



The following resources were selected and compiled by faculty to support Fieldwork Educators.

Theory & Practice

- [The Re-design of Level I Fieldwork to Foster Professional Competence and Career Adaptability](#) (Lekovitch et al., 2025)

This article describes how one program reworked its Level I fieldwork so that the experience deliberately builds not just clinical competence but career adaptability—the capacity to manage professional transitions and uncertainty—offering a curricular model other programs can borrow to make early fieldwork more intentional about long-term professional development.
- [Generative Artificial Intelligence for OT practitioners: Easy as ABC and 123](#) (Krebs et al., 2025)

This OT Practice article introduces two memorable, practitioner-built frameworks the authors developed for using generative AI responsibly: the “ABC” framework for prompt engineering (how to ask the tool for what you need) and the “123” framework for evaluating the output (how to vet what it gives back), with attention to ethics, privacy, and evidence-based practice when applying AI in OT.
- [Experiential learning theory in fieldwork education](#) (Howland, 2025)

This piece connects the “learn by doing and then reflecting” cycle at the heart of experiential learning theory to the structure of fieldwork, helping educators see the placement not as unstructured on-the-job time but as a deliberate sequence of concrete experience, reflection, and application that they can scaffold to deepen student learning.
- [Elevating OT Fieldwork Education: Foundations, Theory, And Practical Strategies](#) (Paid course, 1.5 CEU)

A paid CE course that frames supervising as a distinct professional skill, walking practitioners through how core OT beliefs and values map onto established teaching-and-learning theory and prompting them to weigh the contextual factors of their own setting (e.g., the pace of acute care, clinic layout, institutional culture) before translating theory into concrete supervision strategies.
- [Characteristics of an ideal practice educator: Perspectives from practice educators in diagnostic radiography, nuclear medicine, nutrition and dietetics, occupational therapy and physiotherapy and radiation therapy](#) (Francis et al., 2016)

A cross-sectional survey of 1,063 Australian practice educators across six allied health fields (OT being the largest group) that distilled the “ideal” educator into three themes—interpersonal qualities, clinical skills, and quality feedback—with the five most-valued traits being feedback skills, being non-judgemental, professionalism, clarity, and listening; notably, these priorities held consistently across disciplines.
- [Learner Characteristics and Motivation: How to Achieve Efficient and Effective Learning](#) (Bates, 2015)

A short conference essay demonstrating Keller’s ARCS model—Attention, Relevance, Confidence, Satisfaction—as a practical way to design instruction around what actually motivates learners, with emphasis on strengthening learner-to-learner, learner-to-content, and learner-to-teacher interaction; a useful primer for educators wanting a concrete framework for keeping learners engaged.