
Philosophy of Occupational Therapy Education

Occupational therapy education is grounded in the belief that humans are complex beings engaged in a dynamic process of interaction with the physical, social, temporal, cultural, psychological, spiritual, and virtual environments. Through active engagement within the internal and external environments, humans evolve, change, and adapt. Occupational therapy educators advocate the use of occupation to facilitate health promoting growth, change, and/or adaptation with the goal of participation in meaningful occupation that supports survival, self-actualization, occupational balance, and quality of life.

The profession of occupational therapy is unique and dynamic, grounded in core principles of occupation, and is influenced by emerging knowledge and technologies. Thus, the education of future occupational therapists and occupational therapy assistants must consistently reinforce the development of new knowledge supporting the use of occupation, the application of clinical reasoning based on evidence, the necessity for lifelong learning, and the improvement of professional knowledge and skills.

Occupational therapy education promotes competence through educational experiences that foster the occupational therapists' and occupational therapy assistants' practice potential and scholarship development. Occupational therapy educators use active learning that engages the learner in a collaborative process that builds on prior knowledge and experience and integrates professional academic knowledge, experiential learning, clinical reasoning, and self-reflection. Occupational therapy education promotes integration of philosophical and theoretical knowledge, values, beliefs, ethics, and technical skills for broad application to practice in order to improve human participation and quality of life for those individuals with and without impairments and limitations.

The occupational therapy education process emphasizes continuing critical inquiry in order that occupational therapists and occupational therapy assistants be well prepared to function and thrive in the dynamic environments of a diverse and multicultural society, using the power of occupation as the primary method of evaluation, intervention, and health promotion.

Authors

The Commission on Education:

David A. Haynes, MBA, OTR/L, *OTA Program Director*

Terrienne Jones, MA, OTR/L, *OTA Academic Educator*

for

The Commission on Education

Linda S. Fazio, PhD, OTR/L, FAOTA, *Chairperson*

Adopted by the Representative Assembly 2007C9

Note: This document replaces the 2003 *Philosophy of Professional Education* (previously published and copyrighted in 2003 by the American Occupational Therapy Association in the *American Journal of Occupational Therapy*, 57, 640).

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Occupational Therapy Fieldwork Education: Value and Purpose

The purpose of fieldwork education is to propel each generation of occupational therapy practitioners from the role of student to that of practitioner. Through the fieldwork experience, future practitioners achieve competence in applying the occupational therapy process and using evidence-based interventions to meet the occupational needs of a diverse client population. Fieldwork assignments may occur in a variety of practice settings, including medical, educational, and community-based programs. Moreover, fieldwork placements also present the opportunity to introduce occupational therapy services to new and emerging practice environments.

Fieldwork assignments constitute an integral part of the occupational therapy and occupational therapy assistant education curricula. Through fieldwork, students learn to apply theoretical and scientific principles learned from their academic programs to address actual client needs within the context of authentic practice environments. While on fieldwork, each student develops competency to ascertain client occupational performance needs to identify supports or barriers affecting health and participation and document interventions provided. Fieldwork also provides opportunities for the student to develop advocacy, leadership, and managerial skills in a variety of practice settings. Finally, the student develops a professional identity as an occupational therapy practitioner, aligning his or her professional judgments and decisions with the American Occupational Therapy Association (AOTA) *Standards of Practice* (AOTA, 2005b) and the *Occupational Therapy Code of Ethics* (AOTA, 2005a).

As students proceed through their fieldwork assignments, performance expectations become progressively more challenging. *Level I fieldwork* experiences occur concurrently with academic coursework and are “designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process” (Accreditation Council for Occupational Therapy Education [ACOTE], 2007a, 2007b, 2007c). *Level II fieldwork* experiences occur at or near the conclusion of the didactic phase of occupational therapy curricula and are designed to develop competent, entry-level, generalist practitioners (ACOTE, 2007a, 2007b, 2007c). Level II fieldwork assignments feature in-depth experience(s) in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and evidence-based practice through exposure to a “variety of clients across the life span and to a variety of settings” (ACOTE, 2007a, 2007b, 2007c).

The value of fieldwork transcends the obvious benefits directed toward the student. Supervising students enhances fieldwork educators’ own professional development by providing exposure to current practice trends, evidence-based practice, and research. Moreover, the experience of fieldwork supervision is recognized by the National Board for Certification in Occupational Therapy (NBCOT) and many state regulatory boards as a legitimate venue for achieving continuing competency requirements for occupational therapy practitioners.

Another benefit to the fieldwork site for sponsoring a fieldwork education program is with the recruitment of qualified occupational therapy personnel. Through the responsibilities expected during Level II fieldwork, occupational therapy staff and administration are given opportunity for an in-depth view of a student’s potential as a future employee. In turn, an active fieldwork program allows the student, as a

potential employee, to view first-hand the agency's commitment to the professional growth of its occupational therapy personnel and to determine the "fit" of his or her professional goals with agency goals. The fieldwork program also creates a progressive, state-of-the-art image to the professional community, consumers, and other external audiences through its partnership with the academic programs.

In summary, fieldwork education is an essential bridge between academic education and authentic occupational therapy practice. Through the collaboration between academic faculty and fieldwork educators, students are given the opportunity to achieve the competencies necessary to meet the present and future occupational needs of individuals, groups, and indeed, society as a whole.

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The Commission on Education

René Padilla, PhD, OTR/L, FAOTA, *Chairperson*

Andrea Bilics, PhD, OTR/L

Judith C. Blum, MS, OTR/L

Paula C. Bohr, PhD, OTR/L, FAOTA

Jennifer C. Coyne, COTA/L

Jyothi Gupta, PhD, OTR/L

Linda Musselman, PhD, OTR, FAOTA

Linda Orr, MPA, OTR/L

Abbey Sipp, *ASD Liaison*

Patricia Stutz-Tanenbaum, MS, OTR

Neil Harvison, PhD, OTR/L, *AOTA Staff Liaison*

Adopted by the Representative Assembly 2009FebCS115

This document replaces the document *The Purpose and Value of Occupational Therapy Fieldwork Education* 2003M41.

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Role Competencies for a Fieldwork Educator

Purpose: These role competencies have been developed to assist educational programs in determining and/or evaluating the typical responsibilities for a fieldwork educator associated with an occupational therapy program. The competencies are based on the American Occupational Therapy Association's *Standards for Continuing Competence*. These role competencies are statements describing the typical values, knowledge, skills, and responsibilities that are needed to be successful in the role of a fieldwork educator. The competencies are general statements, as specific competencies may not apply to all situations. Each competency may be modified and should be considered guidelines for institutions or educational settings.

