

Supporting Student Placements with K'aute Pasifika

Centre for Health and Social Practice;
Centre for Sport Science and Human Performance



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Introduction

Thank-you for supporting students from our Centres to gain valuable real-world learning experiences through placement at K'aute Pasifika. This information manual aims to provide a brief overview of student placements organised through Wintec; the roles and responsibilities of students, Clinical Supervisors, and Academic Supervisors; the range of students who may be placed at your service; information about the overarching graduate profiles they are striving to achieve and the learning outcomes for their placements.

Students should arrive with more detailed information about their placement, personal goals and learning outcomes they are working on. However, this manual is intended to provide a brief overview so you know what to expect when a student is booked to have their placement with you, at K'aute Pasifika. Thank-you again for supporting our students and their development towards becoming work-ready graduates.



General information and supervision

General enquiries

If you have a general enquiry about an upcoming or current fieldwork placement, or a student, please direct this to the Placement Coordinator for the Centre for Health and Social Practice (CHASP) in the first instance.

<i>Placement Coordinator (CHASP):</i>	Alison Gray	07 834 8800 ext 3748 alison.gray@wintec.ac.nz
<i>Placement Coordinator (Exercise Science):</i>	Regan Standing	07 834 8800 ext 3648 regan.standing@wintec.ac.nz
<i>Placement Coordinator (Massage):</i>	Amy Pearce	07 834 8800 ext 3075 amy.pearce@wintec.ac.nz
<i>Placement Coordinator (Occupational Therapy):</i>	Tiffany Brooke	021 735 662 otfieldwork@op.ac.nz

Pre-screening

Prior to commencing fieldwork placement, as agreed in the MOU between K’aute Pasifika and Wintec, all students will have:

- Undertaken safety checking in accordance with Wintec’s obligations under the Children’s Act 2014 and Wintec’s Child Protection Policy; subsequently, K’aute Pasifika will be notified of any relevant information relating to students applying for placement with them
- A Covid vaccination pass validated by Wintec staff
- Undertaken occupational immunisation and screening required by K’aute Pasifika or discipline-specific requirements, with documented compliance available on request from K’aute Pasifika; if there are exceptions to this, K’aute Pasifika will be informed by Wintec staff, prior to the clinical placement, in order to enable risk assessment to occur and determine any safe and appropriate placement options

What’s the difference between a clinical and an academic supervisor?

The clinical supervisor (or preceptor) is the registered health professional employed in a health role within K’aute Pasifika to deliver care to the community. Their role is to supervise/precept the health student, provide everyday guidance and model practice.

The academic supervisor is a registered health professional employed as a tutor/lecturer at Wintec to facilitate learning in a programme of study. Their role is to provide academic support, to facilitate the student to apply theory to practice and, in some instances, to conduct learning assessments. For more information on the roles and responsibilities of each supervisor, see the sections later in this manual.

Competency assessment

Supervising academic staff will contact clinical supervisors to ask about the student's performance and behaviour. Some programmes you will be asked to complete the assessment and in others this will be undertaken in collaboration with Academic Supervisors.

Who to contact if a student does not turn up when expected or is absent

If a student does not arrive on placement when they are expected to, please contact the Placement Coordinators listed above. If a student is absent (e.g. sickness/bereavement) they are expected to inform both the clinical and the Academic Supervisors before 9am on the day they are expected to attend.

Who to contact if there are concerns about a student's behaviour or performance

If there are any concerns about a student's behaviour or performance these are best dealt with earlier rather than later. If discussion between the Clinical Supervisor and student does not resolve the concerns then these can be escalated to the Placement Coordinator or Academic Supervisor from their discipline-specific programme of study. Supports are available for both Clinical Supervisors and students when issues arise – please do not struggle in silence.

Fieldwork placement hours

The hours required for each placement vary depending on the student's discipline and year of study. It is the student's responsibility to monitor their hours and to report these honestly to the K'aute Pasifika Clinical Supervisor. The Clinical Supervisor should have sufficient oversight of the student's daily activities to be able to verify these. Please note, public holidays do not count as fieldwork placement hours and students will be absent on these days.



Supervision

There are different levels of supervision required for students from a range of health disciplines, including direct and indirect supervision.

Direct supervision is provided when the Clinical Supervisor is present, and can observe, work with, direct and assess the student. This type of supervision is most suitable when students:

- Are conducting any invasive procedures/nursing interventions
- Are administering any medication
- Are conducting an intervention or assessment for the first time

Indirect supervision is provided when the Clinical Supervisor (or a colleague from K'aute Pasifika) is working in the same areas as the student, is accessible, but does not constantly observe their activities. This type of supervision is most suitable when students:

- Are completing non-invasive clinical activities, after negotiation with their clinical supervisor, such as completing client paperwork, verbal assessments and observation of team members practice
- Have discussed their plans prior to implementing them and report findings/outcomes in a timely manner post activity, with their Clinical Supervisor

Initially, it may be appropriate for the student to be directly supervised so that the Clinical Supervisor can determine the student's level of skill and competence and provide objective feedback.



