## AOTA FIELDWORK DATA FORM

**Date:**

**Name of Facility:**

**Address:**

<table>
<thead>
<tr>
<th>Street</th>
<th>City</th>
<th>State</th>
<th>Zip</th>
</tr>
</thead>
</table>

**FW I**

**Contact Person:**

<table>
<thead>
<tr>
<th>Phone</th>
<th>E-mail</th>
</tr>
</thead>
</table>

**Credentials:**

**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

**Director:**

<table>
<thead>
<tr>
<th>Phone</th>
<th>Fax</th>
<th>Web site address</th>
</tr>
</thead>
</table>

**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.10.5*

- [ ] 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)*

#### 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
- [ ] Meeting (team, department, family)
- [ ] Consultation
- [ ] Discharge planning
- [ ] Client education
- [ ] In-service training
- [ ] Evaluation
- [ ] Intervention
- [ ] 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

<table>
<thead>
<tr>
<th>Occupation-based activity- within client’s own environmental context; based on their goals addressed in this setting (check all that apply):</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activities of Daily Living (ADL)</strong></td>
</tr>
<tr>
<td>□ Bathing/showering</td>
</tr>
<tr>
<td>□ Bowel and bladder mgmt</td>
</tr>
<tr>
<td>□ Dressing</td>
</tr>
<tr>
<td>□ Eating</td>
</tr>
<tr>
<td>□ Feeding</td>
</tr>
<tr>
<td>□ Functional mobility</td>
</tr>
<tr>
<td>□ Personal device care</td>
</tr>
<tr>
<td>□ Personal hygiene &amp; grooming</td>
</tr>
<tr>
<td>□ Sexual activity</td>
</tr>
<tr>
<td>□ Sleep/rest</td>
</tr>
<tr>
<td>□ Toilet hygiene</td>
</tr>
</tbody>
</table>

| **Play** | **Leisure** | **Preparatory Methods- preparation for purposeful & occupation-based activity** |
| □ Play exploration | □ Leisure exploration | □ Sensory-Stimulation |
| □ Play participation | □ Leisure participation | □ Physical agent modalities |

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

**Examples:**
- Physical agent modalities
- Splinting
- Exercise

**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

<table>
<thead>
<tr>
<th>Method of Intervention</th>
<th>Direct Services/case load for entry-level OT</th>
<th>Discharge Outcomes of clients (% clients)</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ One-to-one:</td>
<td>□ Small group(s):</td>
<td>□ Home</td>
</tr>
<tr>
<td>□ Large group:</td>
<td></td>
<td>□ Another medical facility</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Home Health</td>
</tr>
</tbody>
</table>

**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:
- □ 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:**

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:

**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):

**Student work schedule & outside study expected:**

<table>
<thead>
<tr>
<th>Schedule hrs/ week/ day:</th>
<th>Room provided</th>
<th>Meals</th>
<th>Stipend amount:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do students work weekends?</td>
<td>yes</td>
<td>no</td>
<td></td>
</tr>
<tr>
<td>Do students work evenings?</td>
<td>yes</td>
<td>no</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Describe level of structure for student?</th>
<th>Describe level of supervisory support for student?</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>High</td>
</tr>
<tr>
<td>Moderate</td>
<td>Moderate</td>
</tr>
<tr>
<td>Low</td>
<td>Low</td>
</tr>
</tbody>
</table>

**Describe the FW environment/atmosphere for student learning:**

**Describe public transportation available:**