX D TIMETABLE 2

Day 1:

- Welcome and orientate student to service/organisation, team, environment, policies and procedures
- Ensure student has been provided with a desk space/locker/parking etc
- Review the student information/orientation package
- Review placement plan e.g. type of placement.

Week 1:

- Establish the learning contract with the student - identify learning objectives and actions
- Identify and access the service/organisations resources and information
- Establish and timetable student self-directed time, weekly reflective and feedback sessions, formative and summative evaluation dates
- Establish and timetable regular contact with the TEP lecturer.

Weeks 2-3:

- Focus on standards of practice, administrative processes, communication skills and common assessments and interventions
- Select appropriate service users for student to observe and/or interact with (if appropriate)
- Regularly review student’s learning contract and objectives/actions
- Conduct formative evaluation (Consult with MDT)
- Discuss student progress with TEP lecturer.

Weeks 4-6:

- Continue to consolidate and expand student’s knowledge and skill base
- Maintain regular reviews of progress in relation to learning objectives, and reflective sessions
- Complete summative evaluation process with student and TEP lecturer
- Encourage student to complete evaluation forms (of placement and supervisor) at the end of the placement.
<p>| <strong>STUDENT NAME</strong> | |
| <strong>DATE</strong> | |
| <strong>COURSE TITLE</strong> | |
| <strong>FIELDWORK SUPERVISOR</strong> | |
| <strong>LECTURER</strong> | |
| <strong>CONTACT DETAILS</strong> | |
| <strong>START DATE</strong> | |
| <strong>COMPLETION DATE</strong> | |
| Copy of Learning Action Plan attached | YES / NO |
| Copy of Roster attached | YES / NO |
| Copy of Learning Contract signed &amp; dated | YES / NO |</p>
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## APPENDIX F: SETTING LEARNING OBJECTIVES

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<th><strong>What will change in my practice?</strong></th>
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APPENDIX G: TEMPLATE FOR SETTING & MEASURING OBJECTIVES

(For Students on Placement)

INTRODUCTION:

The template is an adaptation of a Learning Objective Manual designed for Occupational Therapy Students on placement by Ann Christie, NZROT, FRLA 1998, and Senior Occupational Therapist specializing in Child Mental Health. This manual is currently in the process of being endorsed by the NZAOT and the complete manual will be available for purchase.

This is an abbreviated version of the method for objective setting and measurement as used in the manual for clinical practice and professional competency by occupational therapists. This template has been discussed and adapted in collaboration with the author and Werry Centre. The purpose underlying this collaboration is encouraging the development of similar manuals for other disciplines and services in CAMH. This is to ensure that services provide and students gain quality learning in their clinical placements.

This template is one way a student can evaluate their clinical learning and experiences. However, individuals will need to adapt this to their own learning needs, service needs and professional competency criteria.

REFERENCES:

The main reference is the author who designed and evaluated this manual since 1995 to present day. The measurement is based on the ‘Teler’ method of evaluation used in the UK (www.teler.com).
SELF ASSESSMENT

SELF ASSESSMENT:
Where are you at now? What is your understanding & experience so far? What do you want to achieve? This is the why you want to do this objective.

E.g. I have basic knowledge of ICAMH issues; however I have not administered an initial assessment before.

OBJECTIVE
This is your goal (the what) and also should read as your outcome, therefore make it simple

E.g. To do an initial assessment in child & adolescent mental health.

ACTIVITY
Write five step on how to achieve this goal e.g.
1] Discuss with supervisor/colleague/team member
2] Locate assessment & familiarise self with procedures
3] Administer assessment
4] Evaluate results in consultation
5] Write up results on database

Sometimes a fifth step is hard to find therefore use “reflect & document” as your final step. You can tick off each step as it is achieved.

MEASUREMENT
0] Have not achieved any of the above steps
1] To achieve one of the above
2] To achieve two of the above
3] To achieve three of the above
4] To achieve four of the above
5] To achieve all of the steps above

This is a SMART measurement & ensures that you have met your goal & achieve an outcome.

OUTCOME
This should read as “I have achieved all of the steps above” or “I have achieved (three) of the above, because (reason) I left the placement before I could complete this objective” or similar.

REFLECTION
This should reflect two main ideas that reflect the use of the five steps:
1] The impact on your learning & competence
2] The impact on the service user or others.
   a] I was able to administer the initial assessment after talking with my supervisors & going over the procedures with them. This allowed me to ask questions & gave me more confidence to administer evaluate & document in the database.
   b] I informed the service user that this was my first experience with this assessment & found they were helpful & understanding. This gave me the opportunity & confidence to ask the service user how comfortable they were with my approach.
**APPENDIX H: WEEKLY LEARNING REVIEW FORM**

**WEEKLY LEARNING REVIEW FORM**

<table>
<thead>
<tr>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>SELF ASSESSMENT</td>
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<tr>
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<td></td>
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<tr>
<td>WEEKLY GOALS</td>
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<td></td>
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<tr>
<td>PLANNED ACTIVITIES</td>
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<td></td>
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<tr>
<td>CRITICAL REFLECTION/QUESTIONS</td>
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<td></td>
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<tr>
<td>(SIGNED &amp; DATED)</td>
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</table>
APPENDIX I: FIELDWORK SUPERVISOR FEEDBACK FORM

Thank you for providing feedback about my performance as a Fieldwork Supervisor – your feedback will help me to develop my skills in fieldwork supervision.

