

AOTA FIELDWORK DATA FORM

Introduction:

The primary purpose of the Fieldwork Data Form is to summarize information regarding the program at a fieldwork site. Occupational therapy (OT) and occupational therapy assistant (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: Domain and Process, 3rd Edition* (American Occupational Therapy Association [AOTA], 2014) terminology and best practice in occupational therapy to promote quality fieldwork experiences. The data gathering processes used in completion of this form entails a collaborative effort that facilitates communication between OT and OTA academic programs, students, and fieldwork educators. This form may be completed by the combined efforts of the fieldwork educator, the OT or OTA student assigned to the site for fieldwork, and/or the Academic Fieldwork Coordinator (AFWC) from the program. Fieldwork sites are encouraged to update the form annually and provide a copy to the educational program(s) where they have a current memorandum of understanding (MOU).

The secondary purpose of the Fieldwork Data Form is to document the connection between the curriculum design of a given OT or OTA educational program with its fieldwork component. The AFWC will use the data entered on the form to document fieldwork related Accreditation Council for Occupational Therapy (ACOTE) Standards (ACOTE, 2012). The standards are outlined in Section C of the 2011 ACOTE standards and are denoted on the form. Educational programs can revise the form to suit the needs of their respective fieldwork programs.

The Fieldwork Data Form was developed through the joint efforts of the Commission on Education (COE) and the Education Special Interest Section (EDSIS) Fieldwork Subsection with input from many dedicated AFWCs and fieldwork educators.

AOTA FIELDWORK DATA FORM

Date: 7/25/2024

Name of Facility: Erlanger Hospital

Address: Street: 975 East 3rd St

City: Chattanooga

State: TN Zip: 37403

<p><u>FW I</u></p> <p>Contact Person: Erin (Brooke) Holland Credentials: OTD,OTR/L,SCCE</p> <p>Phone: 423-778-7916 Email: Erin.Holland@erlanger.org</p>	<p><u>FW II</u></p> <p>Contact Person: Erin (Brooke) Holland Credentials: OTD,OTR/L,SCCE</p> <p>Phone: 423-778-7916 Email: Erin.Holland@erlanger.org</p>
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<p>Director: Lori Jurczak Phone: 423-778-7916 Fax: Website address:</p>	<p>Initiation Source: <input checked="" type="checkbox"/> FW Office <input type="checkbox"/> FW Site <input type="checkbox"/> Student</p>	<p>Corporate Status: <input type="checkbox"/> For Profit <input checked="" type="checkbox"/> Nonprofit <input type="checkbox"/> State Gov't <input type="checkbox"/> Federal Gov't</p>	<p>Preferred Sequence of FW: <small>ACOTE Standards B.10.6</small></p> <p><input type="checkbox"/> Any <input checked="" type="checkbox"/> Second/Third only; First must be in: <input type="checkbox"/> Full-time only <input checked="" type="checkbox"/> Part-time option <input checked="" type="checkbox"/> Prefer full-time</p>
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OT Fieldwork Practice Settings:				
Hospital-based settings	Community-based settings	School-based settings	Age Groups:	Number of Staff:
<input checked="" type="checkbox"/> Inpatient Acute <input type="checkbox"/> Inpatient Rehab <input type="checkbox"/> SNF/Sub-Acute/Acute Long-Term Care <input type="checkbox"/> General Rehab Outpatient <input type="checkbox"/> Outpatient Hands <input type="checkbox"/> Pediatric Hospital/Unit <input type="checkbox"/> Pediatric Hospital Outpatient <input type="checkbox"/> Inpatient Psychiatric	<input type="checkbox"/> Pediatric Community <input type="checkbox"/> Behavioral Health Community <input type="checkbox"/> Older Adult Community Living <input type="checkbox"/> Older Adult Day Program <input type="checkbox"/> Outpatient/hand private practice <input type="checkbox"/> Adult Day Program for DD <input type="checkbox"/> Home Health <input type="checkbox"/> Pediatric Outpatient Clinic	<input type="checkbox"/> Early Intervention <input type="checkbox"/> School <p><u>Other area(s)</u> Please specify:</p>	<input type="checkbox"/> 0-5 <input type="checkbox"/> 6-12 <input checked="" type="checkbox"/> 13-21 <input checked="" type="checkbox"/> 22-64 <input checked="" type="checkbox"/> 65+	OTRs: 19 OTAs/COTAs: 4 Aides: PT: 30 Speech: 10 Resource Teacher: Counselor/Psychologist: Other:

