FWPE Guide for Fieldwork Educators

Audience: Fieldwork educators who supervise OT/OTA students at the fieldwork sites and need to complete the Fieldwork Performance Evaluation (FWPE) for the students

Purpose: Walk through the steps to access and complete the mid-term and final FWPE forms in Formstack

How to access and complete the mid-term FWPE form

Fieldwork educators do **NOT** need a Formstack login to access the FWPE forms. You will receive an email invitation from your school's fieldwork coordinator before the mid-term FWPE is due.

- Email is from **noreply@formstack.com**, please whitelist this email address
- A link to **the mid-term FWPE** form is included in the email
- Click on "**Get Started**" to access the form
- Then click on "**Open Form**" next to the form name

noreply@formstack.com> Unsubscribe   12:14 PM (2 minutes ago)   ☆

formstack

You have been invited to Student Portal Portal!

Click the button below to accept your invitation to the **Student Portal** Portal:

Get Started!

— The Formstack Team

Unsubscribe

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Student Portal
Student Evaluation

danimontanotest@gmail.com

AOTA - Fieldwork Performance Evaluation Mid-term OTS   Open Form
Fieldwork Performance Evaluation

- Follow the directions listed on the first page for completing the Fieldwork Performance Evaluation. **All the scores will be calculated for you automatically. You will have a chance to review the total score along**

with the scores for each question before you submit your evaluation. <mark>Mid-term evaluation doesn't have PASS/FAIL status</mark>.

- Once you have completed the mid-term evaluation, you will receive an **email confirmation with an attached PDF copy of your submission** to the email address listed in the form.

  <mark>Note: Only the primary fieldwork educator listed on the form will receive the email.</mark>

- **The confirmation email will include a link to complete the final evaluation.** You will also receive an email reminder with the link to the final evaluation before it is due.

noreply@formstack.com
to me ▾
12:21 PM (0 minutes ago)
☆

Hi Dani Montano ,

Thank you for submitting your mid-term evaluation. Attached is a copy of your evaluation.

Regards,

California State University

The link for your final evaluation is listed here.

You will also be receiving a reminder email before the completion of your fieldwork.

PDF AOTAFieldworkPer...

Completing the Final Evaluation

- Before the final evaluation is due, you will receive **an email reminder with a link to complete the final evaluation**. Some of the data from the mid-term evaluation will be pre-populated into the final evaluation, including the scores from the mid-term evaluation.

American
Occupational Therapy
Association

I. FUNDAMENTALS OF PRACTICE
Final

RATING SCALE FOR STUDENT PERFORMANCE
All items in this area must be scored at a #3 or above on the final evaluation in order to pass fieldwork.

4 — Exemplary performance: Demonstrates satisfactory competence in specific skills consistently; demonstrates substantial breadth and depth in understanding and/or skillful application of fundamental knowledge and skills.

3 — Proficient Performance: Demonstrates satisfactory competence in specific skills; demonstrates adequate understanding and/or application of fundamental knowledge and skills.

2 — Emerging Performance: Demonstrates limited competence in specific skills (inconsistencies may be evident); demonstrates limited understanding and/or application of fundamental knowledge and skills (displays some gaps and/or inaccuracies).

1 — Unsatisfactory Performance: Fails to demonstrate competence in specific skills; performs in an inappropriate manner; demonstrates inadequate understanding and/or application of fundamental knowledge and skills; (demonstrates significant gaps and/or inaccuracies).

1. Adheres to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations.
Examples: Medicare, Medicaid, client privacy, social media, human subject research

