

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:

<u>FW I</u>		<u>FW II</u>	
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; 1 st must be in: ☐ Full-time only ☐ Part-time option ☐ Prefer Full-time
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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 ☐ HIPPA 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

Play

- ☐ Play exploration
- ☐ Play participation

Purposeful Activity- therapeutic context leading to occupation, practice in preparation for natural context

- ☐ Practicing an activity
- ☐ Simulation of activity
- ☐ Role Play

Examples:

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

Leisure

- ☐ Leisure exploration
- ☐ Leisure participation

Preparatory Methods- preparation for purposeful & occupation-based activity

- ☐ Sensory-Stimulation
- ☐ Physical agent modalities
- ☐ Splinting
- ☐ Exercise

Examples:

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

Social Participation

- ☐ Community
- ☐ Family
- ☐ Peer/friend

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 | ☐ Swallowing/ choking risks |
| ☐ Post-surgical (list procedures) | ☐ Behavioral system/ privilege level (locked areas, grounds) |
| ☐ Contact guard for ambulation | ☐ Sharps count |
| ☐ Fall risk | ☐ 1:1 safety/ suicide precautions |
| ☐ Other (describe): | |

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: 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:	Documentation: Frequency/ Format (briefly describe) : ☐ Hand-written documentation: ☐ Computerized Medical Records: Time frame requirements to complete documentation:
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Administrative/ Management duties or responsibilities of the OT/ OTA student: ☐ 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:	Student Assignments. Students will be expected to successfully complete: ☐ 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):
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Student work schedule & outside study expected: Schedule hrs/ week/ day: Do students work weekends? ☐ yes ☐ no Do students work evenings? ☐ yes ☐ no	Other Room provided ☐ yes ☐ no Meals ☐ yes ☐ no Stipend amount:	Describe level of structure for student? ☐ High ☐ Moderate ☐ Low	Describe level of supervisory support for student? ☐ High ☐ Moderate ☐ Low
Describe the FW environment/ atmosphere for student learning:			
Describe public transportation available:			