THE AMERICAN OCCUPATIONAL THERAPY ASSOCIATION
SELF-ASSESSMENT TOOL FOR FIELDWORK EDUCATOR COMPETENCY

Fieldwork education is a vital component in preparing students for entry-leveld7T1 1 Tf0 Tcdp

SELF-ASSESSMENT TOOL FOR FIELDWORK EDUCATOR COMPETENCY

A. PROFESSIONAL PRACTICE COMPETENCIES	KEY DEFINITION STATEMENT: *The fieldwork educator demonstrates competencies in professional knowledge, skills, and judgment in occupational therapy practice that supports the client's engagement in meaningful occupation*					
The fieldwork educator:	Low Proficient		CIRCLE ONE		High Proficient	COMMENTS
1. Uses a systematic approach to evaluation and intervention that is science-driven and focused on clients' occupational performance needs.	1	2	3	4	5	
2. Skillfully collects and analyzes clients' occupational profile and performance in order to develop and implement OT services.	1	2	3	4	5	
3. Considers context, activity demands, and client factors when determining feasibility and appropriateness of interventions.	1	2	3	4	5	
4. Understands clients' concerns, occupational performance issues, and safety factors for participation in intervention.	1	2	3	4	5	
5. Articulates the rationale and theoretical model, frame of reference and/or therapeutic approach for OT services.	1	2	3	4	5	

6. Incorporates evidence based research into occupational therapy practice.7actice.4duAE0.897/TT0   1   48   BDC   0   Tc   0   Tw   2.C(appr

B. EDUCATION COMPETENCIES	KEY DEFINITION STATEMENT: *The fieldwork educator facilitates the student's development of professional clinical reasoning and its application to entry-level practice. The fieldwork educator assumes responsibility for ensuring her or his own competence as a fieldwork educator.*				
The fieldwork educator:	CIRCLE ONE				COMMENTS
	Low Proficient			High Proficient	
1. Provides ongoing assessment of a student's individual learning needs based on review of academic curriculum design, OTA and OT roles, prior experiences, and current performance level.	1	2	3	4	5	
2. Collaboratively develops student and fieldwork learning contracts to support occupation-based fieldwork experience (develop outcome-based measurable learning objectives).	1	2	3	4	5	
3. Sequences learning experiences to grade progression toward entry-level practice.	1	2	3	4	5	
4. Facilitates student-directed learning within the parameters of the fieldwork environment.	1	2	3	4	5	
5. Maximizes opportunities for learning by using planned and unplanned experiences within the fieldwork environment.	1	2	3	4	5	
6. Uses a variety of instructional strategies to facilitate the learning process (e.g., role modeling, co-intervention, videotaping, etc.).	1	2	3	4	5	

7. Adapts approach to work effe666 30.20924 0.579 4.74 25.32 0.485d7 tT20924 0.530.2092c.8 r(22.74 DC w 17,ies t)5(2(cludes t)g92c.02 Twose w 17hotrathav Tw 19092cyses

C. SUPERVISION COMPETENCIES	KEY DEFINITION STATEMENT: *The fieldwork educator facilitates student achievement of entry-level practice through a student-centered approach.*

The fieldwork educator:

ADMINISTRATION COMPETENCIES

FIELDWORK EDUCATOR PROFESSIONAL DEVELOPMENT PLAN

NAME: _____

DATE: _____

Strengths: _____ _____ _____ Areas to Develop: _____ _____		Independent Study	Academic Coursework	Workshops / Continuing Ed.	Student Feedback	Consult with Academic FW Coordinator	Presentations	Publications	Research Activities	Mentorship	Peer Review	Shared Supervision of Student	Target Date	Competed Date
Competency Areas to Address	Goals													

AMERICAN OCCUPATIONAL THERAPY ASSOCIATION RESOURCE LIST

Atler, K. (2003). *Using the fieldwork performance forms: The complete guide.* Bethesda, MD: American Occupational Therapy Association.

Atler, K. & Wimmer, R. (2003). *Online course—Using the Fiel*