Specialized Knowledge and Skills of Occupational Therapy Educators of the Future

Introduction

In 2006, the American Occupational Therapy Association (AOTA) articulated a *Centennial Vision* statement for the profession as it nears its 100th anniversary. This statement affirms that

> We envision that occupational therapy is a powerful, widely recognized, science-driven, and evidence-based profession with a globally connected and diverse workforce meeting society's occupational needs. (AOTA, 2007).

This vision reflects the long-standing commitment of the profession to serve society in ways that are relevant and forward-thinking. As social concerns evolve, occupational therapy practitioners must understand the occupational implications of broad contextual issues that affect health and well-being directly and indirectly. Global effort to deal with climate change, for example, are causing downward economic pressures on middle-class living standards, thus altering daily routines, limiting occupational opportunities, increasing chronic health conditions, and reducing access to health care (Kawachi & Wamala, 2006). Occupational therapy practitioners need not only know how to respond to evolving social needs; they need to do so quickly, creatively, and proactively.

Occupational therapy education is critical to the achievement of this vision in 2017 and beyond. The constellation of skills and attitudes occupational therapy practitioners must possess are the result of their inherent abilities and motivations refined into long-standing dispositions through a deliberate educational process. Indeed, occupational therapy education embodies the aspirations for the kind of society we wish to see. To talk about the purpose of the profession is also to talk about the purpose of occupational therapy education, as it is here where these aspirations are nurtured and shaped.

Use of This Document

Occupational therapy is essentially an educative profession. Occupational therapy practitioners are skilled at analyzing limitations that may result in diminished occupational participation and designing therapeutic programs through which people learn new skills or re-learn skills lost to illness, injury, or contextual constraints. While to some degree all occupational therapy practitioners are educators, this document focuses on recognized roles related to education in the profession (Academic Program Director, Academic Faculty, Academic Fieldwork Coordinator, and Fieldwork Educator). The purpose is to articulate the attributes practitioners should possess in such roles in order to have an enduring legacy in the fulfillment of the *Centennial Vision* and beyond. These attributes are described in the language of possibility, including the characteristics of innovator/visionary, scholar/explorer, leader, integrator, and mentor. Because the embodiment of these attributes is developmental, they are described in a continuum of experience from novice, intermediate, and advanced practitioner.

The context surrounding the educator will determine which attributes are most needed and/or appropriate. While all professionals will demonstrate some aspects of the attributes, not everyone is expected to achieve the advanced level in all the attributes. Indeed, because of experience, available opportunities,

and personal curiosities and strengths, an educator will likely demonstrate some attributes at the novice level while demonstrating others at the intermediate and advanced levels. Therefore, the purpose of this document is not to identify rigid standards of performance but rather to serve as a guide of desired attributes toward which an educator may aspire in order to contribute to the fulfillment of the *Centennial Vision* and beyond.

It is recommended that this document be used as an aid in the articulation of the professional development plans of faculty. Such plans are essential in their growth and are required by the Accreditation Council for Occupational Therapy Education (ACOTE) for all program directors and faculty who teach two or more courses (ACOTE, 2006, Standard A.5.2).

Desired attributes include the following:

- ***Innovator/Visionary:*** Someone who embraces new directions, is forward-thinking, projecting into the future. This person thinks outside of the traditional confines of the profession to predict and propose how to meet future societal needs. A visionary can see past traditional boundaries to new possibilities at all levels of personal and societal life.
- ***Scholar/Explorer:*** A scholar/explorer is someone who seeks, uses, and produces knowledge and effectively disseminates new findings to internal and external audiences. These individuals use a critical, theoretically grounded, and systematic approach in their scholarly endeavors to produce outcomes that inform and address societal needs.
- ***Leader:*** Someone who analyzes past, present, and future trends and develops solutions to problems or strategies for taking advantage of opportunities by collaborating, inspiring, and influencing people to create a desired future.
- ***Integrator:*** Someone who seeks and finds divergent information, perceives meaningful relationships, and makes connections through analysis to create a new, more coherent understanding.
- ***Mentor:*** A trusted role model who inspires, encourages, influences, challenges, and facilitates the growth and development of others' goals and aspirations. This involves a collaborative process that may be between peers, colleagues, experienced and inexperienced individuals, practitioners and academicians, and others. The mentor may function in various roles such as educator, tutor, coach, counselor, encourager, consultant, etc.