○ 1 (Unsatisfactory Performance)
○ 2 (Emerging Performance)
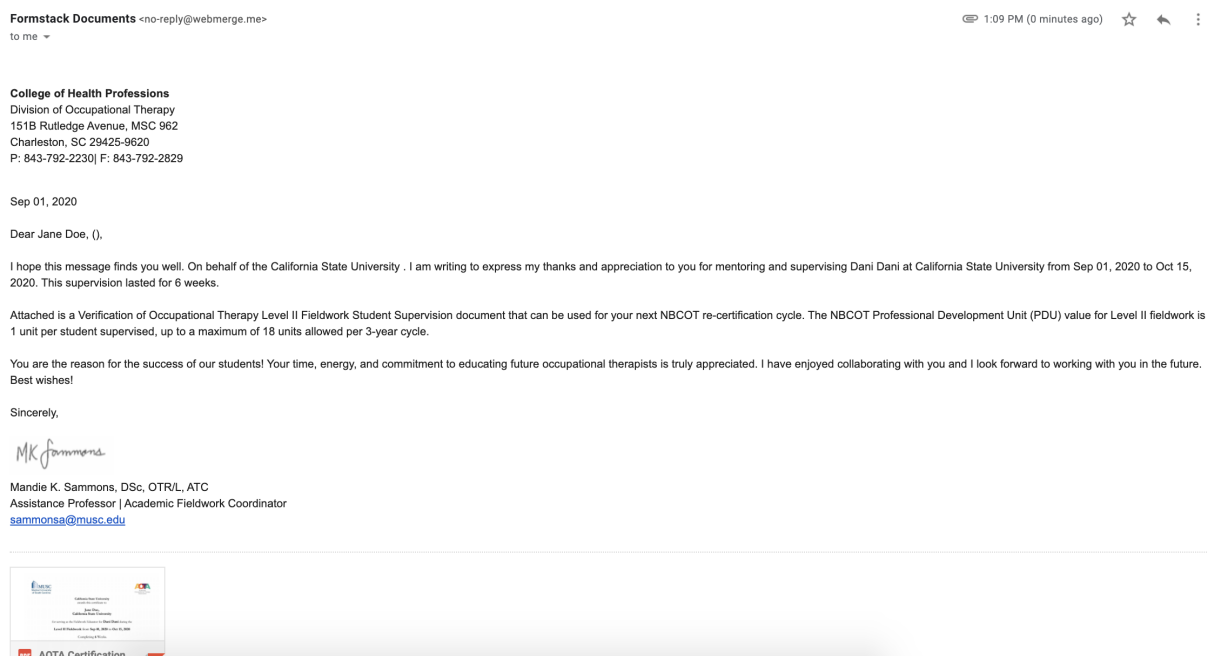○ 3 (Proficient Performance)
○ 4 (Exemplary Performance)
Final

4 (Exemplary Performance)
Mid-term

- A warning message will be shown on the summary page **if any score is 1 or the scores for the ethics and safety areas are below 3.** You may edit those scores by choosing the "back" button and updating accordingly if it was a mistake.

PERFORMANCE RATING SUMMARY SHEET (FINAL)

Satisfactory Performance . . . . 111 and above
Unsatisfactory Performance . . . . 110 and below

FINAL TOTAL
37

PASS/FAIL
Fail

A score under 3 on Question 1, Question 2 or Question 3 on the Final Evaluation will Fail this student.

1. (FINAL) AOTA CODE OF ETHICS	2. (FINAL) SAFETY REGULATIONS	3. (FINAL) SAFETY OF SELF/OTHER	4. (FINAL) ARTICULATES VALUES....
1	1	1	1

<mark>Note</mark>: the final evaluation also includes a pass/fail status based on the scores.

PERFORMANCE RATING SUMMARY SHEET (FINAL)

Satisfactory Performance . . . . 111 and above
Unsatisfactory Performance . . . . 110 and below

FINAL TOTAL
148

PASS/FAIL
Pass

- **An email confirmation with an attached PDF copy of your submission** will be sent to the <mark>PRIMARY</mark> fieldwork educator's email address listed on the form.

- **A separate email with the certificate** attached will also be sent to the <mark>PRIMARY</mark> fieldwork educator's email address listed on the form after the final evaluation is completed.

Formstack Documents <no-reply@webmerge.me>
to me ▾

1:09 PM (0 minutes ago)   ☆   ↩   ⋮

College of Health Professions
Division of Occupational Therapy
151B Rutledge Avenue, MSC 962
Charleston, SC 29425-9620
P: 843-792-2230| F: 843-792-2829

Sep 01, 2020

Dear Jane Doe, (),

I hope this message finds you well. On behalf of the California State University . I am writing to express my thanks and appreciation to you for mentoring and supervising Dani Dani at California State University from Sep 01, 2020 to Oct 15, 2020. This supervision lasted for 6 weeks.