Standard 1. Knowledge: *Occupational therapy practitioners shall demonstrate understanding and comprehension of the information required for the multiple roles they assume.* In addition to the recognized competencies for occupational therapy practitioners, the fieldwork educator must be able to:

- Facilitate the development of competent entry-level occupational therapy practitioners through the provision of supervised quality fieldwork experiences
- Develop learning activities and assignments that encompass the breadth and depth of knowledge in the profession and re-enforce knowledge and skills leading to entry-level competency
- Demonstrate knowledge of effective learning processes that identify individual learning styles and use appropriate and individualized techniques for students at their fieldwork education site
- Demonstrate accurate and current knowledge of the contractual agreement between the colleges/universities and the fieldwork site
- Demonstrate the competence to develop and maintain proficiency in occupational therapy processes and supervision skills through investigation, formal education, continuing education or self-study
- Maintain current knowledge of standards, rules, and regulations regarding supervision of students set by the state, accreditation bodies, and the fieldwork institution

Standard 2. Critical Reasoning: *Occupational therapy practitioners shall employ reasoning processes to make sound judgments and decisions within the context of their roles.* In addition to the recognized competencies for occupational therapy practitioners, a fieldwork educator must be able to:

- Effectively evaluate and share knowledge in the form of new materials, literature, and educational materials relating to fieldwork that enhance the lifelong learning of future occupational therapy practitioners
- Critically integrate and apply theory, literature, and research into practice at the fieldwork education site
- Critically evaluate the curriculum, particularly in terms of its components and their relationship to fieldwork education, and participate in curriculum development in relation to the best practice in the fieldwork setting
- Evaluate interpersonal dynamics between occupational therapy practitioners, other clinical and non-clinical personnel, clients, students to resolve issues and determine

- action plans including contacting the academic fieldwork coordinator
- Demonstrate the ability to communicate critical reasoning behind clinical practice decisions to students and encourage development of critical reasoning in the fieldwork student

Standard 3. Interpersonal Skills: *Occupational therapy practitioners shall develop and maintain their professional relationships with others within the context of their roles.* In addition to the recognized competencies for occupational therapy practitioners, a fieldwork educator must be able to:

- Project a positive image of the fieldwork program to the college or university, student, and community
- Demonstrate a competent and positive attitude towards practice and supervision that will result in effective development and mentoring of fieldwork students
- Effectively supervise and advise fieldwork students in relation to fieldwork and practice issues
- Effectively mediate interpersonal issues between students, clients, and staff
- Demonstrate positive, culturally sensitive interactions with diverse faculty, students, fieldwork coordinators, and practitioners
- Identify and clearly communicate both strengths and areas for improvement to students in a manner that encourages student growth as a practitioner

Standard 4. Performance Skills: *Occupational therapy practitioners shall demonstrate the expertise, attitudes, proficiencies, and ability to competently fulfill their roles.* In addition to the recognized competencies for occupational therapy practitioners, a fieldwork educator must be able to:

- Plan fieldwork experiences within his or her setting that will prepare ethical and competent practitioners
- Develop fieldwork course objectives, course materials, and educational activities and experiences that promote optimal learning for students
- Evaluate students' performance (i.e., learning outcomes) and learning outcomes in relation to fieldwork objectives of the program and the organization
- Design and implement a plan that develops and maintains accurate documentation of student performance, collaboration with academic curriculum, the fieldwork academic coordinator, and/or other documentation required for fieldwork experiences

Standard 5. Ethical Reasoning: *Occupational therapy practitioners shall identify, analyze, and clarify ethical issues of dilemmas in order to make responsible decisions within the changing context of their roles.* In addition to the recognized competencies for occupational therapy practitioners, a fieldwork educator must be able to:

- Act as a role model as an occupational therapy advocate and change agent in situations with professional, culturally competent, and ethical behavior
- Clarify and analyze fieldwork issues within an ethical framework for positive resolution

Prepared by

Anne E. Dickerson, PhD, OTR/L, FAOTA

Professional Program Director/Chairperson PRODEC, Commission on Education

for

The Commission on Education

Linda Fazio, PhD, OTR/L, FAOTA, Chairperson

Adopted by the Representative Assembly 2005M284

COE Guidelines for an Occupational Therapy Fieldwork Experience - Level II

History and Purpose

The intent of this document is to describe the desired characteristics of a fieldwork placement for occupational therapy and occupational therapy assistant students in Level II Fieldwork Education. It is intended to be a reference document that articulates the desired attributes of a fieldwork setting to maximize students' learning in context. It is not a document of standards for fieldwork education and programs are not mandated to follow these guidelines.

This document was originally prepared by the Loma Linda Fieldwork Council at the request of the Commission on Education (COE) and approved by the COE on April 15, 1985. The document was revised by the AOTA Fieldwork Issues Committee in 1992, and by the COE in 2000 and 2012.

Definition

The ACOTE Standards (2012) describe fieldwork as “a crucial part of professional preparation.” The goal of Level II Fieldwork is to develop competent, entry-level, generalist occupational therapists and occupational therapy assistants (AOTA, 2012).

I. The Fieldwork Experience

A. Description and Purpose:

The Level II Fieldwork experience, an integral part of OT education, should be designed to promote clinical reasoning and reflective practice, to support ethical practice through transmission of the values and beliefs of the profession, to communicate and model professionalism as a developmental process and a career responsibility, and to expand knowledge and application of a repertoire of occupational therapy assessments and interventions related to human occupation and performance. Through the fieldwork experience, students learn to apply theoretical and scientific principles learned in the didactic portion of the academic program to address actual client needs and develop a professional identity as an occupational therapy practitioner within an interdisciplinary context. The fieldwork experience shall meet requirements in accordance with the Standards for an Accredited Educational Program for the Occupational Therapist and/or the Standards for an Accredited Educational Program for the Occupational Therapy Assistant (AOTA, 2012).

- i.** Level II Fieldwork must be integral to the program's curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupations. Throughout the fieldwork experience, the fieldwork educator should structure

opportunities for informal and formal reflection with the student regarding the OT process in action with the client population.

- ii. The OT and OTA student should have the opportunity to develop increased knowledge, attitudes, and skills in advocacy, administration, management and scholarship.
 1. Skills in administration and management may be attained through the actual supervision of support staff, volunteers, or Level I Fieldwork students in certain tasks or work assignments and involvement in administrative/staff/team meetings.
 2. Scholarship may be enhanced as students learn to use evidence to inform their professional decision making and to generate new evidence through independent or collaborative research at the fieldwork site. This may be accomplished through investigation of the effectiveness of an intervention, the reliability, validity or utility of assessment tools, and publication or presentation of scholarly work.
- iii. Inter-professional practice competencies should be encouraged throughout the fieldwork experience through engagement of OT and OTA students in interactive learning with students of different professions.

B. Outcomes Desired

The fieldwork placements should provide the student with experience with various groups across the life span, persons with various psychosocial and physical performance challenges, and various service delivery models reflective of current practice in the profession.

- i. Within the required total of 16 weeks for the occupational therapy assistant student and 24 weeks for the occupational therapy student, there should be exposure to a variety of traditional and emerging practice settings and a variety of client ages and conditions. In all settings, psychosocial factors influencing engagement in occupation must be understood and integrated for the development of client-centered, occupation-based outcomes. What this means is that even if this is not a mental health placement, the fieldwork educator should assist the student in addressing any psychosocial issues the client may have. This will help to insure that the student will have developed some entry-level competencies in mental health practice even if they do not complete a fieldwork experience in a mental health setting. See link:
<http://www.aota.org/Practice/Manage/~/.media/04748BEB6FEE4C7EBFB83DFB81E41E8F.ashx>

C. Expectations of Fieldwork Students

Students are responsible for compliance with site requirements as specified in the fieldwork site student handbook developed by the fieldwork site and the affiliation agreement between the fieldwork site and the academic program. This typically includes completion of prerequisite requirements (health requirements, background checks, HIPAA training, orientation to site documentation system, etc.) and attention to state regulations impacting student provision of client services. In addition to providing the required occupational therapy services to clients, students are also

responsible for active participation in the supervision process, which includes the creation, review, and completion of learning objectives; completion of assigned learning activities and assignments; proactive and ongoing communication with the assigned fieldwork educator; continual self-assessment and reflection; and participation in formal and informal assessments directed by the fieldwork educator. By the end of the fieldwork experience, the student should demonstrate the attitudes and skills of an entry-level practitioner, including assumption of responsibility for independent learning.