As stated earlier, the embodiment of these attributes is developmental, and not all tributes are likely to be developed at the same time nor needed equally. An educator can demonstrate an attribute at a novice level while demonstrating another at an advanced level. In this document, *novice* performance is understood as beginning expertise, as when a person has had limited experience in an area and therefore has limited familiarity with the associated knowledge or its application. *Intermediate* performance is understood as consistent demonstration of and attribute in specific situations as a result of prior experience in those situations. Finally, *advanced* performance is understood as the ability to demonstrate an attribute in multiple situations, including some in which a person has no prior experience. Advanced performance denotes a high level of expertise.

In Tables 1 & 5, each attribute is represented, summarizing how it might be demonstrated in each educator role. It is assumed that the incumbent in a role has met or exceeded occupational therapy practitioner competencies described in the *Standards for Continuing Competence* (AOTA, 2005). The attributes are general statements and specific characteristics may not apply to all situations.

References

Accreditation Council for Occupational Therapy Education. (2006). *Standards and interpretive guidelines.* Available at http://www.aota.org/Educate/Accredit/StandardsReview/guide/42369.aspx

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by

Commission on Education:

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Abbey Sipp, *ASD Liaison*
Patricia Stutz-Tanenbaum, MS, OTR
Neil Harvison, PhD, OTR/L , *AOTA Staff Liaison*

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Note: This document replaces the following documents: *Role Competencies for a Professional-Level Program Director in an Academic Setting, 2003M167; Role Competencies for a Program Director in an Occupational Therapy Assistant Academic Setting, 2005C239; Role Competencies for a Professional-Level Occupational Therapist Faculty Member in an Academic Setting, 2003M168; Role Competencies for a Faculty Member in an Occupational Therapy Assistant Academic Setting, 2005C240; Role Competencies for an Academic Fieldwork Coordinator, 2003M169;* and *Role Competencies for a Fieldwork Educator, 2005M284.*

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Table 1.
Innovator/Visionary

Experience	Academic Program Director	OT/OTA Faculty Member	Academic Fieldwork Coordinator	Fieldwork Educator
Novice	1. Analyzes the current curriculum to reflect the future needs of the program, profession, and society. 2. Analyzes institutional needs in order to identify new ways that the program can fulfill the institution's mission. 3. Develops curriculum that challenges and prepares students to identify and fulfill innovative practice roles.	1. Demonstrates the ability to prepare ethical and competent practitioners for both traditional and emerging practice settings. 2. Develops plan to maintain self abreast of the breadth and depth of knowledge of the profession in order to incorporate such knowledge in student learning. 3. Assists with the development of new learning processes that can enhance learning opportunities for students in the program. 4. Develops a plan of continued proficiency in emerging pedagogy through investigation, and formal and informal education.	1. Embraces new approaches for fieldwork, including in non-OT practice settings, international fieldwork, diverse settings. 2. Projects an exemplary curricular model representing the OT/OTA academic program.	1. Embraces new approaches for fieldwork in traditional or emerging practice settings. 2. Implements a model fieldwork program that reflects the curricular design of the academic program. 3. Uses innovation within own fieldwork setting to enhance student learning experience during fieldwork.
Intermediate	1. Projects future trends and societal needs of the profession and appropriately adapts the curriculum, including both the academic and fieldwork components. 2. Establishes a management plan that guides student development in the OT program and facilitates faculty development within the OT unit and the college/university community.	1. Proposes and implements nontraditional learning environments that facilitate development of competent and ethical professionals. 2. Participates in college-/university-wide committees and assists in propelling the institution forward in the future in order to meet projected societal needs. 3. Embraces the use and development of course materials and experiences that are innovative and non-traditional.	1. Proposes strategies that facilitate linkages between academic program curriculum and fieldwork practice opportunities. 2. Proposes strategies to support client centered, meaningful, occupation-based, and evidence-based outcomes of the OT process during fieldwork experiences.	1. Proposes strategies that facilitate collaborative partnerships between academic program curricula and fieldwork practice opportunities. 2. Proposes strategies to support client-centered, meaningful, occupation-based, and evidence-based outcomes of the OT process during fieldwork experiences.