Rights and responsibilities of students

Rights of Students

Students participating in fieldwork placements at K’aute Pasifika have the right to:

1. Expect the Clinical Supervisor to provide balanced, independent and specific feedback
2. Expect the Clinical Supervisor to be flexible, fair and consistent in values
3. Be briefed about Work Health and Safety policies and patient care procedures
4. Have opportunities to engage with clients and practice discipline specific skills

Responsibilities of Students

Students participating in fieldwork placements are responsible for:

1. Completing all pre-screening required, including police vetting and vaccinations (in particular being able to show a Covid vaccination pass)
2. Monitoring their own fitness to practice and attend placement, in accordance with the Health Practitioners Competence Assurance Act – if this changes during the placement, students must inform both the clinical and Academic Supervisors and a plan put in place
3. Following Wintec and K’aute Pasifika guidelines for uniform, appearance, identification and professional standards of behaviour including punctuality and attendance
4. Contacting both clinical and Academic Supervisors if unable to attend or will be late for fieldwork placement
5. Preparing thoroughly before commencing the clinical placement including revising relevant theoretical knowledge on the management of various chronic conditions and reading about Pacific models of health
6. Reviewing the K’aute Pasifika student orientation package prior to commencing placement
7. Making contact with the Clinical Supervisor prior to commencing placement to introduce themselves
8. Understanding that both the student and Clinical Supervisor are ethically and legally responsible for the care and safety of health service clients
9. Engage in clinical supervision, arrive with a prepared agenda for discussion and be responsive to feedback
10. Understanding Wintec and K’aute Pasifika Work Health and Safety policies and procedures and emergency procedures
11. Seeking guidance from the Clinical Supervisor if clinical assistance is required
12. Respecting the rights and confidentiality of the clients
13. Maintaining accurate electronic and paper clinical records, as required by K’aute Pasifika
14. Performing relevant administrative duties (including cleaning) associated with placement at K’aute Pasifika
15. Monitor and report fieldwork placement hours honestly to the K’aute Pasifika Clinical Supervisor for verification

Rights and responsibilities of K’aute Pasifika Clinical Supervisors

Rights of K’aute Pasifika Clinical Supervisors

Clinical Supervisors taking on student supervision in student fieldwork placements have the right to:

1. Be respected as a professional
2. expect that students will fulfil their responsibilities
3. Support from academic staff if the student placed with them is struggling or they are at risk of failing the fieldwork placement
4. Decline to take any Wintec requested placements by notifying Wintec in writing

Responsibilities of K’aute Pasifika Clinical Supervisors

Clinical Supervisors taking on student supervision in student fieldwork placements are responsible for:

1. Providing Wintec with access to K’aute Pasifika policies and information relevant to the placement and programme
2. Providing the student, at the onset of placement, with a specific workplace induction regarding health and safety, emergency procedures, risk and hazard management and accident/incident reporting
3. Instructing the student on any risk or hazards in the workplace and the precautions they must take
4. Ensuring that at all times each and every student is provided with, educated in the use of, and wearing the prescribed standard Personal Protection Equipment (PPE) where appropriate
5. Providing clinical experiences to the standard detailed in the current academic year module handbook for their programme of study, and make the necessary arrangements to facilitate these
6. Providing the student with appropriate levels of direct clinical supervision and direction in relation to the placement
7. Providing discipline-specific feedback to students and completing fieldwork assessments as per Wintec requirements
8. Respecting student privacy and confidentiality
9. Reporting all incidents, whether near misses or more serious, to the student’s Academic Supervisor, to the K’aute Pasifika team, and to Wintec’s Safety and Wellbeing Manager (WSWM) and report “notifiable events” to Worksafe with copies of the notification and advice provided to Wintec’s WSWM
10. Liaising with Wintec academic staff regarding student performance whilst on placement, particularly if a student is at risk of failing
11. Immediately reporting to Wintec any instance of complaint, injury, harassment, or misconduct affecting the student and any breach by the student of his/her responsibilities
12. Monitoring the quality of interventions that students provide to the clients
13. Providing a positive learning environment and to act as a professional role model
14. Verifying student fieldwork placement hours, as monitored and reported by the student

Responsibilities of Academic Supervisors

Academic Supervisors, associated with a student's discipline and programme of study at Wintec, are responsible for:

1. Coordinating with K'aute Pasifika directly about placement timings (for Centre for Sport Science and Human Performance); for CHASP this coordinating occurs primarily with the Placement Coordinator (see below)
2. Supporting the student regarding the requirements of the programme of study and fieldwork placement, including information about the terms of their offsite placement obligations when at K'aute Pasifika, prior to commencement of the placement
3. Supporting the K'aute Pasifika Clinical Supervisor regarding the requirements of the programme of study and fieldwork placement
4. Providing access to Wintec policies and information relevant to the placement and programme (eg Safety and Wellbeing Policy; Off Campus Practical Work Based Learning Safety/Safety Management Policy; Programme Handbook)
5. Ensuring the student fully understands the terms of their offsite clinical placement in obligations
6. Managing any student misconduct, issues of complaint or harassment in accordance with Wintec policies
7. Providing clinical supervision and feedback to students (as required on an individual/discipline-specific basis)
8. Consulting with K'aute Pasifika staff regarding student progress toward achieving professional competencies
9. Undertaking student competency assessment (for some disciplines, not all)

The Placement Coordinator, associated with the Centre for Health and Social Practice, is responsible for:

1. Coordinating with all participating programmes of study around placement timings
2. Allocating students to a range of placements that meet their individual learning needs of those of the programme of study
3. Distributing the K'aute Pasifika orientation package to students on allocation to this site as a fieldwork placement
4. Verifying student ID and pre-screening prior to commencing the placement
5. Functioning as a contact person for K'aute Pasifika and Wintec regarding issues pertaining to the fieldwork placement

Programmes of study

Each programme is presented in a similar manner across two pages.