D. Fieldwork Educator Preparation

Fieldwork educators responsible for supervising Level II Fieldwork occupational therapy students shall meet state and federal regulations governing practice, have a minimum 1 year of practice experience subsequent to initial certification, and be adequately prepared to serve as a fieldwork educator. If supervising in a role-emerging site where there is no on-site occupational therapy practitioner, the fieldwork educator should have a minimum of 3 years of practice experience after initial certification (see II.E.ix for more specific detail).

- i.** Initial and ongoing education supporting the fieldwork educator role should include attention to the following:
 1. Principles and theories of adult education models, knowledge of learning styles, and diverse teaching approaches.
 2. Administrative aspects, including relevant regulations and content for development and management of the fieldwork program.
 3. The design of educational experiences supporting student development as an OT practitioner.
 4. Adaptation of supervisor strategies in response to individual student learning style.
 5. Enhancement of student clinical/professional reasoning through guided learning experiences.
 6. Provision of formal and informal evaluation of student performance.

- ii.** Methods for becoming adequately prepared to serve as a fieldwork educator include but are not limited to the following:
 1. Attendance at an AOTA Fieldwork Educator Certificate Program (preferred).
 2. Completion of the [Self-Assessment Tool for Fieldwork Educator Competency](#) (SAFECOM).
 3. Attendance at continuing education events on the topic of practice education.
 4. Mentorship by an experienced fieldwork educator.
 5. Completion of on-line training modules.
 6. Documented readings of texts/papers on clinical/fieldwork education.

E. Fieldwork Models

There are a variety of fieldwork models that can be utilized, depending on the preferences of the fieldwork educator, the nature of the fieldwork site, and the learning needs of the students. Fieldwork models exist on a continuum from the traditional apprenticeship model in which one fieldwork educator has one student to a more collaborative approach in which a group of students work with one fieldwork educator. Each fieldwork model has an inherent theoretical approach to learning. The more collaborative the fieldwork model, the more active student learning occurs. Fieldwork models can also be classified as either role-established, which is a more traditional fieldwork site, or role-emerging, where occupational therapy services are being introduced and/or developed.

- i.** 1:1 – this is the traditional model of one student to one fieldwork educator, also known as the apprenticeship model.
- ii.** 1:2 – one fieldwork educator to two students.
- iii.** 2:1 – two fieldwork educators sharing one student.
- iv.** Multiple sites – a model where one fieldwork educator has a group of students spread out at several fieldwork sites, usually all the same type of setting.
- v.** Group – a model where one fieldwork educator has a group of students, but maintains the traditional “fieldwork educator as expert” role.
- vi.** Peer – a model in which students provide feedback to each other; this cannot be the sole form of supervision provided to students, as there must be an OT or OTA identified as the fieldwork educator.
- vii.** Off-site/role-emerging – a fieldwork model in which occupational therapy services are in the process of being developed; the occupational therapy practitioner setting this up may be employed by the agency or the educational program.
- viii.** Collaborative – a specific model of fieldwork education used with a group of students in which knowledge is constructed jointly between the fieldwork educator and the students. This is an active model of student learning that places more responsibility on the student for his/her own learning. The fieldwork educator does not function as the “expert” but more in the role of facilitator of learning.
- ix.** Role-emerging fieldwork sites are those at which the provision of occupational therapy services is being developed. The occupational therapy practitioner developing the services may be employed by the agency as a consultant, or may be employed by the academic program. When fieldwork placements occur in role-emerging practice settings, the occupational therapy fieldwork educator is typically only present on site for a limited amount of time. The ACOTE Standards require that the fieldwork educator provide a minimum of eight hours per week at the site (AOTA, 2012). In addition, the fieldwork educator must be easily accessible by a variety of means during the hours a student is at the site. Furthermore, the person serving as

the fieldwork educator must have a minimum of 3 years experience after initial certification, as this is considered advanced supervision.

- x. International fieldwork occurs in another country and requires a great deal of advance planning from the academic program, student, and fieldwork educator as there are multiple issues involved. The Academic Fieldwork Coordinator should ensure that the fieldwork educator and fieldwork site staff are conversant with and in compliance with current ACOTE standards and that regular formal and informal communication is maintained during the fieldwork experience. The ACOTE Standards require that the individual serving as the fieldwork educator must be a graduate of a WFOT-approved educational program. Students cannot complete more than 12 weeks in an international placement. The reader is referred to the section of the AOTA Web site where there are multiple documents describing policies, procedures, and other issues related to [international fieldwork](#).

II. Fieldwork Site Development

When developing a fieldwork experience for a new site, the preferred way to begin is by reaching out to the academic programs in the immediate area. The establishment of a contract between the fieldwork site and the academic program can take a very long time and so it is best to start with that process early. Students cannot be accepted until the contract has been signed by both parties. If there are several academic programs in the area, there is no reason why contracts cannot be initiated with all of them at once. During the contract development and approval process, the fieldwork educator can begin doing some of the other activities that will need to be in place before students are accepted. The reader is referred to the AOTA Web site for additional fieldwork educator resources, including “Steps to Starting a Fieldwork Program,” located at the following link: <http://www.aota.org/en/Education-Careers/Fieldwork/NewPrograms/Steps.aspx>

- A. **The fieldwork site should meet all existing local, state, and/or federal safety and health requirements, and should provide adequate and efficient working conditions. The occupational therapy practitioner should comply with state regulations governing the scope of practice for OT services.**
 - i. Adherence to standards of quality in regard to safety, health requirements, and working conditions may be verified through a review process by the University/ program using the center as a fieldwork site or by an established body such as the Joint Commission on Accreditation of Health Care Organizations, the Commission on Accreditation of Rehabilitation Facilities, or a state regulatory board.
 - ii. Adequate time should be available to supervising staff for student supervision activities.
 - iii. Space for client-related consultation, preparation, writing, in-service education and research activities by occupational therapists, practitioners, and students should be provided.

- iv.** The fieldwork educator and student should have access to current professional information, publications, texts, and Internet resources related to occupational therapy education and practice.
- v.** Client records should be available to the staff and students for intervention planning and practice.

B. Ideally, the fieldwork site will have a stated philosophy regarding service delivery which serves as a guide for the delivery of service, scholarly activities, and education for individuals and groups. Where occupational therapy services are already established, the occupational therapy philosophy/mission/vision regarding practice and education programs should be stated in writing, and should reflect the specific contribution occupational therapy makes to the overall agency. Where established, the occupational therapy philosophy/mission/vision guides the development of learning objectives for the fieldwork experience. Ideally, the established occupational therapy program will articulate a philosophy/mission/vision of service delivery reflective of best practices in the profession. Best practices in the profession result in services which are client-centered, occupation-based, and supported by research evidence. The partnering academic institution will work with the fieldwork site to provide resources to support best practice ideals.

- i.** Client-centered practice is evident when there are regular intervention planning/review meetings between the client and occupational therapy practitioner to ensure client participation in the evaluation and intervention process (Mortenson & Dyck, 2006).
 - 1. In situations where there is limited possibility for client participation in intervention planning/review meetings due to the nature or severity of the client's impairment, the occupational therapy practitioner should seek the perspectives of family members/significant others who would act in the client's best interest.
- ii.** Occupation-based practice is client centered and requires an understanding of the client's needs, wants and expectations. Interventions are meaningful to the client and include participation in occupations that are reflective of the client's lifestyle and context (Chisholm, Dolhi, & Schreiber, 2000).
- iii.** Evidence-based intervention includes the creation of "strategies and tools for practitioners to access, understand, and use the latest research knowledge to improve services for clients" (Law & MacDermid, 2008, p. 6).

C. The administrators of the fieldwork setting should articulate support for the fieldwork education program.

- i.** Since the occupational therapy fieldwork education experience exists within the philosophy and policies of the fieldwork agency, it is essential that the administration as well as the occupational therapy staff accept and support the education of future practitioners.