Table 1.
Innovator/Visionary *(cont.)*

Experience	Academic Program Director	OT/OTA Faculty Member	Academic Fieldwork Coordinator	Fieldwork Educator
Intermediate		4. Assesses and predicts the effectiveness of new learning processes to enhance learning opportunities for students in the program.		3. Promotes innovation among fieldwork educators in OT as well as other disciplines in own and other related settings to enhance student learning experiences and interdisciplinary collaboration.
Advanced	1. Anticipates future directions of the profession in meeting societal needs by exploring new possibilities for strategic planning and identifying factors related to funding, resources, etc. 2. Identifies opportunities to engage with the community to promote OT as a profession in order to serve society's evolving needs. 3. Identifies new ways of applying the use of occupation that will lead to societal growth, prosperity and social justice.	1. Proposes innovative solutions and designs innovative strategies to address predicted future trends in education, practice, and research. 2. Proposes, builds, and sustains novel integrative collaborations across disciplines.	1. Predicts future directions for fieldwork environments in emerging practice areas and propose fieldwork opportunities for students. 2. Innovates strategies for providing fieldwork in emerging practice areas 3. Anticipates and prepares for the direction of legal and health care policy that influences fieldwork and designs strategies for compliance.	1. Predicts future directions of practice and fieldwork in emerging environments and develops fieldwork opportunities for students. 2. Consults with other fieldwork educators and sites to develop creative learning experiences for students. 3. Innovates strategies for providing fieldwork in emerging practice areas. 4. Anticipates and prepares for the direction of legal and health care policy that influences fieldwork and designs strategies for compliance.

Table 2.
Scholar/Explorer

Experience	Academic Program Director	OT/OTA Faculty Member	Academic Fieldwork Coordinator	Fieldwork Educator
Novice	1. Possesses requisite knowledge and skills to design and conduct independent research relevant to OT practice and education and to disseminate results. 2. Recognizes the importance of scholarship within the academic community in general and within own educational institution in particular. 3. Designs a curriculum that meets accreditation standards relating to the scholarly role and skills of entry-level practitioners. 4. Actively engages in scholarly activities within area of expertise. 5. Creates a scholarly environment in which faculty and students have substantive resources and infrastructure necessary for productive scholarship.	1. Effectively critiques and uses new research literature and educational materials that will promote critical thinking, evidence-based practice, and lifelong learning in preparing future practitioners. 2. Critically integrates theory and research evidence into practice and facilitates that process in learners. 3. Models behaviors that demonstrate the importance of scholarship to learners and practitioners. 4. Initiates research inquiry within contextually determined expectations, either independently or with a mentor.* 5. Initiates the processes to develop a line of inquiry for research.* **May not always be possible for faculty in an OTA program.*	1. Effectively critiques and utilizes new research literature and educational materials that will promote critical thinking, evidence-based practice, and lifelong learning in preparing future practitioners. 2. Facilitates fieldwork educators' ability to effectively critique and use new research literature and educational materials that will promote critical thinking, evidence-based practice, and lifelong learning in preparing future practitioners. 3. Critically integrates theory and research evidence into practice and facilitates that process in fieldwork educators. 4. Facilitates integration and agreement of the academic philosophy and curriculum design within the fieldwork site. 5. Identifies questions about the fieldwork learning experiences for future research. 6. Facilitates best practices in using scholarship of teaching and learning in practice settings.	1. Critically evaluates current research to reflect best practice in teaching and practice. 2. Engages in systematic literature reviews to support and enhance practice. 3. Recognizes scholarly role in client service provision and program evaluation. 4. Models engagement in evidence-based practice specific to setting and populations served. 5. Seeks current evidence and information regarding effective fieldwork education and educational methodologies. 6. Translates practice knowledge into learning modes appropriate for fieldwork students. 7. Identifies questions about the fieldwork learning experiences for future research. 8. Monitors and interprets fieldwork student learning outcomes and effectiveness of student fieldwork program. 9. Coordinates with the Academic Fieldwork Coordinator to monitor and interpret student fieldwork learning outcomes.

