

SELF-ASSESSMENT TOOL FOR FIELDWORK EDUCATOR COMPETENCY

Fieldwork education is a vital component in preparing students for entering the practice of occupational therapy. This voluntary self-assessment tool establishes competency guidelines to facilitate the professional development of fieldwork educators from novice to experienced. This tool is designed to provide a structure for fieldwork educators to assess their own levels of competence to identify areas to pursue for developing and improving their skills. Competency as a fieldwork educator promotes the practitioner's pursuit of excellence in working with students to advance the profession.

PURPOSE

Both the novice and experienced COTA or OTR fieldwork educator can use the tool as an opportunity for self reflection to target areas for professional growth. Proficiency as a fieldwork educator is an ongoing process of assessment, education, and practice. Fieldwork educators are continually working 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 professional development in this area of practice.

CONTENT

- The self-assessment tool addresses fieldwork educator competencies in the areas of:
 - A. Professional Practice
 - B. Education
 - C. Supervision
 - D. Evaluation
 - E. Administration
- Numerical Rating Scale: Likert scale from 1 (Low Proficiency) to 5 (High Proficiency).
- Comment Section: This section is intended to be used by the fieldwork educator to begin to identify aspects of competency for self improvement.
- Fieldwork Educator Professional Development Plan: The plan is the outcome of the self assessment. 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.
- All fieldwork educators must meet the standards for fieldwork educator stated in the *Essentials and Guidelines for an Accredited Educational Program for the Occupational Therapist/Occupational Therapy Assistant*.
- Terminology: The terminology is based on a wide field of occupational therapy practice to address all fieldwork placement opportunities. For example, "individuals" is used to refer to consumers, patients, etc., served by occupational therapists and occupational therapy assistants.

WHO SHOULD USE THE TOOL

This self-assessment tool is designed to be used by COTA and OTR fieldwork supervisors at all levels of expertise in educating students. While the tool is primarily oriented toward the COTA/OTR practitioner who directly supervises OTA and/or OT Level II Fieldwork, it can be applied to Level I Fieldwork and to non-OT supervisors.

DIRECTIONS

- The fieldwork educator will determine the relevance of each competency to the role of the COTA/OTR in their setting. Some competency statements may not be applicable (COTA/OTR role delineation).
- Self-Assessment Tool:
 - Circle the number that correlates with your level of competence for each item.
 - The Comment section can be used to highlight strengths, areas that need improvement, etc.
- Professional Development Plan:
 - It is helpful to prioritize the competency areas that need improvement
 - Select a few areas
 - Write goals for each of the selected areas
 - Identify strategies to meet the goals
 - Establish a deadline for meeting the goals
 - Comparing the actual date of completion to the target date may be helpful information to use when working on future development plans
- Allow time to complete the assessment tool and to create the professional development plan. It can be completed in one or more sessions.
- The tool is for personal use only. It should not be used as a performance appraisal. Fieldwork educators may, however, want to include goals from their professional development plan as a part of their annual professional goals.

OT practitioners are adept in assessing, planning, and implementing a practical and meaningful continuous quality improvement plan. It is this attribute plus a desire to support the growth of future practitioners that motivates COTAs and OTRs 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. Although it may only be a beginning step in developing standards of practice in fieldwork education, 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.

The committee would like to acknowledge and thank the WISCOUNCIL (Wisconsin Council on Occupational Therapy Education) for their pioneer work in the development of this tool.