D. At fieldwork sites where occupational therapy services are already established, there should be occupational therapy representation in planning programs and formulating policies which would affect occupational therapy practice and services delivery or involvement.

- i.** The occupational therapy perspective should be represented at program-related conferences, in quality review processes, and in planning for occupational therapy services delivery. The profession of occupational therapy should be represented in policy-making groups at the fieldwork site.
- ii.** Consideration should be given to the occupational therapy department philosophy of service delivery in the planning of programs and the formation of policies influencing occupational therapists' service delivery at the fieldwork site.

E. The fieldwork agency should recognize that the primary objective of the fieldwork experience is to benefit the student's education.

- i.** The educational value of the student fieldwork experience should be of primary importance, and the placement should not be used to extend services offered by the fieldwork agency.

F. Opportunities for continuing education and professional development of the occupational therapy staff and students should be encouraged to support life-long learning.

- i.** Attendance at workshops, institutes, conferences, courses, in-services and professional meetings should be encouraged.
- ii.** Financial support should be given for professional development whenever feasible within the budget of the fieldwork agency.
- iii.** Fieldwork students should be encouraged to participate in continuing education and be provided time to do so, when content is relevant to the fieldwork experience.
- iv.** State and National Association Membership is encouraged.

G. Collaboration with academic program - Both the ACOTE Standards and the Model Curriculum documents address the need for collaboration between the fieldwork site/fieldwork educator and the academic program. The ACOTE Standards require that the Academic Fieldwork Coordinator and the fieldwork educator collaborate when establishing fieldwork objectives, identifying fieldwork site requirements, and when communicating students' performance and progress during fieldwork (AOTA, 2012). The OT Model Curriculum documents describe how fieldwork experiences need to be planned in such a way that they are integrated into the academic program's mission and curriculum design. The reader is referred to the OT Model Curriculum, the OTA Model Curriculum and the ACOTE Standards for more information.

H. Supervision guidelines - There are multiple sources of supervision guidelines that are applicable to Level II fieldwork. The first source are state laws and state practice acts that govern the practice of occupational therapy. These documents will specify if there are any specific requirements for supervision that need to be upheld in that state. Another source of supervision guidelines are federal regulations such as Medicare that specify what type of supervision must be provided to fieldwork students in certain healthcare settings and with certain types of Medicare coverage. The AOTA Web site is a good source for the most up-to-date information on Medicare regulations for student supervision. The ACOTE Standards specify that during Level II fieldwork, students must be supervised by a licensed or credentialed occupational therapy practitioner with at least 1 year of experience who is adequately prepared to serve as a fieldwork educator. Further, the Standards state that supervision should initially be direct, and then progress to less direct supervision as is possible given the demands of the fieldwork site, the complexity of the client’s condition being treated, and the abilities of the fieldwork student. The COE and Commission on Practice (COP) Fieldwork Level II position paper (COE/COP, 2012) additionally recommends that supervision of occupational therapy and occupational therapy assistant students in Fieldwork Level II settings will be of the quality and scope to ensure protection of consumers and provide opportunities for appropriate role modeling of occupational therapy practice, and that the supervising occupational therapist and/or occupational therapy assistant must recognize when direct versus indirect supervision is needed and ensure that supervision supports the student’s current and developing levels of competence (COE/COP, 2012).

Specific to the role-emerging fieldwork placement, where the site does not employ an occupational therapist on staff and the fieldwork is designed to promote the development of occupational therapy services, supervision guidelines specify that students be supervised daily on site by another professional familiar with the role of occupational therapy and 8 hours of direct supervision should be provided weekly by an occupational therapist or occupational therapy assistant with at least three years of experience. It is recommended that the Academic Fieldwork Coordinator (AFWC), fieldwork educator (FWEd), the on-site coordinator (if identified) and student maintain regular formal and informal communication during the fieldwork experience (AOTA, 2001).

III. Student Engagement in the Learning Process

A. It is recommended that students collaborate with their fieldwork educator to develop learning objectives which stem from the site-specific learning objectives for the individual FW site. This may be accomplished through the use of learning contracts, which are both a teaching strategy and an assessment tool used to encourage self-directed learning. Learning contracts allow for shared responsibility in the planning of learning experiences offered in fieldwork. Pro-active learning contracts are an effective teaching strategy and encourage students to become intrinsically motivated to attain competence in the fieldwork experience.

- i. The use of learning contracts is highly recommended. If used, learning contracts should be developed within 2weeks of initiating the FW experience. They should address individual student learning styles, needs and**

interests, and should include specific learning objectives, resources and strategies, assessment, and target dates for completion. Learning contracts should be reviewed and updated regularly to reflect and communicate student progress towards the attainment of objectives.

- ii.** The student shall be evaluated and kept informed on an ongoing basis of his/her performance status.
 1. The student will collaborate with fieldwork educator to determine the most effective supervision style and feedback methods.
 2. Formative assessment shall be provided to students on a weekly basis and recorded in written format, providing specific recommendations addressing observable behaviors.
 3. Supervision and feedback is intended to empower the student to change performance, facilitate student self-reflection and self-assessment, and guide the student regarding strengths and opportunities for growth-based on site-specific objectives.
 4. AOTA's COE recommends the use of the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student (AOTA, 2002a) and the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student (AOTA, 2002b) as a rating tool. The student's performance should be evaluated formally at mid-term and at the completion of the FW experience.
 5. The student should self-assess performance at mid-term using a copy of the AOTA Fieldwork Performance Evaluation (FWPE), and student evaluation and fieldwork educator evaluation scores should be compared and differences discussed.
 6. Weekly supervision logs are a good way for both the supervisor and student to keep track of what was discussed in supervision sessions. It is important for both the fieldwork educator and student to sign and date each log to verify the supervision process.
 7. When there are multiple supervisors, care should be taken to ensure that communication regarding student progress is shared among all supervisors and that all contribute to evaluation of the student's progress.

B. Learning Challenges on Fieldwork:

- i.** Fieldwork educators should monitor student progress, and match students' abilities with the demands of setting by providing the just-right challenges designed to maximize each student's individual learning needs.
- ii.** Structured forms of feedback, such as the Fieldwork Experience Assessment Tool (FEAT; AOTA, 2001), should be used to promote fieldwork educator and student communication.
- iii.** If the student's performance is not satisfactory at mid-term or any point in the fieldwork experience, both the student and academic institution must be notified immediately, and documentation concerning the student's progress and outcomes of interventions should be maintained.
- iv.** Fieldwork educators should initiate written remedial learning contracts with clear expectations and specific time frames for all students who are struggling to meet site-specific objectives.

IV. Continued Assessment and Refinement of the Fieldwork Program

A. Fieldwork experiences should be implemented and evaluated for their effectiveness by the educational institution and the fieldwork agency.