Attached is a Verification of Occupational Therapy Level II Fieldwork Student Supervision document that can be used for your next NBCOT re-certification cycle. The NBCOT Professional Development Unit (PDU) value for Level II fieldwork is 1 unit per student supervised, up to a maximum of 18 units allowed per 3-year cycle.

You are the reason for the success of our students! Your time, energy, and commitment to educating future occupational therapists is truly appreciated. I have enjoyed collaborating with you and I look forward to working with you in the future. Best wishes!

Sincerely,

MK Sammons

Mandie K. Sammons, DSc, OTR/L, ATC
Assistance Professor | Academic Fieldwork Coordinator
sammonsa@musc.edu

📄 AOTA Certification ...

American
Occupational Therapy
Association

Fieldwork Performance Evaluation (FWPE) Rating Scoring Guide (Revised in 2020)

Rating Scale

4- Exemplary performance

3- Proficient performance

2- Emerging performance

1- Unsatisfactory performance

Rating scale definitions

Exemplary performance	Demonstrates satisfactory competence in specific skills consistently; demonstrates substantial breadth and depth in understanding and/or skillful application of fundamental knowledge and skills.
Proficient performance	Demonstrates satisfactory competence in specific skills; demonstrates adequate understanding and/or application of fundamental knowledge and skills.
Emerging performance	Demonstrates limited competence in specific skills (inconsistencies may be evident); demonstrates limited understanding and/or application of fundamental knowledge and skills (displays some gaps and/or inaccuracies).
Unsatisfactory performance	Fails to demonstrate competence in specific skills; performs in an inappropriate manner; demonstrates inadequate understanding and/or application of fundamental knowledge and skills; (demonstrates significant gaps and/or inaccuracies).

FWPE for OTS Scoring:

- All items included must be scored to receive a Pass on the FWPE for OTS
- A sum score of 111 or higher will be required to receive a Pass on the FWPE for OTS
- A score of 3 or higher on the items
    - # 1 (Adheres to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations),
    - # 2 (Adheres to safety regulations and reports/documents incidents appropriately), and

- #3 (Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents) will all be required to receive a Pass on the FWPE for OTS
- Scores of 1 on any of the items is not allowed to receive a Pass on the FWPE for OTS

FWPE for OTAS Scoring:

- All items must be scored to receive for a Pass on the FWPE for OTAS
- A sum score of 91 or higher will be required to receive a Pass on the FWPE for OTAS
- A score of 3 or higher on the items
    - #1 (Adheres to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations),
    - #2 (Adheres to safety regulations and reports/documents incidents appropriately), and
    - #3 (Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents) will all be required to receive a Pass on the FWPE for OTAS
- Scores of 1 on any of the items is not allowed to receive a Pass on the FWPE for OTAS

American Occupational Therapy Association

Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Student (Revised in 2020)

FUNDAMENTALS OF PRACTICE	
1	**Adheres to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations.** Examples: Medicare, Medicaid, client privacy, social media, human subject research
2	**Adheres to safety regulations and reports/documents incidents appropriately.** Examples: fire safety, OSHA regulations, body substance precautions, emergency procedures
3	**Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents.** Examples: body mechanics, medical safety, equipment safety, client-specific precautions, contraindications, community safety
BASIC TENETS	
4	**Articulates the values, beliefs, and distinct perspective of the occupational therapy profession to clients and other relevant parties clearly, confidently, and accurately.** Examples: families, caregivers, colleagues, service providers, administration, the public
5	**Articulates the value of occupation as a method and desired outcome of occupational therapy to clients and other relevant parties clearly, confidently, and accurately.** Examples: families, caregivers, colleagues, service providers, administration, the public
6	**Articulates the role of occupational therapy practitioners to clients and other relevant parties clearly, confidently, and accurately.** Examples: families, caregivers, colleagues, service providers, administration, the public
SCREENING AND EVALUATION	
7	**Articulates a clear and logical rationale for the evaluation process based on client information, contexts, theories, frames of reference, and/or practice models.**
8	**Obtains sufficient and necessary information from relevant sources throughout the evaluation process.** Examples: record or chart review, client, family, caregivers, service providers
9	**Selects relevant screening and assessment tools based on various factors.** Examples: Psychosocial factors, client priorities, needs, and concerns about occupational performance and participation, theoretical support, evidence, practice context, funding sources, cultural relevance
10	**Determines the client's occupational profile and occupational performance through interview and other appropriate evaluation methods.** **Occupational profile**: Summary of the client's occupational history and experiences, patterns

