

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

Fieldwork education is a vital component in preparing students for entry-level

SELF-ASSESSMENT TOOL FOR FIELDWORK EDUCATOR COMPETENCY

A. PROFESSIONAL PRACTICE COMPETENCIES	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>					
The fieldwork educator:	CIRCLE ONE					COMMENTS
	Low Proficient			High 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 therap	1	2	3	4	5	

38 le and rti.934 0 2213 5c 0.0012 w T[(appro)3ac(h)-2(enor)66(th)6rvices.

<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 style="text-align: center;">CIRCLE ONE</p> <p style="display: flex; justify-content: space-between;"> Low Proficient High Proficient </p>				<p>COMMENTS</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	

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

1 AMERICAN OCCUPATIONAL THERAPY ASSOCIATION RESOURCE LIST

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

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

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

26

27