- i.** The Academic Fieldwork Coordinator representing the educational institution should regularly evaluate learning opportunities offered during fieldwork to ensure that settings are equipped to meet curricular goals and ensure student exposure to psychosocial factors, occupation-based outcomes and evidence-based practice.
 1. This may be accomplished through regular communication (e.g., emails, phone calls, written correspondence, etc.) between the AFWC and faculty and ongoing communication regarding the academic program's curriculum design to the fieldwork site. In addition, the fieldwork site should have opportunity to inform the didactic program preparation.
- ii.** The fieldwork site should regularly evaluate the effectiveness of its fieldwork program to ensure that students are able to meet learning objectives and deliver ethical, evidence-based, and occupation-centered intervention to clients. The learning objectives should be reviewed regularly to maximize the effectiveness of the fieldwork experience and create new opportunities. Supervisors are encouraged to participate in routine evaluations of their effectiveness in the supervisory role.
 1. Fieldwork site evaluation may occur through:
 - a. AOTA Student Evaluation of Fieldwork Experience (SEFWE)
 - b. Cumulative review of AOTA Fieldwork Performance Evaluations (FWPE) to determine student patterns of strength and weaknesses
 - c. Fieldwork Experience Assessment Tool (FEAT)
 - d. Review of the Self-Assessment Tool for Fieldwork Educator Competency (SAFECOM)

Resources

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Last updated: January 2013

ACOTE Standards for Fieldwork

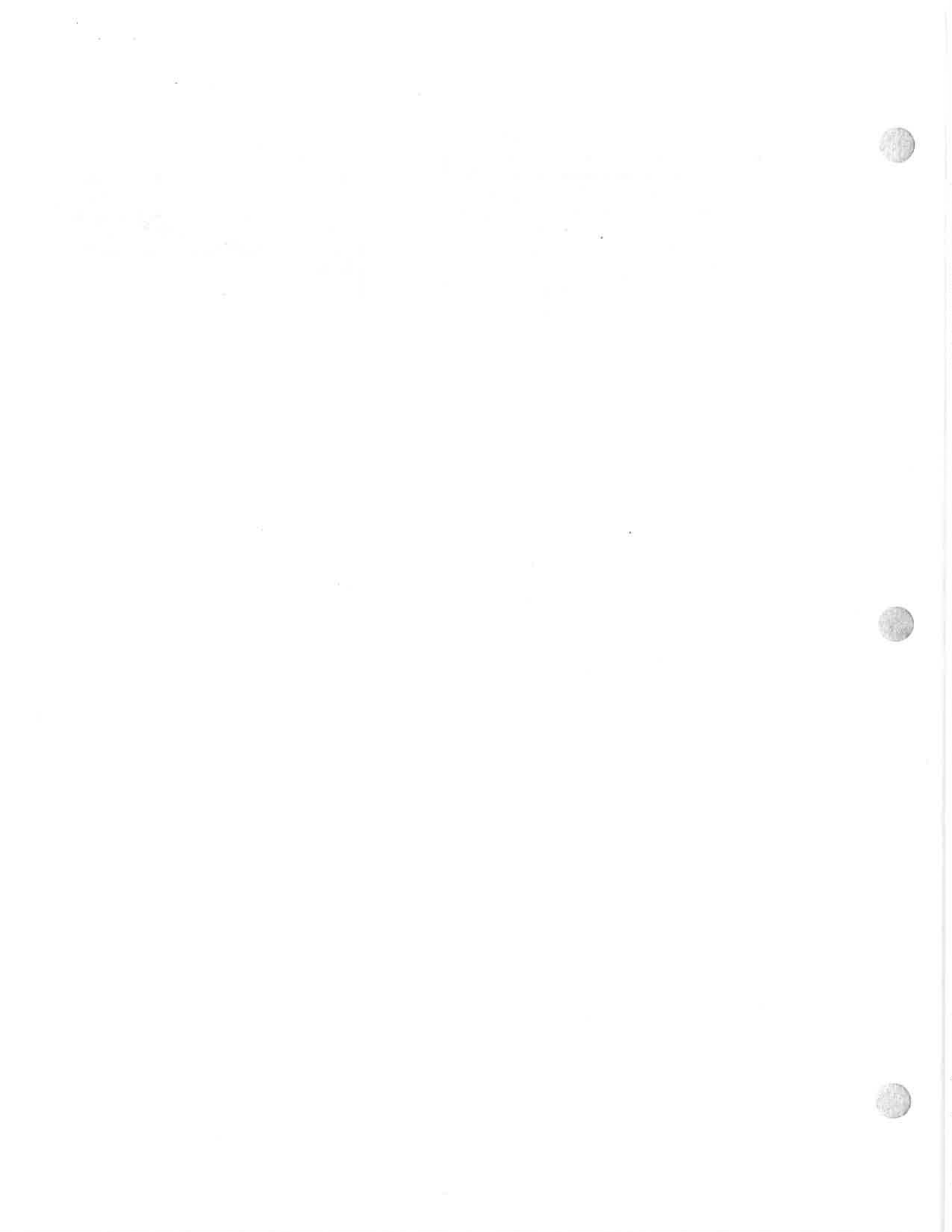
	OT (Entry-Level Master's/Doctorate)		OTA
	<p>B.10.0. FIELDWORK EDUCATION Fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. Fieldwork experiences should be implemented and evaluated for their effectiveness by the educational institution. The experience should provide the student with the opportunity to carry out professional responsibilities under supervision and for professional role modeling. The academic fieldwork coordinator is responsible for the program's compliance with fieldwork education requirements. The academic fieldwork coordinator will:</p>		<p>B.10.0. FIELDWORK EDUCATION Fieldwork education is a crucial part of the preparation of the occupational therapy assistant and is best integrated as a component of the curriculum design. Fieldwork experiences should be implemented and evaluated for their effectiveness by the educational institution. The experience should provide the student with the opportunity to carry out professional responsibilities under supervision and for role modeling. The academic fieldwork coordinator is responsible for the program's compliance with fieldwork education requirements. The academic fieldwork coordinator will:</p>
B.10.1.	Document the criteria and process for selecting fieldwork sites. Ensure that the fieldwork program reflects the sequence, depth, focus, and scope of content in the curriculum design.	B.10.1.	Document the criteria and process for selecting fieldwork sites. Ensure that the fieldwork program reflects the sequence, depth, focus, and scope of content in the curriculum design.
B.10.2.	Ensure that the academic fieldwork coordinator and faculty collaborate to design fieldwork experiences that strengthen the ties between didactic and fieldwork education.	B.10.2.	Ensure that the academic fieldwork coordinator and faculty collaborate to design fieldwork experiences that strengthen the ties between didactic and fieldwork education.
B.10.3.	Provide fieldwork education in settings that are equipped to meet the curriculum goals, provide educational experiences applicable to the academic program, and have fieldwork educators who are able to effectively meet the learning needs of the students.	B.10.3.	Provide fieldwork education in settings that are equipped to meet the curriculum goals, provide educational experiences applicable to the academic program, and have fieldwork educators who are able to effectively meet the learning needs of the students.
B.10.4.	Ensure that the academic fieldwork coordinator is responsible for advocating the development of links between the fieldwork and didactic aspects of the curriculum, for communicating about the curriculum to fieldwork educators, and for maintaining contracts and site data related to fieldwork placements.	B.10.4.	Ensure that the academic fieldwork coordinator is responsible for advocating the development of links between the fieldwork and didactic aspects of the curriculum, for communicating about the curriculum to fieldwork educators, and for maintaining contracts and site data related to fieldwork placements.
B.10.5.	Demonstrate that academic and fieldwork educators collaborate in establishing fieldwork objectives, identifying site requirements, and communicating with the student and fieldwork educator about progress and performance during fieldwork.	B.10.5.	Demonstrate that academic and fieldwork educators collaborate in establishing fieldwork objectives, identifying site requirements, and communicating with the student and fieldwork educator about progress and performance during fieldwork.