	of daily living, interests, values, and needs. **Occupational performance**: Act of doing and accomplishing a selected action (performance skill), activity, or occupation that results from the dynamic transaction among the client, the context, and the activity. Improving or enabling skills and patterns in occupational performance leads to engagement in occupations or activities.
11	**Evaluates and analyzes client factors and contexts that support or hinder occupational performance.** **Client factors:** Specific capacities, characteristics, or beliefs that reside within the person and that influence performance in occupations. Client factors include values, beliefs, and spirituality; body functions (includes psychological functions); and body structures. **Contexts:** Variety of interrelated conditions within and surrounding the client that influence performance, including cultural, personal, physical, social, temporal, and virtual contexts. Includes the consideration of all client centered components including psychosocial factors
12	**Administers standardized and non-standardized assessments and surveys accurately and efficiently to ensure findings are valid and reliable.** Examples: follows assessment protocols, adheres to time guidelines
13	**Modifies evaluation procedures based on client factors and contexts.** Examples: uses a quiet space, breaks up evaluation into smaller parts, provides multisensory instructions
14	**Interprets evaluation results to determine the client's occupational performance strengths and challenges.**
15	**Synthesizes and documents the results of the evaluation process clearly, accurately, and concisely, using systematic methods to record the client's occupational performance.**
INTERVENTION	
16	**Articulates a clear and logical rationale for the intervention process based on the evaluation results, contexts, theories, frames of reference, practice models, and evidence.**
17	**Establishes an accurate and appropriate client-centered plan based on the evaluation results, contexts, theories, frames of reference, and/or practice models.** Examples: creates relevant and measurable goals in collaboration with the client and/or family/caregivers; recommends additional consultation and referrals
18	**Uses evidence from research and relevant resources to make informed intervention decisions.**
19	**Selects client-centered and occupation-based interventions that motivate and challenge the client to achieve established goals that support targeted outcomes.** Includes the consideration of all client centered components including psychosocial factors
20	**Implements client-centered and occupation-based intervention plans.**

	Includes the consideration of all client centered components including psychosocial factors
21	**Chooses and, if needed, modifies intervention approach to achieve established goals that support targeted outcomes.** Examples: prevention, restoration, maintenance, promotion
22	**Modifies task and/or environment to maximize the client's performance.** Examples: upgrades/downgrades task; arranges client's workspace for optimal performance
23	**Modifies the intervention plan and determines the need for continuation or discontinuation of services based on the client's status.**
24	**Documents the client's response to services in a manner that demonstrates the effectiveness of interventions.**

MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES

25	**Demonstrates through practice or discussion the ability to collaborate with and assign appropriate tasks to the occupational therapy assistant, occupational therapy aide, or others to whom responsibilities might be assigned, while remaining responsible for all aspects of treatment.** Examples: paraprofessionals, nurses' aides, volunteers
26	**Demonstrates through practice or discussion an understanding of costs and funding systems related to occupational therapy services, such as federal, state, third party, and private payers.** Examples: billing for OT services, inventory and ordering of supplies for OT services, and options for client procurement of adaptive equipment
27	**Demonstrates knowledge about the organization.** Examples: mission and vision, accreditation status, licensing, specialty certifications
28	**Meets productivity standards or volume of work expected of occupational therapy students.**

COMMUNICATION AND PROFESSIONAL BEHAVIORS

29	**Communicates clearly and effectively, both verbally and nonverbally**. Examples: clients, families, caregivers, colleagues, service providers, administration, the public
30	**Produces clear and accurate documentation**. Examples: legibility, spelling, punctuation, grammar, adherence to electronic health documentation requirements
31	**Collaborates with fieldwork educator(s) to maximize the learning experience.** Examples: initiates communication, asks for feedback about performance, identifies own strengths and challenges
32	**Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with fieldwork educator(s) and others.**
33	**Responds constructively to feedback in a timely manner**.
34	**Demonstrates consistent and acceptable work behaviors.**

