AOTA FIELDWORK DATA FORM

Introduction:

The purpose of the Fieldwork Data Form is to facilitate communication between occupational therapy (OT) and occupational therapy assistant (OTA) academic programs, OT/ OTA students, and fieldwork educators. Fieldwork Educators and Academic Fieldwork Coordinators (AFWC) jointly complete the Fieldwork Data Form to describe the fieldwork setting where students may have placements. While much of the information may be completed by the Fieldwork Educator, there will be additional information best obtained through AFWC interview of the fieldwork education coordinator at the site. The AFWC will find opportunity to document fieldwork related Accreditation Council for Occupational Therapy (ACOTE) Standards that support the ACOTE on-site accreditation review process. In addition, OT/ OTA students will find valuable information describing the characteristics of the fieldwork setting, the client population, commonly used assessments, interventions, and expectations and opportunities for students. The Fieldwork Data Form has been developed to reflect the Occupational Therapy Practice Framework terminology and best practice in occupational therapy to promote quality fieldwork experiences. It was developed through the joint efforts of the Commission on Education (COE) and Education Special Interest Section (EDSIS) Fieldwork Subsection with input from many dedicated AFWCs and fieldwork educators.

AOTA FIELDWORK DATA FORM

Date:
Name of Facility:
Address: Street   City   State   Zip:

FW I		**FW II**	
Contact Person:	**Credentials:**	**Contact Person:**	**Credentials:**
Phone: **E-mail:**		**Phone:** **E-mail:**	

Director:
Phone:
Fax:
Web site address:

Initiation Source:
☐ FW Office
☐ FW Site
☐ Student

Corporate Status:
☐ For Profit
☐ Non-Profit
☐ State Gov't
☐ Federal Gov't

Preferred Sequence of FW: *ACOTE Standards B.10.6*
☐ Any
☐ Second/Third only; 1st must be in:
☐ Full-time only   ☐ Part-time option
☐ Prefer Full-time

OT Fieldwork Practice Settings (ACOTE Form A #s noted) :

Hospital-based settings
☐ In-Patient Acute 1.1
☐ In-Patient Rehab 1.2
☐ SNF/ Sub-Acute/ Acute
   Long-Term Care 1.3
☐ General Rehab Outpatient 1.4
☐ Outpatient Hands 1.5
☐ Pediatric Hospital/Unit 1.6
☐ Peds Hospital Outpatient 1.7
☐ In-Patient Psych 1.8

Community-based settings
☐ Peds Community 2.1
☐ Behavioral Health Community 2.2
☐ Older Adult Community Living 2.3
☐ Older Adult Day Program 2.4
☐ Outpatient/hand private practice 2.5
☐ Adult Day Program for DD 2.6
☐ Home Health 2.7
☐ Peds Outpatient Clinic 2.8

School-based settings
☐ Early Intervention 3.1
☐ School 3.2

Other area(s)
please specify:

Age Groups:
☐ 0-5
☐ 6-12
☐ 13-21
☐ 22-64
☐ 65+

Number of Staff:
OTRs:
COTAs:
Aides:
PT:
Speech:
Resource Teacher:
Counselor/Psychologist:

Other:

Student Prerequisites (check all that apply) *ACOTE Standard B.10.6*

Health requirements:

☐ CPR
☐ Medicare / Medicaid Fraud Check
☐ Criminal Background Check
☐ Child Protection/abuse check
☐ Adult abuse check
☐ Fingerprinting

☐ First Aid
☐ Infection Control
   training
☐ HIPAA Training
☐ Prof. Liability Ins.
☐ Own transportation
☐ Interview

☐ HepB
☐ MMR
☐ Tetanus
☐ Chest x-ray
☐ Drug screening
☐ TB/Mantoux

☐ Physical Check up
☐ Varicella
☐ Influenza

Please list any other requirements:

Performance skills, patterns, contexts and client factors addressed in this setting (check all that apply)