B.10.6.	Document a policy and procedure for complying with fieldwork site health requirements and maintaining student health records in a secure setting.	B.10.6.	Document a policy and procedure for complying with fieldwork site health requirements and maintaining student health records in a secure setting.
B.10.7.	Ensure that the ratio of fieldwork educators to student(s) enables proper supervision and the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives.	B.10.7.	Ensure that the ratio of fieldwork educators to student(s) enables proper supervision and the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives.
B.10.8.	Ensure that fieldwork agreements are sufficient in scope and number to allow completion of graduation requirements in a timely manner in accordance with the policy adopted by the program.	B.10.8.	Ensure that fieldwork agreements are sufficient in scope and number to allow completion of graduation requirements in a timely manner in accordance with the policy adopted by the program.
B.10.9.	For programs in which the academic and fieldwork components of the curriculum are provided by two or more institutions, responsibilities of each sponsoring institution and fieldwork site must be clearly documented in a memorandum of understanding. For active Level I and Level II fieldwork sites, programs must have current fieldwork agreements or memoranda of understanding that are signed by both parties. (Electronic contracts and signatures are acceptable.)	B.10.9.	For programs in which the academic and fieldwork components of the curriculum are provided by two or more institutions, responsibilities of each sponsoring institution and fieldwork site must be clearly documented in a memorandum of understanding. For active Level I and Level II fieldwork sites, programs must have current fieldwork agreements or memoranda of understanding that are signed by both parties. (Electronic contracts and signatures are acceptable.)
B.10.10.	Documentation must be provided that each memorandum of understanding between institutions and active fieldwork sites is reviewed at least every 5 years by both parties. Programs must provide documentation that both parties have reviewed the contract.	B.10.10.	Documentation must be provided that each memorandum of understanding between institutions and active fieldwork sites is reviewed at least every 5 years by both parties. Programs must provide documentation that both parties have reviewed the contract.
B.10.11.	Ensure that Level I fieldwork is integral to the program's curriculum design and include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process.	B.10.11.	Ensure that Level I fieldwork is integral to the program's curriculum design and include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process.
B.10.12.	Ensure that qualified personnel supervise Level I fieldwork. Examples may include, but are not limited to, currently licensed or credentialed occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists.	B.10.12.	Ensure that qualified personnel supervise Level I fieldwork. Examples may include, but are not limited to, currently licensed or credentialed occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists.

B.10.13.	Document all Level I fieldwork experiences that are provided to students, including mechanisms for formal evaluation of student performance. Ensure that Level I fieldwork is not substituted for any part of Level II fieldwork.	B.10.13.	Document all Level I fieldwork experiences that are provided to students, including mechanisms for formal evaluation of student performance. Ensure that Level I fieldwork is not substituted for any part of Level II fieldwork.
<p>The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II fieldwork must be integral to the program's curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services. It is recommended that the student be exposed to a variety of clients across the life span and to a variety of settings. The program will:</p>		<p>The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapy assistants. Level II fieldwork must be integral to the program's curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation. It is recommended that the student be exposed to a variety of clients across the life span and to a variety of settings. The program will:</p>	
B.10.14.	Ensure that the fieldwork experience is designed to promote clinical reasoning and reflective practice, to transmit the values and beliefs that enable ethical practice, and to develop professionalism and competence in career responsibilities.	B.10.14.	Ensure that the fieldwork experience is designed to promote clinical reasoning appropriate to the occupational therapy assistant role, to transmit the values and beliefs that enable ethical practice, and to develop professionalism and competence in career responsibilities.
B.10.15.	Provide Level II fieldwork in traditional and/or emerging settings, consistent with the curriculum design. In all settings, psychosocial factors influencing engagement in occupation must be understood and integrated for the development of client-centered, meaningful, occupation-based outcomes. The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings.	B.10.15.	Provide Level II fieldwork in traditional and/or emerging settings, consistent with the curriculum design. In all settings, psychosocial factors influencing engagement in occupation must be understood and integrated for the development of client-centered, meaningful, occupation-based outcomes. The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area or in a maximum of three different settings.
B.10.16.	Require a minimum of 24 weeks' full-time Level II fieldwork. This may be completed on a part-time basis as defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies as long as it is at least 50% of a full-time equivalent at that site.	B.10.16.	Require a minimum of 16 weeks' full-time Level II fieldwork. This may be completed on a part-time basis as defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies as long as it is at least 50% of a full-time equivalent at that site.

B.10.17.	Ensure that the student is supervised by a currently licensed or credentialed occupational therapist who has a minimum of 1 year of practice experience subsequent to initial certification and is adequately prepared to serve as a fieldwork educator. The supervising therapist may be engaged by the fieldwork site or by the educational program.	B.10.17.	Ensure that the student is supervised by a currently licensed or credentialed occupational therapist or occupational therapy assistant who has a minimum of 1 year of practice experience subsequent to initial certification and is adequately prepared to serve as a fieldwork educator. The supervising therapist may be engaged by the fieldwork site or by the educational program.
B.10.18.	Document a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision (e.g., materials on supervisory skills, continuing education opportunities, articles on theory and practice).	B.10.18.	Document a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision (e.g., materials on supervisory skills, continuing education opportunities, articles on theory and practice).
B.10.19.	Ensure that supervision provides protection of consumers and opportunities for appropriate role modeling of occupational therapy practice. Initially, supervision should be direct and then decrease to less direct supervision as is appropriate for the setting, the severity of the client's condition, and the ability of the student.	B.10.19.	Ensure that supervision provides protection of consumers and opportunities for appropriate role modeling of occupational therapy practice. Initially, supervision should be direct and then decrease to less direct supervision as is appropriate for the setting, the severity of the client's condition, and the ability of the student.
B.10.20.	Ensure that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy services and supervision by a currently licensed or credentialed occupational therapist with at least 3 years of professional experience. Supervision must include a minimum of 8 hours per week. Supervision must be initially direct and then may be decreased to less direct supervision as is appropriate for the setting, the client's needs, and the ability of the student. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.	B.10.20.	Ensure that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy assistant services and supervision by a currently licensed or credentialed occupational therapist or an occupational therapy assistant (under the direction of an occupational therapist) with at least 3 years of professional experience. Supervision must include a minimum of 8 hours per week. Supervision must be initially direct and then may be decreased to less direct supervision as is appropriate for the setting, the client's needs, and the ability of the student. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.
B.10.21.	Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the American Occupational Therapy Association Fieldwork Performance Evaluation for the Occupational Therapy Student or equivalent).	B.10.21.	Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the American Occupational Therapy Association Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student or equivalent).

B.10.22.	Ensure that students attending Level II fieldwork outside the United States are supervised by an occupational therapist who graduated from a program approved by the World Federation of Occupational Therapists (WFOT) and has 1 year of experience in practice. Such fieldwork must not exceed 12 weeks.	B.10.22.	Ensure that students attending Level II fieldwork outside the United States are supervised by an occupational therapist who graduated from a program approved by the World Federation of Occupational Therapists (WFOT) and has 1 year of experience in practice. Such fieldwork must not exceed 8 weeks.
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HIPAA Guidelines for Fieldwork

Per HIPAA guidelines, students cannot report this information in fieldwork assignments such as case studies presentations:

- Name
- Location - includes anything smaller than a state, such as street address
- Dates - all, including date of birth, admission and discharge dates
- Telephone numbers
- Fax numbers
- Electronic e-mail addresses
- Social security numbers
- Medical record numbers
- Health plan beneficiary numbers
- Account numbers
- Certificate and/or license numbers
- Vehicle identification numbers and license plate numbers
- Device identifiers and their serial numbers
- Web Universal Resource Locators (URLs)
- Internet Protocol (IP) address numbers
- Biometric identifiers, including finger and voice prints
- Full face photographic images and any comparable images
- Any other unique identifying number, characteristic, or code.

For written reports, the following information **can** be shared:

- Age (age 90 and over must be aggregated to prevent the identification of older individuals)
- Race
- Ethnicity
- Marital Status
- Codes (a random code may be used to link cases, as long as the code does not contain, or be a derivative of, the person's social security number, date of birth, phone/fax numbers, etc.)