The first page offers a brief description of intended learning outcomes for each placement. The second page provides an overview of graduate outcomes associated with the programme of study overall, and which are intended to be achieved in each placement.

This information is presented in the format below:

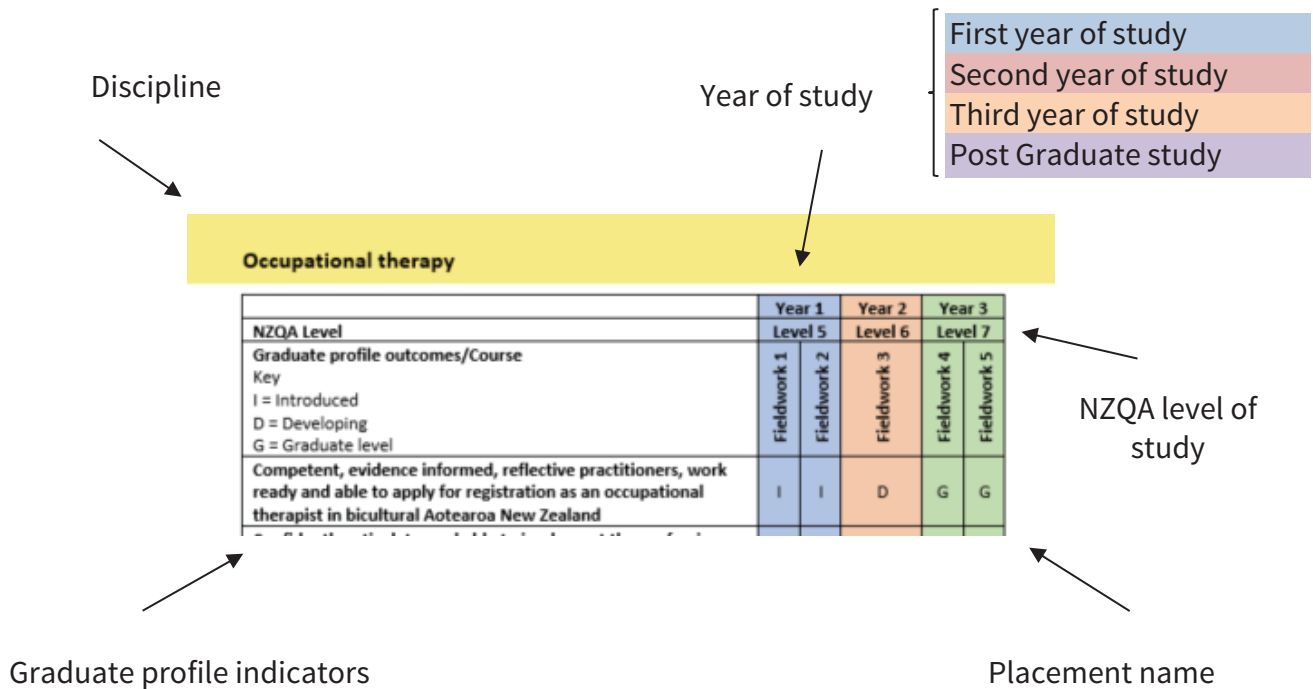


Figure 1: Ledger showing components on the second page for each programme of study

Exercise science

Practicum: Exercise science

Aim: to provide students with opportunities within a vocational or workplace setting for the advancement and application of their skills and knowledge in the area of sport science and human performance. In particular, to provide students with the opportunity to demonstrate their ability to put all the skills learned within the programme together in the professional practice setting at a level befitting a sport and exercise science professional.

Learning outcomes

1. Gained experience in working with clients within the sport and exercise industry
2. Advanced their practical skills in sport and exercise science.
3. The ability to develop client-practitioner relationships and use professional protocols within the workplace setting.
4. Demonstrated the ability to perform as a professional within a sport and exercise professional setting



Exercise Science

	Year 3
NZQA Level	Level 7
Graduate profile outcomes from the overall programme of study	Practicum
Demonstrate the competencies required to enter a chosen profession related to sport science and human performance.	
Demonstrate specialist knowledge and technical skills in selected areas of sport science and human performance.	
Understand and apply the relevant legal, regulatory and ethical requirements and guidelines in their professional practice.	√
Display critical thinking capabilities, including analysing, evaluating and critically reflecting on information, decisions and behaviour in sport science and human performance practice.	
Use critical enquiry approaches to evaluate research findings or information for sport science and human performance practice	
Develop and adapt strategies, design plans, and implement flexible solutions in order to resolve problems and create improvement for individuals, groups or organisations within the sport, exercise science and human performance environment	√
Demonstrate the interpersonal skills necessary for careers, which require collaboration, cooperation and participation. They will be able to work effectively as a leader or as a member of a group and within diverse work and cultural environments	√
Demonstrate skills in effective verbal and written communication and consultation with colleagues and clients in organisational, professional and cultural contexts.	√

Massage

Practicum L5

Aim: The aim of this module is to provide the students with a strong practical base for delivering relaxation and wellness massage therapy treatment modalities in a massage business practice.