	Examples: punctuality, initiative, preparedness, flexibility, dependability, professional appearance
35	**Demonstrates effective time management.** Examples: plans ahead, adheres to schedules, completes work in expected timeframe
36	**Manages relationships effectively through therapeutic use of self and adjusts approach to meet the needs of clients and others.**
37	**Demonstrates respect for diversity factors of others**. Examples: culture, socioeconomic status, beliefs, identity

Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Assistant Student (Revised in 2020)

	FUNDAMENTALS OF PRACTICE
1	**Adheres to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations.** Examples: Medicare, Medicaid, client privacy, social media, human subject research
2	**Adheres to safety regulations and reports/documents incidents appropriately.** Examples: fire safety, OSHA regulations, body substance precautions, emergency procedures
3	**Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents.** Examples: body mechanics, medical safety, equipment safety, client specific precautions, contraindications, community safety
	BASIC TENETS
4	**Articulates the values, beliefs, and distinct perspective of the occupational therapy profession to clients and other relevant parties clearly, confidently, and accurately.** Examples: families, caregivers, colleagues, service providers, administration, the public
5	**Articulates the value of occupation as a method and desired outcome of occupational therapy to clients and other relevant parties clearly, confidently, and accurately.** Examples: families, caregivers, colleagues, service providers, administration, the public
6	**Articulates the role of occupational therapy practitioners to clients and other relevant parties clearly, confidently, and accurately.** Examples: families, caregivers, colleagues, service providers, administration, the public
	SCREENING AND EVALUATION
7	**Obtains sufficient and necessary information about factors that support and hinder occupational performance from relevant sources throughout the evaluation process.** Examples: record or chart reviews, client, family, caregivers, service providers
8	**Establishes service competency in assessment methods, in accordance with setting procedures and applicable laws, by administering assessments accurately and efficiently to ensure findings are valid, reliable, and timely.** Examples: record or chart reviews, observations, interviews, standardized and non-standardized assessments
9	**Administers delegated assessments using appropriate procedures and protocols.** Examples: standardized and non-standardized assessments, interviews, and observations
10	**Assists with interpreting information in relation to the client's needs, factors, and performance.**

	Examples: record or chart reviews, observations, interviews, standardized and non-standardized assessments **Client factors:** Specific capacities, characteristics, or beliefs that reside within the person and that influence performance in occupations. Client factors include values, beliefs, and spirituality; body functions (includes psychological functions); and body structures). Includes the consideration of psychosocial factors
11	**Reports results clearly, accurately, and concisely, reflecting the client's occupational performance.**
INTERVENTION	
12	**Articulates a clear and logical rationale for the intervention process based on the evaluation results and other relevant considerations.** Examples: contexts, theories, frames of reference, practice models, and evidence
13	**Under the supervision of and in cooperation with an occupational therapy practitioner, uses professional literature to make informed intervention decisions.** Examples: textbooks, journal articles, other relevant and reliable informational resources
14	**Selects client-centered and occupation-based interventions that motivate and challenge the client to achieve established goals.** Includes the consideration of all client centered components including psychosocial factors
15	**Implements client-centered and occupation-based intervention plans.** Includes the consideration of all client centered components including psychosocial factors
16	**Modifies the task and/or environment to maximize the client's performance.** Examples: upgrades/downgrades task; arranges client's workspace for optimal performance
17	**Recommends modification or termination of intervention plan based on the client's status.**
18	**Documents the client's response to services in a manner that demonstrates the effectiveness of interventions.**
MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES	
19	**Demonstrates through practice or discussion the ability to collaborate with and assign appropriate tasks to, as indicated, the occupational therapy aide or others to whom responsibilities might be assigned**. Examples: paraprofessionals, nurses' aides, volunteers
20	**Demonstrates through practice or discussion an understanding of costs and funding systems related to occupational therapy services, such as federal, state, third party, and private payers.** Examples: billing for OT services, inventory and ordering of supplies for OT services, and options for client procurement of adaptive equipment
21	**Demonstrates knowledge about the organization.** Examples: mission and vision, accreditation status, licensing, specialty certifications