Students, as well as therapists, often keep "working files" in their desk. This is still allowed under HIPAA guidelines, however this information must be locked in a file cabinet when not in use, and must be shredded when no longer needed.

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

Fieldwork education is a vital component in preparing students for entry-level occupational therapy practice. This voluntary self-assessment tool supports the development of skills necessary to be an effective fieldwork educator (FWE) whose role is to facilitate the progression from student to entry-level practitioner. This tool was designed to provide a structure for fieldwork educators to assess their own level of competence and to identify areas for further development and improvement of their skills. Competency as a fieldwork educator promotes the practitioner's pursuit of excellence in working with students and ensures the advancement of the profession.

PURPOSE

Both novice and experienced OTA and OT fieldwork educators can use this tool as a guide for self-reflection to target areas for professional growth. Proficiency as a fieldwork educator is an ongoing process of assessment, education, and practice. It is essential for fieldwork educators to continually work toward improving their proficiency in all competency areas as they supervise OTA/OT students. Use of this assessment tool is intended to be the foundation from which each fieldwork educator will create a professional growth plan with specific improvement strategies and measurable outcomes to advance development in this area of practice.

CONTENT

The self-assessment tool includes the following features:

- 1) Addresses fieldwork educator competencies in the areas of professional practice, education, supervision, evaluation, and administration.
- 2) Uses a numerical rating (Likert) scale from 1 (Low Proficiency) to 5 (High Proficiency) to aid in self-assessment.
- 3) Includes a "Comment Section" intended to be used by the fieldwork educator in identifying aspects of competency for self improvement.
- 4) Results in a "Fieldwork Educator Professional Development Plan." Fieldwork educators can use the suggested format for recording a professional development plan of action. The suggested format or chart may be copied for additional space. Such a plan helps fieldwork educators meet the standards established for FWEs as stated in the Accreditation Council for Occupational Therapy Education (ACOTE®) Standards and Interpretive Guidelines (2006).
- 5) Explains terminology, which is based on the Practice Framework 2nd Edition.

WHO SHOULD USE THE TOOL

This self-assessment tool is designed to be used by OTA and OT fieldwork educators at all levels of expertise in supervising students. While the tool is primarily oriented toward OTA/OT practitioners who directly supervise OTA and/or OT Level II fieldwork, it can easily be applied to Level I fieldwork and to non-OT supervisors.

DIRECTIONS

Fieldwork educators should determine the relevance of each competency to the role of the OTA/OT in their setting. Some competency statements may not be applicable in their setting and/or in their state (refer to the appropriate OTA/OT role delineation documents). In addition, the “Self-Assessment Tool for Fieldwork Educator Competency” is to be used for professional development only. It is not intended to be used as a performance appraisal. However, the fieldwork educator may certainly include goals articulated in the “Fieldwork Educator Professional Development Plan” in their annual professional goals.

Self-Assessment Tool:

Circle the number that correlates with your level of competence for each item. The “Comments” section can be used to highlight strengths, areas that need improvement, etc.

Development Plan:

It is helpful to prioritize the competency areas that need improvement and to select only a few areas that can realistically be accomplished. Write goals for each of the selected areas and identify strategies to meet the goals at the same time as establishing a deadline for meeting the goals. OT practitioners are adept in assessing, planning, and implementing practical and meaningful continuous quality improvement plans. It is this attribute, plus a desire to support the growth of future practitioners, that motivates OTAs and OTs to seek methods for gaining and maintaining their competence as fieldwork educators. We hope this tool is helpful in guiding fieldwork educators on a journey of self-appraisal and professional development. It meets the immediate need of defining basic competencies of fieldwork educators. It is in this spirit that the "Self-Assessment Tool" was drafted and offered as a means for better serving the needs of individuals and the future of occupational therapy.

Originally developed in 1997 by the COE Fieldwork Issues Committee.

Revised in 2009 by the Commission on Education:

René Padilla, PhD, OTR/L, FAOTA, *Chairperson*

Andrea Billics, PhD, OTR/L

Judith Blum, MS, OTR/L

Paula Bohr, PhD, OTR/L, FAOTA

Jennifer Coyne, COTA/L

Jyothi Gupta, PhD, OTR/L

Linda Musselman, PhD, OTR, FAOTA

Linda Orr, MPA, OTR/L

Abbey Sipp, OTS

Patricia Stutz-Tanenbaum, MS, OTR

Neil Harvison, PhD, OTR/L (AOTA Liaison)

SELF-ASSESSMENT TOOL FOR FIELDWORK EDUCATOR COMPETENCY

<p>A. PROFESSIONAL PRACTICE COMPETENCIES</p>	<p>KEY DEFINITION STATEMENT: <i>The fieldwork educator demonstrates competencies in professional knowledge, skills, and judgment in occupational therapy practice that supports the client’s engagement in meaningful occupation</i></p>					
<p>The fieldwork educator:</p>	<p>CIRCLE ONE</p>					<p>COMMENTS</p>
	Low			High		
	Proficient			Proficient		
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.	1	2	3	4	5	
7. Collaborates with the OT/OTA to provide evaluation, interpretation of data, intervention planning, intervention, discharge planning, and documentation.	1	2	3	4	5	
8. Collaborates with individuals, colleagues, family/support system, and other staff or professionals with respect, sensitivity, and professional judgment.	1	2	3	4	5	
9. Works to establish a collaborative relationship that values the client perspective including diversity, values, beliefs, health, and well-being as defined by the client.	1	2	3	4	5	
10. Addresses psychosocial factors across the OT practice setting as a reflection of a client-centered approach.	1	2	3	4	5	
11. Effectively manages and prioritizes client-centered services (e.g., intervention, documentation, team meetings, etc.) that support occupation-based outcomes.	1	2	3	4	5	
12. Incorporates legal, ethical, and professional issues that influence practice (e.g., reimbursement, confidentiality, role delineation, etc.).	1	2	3	4	5	
13. Articulates and implements OTA/OT role delineations as relevant to the practice setting.	1	2	3	4	5	
14. Adheres to professional standards of practice and code of ethics as identified by AOTA and state regulatory boards.	1	2	3	4	5	
15. Assumes responsibility for and pursues professional development to expand knowledge and skills (e.g., understands own strengths and limitations, etc.).	1	2	3	4	5	
16. Is knowledgeable regarding entry-level practice skills for the OT and OTA .	1	2	3	4	5	