Table 2.
Scholar/Explorer *(cont.)*

Experience	Academic Program Director	OT/OTA Faculty Member	Academic Fieldwork Coordinator	Fieldwork Educator
Intermediate	1. Coordinates active research agenda within the occupational therapy program. 2. Facilitates interdisciplinary collaboration and cooperation in research.	1. Contributes to the production of new findings and educational materials that add to the knowledge base of the profession. 2. Actively cultivates knowledge, skills, and interests in students by incorporating evidence from research into practice. 3. Conducts scholarship independently and begins to identify a coherent line(s) of inquiry.* 4. Successfully advises and guides students and practitioners in research.* 5. Disseminates findings in a public format such as presentations and publications. 6. Seeks opportunities to serve as a reviewer, editor, or publisher of scholarly work to internal and external audiences. * *May not always be possible for faculty in an OTA program.*	1. Synthesizes new research literature and educational materials that will promote critical thinking, evidence-based practice, and lifelong learning in preparing future practitioners. 2. Conducts workshops and training programs to facilitate fieldwork educators' ability to use evidence in fieldwork education. 3. Plans and engages in the scholarship of teaching and learning regarding fieldwork education. 4. Collaborates with fieldwork educators and faculty to conduct research regarding fieldwork.	1. Designs evidence-based practice learning opportunities for fieldwork students to enhance understanding of the OT process. 2. Contributes to the breadth and body of knowledge through collaborative research projects. 3. Generates a clinical research agenda in collaboration with clinical and academic colleagues. 4. Collaborates with Academic Fieldwork Coordinator and faculty to conduct research regarding fieldwork.
Advanced	1. Provides national leadership in the development of and/or implementation of scholarship that further establishes foundational knowledge and efficacy of occupational therapy interventions.	1. Develops collaborative opportunities in research and scholarly work with other faculty. 2. Effectively produces and disseminates new findings within and outside of the profession.	1. Creates and disseminates new resources for fieldwork educators and Academic Fieldwork Coordinators to incorporate best practices in fieldwork education through student–fieldwork educator collaboration.	1. Models for students the importance of practitioner scholarship by engaging in independent and/or collaborative research projects and program evaluation.

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Table 2.
Scholar/Explorer *(cont.)*

Experience	Academic Program Director	OT/OTA Faculty Member	Academic Fieldwork Coordinator	Fieldwork Educator
Advanced	2. Contributes to and/or leads national dialogue concerning the advancement of OT theory and practice through research and scholarship.	3. Establishes a well-defined scholarly agenda or lines of inquiry. 4. Provides leadership in advancing the profession's knowledge base. 5. Uses innovative methodologies to identify, analyze, and effectively address the changing needs of society at the local, national, or global levels. 6. Establishes a national or international reputation or recognition as an expert in their area of inquiry.	2. Conducts research with other Academic Fieldwork Coordinator and fieldwork educators 3. Uses research evidence to inform professional educational policy.	2. Engages in multi-site research.