Performance Skills:
Motor Skills
☐ Posture
☐ Mobility
☐ Coordination
☐ Strength & effort
☐ Energy

Process Skills
☐ Energy
☐ Knowledge
☐ Temporal organization
☐ Organizing space & objects
☐ Adaptation

Communication/ Interaction Skills
☐ Physicality- non verbal
☐ Information exchange
☐ Relations

Client Factors:
Body functions/structures
☐ Mental functions- affective
☐ Mental functions-cognitive
☐ Mental functions- perceptual
☐ Sensory functions & pain
☐ Voice & speech functions
☐ Major organ systems: heart, lungs, blood, immune
☐ Digestion/ metabolic/ endocrine systems
☐ Reproductive functions
☐ Neuromusculoskeletal & movement functions
☐ Skin

Context(s):
☐ Cultural- ethnic beliefs & values
☐ Physical environment
☐ Social Relationships
☐ Personal- age, gender, etc.
☐ Spiritual
☐ Temporal- life stages, etc.
☐ Virtual- simulation of env, chat room, etc.

Performance Patterns/Habits
☐ Impoverished habits
☐ Useful habits
☐ Dominating habits
☐ **Routine sequences**
☐ **Roles**

Most common services priorities (check all that apply)
☐ Direct service
☐ Discharge planning
☐ Evaluation

☐ Meetings(team, department, family)
☐ Client education
☐ Intervention

☐ Consultation
☐ In-service training

☐ Billing
☐ Documentation

Types of OT Interventions addressed in this setting (check all that apply): * *ACOTE Standards A.5.3, B.10.1, B.10.3, B.10.11, B.10.13, B.10.15, B.10.19, B.10.20*

Occupation-based activity- within client's own environmental context; based on their goals addressed in this setting (check all that apply):
ACOTE Standards A.5.3, B.10.1, B.10.3, B.10.11, B.10.13, B.10.15, B.10.19, B.10.20

Activities of Daily Living (ADL)
- ☐ Bathing/showering
- ☐ Bowel and bladder mgmt
- ☐ Dressing
- ☐ Eating
- ☐ Feeding
- ☐ Functional mobility
- ☐ Personal device care
- ☐ Personal hygiene & grooming
- ☐ Sexual activity
- ☐ Sleep/rest
- ☐ Toilet hygiene

Instrumental Activities of Daily Living (IADL)
- ☐ Care of others/pets
- ☐ Child rearing
- ☐ Communication device use
- ☐ Community mobility
- ☐ Financial management
- ☐ Health management & maintenance
- ☐ Home establishment & management
- ☐ Meal preparation & clean up
- ☐ Safety procedures & emergency responses
- ☐ Shopping

Education
- ☐ Formal education participation
- ☐ Exploration of informal personal education needs or interests
- ☐ Informal personal education participation

Work
- ☐ Employment interests & pursuits
- ☐ Employment seeking and acquisition
- ☐ Job performance
- ☐ Retirement preparation & adjustment
- ☐ Volunteer exploration / participation

Play
- ☐ Play exploration
- ☐ Play participation

Leisure
- ☐ Leisure exploration
- ☐ Leisure participation

Social Participation
- ☐ Community
- ☐ Family
- ☐ Peer/friend

Purposeful Activity- therapeutic context leading to occupation, practice in preparation for natural context
- ☐ Practicing an activity
- ☐ Simulation of activity
- ☐ Role Play
Examples:

Preparatory Methods- preparation for purposeful & occupation-based activity
- ☐ Sensory-Stimulation
- ☐ Physical agent modalities
- ☐ Splinting
- ☐ Exercise
Examples:

Therapeutic Use-of-Self- describe

Consultation Process- describe

Education Process- describe

Method of Intervention
Direct Services/case load for entry-level OT
- ☐ One-to-one:
- ☐ Small group(s):
- ☐ Large group:

Discharge Outcomes of clients (% clients)
- ☐ Home
- ☐ Another medical facility
- ☐ Home Health