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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.</i>					
	CIRCLE ONE					COMMENTS
	Low Proficient				Highly Proficient	
The fieldwork educator:	1	_____			5	
1. Uses a systematic approach to evaluation and intervention based upon theory.	1	2	3	4	5	
2. Skillfully collects and analyzes evaluation and intervention data.	1	2	3	4	5	
3. Considers performance context, including temporal and environmental aspects, when determining feasibility and appropriateness of interventions.	1	2	3	4	5	
4. Objectively defines individual's problems.	1	2	3	4	5	
5. Articulates the rationale and theory base for OT intervention process (e.g., screening, evaluation, intervention planning, discharge planning, etc.).	1	2	3	4	5	
6. Collaborates with individuals, colleagues, family/support system, and other staff/professionals with respect, sensitivity, and professional judgment.	1	2	3	4	5	
7. Works effectively with challenging interpersonal situations, (e.g., value differences, multi-cultural diversity, personality conflicts, etc.).	1	2	3	4	5	
8. Effectively manages and prioritizes practice (e.g., intervention, documentation, team meetings, etc.).	1	2	3	4	5	
9. Incorporates legal, ethical, and professional issues that influence practice (e.g., reimbursement, confidentiality, role delineation, etc.).	1	2	3	4	5	
10. Articulates and implements COTA/OTR role delineations as relevant to the practice setting.	1	2	3	4	5	
11. Adheres to professional practice standards.	1	2	3	4	5	
12. 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	

B. EDUCATION COMPETENCIES	KEY DEFINITION STATEMENT: <i>The fieldwork educator facilitates the student's development of professional skills for entry-level practice. The fieldwork educator assumes responsibility for improving her/his skills as a fieldwork educator.</i>					
	CIRCLE ONE					COMMENTS
	Low Proficient	Highly Proficient				
The fieldwork educator:	1 _____ 5					
1. Provides ongoing assessment of student's individual learning needs based on review of academic preparation, OTA and OT roles, prior experiences, and current performance level.	1	2	3	4	5	
2. Sequences learning experiences to grade progression toward entry-level practice.	1	2	3	4	5	
3. Facilitates student-directed learning within the parameters of the fieldwork environment.	1	2	3	4	5	
4. Maximizes opportunities for learning by using planned and unplanned experiences within the fieldwork environment.	1	2	3	4	5	
5. Uses a variety of instructional strategies to facilitate the learning process (e.g., role modeling, co-intervention, videotaping, etc.).	1	2	3	4	5	
6. Works effectively with all students, including those who have physical and/or psychosocial disability(s), and/or diverse age, gender, and multi-cultural characteristics.	1	2	3	4	5	
7. Guides student integration of therapeutic concepts and skills (e.g., promotes student discussion to elicit clinical reasoning for selected intervention, and/or to process personal feelings/values that interface with practice, etc.).	1	2	3	4	5	
8. Self-identifies and implements a Fieldwork Educator Professional Development Plan. (See page 8 for suggested plan.)	1	2	3	4	5	
9. Identifies resources to promote student and fieldwork educator professional development (e.g., academic program, student and supervisor mentors, AOTA Education Department, Commission on Education, Education Special Interest Section, workshops, inservices, etc.).	1	2	3	4	5	
10. Provides reference materials to promote student and fieldwork educator professional development (e.g., publications, texts, videos, internet, etc.).	1	2	3	4	5	

C. SUPERVISION COMPETENCIES	KEY DEFINITION STATEMENT: <i>The fieldwork educator monitors and guides student achievement of entry-level practice.</i>					
	CIRCLE ONE					
	Low Proficient	Highly Proficient				COMMENTS
The fieldwork educator:	1 _____ 5					
1. Presents clear performance expectations initially and throughout the experience appropriate to OT practice (e.g., student OTA/OT role delineation, Level I/II Fieldwork, practice environment, etc.).	1	2	3	4	5	
2. Collaborates with the student in setting learning goals, objectives, and expectations and makes modifications accordingly.	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. Makes specific suggestions to the student for improvement in performance.	1	2	3	4	5	
7. Uses verbal, nonverbal, and written communication effectively.	1	2	3	4	5	
8. Initiates interaction to resolve conflict and to raise issues of concern.	1	2	3	4	5	
9. Uses a variety of supervisory approaches to facilitate student performance (e.g., written, support/confrontation, multiple supervisors, etc.).	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 situations when student experiences difficulty.	1	2	3	4	5	
12. Acts as a role model of professional behavior (e.g., separates personal versus professional issues with students and staff, addresses diversity issues, uses a sense of humor appropriately, etc.).	1	2	3	4	5	