<p>Student Prerequisites (check all that apply) <small>ACOTE Standard C.1.2</small></p> <input checked="" type="checkbox"/> CPR <input type="checkbox"/> Medicare/Medicaid fraud check <input checked="" type="checkbox"/> Criminal background check <input type="checkbox"/> Child protection/abuse check <input type="checkbox"/> Adult abuse check <input type="checkbox"/> Fingerprinting	<input type="checkbox"/> First aid <input type="checkbox"/> Infection control training <input checked="" type="checkbox"/> HIPAA training <input checked="" type="checkbox"/> Prof. liability ins. <input checked="" type="checkbox"/> Own transportation <input type="checkbox"/> Interview	<p>Health requirements:</p> <input checked="" type="checkbox"/> HepB <input checked="" type="checkbox"/> MMR <input checked="" type="checkbox"/> Tetanus <input type="checkbox"/> Chest x-ray <input checked="" type="checkbox"/> Drug screening <input checked="" type="checkbox"/> TB/Mantoux <input type="checkbox"/> Physical Check up <input checked="" type="checkbox"/> Varicella <input checked="" type="checkbox"/> Influenza Please list any other requirements: OSHA/TOSHA N95 respirator fit-testing
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Please list how students should prepare for a FW II placement such as doing readings, learning specific evaluations and interventions used in your setting: ACOTE Standards C.1.2, C.1.11

Review: ROM/MMT, NIH, GCS, AMPAC, SCI levels and function, medical abbreviations

Student work schedule and outside study expected:	Other	Describe level of structure for student?	Describe level of supervisory support for student?
Schedule hrs/week/day: ~40 hours/week	Room provided <input type="checkbox"/> yes <input checked="" type="checkbox"/> no	<input checked="" type="checkbox"/> High	<input checked="" type="checkbox"/> High
Do students work weekends? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no	Meals <input type="checkbox"/> yes <input checked="" type="checkbox"/> no	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate
Do students work evenings? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no	Stipend amount: N/A	<input type="checkbox"/> Low	<input type="checkbox"/> Low

Describe the FW environment/atmosphere for student learning: Erlanger is a teaching hospital that provides exposure to numerous patient populations. Staff/students must demonstrate good clinical reasoning/problem solving, time management skills, and flexibility.

Describe available public transportation: Public transportation is available through CARTA.

Types of OT interventions addressed in this setting (check all that apply):

Occupations: Client-directed occupations that match and support identified participation level goals (check all that apply):

ACOTE Standards C.1.8, C.1.11, C.1.12

Activities of Daily Living (ADL)

- Bathing/showering
- Toileting and toilet hygiene
- Dressing
- Swallowing/eating
- Feeding
- Functional mobility
- Personal device care
- Personal hygiene and grooming
- Sexual activity

Rest and Sleep

- Rest
- Sleep preparation
- Sleep participation

Play

- Play exploration
- Play participation

Activities: Designed and selected to support the development of skills, performance patterns, roles, habits, and routines that enhance occupational engagement

- Practicing an activity
- Simulation of activity
- Role play

Examples:

Instrumental Activities of Daily Living (IADL)

- Care of others/pets
- Care of pets
- Child rearing
- Communication management
- Driving and community mobility
- Financial management
- Health management and maintenance
- Home establishment and management
- Meal preparation and clean up
- Religious / spiritual activities and expression
- Safety and emergency maintenance
- Shopping

Leisure

- Leisure exploration
- Leisure participation

Preparatory Methods and Tasks: Methods, adaptations and techniques that prepare the client for occupational performance

- Preparatory tasks
- Exercises
- Physical agent modalities
- Splinting
- Assistive technology
- Wheelchair mobility

Examples:

Education

- Formal education participation
- Informal personal education needs or interests exploration
- Informal personal education participation

Work

- Employment interests and pursuits
- Employment seeking and acquisition
- Job performance
- Retirement preparation and adjustment
- Volunteer exploration
- Volunteer participation

Social Participation

- Community
- Family
- Peer/friend

Education: Patient, family, & caregiver education & HEP

Training: describe

Advocacy: describe

Group Interventions: describe

Method of Intervention

Direct Services/Caseload for entry-level OT

- One-to-one: 4-6 patients/day
- Small group(s):
- Large group:

Discharge/Outcomes of Clients (% clients)

- Home
- Another medical facility
- Home health

Outcomes of Intervention

- Occupational performance improvement and/or enhancement
- Health and Wellness
- Prevention
- Quality of life
- Role competence
- Participation

OT Intervention Approaches

- Create, promote health/habits
- Establish, restore, remediate
- Maintain
- Modify, facilitate compensation, adaptation
- Prevent disability