Outcomes of Intervention *
- ☐ Occupational performance- improve &/ or enhance
- ☐ Client Satisfaction
- ☐ Role Competence
- ☐ Adaptation
- ☐ Health & Wellness
- ☐ Prevention
- ☐ Quality of Life

OT Intervention Approaches
- ☐ Create, promote (health promotion)
- ☐ Establish, restore, remediation
- ☐ Maintain
- ☐ Modify, compensation, adaptation
- ☐ Prevent, disability prevention

Theory/ Frames of Reference/ Models of Practice
- ☐ Acquisitional
- ☐ Biomechanical
- ☐ Cognitive- Behavioral
- ☐ Coping
- ☐ Developmental
- ☐ Ecology of Human Performance
- ☐ Model of Human Occupation (MOHO)
- ☐ Occupational Adaptation
- ☐ Occupational Performance Model
- ☐ Person/ Environment/ Occupation (P-E-O)
- ☐ Person-Environment-Occupational Performance
- ☐ Psychosocial
- ☐ Rehabilitation frames of reference
- ☐ Sensory Integration
- ☐ Other (please list):

Please list most common screenings and evaluations used in your setting:

Identify safety precautions important at your FW site
- ☐ Medications
- ☐ Post-surgical (list procedures)
- ☐ Contact guard for ambulation
- ☐ Fall risk
- ☐ Other (describe):

- ☐ Swallowing/ choking risks
- ☐ Behavioral system/ privilege level (locked areas, grounds)
- ☐ Sharps count
- ☐ 1:1 safety/ suicide precautions

Please list how students should prepare for a FW II placement such as doing readings, learn specific evaluations and interventions used in your setting:

Target caseload/ productivity for fieldwork students:	Documentation: Frequency/ Format (briefly describe) :
Productivity % per 40 hour work week: Caseload expectation at end of FW: Productivity % per 8 hour day: # Groups per day expectation at end of FW:	☐ Hand-written documentation: ☐ Computerized Medical Records: Time frame requirements to complete documentation:

Administrative/ Management duties or responsibilities of the OT/ OTA student:	Student Assignments. Students will be expected to successfully complete:
☐ Schedule own clients ☐ Supervision of others (Level I students, aides, OTA, volunteers) ☐ Budgeting ☐ Procuring supplies (shopping for cooking groups, client/ intervention related items) ☐ Participating in supply or environmental maintenance ☐ Other:	☐ Research/ EBP/ Literature review ☐ In-service ☐ Case study ☐ Participate in in-services/ grand rounds ☐ Fieldwork Project (describe): ☐ Field visits/ rotations to other areas of service ☐ Observation of other units/ disciplines ☐ Other assignments (please list):

Student work schedule & outside study expected:	Other	Describe level of structure for student?	Describe level of supervisory support for student?
Schedule hrs/ week/ day:	Room provided ☐yes ☐no	☐ High	☐ High
Do students work weekends? ☐yes ☐no	Meals ☐yes ☐no	☐ Moderate	☐ Moderate
Do students work evenings? ☐yes ☐no	Stipend amount:	☐ Low	☐ Low

Describe the FW environment/ atmosphere for student learning:

Describe public transportation available:

ACOTE Standards Documentation for Fieldwork (may be completed by AFWC interview of FW Educator)

1. The fieldwork agency must be in compliance with standards by external review bodies. Please identify external review agencies involved with this FW setting and year of accreditation (JCAHO, CARF, Department of Health, etc.). ACOTE on-site review

    Name of Agency for External Review:
    ☐ JCAHO
    ☐ DNV
    ☐ CARF
    ☐ Department of Health
    ☐ Other

    Year of most recent review:
    Summary of outcomes of department review:

2. Describe the fieldwork site agency stated mission or purpose. *ACOTE Standards B.10.1, B.10.2, B.10.3, B.10.4, B.10.14, B.10.15*
    Example: The Mission of the School of Occupational Therapy at Brenau University
    Occupational therapy is a health profession which is committed to helping all people participate in necessary and meaningful activities of life. The School of Occupational Therapy provides graduate education programs preparing students to become occupational therapists who excel in **Practice**, **Inquiry** and **Advocacy**. Building on and continuing the values of liberal education, students are guided to become excellent practitioners in diverse settings; to improve the profession by engaging in practice scholarship; and to provide leadership and advocacy ranging

from local to international levels. In conjunction with its educational mission, the School engages with the larger professional and client community to encourage high quality services and to advocate for the health and participation of people, organizations and populations through meaningful occupation.