Scope of Practice: Previously referred to as Certified Massage Therapist)

A MNZ Registered Massage Therapist (Level 4 and 5) will be able to demonstrate competency in the following areas:

- Client health information gathering and wellness assessment of the client;
- Clinical reasoning to justify the massage session plan;
- Wellness and relaxation massage therapy and other relevant techniques in a safe and effective manner;
- Session evaluation; information regarding client self-management;
- Professional presentation and behaviour according to the MNZ Code of Ethics;
- Referral of a client to an appropriate health professional when necessary

The purpose of this programme is to provide the health sector and massage therapy industry with people who can provide wellness and relaxation massage therapy services.

Graduates will be able to work within the scope of practice defined by wellness and relaxation massage. Graduates will communicate and refer with remedial massage therapists, allied health, wellness and medical professionals for those specialist services.

Graduates will be capable of working independently.

Practicum L6

Aim:

This course utilises supervised clinical environments to apply skills and knowledge learnt throughout the programme to identify, analyse, synthesise and interpret clients' dysfunction to develop appropriate treatment plans

Scope of practice:

A MNZ Registered Massage Therapist (Level 6 and 7) will be able to demonstrate competency in the following areas:

- Client health information gathering and physical assessment of the client's condition;
- Clinical reasoning to justify the treatment plan; massage therapy and other relevant treatment techniques in a safe and effective manner;
- Treatment evaluation;
- Information regarding client self-management;
- Professional presentation and behaviour according to the MNZ Code of Ethics;
- Referral of a client to an appropriate health professional when necessary.

The purpose of this programme is to provide the health sector and massage therapy industry with people who can provide remedial massage therapy services.

Graduates will be able to work within the scope of practice defined by remedial massage and wellness and relaxation massage. Graduates will communicate and refer with other massage therapists, allied health, wellness and medical professionals for those specialist services.

Graduates will be capable of working independently in an unsupervised and autonomous self-managing capacity.

Massage

	Year 1	Year 2
NZQA Level	Level 5	Level 6
Graduate profile outcomes/Course	Practicum	Practicum
Implement professional and ethical standards through effective client relationship skills to offer inclusive, culturally responsive, person-centred, safe practice.	√	
Apply knowledge of anatomy and physiology (human functioning) relevant to wellness and relaxation massage to meet client needs	√	
Apply knowledge of wellness and relaxation massage and other methods within breadth of practice to develop and manage client specific session plans.	√	
Perform wellness and relaxation massage and other methods within the breadth of practice to meet client specific session plans.	√	
Apply a range of self-management and client service knowledge and skills to meet wellness and relaxation massage client and industry requirements.	√	
Demonstrate professional and ethical standards through effective client-centred therapeutic relationship skills to offer inclusive, culturally responsive, person-centred, safe practice.		√
Analyse and apply anatomy and physiology knowledge relevant to remedial massage to meet client specific needs.		√
Evaluate, select and apply remedial massage protocols within scope of practice to solve client specific issues.		√
Evaluate, select and apply a range of self-management and client service knowledge and skills to meet remedial massage client and industry requirements.		√

Midwifery

Year 2 Clinical placement experience

The focus of this placement for the student midwife is around the postnatal care from birth to six weeks postnatal. This can include well child checks of the baby / pēpi and health assessment of the woman/ wāhine or birthing person. We require students to actively participate in these assessments including providing evidence-based information around screening, tests and healthcare advice including immunisation.

Learning outcomes

- Demonstrate partnership with the woman/wahine and her family/whānau with application of the principles of Te Tiriti o Waitangi, cultural safety and Tūranga Kaupapa.
- Demonstrate appropriate and professional verbal and written communication with women/wāhine, whānau/families and colleagues.
- Demonstrate developing midwifery knowledge, skills, decision-making and critical thinking processes.
- Demonstrate an understanding of professional boundaries and accountability within the midwifery scope of practice



Midwifery

	Year 2
NZQA Level	Level 6
Graduate profile outcomes/Course	
Practice professional, ethical and values-based midwifery and apply comprehensive theoretical and scientific knowledge with the affective and technical skills needed to provide effective and safe midwifery care. <i>(Competency 2, Competency 4)</i>	√
Work in partnership with the woman/wahine throughout the maternity experience and across maternity settings. <i>(Competency 1)</i>	√
Work collaboratively in an interprofessional workforce and engage in inclusive, culturally responsive, and women/wāhine-centred midwifery practice. <i>(Competency 3, Competency 4)</i>	√
Demonstrate contemporary applications of Te Tiriti o Waitangi including Tūranga Kaupapa, through culturally responsive, holistic and safe midwifery care. <i>(Competency 1, Competency 2)</i>	√
Uphold professional midwifery standards, use professional judgement, and be reflective and critical practitioners when providing midwifery care. <i>(Competency 4)</i>	√
Promote practices that build and maintain relationships to communicate effectively, advocate for and educate, to enhance the hauora of the woman/wahine and her family/whānau and which encourage their participation in her health care. <i>(Competency 3)</i>	√

Nursing

Bachelor Nursing 2

To practice in partnership with individuals, whānau and communities to provide nursing care in a primary healthcare context across the lifespan.

Ngā Putanga/Learning outcomes

1. Utilise clinical reasoning and decision-making frameworks to inform nursing practice.
2. Provide care underpinned by Te Tiriti o Waitangi/Treaty of Waitangi in partnership with individuals, whānau and other health professionals.
3. Apply the principles of cultural safety in nursing practice
4. Reflect upon the effectiveness of nursing care

Enrolled Nursing

To enable students to demonstrate knowledge, skills and attitudes to meet the requirements of the Nursing Council of New Zealand competencies for the Enrolled Nurse scope of practice in settings that support the principles of nursing care.