Table 3.
Leader

Experience	Academic Program Director	OT/OTA Faculty Member	Academic Fieldwork Coordinator	Fieldwork Educator
Novice	1. Uses management and leadership skills related to finance, planning, policy, marketing, public relations, and legal issues in order to meet accreditation standards and fulfill the program and institutional missions within an increasingly challenging educational environment. 2. Uses excellent interpersonal skills and demonstrates the ability to relate to diverse groups, constituencies, and organizations. 3. Takes responsibility for the assessment process for specific and overall program evaluation to enable the individual faculty to assess, diagnose, and apply interventions necessary to ensure quality.	1. Facilitates student development toward leadership roles. 2. Models ethical and professional behavior to facilitate the transition from student to clinician, advocate, and future fieldwork educator. 3. Assesses course materials, objectives, and educational experiences to promote optimal learning for students. 4. Develops plan of continued competency in leadership skills as related to role of teaching. 5. Participates with faculty in identifying trends that may influence future student learning and preparation.	1. Takes responsibility to develop systems to manage data for record keeping, fieldwork contract agreements, confidential student health records, and so on to ensure compliance with standards and legal requirements of local, state, and federal jurisdictions. 2. Develops a working relationship between the institution and fieldwork sites to facilitate ongoing collaborative partnerships to support education and practice. 3. Assists and monitors students in the development of their successful transition from the academic to the fieldwork portion of the educational program. 4. Evaluates the ongoing effectiveness of the fieldwork program, including student performance and fieldwork site integration of academic curricular design.	1. Critically reviews site-specific fieldwork program to ensure that quality learning experiences reflect best practice. 2. Advocates for department-wide participation in fieldwork education. 3. Facilitates student's transition into practice.
Intermediate	1. Forms strategic alliances with critical constituent groups within and outside the program's organization that can assist and promote the program's goals.	1. Seeks and obtains leadership role as representative from OTA/OT/OS department on institution-wide committees and organizations where collaboration occurs between various disciplines of study.	1. Analyzes current and future trends in OT practice to develop fieldwork settings to reflect emerging practice.	1. Modifies site-specific fieldwork objectives to ensure that high-quality learning experiences reflect best practice.

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Table 3.
Leader *(cont.)*

Experience	Academic Program Director	OT/OTA Faculty Member	Academic Fieldwork Coordinator	Fieldwork Educator
	2. Builds and maintains systems that ensure that the program operates in concert with the mission of the institution and the mission of the academic unit in which the program is housed. 3. Seeks and accepts institutional leadership roles.	2. Analyzes past, present, and future trends to integrate practice, theory, literature, and research for instruction in evidence-based practice. 3. Collaborates with other faculty members on scholarship/research activities related to the advancement of occupational therapy, occupational science, teaching, and outcomes assessment.	2. Develops or explores innovative strategies of supervision for students in emerging practice areas. 3. Collaborates with other clinical coordinators within the institution to streamline policies and procedures with regard to student placements in fieldwork.	2. Educates colleagues and develops networks and programs to ensure fieldwork excellence. 3. Participates in knowledge generation by contributing to local, regional, and/or national fieldwork discussion/dialogues. 4. Participates in national initiatives that are collaborative efforts between educational institutions and fieldwork sites (e.s. backpack awareness month).
Advanced	1. Applies the processes of advancement (philanthropy), including identifying, cultivating, and securing gifts through the matching of potential donors with well-articulated needs. 2. Seeks and accepts leadership roles within the community as well as within state, national, and international associations.	1. Proposes innovative solutions and designs innovative strategies to address predicted future trends in education, practice, and research. 2. Proposes, builds, and sustains novel integrative collaborations across disciplines.	1. Develops national and international fieldwork student exchanges, placements, and programs. 2. Provides national and global leadership in the development of fieldwork education. 3. Develops and evaluates the ongoing effectiveness and quality of national and international fieldwork education. 4. Seeks and fully embraces the leadership role in the education of regional fieldwork consortiums.	1. Develops national models for fieldwork education in collaboration with other Fieldwork Educators and Academic Feildwork Coordinators across disciplines. 2. Shares innovative models of fieldwork supervision on a state, national, and international levels. 3. Seeks leadership roles in regional, national, and international fieldwork education.

