

## Role Competencies for an Academic Fieldwork Coordinator

**Purpose:** The development of these role competencies is to assist academic settings in determining and/or evaluating the typical responsibilities for an academic fieldwork coordinator in an occupational therapy or occupational therapy assistant educational 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 this role. The competencies are general statements and specific competencies may not apply to all situations. Each competency may be modified and should be considered guidelines for institutions.

**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, an academic fieldwork coordinator must:

- Demonstrate the expertise to be able to facilitate the development of future leaders in occupational therapy through student development in supervised quality fieldwork settings
- Develop a plan to continue competency in the breadth and depth of knowledge in the profession to incorporate into student learning
- Develop a plan to promote effective learning processes for students in the program and associated fieldwork education sites
- Demonstrate the competence to develop and maintain accurate and current knowledge of reimbursement issues, federal regulations concerning student services, legal issues concerning fieldwork experiences, and pertinent federal/state regulations such as the Americans With Disabilities Act
- Demonstrate the competence to develop and maintain accurate and current knowledge in contractual agreements between colleges/universities and fieldwork sites
- Demonstrate the competence to develop and maintain proficiency in fieldwork coordination skills through investigation, formal education, continuing education, or self-study

**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, an academic fieldwork coordinator must:

- Facilitate professional development in teaching/fieldwork coordination through continuing education, research, or self-investigation
- Demonstrate the ability to effectively judge new materials, literature, and educational materials relating to fieldwork that enhance the lifelong learning of future occupational therapy practitioners
- Demonstrate the ability to critically integrate practice, theory, literature, and research in relation to practice in fieldwork education sites
- Demonstrate the ability to critically evaluate the curriculum, particularly in terms of fieldwork education, for participation in curriculum development

- Demonstrate the ability to evaluate interpersonal dynamics between occupational therapy practitioners and students to resolve issues and determine action plans

**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, an academic fieldwork coordinator must:

- Project a positive image of the program both internally (within the college or university) and externally (within the community)
- Demonstrate a competent and positive attitude that will result in the development and mentoring of fieldwork educators
- Effectively mentor and advise students in relation to fieldwork education issues
- Effectively mediate interpersonal issues between students and fieldwork educators
- Demonstrate positive interactions with diverse faculty, students, fieldwork educators, and practitioners
- Demonstrate positive interactions with appropriate administrators and attorneys to facilitate contract negotiations

**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, an academic fieldwork coordinator must:

- Demonstrate the ability to plan fieldwork experiences that will prepare ethical and competent practitioners for both traditional and emerging practice settings
- Demonstrate the expertise to develop fieldwork course objectives, course materials, and educational experiences that promote optimal learning for students
- Demonstrate the expertise to evaluate students' learning outcomes for fieldwork to meet the objectives of the program and the organization
- Demonstrate the ability to develop and implement a plan that effectively evaluates fieldwork educators and fieldwork sites to meet the objectives of the program and the organization
- Demonstrate the expertise to prepare, develop, and/or coordinate the legal contracts and associated issues for fieldwork establishment and maintenance
- Demonstrate the ability to design and implement a logical and justified system of fieldwork assignment for students and fieldwork educators
- Demonstrate the ability to plan and implement a plan that develops and maintains accurate documentation of student performance, collaboration with fieldwork settings and supervisors, 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, an academic fieldwork coordinator must:

- Act as a role model as an occupational therapy advocate and change agent with professional and ethical behavior

- Clarify and analyze fieldwork issues within an ethical framework for positive resolution
- Identify and represent the educational and fieldwork settings accurately to ensure that legal contracts are appropriately documented

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