Theory/Frames of Reference/Models of Practice

- Acquisitioned
- Biomechanical
- Cognitive/Behavioral
- Coping
- Developmental
- Ecology of Human Performance
- Model of Human Occupation (MOHO)
- Occupational Adaptation
- Occupational Performance
- Person-Environment-Occupation (PEO)
- Person-Environment-Occupational Performance (PEOP)
- Psychosocial
- Rehabilitation frames of reference
- Sensory Integration
- Other (please list):

Please list the most common screenings and evaluations used in your setting: MMT, goniometry/ROM, AMPAC, occupational profile

Identify safety precautions important at your FW site

<input checked="" type="checkbox"/> Medications <input checked="" type="checkbox"/> Postsurgical (list procedures) <input checked="" type="checkbox"/> Contact guard for ambulation <input checked="" type="checkbox"/> Fall risk <input type="checkbox"/> Other (describe):	<input checked="" type="checkbox"/> Swallowing/choking risks <input type="checkbox"/> Behavioral system/ privilege level (locked areas, grounds) <input type="checkbox"/> Sharps count <input checked="" type="checkbox"/> 1 to 1 safety/suicide precautions
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Performance skills, patterns, contexts and client factors addressed in this setting (check all that apply): *ACOTE Standard C. 1.12*

<p>Performance Skills:</p> <input checked="" type="checkbox"/> Motor skills <input checked="" type="checkbox"/> Process skills <input checked="" type="checkbox"/> Social interaction skills	<p>Client Factors:</p> <input checked="" type="checkbox"/> Values <input checked="" type="checkbox"/> Beliefs <input checked="" type="checkbox"/> Spirituality <input checked="" type="checkbox"/> Mental functions (affective, cognitive, perceptual) <input checked="" type="checkbox"/> Sensory functions <input checked="" type="checkbox"/> Neuromusculoskeletal and movement-related functions <input checked="" type="checkbox"/> Muscle functions <input checked="" type="checkbox"/> Movement functions <input checked="" type="checkbox"/> Cardiovascular, hematological, immunological, and respiratory system functions <input type="checkbox"/> Voice and speech functions; digestive, metabolic, and endocrine system functions; <input type="checkbox"/> Skin and related-structure functions	<p>Context(s):</p> <input checked="" type="checkbox"/> Cultural <input checked="" type="checkbox"/> Personal <input checked="" type="checkbox"/> Temporal <input type="checkbox"/> Virtual
<p>Performance Patterns:</p> <p>Person:</p> <input checked="" type="checkbox"/> Habits <input checked="" type="checkbox"/> Routines <input checked="" type="checkbox"/> Rituals <input checked="" type="checkbox"/> Roles		<p>Environment:</p> <input checked="" type="checkbox"/> Physical <input checked="" type="checkbox"/> Social
<p>Group or Population:</p> <input type="checkbox"/> Habits <input type="checkbox"/> Routines <input type="checkbox"/> Rituals <input type="checkbox"/> Roles		

Most common services priorities (check all that apply):

<input checked="" type="checkbox"/> Direct service <input checked="" type="checkbox"/> Discharge planning <input checked="" type="checkbox"/> Evaluation	<input checked="" type="checkbox"/> Meetings (team, department, family) <input checked="" type="checkbox"/> Client education <input checked="" type="checkbox"/> Intervention	<input checked="" type="checkbox"/> Consultation <input type="checkbox"/> In-service training	<input checked="" type="checkbox"/> Billing <input checked="" type="checkbox"/> Documentation
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<p>Target caseload/productivity for fieldwork students:</p> <p>Productivity (%) per 40-hour work week: 90%</p> <p>Caseload expectation at end of FW: 4-6 patients/day</p> <p>Productivity (%) per 8-hour day: 90%</p> <p>Number groups per day expected at end of FW: 0</p>	<p>Documentation: Frequency/Format (briefly describe) :</p> <input type="checkbox"/> Handwritten documentation: N/A <input type="checkbox"/> Computerized medical records: electronic records are utilized 100% of the time
	<p>Time frame requirements to complete documentation: at time of visit</p>

<p>Administrative/Management Duties or Responsibilities of the OT/OTA Student:</p> <input checked="" type="checkbox"/> Schedule own clients <input type="checkbox"/> Supervision of others (Level I students, aides, OTA, volunteers) <input type="checkbox"/> Budgeting <input type="checkbox"/> Procuring supplies (shopping for cooking groups, client/intervention-related items) <input type="checkbox"/> Participating in supply or environmental maintenance <input type="checkbox"/> Other:	<p>Student Assignments. Students will be expected to successfully complete:</p> <input type="checkbox"/> Research/EBP/Literature review <input type="checkbox"/> In-service <input type="checkbox"/> Case study <input type="checkbox"/> In-service participation/grand rounds <input checked="" type="checkbox"/> Fieldwork project (describe): TBD by clinical supervisor <input type="checkbox"/> Field visits/rotations to other areas of service <input checked="" type="checkbox"/> Observation of other units/disciplines <input type="checkbox"/> Other assignments (please list):
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OPTIONAL DATA COLLECTION:

The question included in this section may be used by academic programs to demonstrate compliance with the Accreditation Council for Occupational Therapy Education (ACOTE) Standards documentation for fieldwork.