Table 4.
Integrator

Experience	Academic Program Director	OT/OTA Faculty Member	Academic Fieldwork Coordinator	Fieldwork Educator
Novice	1. Forms strategic alliances with critical constituent groups within and outside the program's organization that can assist and promote the program's goals.	1. Develops a plan to continue proficiency in teaching through investigation, continuing education, and self-investigation. 2. Meets diverse learning needs of students and faculty. 3. Creates learning environments that facilitate the development of culturally sensitive, competent, and ethical professionals. 4. Independently seeks, selectively chooses relevant resources from OT and other disciplines, and disseminates information to promote advanced understanding in a variety of areas. 5. Develops a strategic plan for professional development that combines teaching, scholarship, and service.	1. Seeks close collaboration with fieldwork educators to facilitate student fieldwork learning and align clinical fieldwork program with curriculum design/outcomes. 2. Facilitates partnerships between program faculty and fieldwork educators. 3. Supports communication, collaboration, and connections between students and fieldwork educators to support the selection, matching, and scheduling of appropriate fieldwork experiences. 4. Designs culturally sensitive fieldwork programs and fieldwork objectives. Advocates for interdisciplinary fieldwork learning opportunities. 5. Collaborates with fieldwork educators and faculty to facilitate congruence of curriculum design and best practice.	1. Seeks close collaboration with academic programs to facilitate student fieldwork learning and align clinical fieldwork program with curriculum design/outcome. 2. Develops and/or modifies clinical fieldwork manual/objectives to reflect national standards and academic fieldwork objectives. 3. Collaborates with Academic Fieldwork Coordinator to ensure integration of curriculum design into the practice setting. 4. Designs culturally sensitive fieldwork programs and fieldwork objectives. 5. Facilitates collaborative learning among fieldwork students within the profession and across disciplines.
Intermediate	1. Integrates increasingly diverse sources of information in order to define problems, explore solutions, and formulate appropriate decisions that result in effective management of the academic unit to meet its mission.	1. Develops a framework from which to practice using divergent resources. 2. Demonstrates progress of professional development plan that combines teaching, scholarship, and service.	1. Analyzes current trends to create new fieldwork opportunities. 2. Facilitates development of Academic Fieldwork Advisory Panels that integrate diverse perspectives from the community.	1. Serves on Academic Fieldwork Advisory Panels. 2. Actively facilitates interdisciplinary fieldwork learning opportunities.

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Table 4.
Integrator *(cont.)*

Experience	Academic Program Director	OT/OTA Faculty Member	Academic Fieldwork Coordinator	Fieldwork Educator
Intermediate		3. Forms strategic alliances across disciplines to advance the profession.		3. Develops and/or modifies fieldwork student manual/objectives to reflect national standards and academic fieldwork objectives. 4. Functions as a practice resource for Academic Fieldwork Coordinators to enhance fieldwork collaboration and academic outcomes. 5. Models cultural sensitivity when designing fieldwork programs and fieldwork objectives.
Advanced	1. Fosters ongoing relationships among educators, researchers, and practitioners that address the needs of both the profession and society. 2. Creatively collaborates with consumers, interdisciplinary educators, and researchers to meet the increasingly complex needs of national and global communities. 3. Effectively utilizes various venues, such as regulatory bodies, nongovernmental organizations, legislatures, and other bodies such as the World Health Organization or the Centers for Disease Control and Prevention in order to promote the health and well-being of people through occupation.	1. Collaborates with diverse disciplines for information synthesis and dissemination. 2. Articulates and represents the role of OT in emerging areas of practice at the local, national, and international levels. 3. Creatively collaborates with consumers, interdisciplinary educators, and researchers to meet the increasingly complex needs of national and global communities. 4. Effectively uses various venues, such as regulatory bodies, nongovernmental organizations, legislatures, and other internationally recognized agencies in order to promote the health and well-being through occupation.	1. Bridges the gap between OT/OTA practitioner needs (evidence-based practice) and resources available through OT/OTA academic program and student fieldwork experiences. 2. Enhances relationships with regional/national/ international fieldwork committees. 3. Creatively contributes to a national/ international understanding of the importance of fieldwork education by facilitating meaningful relationships and networking among practitioners, students, and educators.	1. Contributes to a more coherent understanding of health care service provision and a national fieldwork student network. 2. Develops/contributes to interdisciplinary experimental learning modules. 3. Serves on regional/national/ international fieldwork committees. 4. Creatively contributes to a national and international understanding of the importance of fieldwork education by facilitating meaningful relationships and networking among practitioners, students, and educators.

