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: [Insert Date]

## Name of Facility: [Insert Facility Name]

## Address: [Insert Street]  [Insert City]  [Insert State]  [Insert Zip]

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### Fieldwork Setting 1 (FW I)

<table>
<thead>
<tr>
<th>Contact Person</th>
<th>Credentials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>E-mail:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Director</th>
<th>Initiation Source:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>FW Office</td>
</tr>
<tr>
<td>Fax</td>
<td>FW Site</td>
</tr>
<tr>
<td>Web site address</td>
<td>Student</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Corporate Status</th>
<th>Preferred Sequence of FW: ACOTE Standards B.10.6</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Profit</td>
<td>Any</td>
</tr>
<tr>
<td>Non-Profit</td>
<td>Second/Third only; 1st must be in:</td>
</tr>
<tr>
<td>State Gov’t</td>
<td>Full-time only</td>
</tr>
<tr>
<td>Federal Gov’t</td>
<td>Part-time option</td>
</tr>
</tbody>
</table>

### Fieldwork Setting 2 (FW II)

<table>
<thead>
<tr>
<th>Contact Person</th>
<th>Credentials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>E-mail:</td>
</tr>
</tbody>
</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: OTRs
- 6-12: COTAs
- 13-21: Aides
- 22-64: PT
- 65+: Speech

#### Number of Staff:

- Resource Teacher
- Counselor/Psychologist
- Other

### Student Prerequisites (check all that apply)

- ACOTE Standard

#### Health requirements:

- 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:

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### 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
- Meetings (team, department, family)
- Consultation
- In-service training
- Discharge planning
- Client education
- Billing
- Evaluation
- Intervention
- Documentation
### Types of OT Interventions addressed in this setting


#### Occupation-based activity - within client’s own environmental context; based on their goals addressed in this setting


<table>
<thead>
<tr>
<th>Activities of Daily Living (ADL)</th>
<th>Instrumental Activities of Daily Living (IADL)</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bathing/showering</td>
<td>Care of others/pets</td>
<td>Formal education participation</td>
</tr>
<tr>
<td>Bowel and bladder mgmt</td>
<td>Child rearing</td>
<td>Exploration of informal personal education needs or interests</td>
</tr>
<tr>
<td>Dressing</td>
<td>Communication device use</td>
<td>Informal personal education participation</td>
</tr>
<tr>
<td>Eating</td>
<td>Community mobility</td>
<td></td>
</tr>
<tr>
<td>Feeding</td>
<td>Financial management</td>
<td></td>
</tr>
<tr>
<td>Functional mobility</td>
<td>Health management &amp; maintenance</td>
<td></td>
</tr>
<tr>
<td>Personal device care</td>
<td>Home establishment &amp; management</td>
<td></td>
</tr>
<tr>
<td>Personal hygiene &amp; grooming</td>
<td>Meal preparation &amp; clean up</td>
<td></td>
</tr>
<tr>
<td>Sexual activity</td>
<td>Safety procedures &amp; emergency responses</td>
<td></td>
</tr>
<tr>
<td>Sleep/rest</td>
<td>Shopping</td>
<td></td>
</tr>
<tr>
<td>Toilet hygiene</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Play

- Play exploration
- Play participation

#### Leisure

- Leisure exploration
- Leisure participation

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

- Practicing an activity
- Simulation of activity
- Role Play

#### Preparatory Methods - preparation for purposeful & occupation-based activity

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

Examples:

#### 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:

- Medications
- Post-surgical (list procedures)
- Contact guard for ambulation
- Fall risk
- Other (describe):

- Swallowing/chooking 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>
<th>Describe level of structure for student?</th>
<th>Describe level of supervisory support for student?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Low/High</td>
<td>High/Moderate/Low</td>
<td>High/Moderate/Low</td>
</tr>
</tbody>
</table>

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

- **Describe public transportation available:**