<p>B. EDUCATION COMPETENCIES</p>	<p>KEY DEFINITION STATEMENT: <i>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.</i></p>					
<p>The fieldwork educator:</p>	<p>CIRCLE ONE</p>					<p>COMMENTS</p>
	<p>Low Proficient</p>			<p>High Proficient</p>		
<p>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.</p>	1	2	3	4	5	
<p>2. Collaboratively develops student and fieldwork learning contracts to support occupation-based fieldwork experience (develop outcome-based measurable learning objectives).</p>	1	2	3	4	5	
<p>3. Sequences learning experiences to grade progression toward entry-level practice.</p>	1	2	3	4	5	
<p>4. Facilitates student-directed learning within the parameters of the fieldwork environment.</p>	1	2	3	4	5	
<p>5. Maximizes opportunities for learning by using planned and unplanned experiences within the fieldwork environment.</p>	1	2	3	4	5	
<p>6. Uses a variety of instructional strategies to facilitate the learning process (e.g., role modeling, co-intervention, videotaping, etc.).</p>	1	2	3	4	5	
<p>7. Adapts approach to work effectively with all students, including those who have physical and/or psychosocial impairment(s).</p>	1	2	3	4	5	
<p>8. Demonstrates sensitivity to student learning style to adapt teaching approach for diverse student populations.</p>	1	2	3	4	5	
<p>9. Guides student integration of therapeutic concepts and skills (e.g., facilitates discussions to elicit clinical/professional reasoning, convert practice situations into learning experiences, and/or to process personal feelings/values that interface with practice).</p>	1	2	3	4	5	
<p>10. Reflects upon educator role as complimentary to OT practitioner role.</p>	1	2	3	4	5	
<p>11. Self-identifies and implements a Fieldwork Educator Professional Development Plan. (See page 8 for suggested plan.)</p>	1	2	3	4	5	
<p>12. Identifies resources to promote student and fieldwork educator professional development (e.g., academic program, student and supervisor mentors, AOTA, Commission on Education, Education Special Interest Section, workshops, in-services, etc.).</p>	1	2	3	4	5	
<p>13. Provides reference materials to promote student and fieldwork educator professional development and use of EBP (e.g., publications, texts, videos, internet, etc.).</p>	1	2	3	4	5	
<p>14. Uses evidence-based research to guide student performance and learning for effective teaching strategies.</p>	1	2	3	4	5	

C. SUPERVISION COMPETENCIES	KEY DEFINITION STATEMENT: <i>The fieldwork educator facilitates student achievement of entry-level practice through a student-centered approach.</i>					
The fieldwork educator:	CIRCLE ONE Low Proficient High Proficient					COMMENTS
1. Uses current supervision models and theories to facilitation student performance and professional behavior	1	2	3	4	5	
2. Presents clear expectations of performance throughout the fieldwork experience, appropriate to entry level OT practice (e.g., student OTA/OT role delineation, Level I/II fieldwork, practice environment, etc.).	1	2	3	4	5	
3. Anticipates and prepares student for challenging situations.	1	2	3	4	5	
4. Provides activities to challenge student's optimal performance.	1	2	3	4	5	
5. Provides the student with prompt, direct, specific, and constructive feedback throughout the fieldwork experience.	1	2	3	4	5	
6. Uses a progression of supervisory approaches throughout the student learning cycle (adapts the amount and type of supervision, changes approach to support student learning, challenges student at current level of performance) to facilitate student performance.	1	2	3	4	5	
7. Uses a variety of strategies to provide communication and feedback to promote student professional development (verbal, non-verbal, group, direct, indirect).	1	2	3	4	5	
8. Is aware of his or her own personal style of supervision and is able to adapt the approach in response to student performance.	1	2	3	4	5	
9. Initiates interaction to resolve conflict and to raise issues of concern.	1	2	3	4	5	
10. Elicits and responds to student's feedback and concerns.	1	2	3	4	5	
11. Collaborates with the student and academic fieldwork coordinator to identify and modify learning environments when student experiences difficulty.	1	2	3	4	5	
12. Models appropriate professional behaviors when interacting with students, clients, and peers.	1	2	3	4	5	
13. Consults with other FW educators and sites to develop creative learning experiences for the student.	1	2	3	4	5	
14. Uses innovation within own fieldwork setting to enhance the student learning experience during fieldwork.	1	2	3	4	5	

D. EVALUATION COMPETENCIES	KEY DEFINITION STATEMENT: <i>The fieldwork educator evaluates student performance to achieve entry-level practice in the fieldwork setting.</i>					COMMENTS
The fieldwork educator:	CIRCLE ONE					
	Low Proficient			High Proficient		
1. Reviews the evaluation tool and expected entry-level expectations (e.g., behavioral objectives, weekly objectives, etc.) with student prior to mid-term and final.	1	2	3	4	5	
2. Assesses student according to performance standards based on objective information (e.g., direct observation, discussion with student, review of student's documentation, observation by others, etc.).	1	2	3	4	5	
3. Assesses student's performance based on appropriate OTA/OT entry-level roles of the fieldwork practice setting.	1	2	3	4	5	
4. Facilitates student self-reflection and self-assessment throughout the fieldwork and evaluation process.	1	2	3	4	5	
5. Uses an evaluation process to advise and guide the student regarding strengths and opportunities for growth based on site-specific objectives.	1	2	3	4	5	
6. Uses fieldwork evaluation tools to accurately measure student performance and provide feedback.	1	2	3	4	5	
7. Completes and distributes in a timely manner all evaluations regarding student performance, including but not limited to the midterm and final evaluation (e.g., AOTA Fieldwork Performance Evaluation, Fieldwork Experience Assessment Tool [FEAT], etc.).	1	2	3	4	5	
8. Guides the student in the use of the Fieldwork Performance Evaluation as a method of promoting continued professional growth and development.	1	2	3	4	5	
9. Documents student's fieldwork performance recognizing ethical and legal rights (e.g., due process, confidentiality, ADA, integrity).	1	2	3	4	5	

Self-Assessment Tool for Fieldwork Educator Competency

ADMINISTRATION COMPETENCIES	KEY DEFINITION STATEMENT: <i>The fieldwork educator develops and/or implements an organized fieldwork program in keeping with legal and professional standards and environmental factors (physical, social, and cultural).</i>					
The fieldwork educator:	CIRCLE ONE					COMMENTS
	Low Proficient			High Proficient		
1. Communicates and collaborates with academic programs to integrate the academic curriculum design during fieldwork.	1	2	3	4	5	
2. Implements a model FW program that supports the curriculum of the academic program.	1	2	3	4	5	
3. Seeks support from fieldwork site administration and staff to develop and implement the student fieldwork program.	1	2	3	4	5	
4. Designs and implements the fieldwork program in collaboration with the academic programs served and in accordance to ACOTE standards for Level I and Level II fieldwork (2008) (e.g., academic and fieldwork setting requirements, Standards of Practice, Code of Ethics, etc.).	1	2	3	4	5	
5. Ensures that the fieldwork program is sensitive to diversity and multi-cultural issues.	1	2	3	4	5	
6. Documents an organized, systematic fieldwork program (e.g., fieldwork manual, student expectations, weekly sequence of expectations, etc.).	1	2	3	4	5	
7. Schedules formal and informal meetings with the student to guide the fieldwork experience.	1	2	3	4	5	
8. Collaborates with the student to develop student learning objectives.						
9. Documents behavioral objectives to achieve fieldwork objectives and learning experiences appropriate for entry-level practice.	1	2	3	4	5	
10. Is knowledgeable in legal and health care policies that directly influence FW.	1	2	3	4	5	
11. Defines essential functions and roles of a fieldwork student, in compliance with legal and accreditation standards (e.g., ADA, Family Education Rights and Privacy Act, Joint Commission, fieldwork agreement, reimbursement mechanism, state regulations, etc.).	1	2	3	4	5	
12. Provides student work areas appropriate to fieldwork site (e.g., student safety, accessibility, supplies, etc.).	1	2	3	4	5	
13. Provides a complete orientation for student to fieldwork site (e.g., policies, procedures, student expectations, and responsibilities, etc.).	1	2	3	4	5	
14. Requires student compliance with the fieldwork site policies and procedures (HIPAA, OSHA regulations), mission, goals, philosophy, and safety standards.	1	2	3	4	5	
15. Submits required fieldwork documents to academic program in a timely manner to ensure current data is available (e.g., fieldwork evaluation, fieldwork agreements, fieldwork data form, etc.).	1	2	3	4	5	
16. Conducts ongoing fieldwork program evaluations and monitors changes in the program with student and staff input (e.g., Student Evaluation of Fieldwork Experience, Self-Assessment Tool for Fieldwork Competencies, etc.).	1	2	3	4	5	

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