Ngā Putanga/Learning outcomes

1. Describe the causes, signs and symptoms, underpinning pathophysiology, treatment and nursing interventions for a range of common long term conditions identified as health priorities in New Zealand health strategies.
2. Describe the impact of long term health alteration on health consumers, their families and/or whānau and the community.
3. Reflect on the implications of socio-economic and socio-cultural realities on consumers and their family and/or whānau due to long term health alteration(s).
4. Describe and apply the philosophies of care related to disability, rehabilitation, palliative care, continuing care and primary health care.
5. Discuss strategies that assist consumers and their families and/or whānau who live with long term health alteration(s) to meet their health needs, and maximise their capabilities.
6. Maintain a safe environment and demonstrate leadership skills within the health care team that promote wellness and independence of individuals.
7. Apply the principles of safe medication storage and administration within the legal framework and institutional policy of the specific clinical setting.
8. Meet the Nursing Council of New Zealand competencies for the Enrolled Nurse scope of practice.

Bachelor Nursing 4

To practice in partnership with individuals and whānau in experiencing long term health care needs.

Ngā Putanga/Learning outcomes

1. Apply clinical reasoning and decision making frameworks to inform nursing practice in long term care settings
2. Negotiate care underpinned by Treaty of Waitangi in partnership with individuals, whānau and other health care professionals
3. Apply the principles of cultural safety to demonstrate cultural openness in nursing practice
4. Reflect upon and evaluate the effectiveness of nursing care

Integrated Practice

Strong cultural focus and in-depth experience about practice in the community, wrap-around practice; preparation for entry into clinical workforce.

Ngā Putanga/Learning outcomes

1. Exemplify critical thinking, clinical reasoning and decision making; and professional awareness in clinical practice when working in partnership with individuals, whānau and other health professionals.
2. Apply the principles of Te Tiriti o Waitangi/The Treaty of Waitangi and integrate knowledge of Te Ao Māori in the practice context.
3. Engage in appropriate self-care strategies.
4. Demonstrate clinical competence for entry to the registered nurse scope of practice.

Competence Assessment Programme

Aimed at practitioners returning to practice or coming from overseas. Following satisfactory completion of this module students will demonstrate safe practice and reflect on the four domains for competencies as set by Nursing Council of New Zealand.

Learning will be gained in selected nursing practice placements. This experience will be planned to:

1. extend the student's practice in a range of complex situations
2. provide a variety of practice experiences for students related to specific areas of knowledge

Each student's clinical experience will be supported by a clinical practitioner ie Registered Nurse (RN) Partner (preceptor) and a nominated Wintec lecturer. The clinical experience for this paper will involve 4 days a week of practice (duties will be negotiated with their selected RN Partner to work with them at any time during the week, ie over the full range of 24 hours per day and 7 days per week).

Master of Nursing Science (pre-registration)

Whanau and community Hauora: This module will apply to understand the complex interdependent relationships between people, systems and the socio-political, and environmental contexts that may influence the improvement and maintenance of Hauora and quality of life across the lifespan.

Ngā Putanga/Learning outcomes

1. Apply evidence-based care pathways to contemporary models of care that guide practice and therapeutic relationships with health consumers, whanau and communities across the lifespan
2. Demonstrate inter-professional collaboration within health and social services to meet health consumer, whanau and community needs.
3. Identify and support opportunities for health promotion through the development of partnerships with health consumers, whanau and/or community organisations.

Nursing

	Year 1		Year 2	Year 3		PG
NZQA Level	Level 5		Level 6	Level 7		Level 8
Graduate profile outcomes/Course	Bachelor Nursing 2	Enrolled Nursing	Bachelor Nursing 4	Integrated Practice	Competence Assessment Programme	Master of Nursing Science
Utilise nursing knowledge, research and critical reflection to practice safely with health consumers/whānau in a variety of healthcare contexts	√	√	√	√	√	√
Apply the principles of Te Tiriti o Waitangi / Treaty of Waitangi to work in partnership with mana whenua when providing nursing care	√	√	√	√	√	√
Provide nursing care to health consumers/whānau underpinned by knowledge of self, and professional, contextual, experiential and empirical ways of knowing	√	√	√	√	√	√
Demonstrate cultural safety in practice and promote culturally responsive healthcare environments	√	√	√	√	√	√
Critically analyse how technological advances in healthcare impact on the delivery of healthcare to health consumers/whānau	√		√	√	√	√
Respond to the changing healthcare context by engaging with regional, national and global healthcare issues and population needs	√	√	√	√	√	√
Utilise professional, legal, socio-political, and cultural values to develop responses that support a sustainable healthcare environment	√	√	√	√	√	√
Work collaboratively within an interprofessional healthcare team to support inclusive health consumer/whānau centred practice	√	√	√	√	√	√



Occupational therapy

Fieldwork 1

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

- Discuss the role of the occupational therapist and occupational therapy within the local context
- Demonstrate the ability to practice occupational therapy at an emergent level across identified areas of competence within the placement setting

Fieldwork 2

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

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

Fieldwork 3

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

- Justify occupational therapy practice within the local context use evidence-informed practice
- Demonstrate the ability to practice occupational therapy at an adequate level across identified areas of competence within the placement setting

Fieldwork 4

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

- Critique the role of the occupational therapist and occupational therapy using evidence informed practice within the local context
- Practice occupational therapy at a consistent level across identified areas of competence within the placement setting