1. Did you feel like you had consistent access to your supervisor?
2. Please tick the box which best describes your experience:

<table>
<thead>
<tr>
<th>MY SUPERVISOR</th>
<th>EXCELLENT</th>
<th>AVERAGE</th>
<th>SATISFACTORY</th>
<th>NEEDS IMPROVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was expecting me &amp; made me feel welcome.</td>
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<tr>
<td>Identified my previous knowledge &amp; skill set &amp; set goals with me that reflected this.</td>
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<tr>
<td>Had good clinical knowledge &amp; helped me understand &amp; develop my skills.</td>
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<tr>
<td>Used appropriate &amp; effective clinical teaching skills.</td>
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<tr>
<td>Was approachable &amp; communicated well.</td>
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<tr>
<td>Was a professional role model in confidently managing clinical situations which assisted my learning?</td>
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<tr>
<td>Regularly evaluated my knowledge &amp; understanding of core competencies.</td>
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<tr>
<td>Assisted me to identify other people &amp; resources to assist my learning.</td>
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<tr>
<td>Offered regular specific constructive feedback.</td>
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<tr>
<td>Demonstrated competent &amp; safe service user care.</td>
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<tr>
<td>Extended my learning through creating practice opportunities.</td>
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<tr>
<td>Challenged my knowledge base by linking to practice standards &amp; evidence-based practice.</td>
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<tr>
<td>Provided regular time for reflection.</td>
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<tr>
<td>Upheld our learning contract.</td>
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<tr>
<td>Created a safe learning environment.</td>
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</tbody>
</table>
3. Describe the attributes which you appreciated in your supervisor:

4. What would you have liked done differently?

5. Would you consider working in this service/organisation? Why?

6. Any other comments/feedback:
APPENDIX J:  PLACEMENT FEEDBACK FORM

Thank you for providing feedback about this placement. Your feedback will help with the development/improvement of our student placements in the future.

1. Please tick the descriptor which best describes your experience:

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>EXCELLENT</th>
<th>AVERAGE</th>
<th>SATISFACTORY</th>
<th>NEEDS IMPROVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation &amp; student preparation processes occurred.</td>
<td></td>
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<tr>
<td>My previous knowledge &amp; skill set was identified &amp; goals/learning objectives were set by linking to practice standards &amp; evidence-based practice. Learning Contract made.</td>
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<tr>
<td>Regular liaison with the TEP representative occurred.</td>
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<tr>
<td>Feedback processes occurred regularly.</td>
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<tr>
<td>Placement provided me with opportunities to develop my knowledge.</td>
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<tr>
<td>Appropriate &amp; effective clinical teaching methods used.</td>
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<tr>
<td>ICAMH/AoD service supported supervising staff by providing regular time for student teaching &amp; reflection, staff professional development &amp; assistance with managing caseload.</td>
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</tbody>
</table>
APPENDIX K: TERTIARY EDUCATION PROVIDER FEEDBACK FORM

(For a Fieldwork Supervisor)

1. Please tick the descriptor which best describes your experience as a supervisor:

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>EXCELLENT</th>
<th>AVERAGE</th>
<th>SATISFACTORY</th>
<th>NEEDS IMPROVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement contract negotiated &amp; arranged with TEP.</td>
<td></td>
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<tr>
<td>Orientation &amp; student preparation processes agreed. MDT involvement negotiated &amp; commitment</td>
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<tr>
<td>made to support student &amp; supervisor/s.</td>
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<tr>
<td>Supervisor arranged &amp; supervision times are timetabled.</td>
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<tr>
<td>Student performance criteria &amp; competency/evaluation processes established between TEP</td>
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<tr>
<td>representative &amp; ICAMHS staff.</td>
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<tr>
<td>Student’s previous knowledge &amp; skill set identified by TEP. Goals/learning objectives</td>
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<tr>
<td>understood linking to practice standards &amp; evidence-based practice. Learning Contract</td>
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<tr>
<td>explained.</td>
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<tr>
<td>Regular liaison with the TEP representative arranged. Formative &amp; Summative evaluation dates</td>
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<tr>
<td>timetabled.</td>
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<tr>
<td>Supervisor receives copy of Student workbook, evaluation forms, TEP policies, contact</td>
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<tr>
<td>details, Student process information etc.</td>
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<tr>
<td>ICAMH/AoD Service prepared staff by providing professional development support (supervision/</td>
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<tr>
<td>mentoring programmes), assistance with managing caseload.</td>
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<tr>
<td>ICAMH/AoD environment: Desk, IT, orientation etc package.</td>
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</tbody>
</table>