Table 5.
Mentor

Experience	Academic Program Director	OT/OTA Faculty Member	Academic Fieldwork Coordinator	Fieldwork Educator
Novice	1. Serves as a model to mentor diverse faculty, students, alumni, and occupational therapy practitioners in their area of expertise. 2. Facilitates mentoring relationships within the academic institution. 3. Models professional and ethical behavior within the academic setting. 4. Instills in students the professional responsibility of seeking and offering mentoring relationships. 5. Analyzes personal and professional goals and acquires resources necessary to attain professional growth.	1. Demonstrates a competent and positive attitude that results in the mentoring of students in professional development in scholarship, research, and/or service. 2. Develops and fosters trusting relationships with practitioners interested in transitioning from practice into academia. 3. Identifies a variety of tangible and intangible resources that can enhance the professional growth of self and others. 4. Analyzes personal and professional goals and acquires resources necessary to attain professional growth. 5. Encourages potential students to develop relationships with OT/OTA practitioners, alumni, students, and faculty prior to entering the profession. 6. Facilitates the inclusion of a diverse community of faculty and students through the mentoring process.	1. Coaches and guides students to engage in appropriate professional and fieldwork education activities. 2. Creates a collaborative process between academic faculty and fieldwork educators. 3. Serves as a model and consultant for fieldwork educators to facilitate development of quality fieldwork programs. 4. Facilitates the growth of practitioners and fieldwork educators for implementing best practice principles during fieldwork education. 5. Analyzes personal and professional goals and acquires resources necessary to attain professional growth. 6. Encourages potential students to develop relationships with occupational therapy practitioners, students, alumni, and faculty prior to entering the profession. 7. Facilitates the inclusion of a diverse community of faculty and students through the mentoring process. 8. Serves as a model representative of the academic program locally and regionally.	1. Mentors students prior to and during fieldwork by functioning as a model. 2. Serves as a model to mentor diverse individuals and occupational therapy practitioners in their area of expertise. 3. Encourages potential students to develop relationships with occupational therapy practitioners, students, and faculty prior to entering the profession. 4. Analyzes personal and professional goals and acquires resources necessary to attain professional growth.