22	Meets productivity standards or volume of work expected of occupational therapy assistant students.
COMMUNICATION AND PROFESSIONAL BEHAVIORS	
23	**Communicates clearly and effectively, both verbally and nonverbally**. Examples: clients, families, caregivers, colleagues, service providers, administration, the public
24	**Produces clear and accurate documentation**. Examples: legibility, spelling, punctuation, grammar, adherence to electronic health documentation requirements
25	**Collaborates with fieldwork educator(s) to maximize the learning experience.** Examples: initiates communication, asks for feedback about performance, identifies own strengths and challenges
26	**Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with fieldwork educator(s) and others.**
27	**Responds constructively to feedback in a timely manner**.
28	**Demonstrates consistent and acceptable work behaviors.** Examples: punctuality, initiative, preparedness, flexibility, dependability, professional appearance
29	**Demonstrates effective time management.** Examples: plans ahead, adheres to schedules, completes work in expected timeframe
30	**Manages relationships effectively through therapeutic use of self and adjusts approach to meet the needs of clients and others.**
31	**Demonstrates respect for diversity factors of others**. Examples: culture, socioeconomic status, beliefs, identity

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 FWE s 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

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:	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 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	

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 effectively with all students, including those who have physical and/or psychosocial impairment(s).	1	2	3	4	5	
8. Demonstrates sensitivity to student learning style to adapt teaching approach for diverse student populations.	1	2	3	4	5	
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.	1	2	3	4	5	
10. Reflects upon educator role as complimentary to OT practitioner role.	1	2	3	4	5	
11. Self-identifies and implements a Fieldwork Educator Professional Development Plan. (See page 8 for suggested plan.)	1	2	3	4	5	
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.).	1	2	3	4	5	
13. Provides reference materials to promote student and fieldwork educator professional development and use of EBP (e.g., publications, texts, videos, internet, etc.).	1	2	3	4	5	
14. Uses evidence-based research to guide student performance and learning for effective teaching strategies.	1	2	3	4	5	

C. **SUPERVISION COMPETENCIES**	KEY DEFINITION STATEMENT: *The fieldwork educator facilitates student achievement of entry-level practice through a student-centered approach.*					
The fieldwork educator:	CIRCLE ONE					COMMENTS
	Low Proficient				High Proficient	
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: *The fieldwork educator evaluates student performance to achieve entry-level practice in the fieldwork setting.*					
The fieldwork educator:	CIRCLE ONE Low Proficient / High Proficient					COMMENTS
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	

ADMINISTRATION COMPETENCIES	KEY DEFINITION STATEMENT: *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).*					
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	

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													

1   AMERICAN OCCUPATIONAL THERAPY ASSOCIATION RESOURCE LIST

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

4   Atler, K. & Wimmer, R. (2003). *Online course—Using the Fieldwork Performance Evaluation*
5   *forms: An interactive approach.* Bethesda, MD: American Occupational Therapy Association.

6   Accreditation Council for Occupational Therapy Education (2009). *Standards and Interpretive*
7   *Guidelines.* Downloaded June 8, 2009 from
8   http://www.aota.org/Educate/Accredit/StandardsReview/guide/42369.aspx

9   American Occupational Therapy Association (2009). *Occupational therapy fieldwork education:*
10   *Value and purpose.* Bethesda, MD: American Occupational Therapy Association.

11   American Occupational Therapy Association (2009). *Specialized knowledge and skills of*
12   *occupational therapy educators of the future.* Bethesda, MD: American Occupational Therapy
13   Association.

14   American Occupational Therapy Association (2008). *Occupational therapy practice framework:*
15   *Domain and process* (2nd edition). Bethesda, MD: Author.

16   American Occupational Therapy Association (2008) *Guidelines for supervision, roles, and*
17   *responsibilities during the delivery of occupational therapy services.* Bethesda, MD: Author.

18   American Occupational Therapy Association (2008) *Recommendations for occupational therapy*
19   *fieldwork experiences.* Bethesda, MD: American Occupational Therapy Association.

20   American Occupational Therapy Association (2005). *Occupational therapy code of ethics*. Bethesda,
21   MD: Author

22   Costa, D. (2004). *Essential guide to occupational therapy fieldwork education: Resources for today's*
23   *educators and practitioners.* Bethesda, MD: American Occupational Therapy Association.

24   Costa, D. (2007) *Clinical supervision in occupational therapy: A guide for fieldwork and practice*
25   Bethesda, MD: American Occupational Therapy Association.

26   Moyers, P.A. (2007). *The guide to occupational therapy practice.* Bethesda, MD: American
27   Occupational Therapy Association.