Fieldwork 5

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

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

Occupational therapy

	Year 1		Year 2	Year 3	
NZQA Level	Level 5		Level 6	Level 7	
Graduate profile outcomes/Course	Fieldwork 1	Fieldwork 2	Fieldwork 3	Fieldwork 4	Fieldwork 5
Competent, evidence informed, reflective practitioners, work ready and able to apply for registration as an occupational therapist in bicultural Aotearoa New Zealand	√	√	√	√	√
Confidently articulate, and able to implement the professions worldview	√	√	√	√	√
Able to facilitate people and communities' everyday engagement in meaningful occupations to enable positive health and wellbeing outcomes	√	√	√	√	√
Positioned to implement and engage in research	√	√	√	√	√
Sustainable practitioners who can enable change, at a local, national and international level addressing the social determinants of health		√			
Advocates for occupational justice in partnership with people and communities	√	√			√
Confident in implementing Te Tiriti of Waitangi/The Treaty of Waitangi, and empowering citizenship for all					
Critical consumers of knowledge and committed to ongoing learning and the further development of the profession	√	√	√	√	√
Able to practice safely using sound professional and ethical reasoning	√	√			

Paetahi Tumu Kōrero/Counselling/Post Graduate Diploma in Health and Social Practice (Mental Health and Addiction)

HSC0502

To prepare for professional and ethical counselling practice, and introduce the role of supervision and self-reflection.

Learning Outcomes

1. Examine ethical and professional counselling practice.
2. Outline the importance of supervision in counselling practice.
3. Analyse theory, practices and strategies for individual and group counselling processes.
4. Examine and apply self-assessment and self-reflection in counselling.

HSC0601

To undertake counselling practice and integrate basic theory and skills, working with whanau/ tangata whaiora in the multicultural context of Aotearoa New Zealand.

Learning Outcomes

1. Demonstrate developing practice skills as a bicultural counsellor in the context of Aotearoa New Zealand.
2. Analyse selected Maaori and Western theories and models and application to counselling practice.
3. Evaluate own practice, including reflection, identifying gaps in knowledge and skills, and planning professional development to enhance future practice.
4. Critically reflect on participation in supervision and its application for ongoing personal and professional development.

HSC0602

To develop counselling knowledge and skills with a focus on affecting change in the counselling process, integrating theory from both Maori and western approaches and contributing to the wellbeing of whanau/ tangata whaiora.

Learning Outcomes

1. Discuss and analyse work with whaanau/ tangata whaiora, articulating a rationale for change and its contribution to well-being.
2. Analyse social, cultural, political, and ethical factors that arise from the change process with whaanau/ tangata whaiora.
3. Analyse cultural discourses and the influence on professional practice
4. Facilitate transformational change with clients through respectful, collaborative relationships.

(continued on next page...)

HSCO701

To integrate bicultural counselling knowledge and skills for reflective practice in the context of Aotearoa New Zealand.

Learning Outcomes

1. Integrate counselling knowledge and skills as a bicultural counsellor to provide effective, ethical and professional counselling practice in the context of Aotearoa New Zealand.
2. Critique relevant counselling theory, models, and research, including Maaori and Western approaches.
3. Critically analyse and demonstrate reflective and reflexive practice.
4. Demonstrate the practice of communicating professional judgements and collaborating within a professional context.

HSCO702

To consolidate bicultural counselling knowledge, theory, and skills for reflective practice in the context of Aotearoa New Zealand.

Learning Outcomes

1. Consolidate and apply comprehensive knowledge and skills as a bicultural counsellor to provide effective, ethical and professional counselling practice in the context of Aotearoa New Zealand.
2. Identify and address social, cultural and ethical issues involved in whaanau / tangata whaiora.
3. Critically evaluate own practice including reflection to identify gaps in knowledge and skills that will inform professional development to enhance future practice.

HSIP817

To demonstrate advanced culturally responsive skills in relational practice, in meeting tangata whaiora needs, and enhancing wellbeing in the context of mental health and addiction in Aotearoa New Zealand. To develop a thoughtful and enquiring practitioner ready to work alongside tangata whaiora experiencing mental health and addiction issues through evidence based practice skills.

Learning Outcomes

1. Apply evidence based clinical reasoning to professional practice relevant to working alongside tangata whaiora experiencing mental health and addiction in Aotearoa New Zealand.
2. Integrate best, and evidence based relational practice approaches through advanced knowledge practice with tangata whaiora experiencing mental health and addiction.
3. Justify evidence based theories as a culturally responsive practitioner to provide effective, ethical and professional clinical practice in the context of Aotearoa New Zealand.
4. Critically reflect on experiential knowledge and learning that informs growth of the professional self as a culturally responsive and relational practitioner.