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Table 5.
Mentor *(cont.)*

Experience	Academic Program Director	OT/OTA Faculty Member	Academic Fieldwork Coordinator	Fieldwork Educator
Intermediate	1. Develops innovative strategies for negotiating creative, constructive, and ethical solutions to address interpersonal and academic issues within a complex environment. 2. Develops resources, policies and procedures/guidelines for faculty that can be used to facilitate progressively higher levels of responsibility at the department, university, community, and professional levels. 3. Uses a variety of methods and technology to expand mentoring relationships beyond the academic institution and the community it serves.	1. Identifies individuals or groups in need of mentoring who would otherwise not seek mentorship and encourages them to develop mentoring relationships to maximize their potential. 2. Participates in mentoring or coaching of junior faculty through constructive feedback and role modeling of work with students, practitioners, and peers. 3. Effectively mentors and functions as faculty advisor for student organizations. 4. Inspires others to serve as mentor to students, alumni, practitioners, and faculty. 5. Actively contributes to the accomplishment of long-term expectations and outcomes of mentor relationships necessary for own personal and professional growth. 6. Uses a variety of methods and technology to expand mentoring relationships beyond the academic institution and the community it serves.	1. Collaborates with fieldwork educators to promote effective and innovative learning opportunities for students. 2. Tutors and coaches non-OT fieldwork educators in their development as supervisors and their implementation of fieldwork experiences reflecting OT practice. 3. Models and facilitates development of innovative strategies to obtain excellence within the constraints of the fieldwork practice environment. 4. Coaches students, fieldwork educators, and Academic Fieldwork Coordinators to negotiate and problem solve challenging fieldwork dilemmas. 5. Creates effective resources reflecting current trends and emerging practice areas to sustain excellence in fieldwork education. 6. Influences the development of innovative programs to bridge the gap between fieldwork and didactic content into a cohesive curriculum design. 7. Uses a variety of methods and technology to expand mentoring relationships beyond existing fieldwork education network.	1. Identifies a variety of tangible and intangible resources that can be used to enhance the professional growth of self and others. 2. Recruits and guides inexperienced OT/OTA staff to develop in the role as a fieldwork educator. 3. Models excellence as a fieldwork educator and fieldwork site coordinator. 4. Models excellence and commitment to the tenets of the profession using occupational-based and evidence-based practice during the OT process. 5. Develops mentorship programs within the facility that reflect and promote interdisciplinary and intradisciplinary fieldwork excellence. 6. Uses a variety of methods and technology to expand mentoring relationships beyond the fieldwork site. 7. Develops innovative strategies for negotiating creative, constructive, and ethical solutions to address interpersonal and practice issues within a complex environment. 8. Serves as role model for other fieldwork educators.

Table 5.
Mentor *(cont.)*

Experience	Academic Program Director	OT/OTA Faculty Member	Academic Fieldwork Coordinator	Fieldwork Educator
Advanced	1. Anticipates and facilitates the development of future mentoring relationships within and outside the educational program to meet the needs of the profession and society. 2. Facilitates intra- and interdisciplinary mentoring relationships for faculty, students, alumni, and practitioners. 3. Models advocacy and acts as a change agent to fulfill the occupational and social justice vision of the profession both nationally and globally. 4. Identifies and addresses professional and societal trends that may present new ethical challenges for the profession and society. 5. Inspires others to develop new strategies and paradigms in response to societal issues.	1. Creates and shares networks, resources, and opportunities for growth of mentees at the national and international levels. 2. Develops and sustains programs across disciplines and geographical regions to foster mentees' successful performance in scholarship, teaching, and practice. 3. Models advocacy and acts as a change agent to fulfill the occupational and social justice vision of the profession both nationally and globally. 4. Develops innovative strategies for facilitating connections among students, educators, alumni, practitioners, and other colleagues for unusual, challenging, and/ or complex mentee needs or situations. 5. Anticipates and develops mentoring opportunities and programs designed to address disparities in health care, social injustices, issues within the profession, and society. 6. Develops innovative strategies for negotiating creative, constructive, and ethical solutions to address interpersonal and academic issues within a complex environment.	1. Models the creation of innovative fieldwork training programs globally to anticipate and meet the needs of the profession in the future. 2. Facilitates national and international networks among academic fieldwork coordinators to collectively and systematically address fieldwork issues. 3. Develops innovative strategies for negotiating creative, constructive, and ethical solutions that address interpersonal and academic issues within a complex environment. 4. Develops and sustains programs across disciplines and geographical regions to foster mentees' successful performance in scholarship, teaching, and practice. 5. Anticipates and develops mentoring opportunities and programs designed to address disparities in health care, social injustices, issues within the profession, and society. 6. Models advocacy and acts as a change agent to fulfill the occupational and social justice vision of the profession both nationally and globally.	1. Consults on the development of new fieldwork programs, supporting at other fieldwork sites, settings, and practice areas. 2. Develops national and international programs of mentorship excellence that connect students, practitioners, fieldwork educators, and academic fieldwork coordinators. 3. Anticipates and develops mentoring opportunities and programs designed to address disparities in health care, social injustices, issues within the profession, and society. 4. Models advocacy and act as a change agent to fulfill the occupational and social justice vision of the profession both nationally and globally.