D. EVALUATION COMPETENCIES	KEY DEFINITION STATEMENT: <i>The fieldwork educator evaluates student performance for achievement of entry-level practice.</i>					
	CIRCLE ONE					COMMENTS
	Low Proficient				Highly Proficient	
The fieldwork educator:	1 _____ 5					
1. Reviews with student the evaluation tool and expected entry-level standards (e.g., behavioral objectives, weekly objectives, etc.) to be used at midterm and final evaluation.	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 COTA/OTR entry-level roles of the fieldwork setting.	1	2	3	4	5	
4. Involves the student in self-reflection and self-assessment during the evaluation process.	1	2	3	4	5	
5. Uses evaluation process to counsel student on strengths and opportunities for growth.	1	2	3	4	5	
6. Uses fieldwork evaluation tools to accurately measure student performance.	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 Evaluation, etc.).	1	2	3	4	5	
8. Guides the student in the use of the 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	

E. ADMINISTRATION COMPETENCIES	KEY DEFINITION STATEMENT: <i>The fieldwork educator develops and/or implements an organized program in keeping with legal/professional standards and environmental factors (physical, social, and cultural).</i>					
	CIRCLE ONE					
	Low Proficient	Highly Proficient				COMMENTS
The fieldwork educator:	1 _____ 5					
1. Communicates and collaborates with academic programs (e.g., fieldwork agreement, confirmation, student placement, etc.).	1	2	3	4	5	
2. Seeks support from fieldwork site administration and staff for the student program.	1	2	3	4	5	
3. Designs and/or implements the fieldwork program in compliance with professional standards (e.g., AOTA <i>Essentials</i> , academic and fieldwork setting requirements, Standards of Practice, Code of Ethics, etc.).	1	2	3	4	5	
4. Assures that the fieldwork program is sensitive to diversity and multi-cultural issues.	1	2	3	4	5	
5. Documents an organized, systematic fieldwork program (e.g., fieldwork manual, student expectations, weekly sequence, etc.).	1	2	3	4	5	
6. Documents behavioral objectives to achieve fieldwork goals appropriate for COTA/OTR entry-level practice.	1	2	3	4	5	
7. 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, fieldwork agreement, reimbursement mechanism, state regulations, etc.).	1	2	3	4	5	
8. Provides student work areas appropriate to fieldwork site (e.g., student safety, accessibility, supplies, etc.).	1	2	3	4	5	
9. Provides a complete orientation for student to fieldwork site (e.g., policies, procedures, student expectations, and responsibilities, etc.).	1	2	3	4	5	
10. Requires student compliance with the fieldwork site mission, goals, philosophy, and standards.	1	2	3	4	5	
11. Submits required fieldwork documents to academic program in a timely manner (e.g., fieldwork evaluation, fieldwork agreements, fieldwork data form, etc.).	1	2	3	4	5	
12. 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 _____

STRATEGIES TO IMPROVE COMPETENCY

Strengths:

Areas to Develop:

Competency Area to Address

Goals

		Independent Study	Academic Coursework	Workshops/Continuing Ed	Student Feedback	Consult w/Academic FW Coor	Presentations	Publications	Research Activities	Mentorship	Peer Review	Shared Supervision of Student		Target Date	Completed Date

NOTE: You are welcome to make additional copies of this chart.

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Adapted from: *Developing, maintaining, and updating competency in occupational therapy: A guide to self-appraisal.* AOTA, 1995

American Occupational Therapy Association, Inc.
COE Fieldwork Issues Committee, 11/97

AMERICAN OCCUPATIONAL THERAPY ASSOCIATION REFERENCE LIST

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Additional resources available through AOTA:
Regional Fieldwork Consultants Network
Education Special Interest Section
AOTA's Education Department

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