Paetahi Tumu Kōrero/Counselling/Post Graduate Diploma in Health and Social Practice (Mental Health and Addiction)

	Year 1	Year 2		Year 3		PG
NZQA Level	Level 5	Level 6		Level 7		Level 8
Graduate profile outcomes/Course	HSCO502	HSCO601	HSCO602	HSCO701	HSCO702	HSIP817
Have competent bicultural practice within the multicultural context of Aotearoa New Zealand	√	√	√	√	√	√
Facilitate transformational change through respectful, collaborative relationships		√	√	√	√	√
Undertake critical analysis of research and the application of research to counselling practice				√	√	√
Apply critical thinking to inform and communicate professional judgements in diverse contexts				√	√	√
Practice within policy frameworks and legal, ethical, cultural boundaries of the counselling profession	√	√	√	√	√	√
Implement contextualised knowledges and theories of the social, political and cultural aspects of counselling	√	√	√	√	√	√
Represent the range of roles within the counselling profession with integrity and professionalism		√	√	√	√	√
Have commitment to ongoing personal and professional development	√	√	√	√	√	√



Physiotherapy

HSPT505 Professional and interprofessional practice (30 hours of work integrated learning)

Te Whāinga / Aim:

To introduce concepts of physiotherapy professional practice and interprofessional practice, in Aotearoa New Zealand and globally.

Ngā Putanga / Learning Outcomes:

1. Describe the history of physiotherapy and its place in healthcare in Aotearoa New Zealand.
2. Discuss the national regulation of the health professions, health law and ethics as it relates to practitioner/patient/client/consumer rights and the implementation of safe, ethical and legal practice.
3. Discuss professional, cultural and person and whānau-centred concepts in the context of physiotherapy practice.
4. Demonstrate effective and culturally responsive communication and practice.
5. Appraise interprofessional practice and the role of the physiotherapist in an interprofessional team.

HSPT603 Musculoskeletal physiotherapy (30 hours of work integrated learning)

Te Whāinga / Aim:

To develop physiotherapy knowledge and clinical skills for the management of people living with basic disorders of the musculoskeletal system across the lifespan.

Ngā Putanga / Learning Outcomes:

1. Apply biomedical and behavioural scientific knowledge and relevant lifespan, gender, cultural, legal and ethical factors to the evaluation and management of basic musculoskeletal disorders.
2. Apply introductory clinical reasoning skills and decision making in musculoskeletal physiotherapy practice.
3. Demonstrate a safe and appropriate basic subjective and physical examination, intervention and evaluation for basic musculoskeletal disorders.
4. Communicate in an effective, culturally responsive manner in both verbal and written forms.
5. Appraise the role of the client, whānau and other health and social care professionals in the interprofessional team for the holistic management of clients with a musculoskeletal disorder.

HSPT608 Physiotherapy clinical practice 1 (90 hours of clinical placements)

Te Whāinga / Aim:

To prepare for, and undertake physiotherapy clinical practice, and integrate basic theory and practical skills to assess and treat clients in a healthcare setting under supervision.

Ngā Putanga / Learning Outcomes:

1. Perform a competent and culturally-responsive physical examination and intervention for a client presenting with a selected simple clinical problem.
2. Apply basic skills in clinical reasoning in conducting the clinical examination and making clinical decisions.
3. Communicate and collaborate effectively with clients, whānau, and other healthcare providers.
4. Demonstrate reflective practice and self-assessment in the clinical setting.
5. Demonstrate professionalism and an evolving appreciation of the role of the physiotherapist.

HSPT704 Physiotherapy clinical practice 2 (150 hours of clinical placements)

Te Whāinga / Aim:

To undertake physiotherapy clinical practice and integrate basic theory and practical skills to assess and treat clients in a healthcare setting under supervision.

Ngā Putanga / Learning Outcomes:

1. Deliver professional, safe and competent practice in the physiotherapy clinical practice area.
2. Communicate and collaborate effectively with clients, whānau, and other members of the interprofessional team.
3. Determine culturally responsive practice in the physiotherapy clinical practice area.
4. Appraise current and future practice using self-assessment and reflection on practice.
5. Assume competency standards expected of a competent entry-level physiotherapy practitioner.

HSPT708 Physiotherapy clinical practice 3 (150 hours of clinical placements)

Te Whāinga / Aim:

To undertake physiotherapy clinical practice and integrate basic theory and practical skills to assess and treat clients in a healthcare setting under supervision.

Ngā Putanga / Learning Outcomes:

1. Deliver professional, safe and competent practice in the physiotherapy clinical practice area.
2. Communicate and collaborate effectively with clients, whānau, and other members of the interprofessional team.
3. Determine culturally responsive practice in the physiotherapy clinical practice area.
4. Appraise current and future practice using self-assessment and reflection on practice.
5. Assume competency standards expected of a competent entry-level physiotherapy practitioner.

HSPT741 Physiotherapy clinical practice 4 (240 hours of clinical placements)

Te Whāinga / Aim:

To undertake physiotherapy clinical practice and integrate theory and practical skills in the management of clients in a healthcare setting under supervision.

Ngā Putanga / Learning Outcomes:

1. Deliver professional, safe and competent practice in the physiotherapy clinical practice area.
2. Deliver effective person-centred care with clients, whānau, and effective interprofessional practice in the multi- disciplinary healthcare team.
3. Determine cultural responsiveness in the physiotherapy clinical practice area.
4. Appraise own practice including reflection, identify gaps in knowledge and plan professional development to enhance future practice.
5. Assume the competency standards expected of a competent entry-level physiotherapy practitioner.

HSPT744 Physiotherapy clinical practice 5 (240 hours of clinical placements)

Te Whāinga / Aim:

To undertake physiotherapy clinical practice and integrate theory and practical skills in the management of clients in a healthcare setting under supervision.

Ngā Putanga / Learning Outcomes:

1. Deliver professional, safe and competent practice in the physiotherapy clinical practice area.
2. Deliver effective person-centred care with clients, whānau, and effective interprofessional practice in the multi- disciplinary healthcare team.
3. Determine cultural responsiveness in the physiotherapy clinical practice area.
4. Appraise own practice including reflection, identify gaps in knowledge and plan professional development to enhance future practice.
5. Assume the competency standards expected of a competent entry-level physiotherapy practitioner.