Fieldwork Site Mission:

3. OT Curriculum Design integrated with Fieldwork Site (insert key OT academic curricular themes here): *ACOTE Standards B.10.1, B.10.2, B.10.3, B.10.4, B.10.11, B.10.15*

   a. How are occupation-based needs evaluated and addressed in your OT program? How do you incorporate the client's 'meaningful' doing in this setting?

   b. Describe how you seek to include client-centered OT practice?
      ☐

   c. How do clients participate in goal setting and intervention activities?

   d. Describe how psychosocial factors influence engagement in occupational therapy services?

   e. Describe how you address clients' community-based needs in your setting?
      ☐ Educate client regarding community resources.
      ☐ Refer client to community resources
      ☐ Simulation
      ☐ Other

4. Evidence-based practice is incorporated into interventions and decision-making by:
   ☐ Online research
   ☐ Continuing education
   ☐ In-services
   ☐ Other

   FW students are encouraged to provide evidence for their practice by:
   ☐ Documenting effect of treatment intervention
   ☐ Articulating rationale for selected treatment
   ☐ Presenting an in-service on a particular treatment or intervention
   ☐ Presenting a case study on a particular diagnosis
   ☐ Other
   ACOTE Standards B.10.1, B.10.3, B.10.4, B.10.11, B.10.15

5. Please describe FW Program & how students fit into the program. Describe the progression of student supervision from novice to entry-level practitioner using direct supervision, co-treatment, monitoring, as well as regular formal and informal supervisory meetings. Describe the fieldwork objectives, weekly fieldwork expectations, and record keeping of supervisory sessions conducted with student. Please mail a copy of the FW student objectives, weekly expectations for the Level II FW placement, dress code, and copy of entry-level job description with essential job functions to the AFWC. *ACOTE Standards B10.2, B.10.3, B.10.5, B.10.7, B.10.13, B.10.19, B.10.20, b.10.21*

6. Training provided for staff at your facility for effective supervision of students includes:
   ☐ Types of supervisory models
   ☐ Training on use of FW assessment tools (such as the AOTA Fieldwork Performance Evaluation- FWPE, Student Evaluation of Fieldwork Experience–SEFWE, and the Fieldwork Experience Assessment Tool–FEAT)
   ☐ In-services
   ☐ Mentoring from experienced staff
   ☐ Workshops
   ☐ Clinical reasoning
   ☐ Reflective practice

Comments:

7. Please select what type(s) of supervision models that are used at your facility.

Supervisory models (Select all that apply)

☐ 1:1 Supervision Model

☐ Multiple students supervised by one supervisor

☐ Collaborative Supervision Model:

☐ Multiple supervisors share supervision of one student, # supervisors per student

☐ Non-OT supervisors

☐ Other

8. What are the funding and reimbursement sources for the organization?

☐ **Medicare**   ☐ **Private Insurance**

☐ **Medicaid**   ☐ **Self-pay**

☐ **Charity**   ☐ **Grant**

☐ **Other**

What is their impact on student supervision?

9. **Please describe the background of supervisors (please provide a list of practitioners who are FW Educators including academic program, degree, years of experience since initial certification, years of experience supervising students)**

FIELDWORK EDUCATOR BACKGROUND DATA

NAME	CREDENTIALS	YEARS OF EXPERIENCE SUPERVISING STUDENTS	DEGREE	ACADEMIC PROGRAM	YEARS OF PRACTICE IN OCCUPATIONAL THERAPY