Physiotherapy

	Year 1	Year 2		Year 3		Year 4	
NZQA Level	Level 5	Level 6		Level 7		Level 7/8	
Graduate profile outcomes/Course	HSPT505	HSPT603	HSPT608	HSPT704	HSPT708	HSPT741	HSPT744
Practice professional, ethical and values-based physiotherapy with clients over the lifespan and across clinical settings to enhance the hauora of individuals and communities. (Physiotherapy practitioner, Professional and ethical practitioner)		√	√	√	√	√	√
Work collaboratively in an interprofessional workforce and engage in inclusive, culturally responsive and person-centred practice. (Collaborative practitioner)	√	√	√	√	√	√	√
Demonstrate contemporary applications of Te Tiriti o Waitangi through culturally responsive, holistic and safe physiotherapy care, to engage effectively with whānau in healthcare settings in Aotearoa New Zealand (Physiotherapy practitioner, Professional and ethical practitioner)		√	√	√	√	√	√
Engage in original rangahau or research, reflect on practice and apply critical thinking and self-directed learning to contribute to the advancement of physiotherapy practice in Aotearoa New Zealand and globally. (Reflective practitioner and self-directed learner, Leader)				√	√	√	√
Build and maintain relationships to communicate effectively, advocate for and educate individuals, whānau, health professionals and other stakeholders (Communicator, Educator)		√	√	√	√	√	√

Social Work

Fieldwork 1: Advanced Professional Practice (level 7 first practicum)

The aim of this module is to provide the student the opportunity to participate in a supervised placement experience so as to: -Undertake basic social work roles and tasks under the guidance of an experienced practitioner. -Strengthen the links between their developing knowledge of social work theories, models and ethics with day to day social work practice. Students will develop the skills to critically analyse practice issues in social work and begin to develop their own practice and their professional identity.

Learning Outcomes

1. Synthesise, apply and articulate knowledge of social work theory and interventions within the policy and legislative context.
2. Establish and maintain professional relationships in a social service contexts.
3. Critically analyse organisational culture and structure and theories relevant to social work in a placement setting
4. Critically examine the place of bicultural and/or Kaupapa Maaori practice within a placement setting and wider field of practice.
5. Demonstrate an advanced understanding of ethical principles and their application to practice.
6. Use collaborative skills in inter-professional practice
7. Engage in effective use of professional supervision to reflect on social work practice using reflective practice models.
8. Critically analyse social work practice within a framework of social justice and client self-determination.

Fieldwork 2: Integrated professional practice (level 7 second practicum)

The aim of this module is to provide the student with an opportunity to participate in a supervised placement experience so as to: - Independently engage in social work practice under the guidance of an experienced practitioner - Demonstrate working within professional standards and - Extend knowledge and understanding of social work processes and professional supervision to work safely in complex practice areas. Students will extend and articulate their own integrated model of practice

Learning Outcomes

1. Critique the Fieldwork Placement setting and allied organisations in terms of their structures, major social service focus and primary functions.
2. Critique own experience and utilisation of professional supervision.
3. Demonstrate competence at 'beginning practitioner' level for engaging and working purposefully with individuals, families and/or whaanau and communities within a range of cultural settings.
4. Critically analyse issues related to power dynamics in social work practice.
5. Evaluate and justify personal integrated model of practice.
6. Integrate knowledge and skills (at beginning practitioner level) in recognising and managing professional practice issues.
7. Demonstrate integration of the Social Workers Registration Board Competencies in practice.

Social Work

	Year 3	Year 3
NZQA Level	Level 7	Level 7
Graduate profile outcomes/Course	Fieldwork 1	Fieldwork 2
Demonstrate the ability to work in a bi-cultural context and acknowledge the centrality of Te Tiriti o Waitangi to social work as a profession and in practice	√	√
Apply anti oppressive social work values, knowledge and skills to complex situations to stimulate personal and social change in a range of work and social contexts	√	√
Have the ability to work with individuals, families or whānau, communities and groups from diverse ethnic, cultural and indigenous backgrounds	√	√
Demonstrate resilience and the ability to manage interpersonal conflict and challenges that arise in the context of social work practice	√	√
Demonstrate knowledge of the origins, purpose and development of Aotearoa New Zealand social work within a global context	√	√
Demonstrate professional literacy and numeracy, critically evaluate scholarship, critique and apply diverse knowledge and research to social work practice	√	√
Demonstrate an ability to think critically, and effectively analyse, synthesise and apply information	√	√
Demonstrate the ability to work autonomously and make independent judgments from a well-informed social work position	√	√
Demonstrate the ability to work collaboratively with others in multi-disciplinary teams, organisations and communities	√	√
Demonstrate a critically reflective approach to individual social work practice through supervision, peer review and self-evaluation	√	√
Demonstrate an ability to recognise own learning needs and participates in continuing professional development	√	√





Brownie, S., Smith, G., Pearce, A., Tokolahi, E., Broman, P., Longhurst, G., Haggie, M., & Andersen, P. (2022). *Supporting Student Placements with K'aute Pasifika: Centre for Health and Social Practice; Centre for Sport Science and Human Performance*. Wintec/Te Pūkenga. ISBN 978-1-877510-26-7