1. Please identify any external review agencies that accredit / recognize this FW setting and year of accreditation/ recognition. Examples: JCAHO, CARF, Department of Health, etc. .

Agency for External Review: DNV

Year of most recent review: 2024

Summary of outcomes of OT Department review: no deficiencies other than need to complete OT evaluations within 24 hours of receiving order.

Agency for External Review: (name)

Year of most recent review:

Summary of outcomes of OT Department review:

Agency for External Review: (name)

Year of most recent review:

Summary of outcomes of OT Department review:

2. Describe the fieldwork site agency stated mission or purpose (can be attached). Erlanger Hospital Mission: We compassionately care for people. Erlanger Hospital Vision: Erlanger is a nationally-acclaimed health system anchored by a leading academic medical center. As such we will deliver the highest quality, to diverse populations, at the lowest cost, through personalized patient experiences across all patient access points. Through innovation and growth, we will sustain our success and spark economic development across the Chattanooga region.

3. OT Curriculum Design Integrated with Fieldwork Site (insert key OT academic curricular themes here) *ACOTE Standards C.1.2, C.1.3, C.1.7, C.1.8, C.1.11, C.1.12*

- a. How are occupation-based needs evaluated and addressed in your OT program??

Our initial evaluation entails a full assessment of the pt's performance with ADL's and functional / community mobility.

- b. Describe how you seek to include client-centered OT practice. How do clients participate in goal setting and intervention activities? Pt's are asked what they would like to accomplish through OT, what the pt views as his/her strengths and weakness. Pts are included in the intervention process by providing treatments which are functionally relevant and meaningful to the individual.

- c. Describe how psychosocial factors influence engagement in occupational therapy services.

Many of our pts come to us after a critical illness or traumatic event (eg fall or accident), both of which have significant psychosocial impacts on our pts. This impact can manifest in therapy as decreased motivation/participation and as anxiety/fear. Therapeutic use of self is critical in developing a relationship with the pt to foster a therapeutic environment which will allow the pt to reach his or her maximum rehab potential/ level of functioning.

- d. Describe how you address clients' community-based needs in your setting.

Community needs are typically addressed on an individual basis and in accordance with the pt wishes.

4. How do you incorporate evidence-based practice into interventions and decision making? Are FW students encouraged to provide evidence for their practice? *ACOTE Standards C.1.3, C.1.11*

EBP is primarily used for effective interventions related to improved UE function & fall prevention. Students are encouraged to incorporate EBP into both their daily treatment sessions and the evaluation process

5. Please describe the FW Program and how students fit into the program. Describe the progression of student supervision from novice to entry-level practitioner using direct supervision, co-treatment, and 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 an entry-level job description with essential job functions to the AFWC. *ACOTE Standards C.1.1, C.1.2, C.1.3, C.1.4, C.1.8, C.1.9*

Description: Erlanger is a level I trauma hospital serving adult acute care patients. Students can anticipate seeing a wide variety of diagnoses, including but not limited to orthopedic conditions, neurological conditions, cardiac conditions, & general medical illnesses.

Supervision: Initially direct 1:1 supervision, progressing to less direct supervision as student's independence and competence progresses (as recommended by AOTA). Weekly meeting with supervisor to discuss progress, identify strengths, and provide constructive feedback.

Dress code: Name badge, pewter grey scrubs, & closed toed shoes.

6. Please describe the background of supervisors by attaching a list of practitioners who are FW educators including their academic program, degree, years of experience since initial certification, and years of experience supervising students) *ACOTE Standards C.1.9, C.1.14, C.1.17, C.1.19*

Refer to Erlanger Hospital site staff information form.

7. Describe the training provided for OT staff for effective supervision of students (check all that apply). *ACOTE Standards C.1.9, C.1.15, C.1.16*

Supervisory models

Training on use of FW assessment tools (such as the AOTA Fieldwork Performance Evaluation–FWPE, the Student Evaluation of Fieldwork Experience–SEFWE, and the Fieldwork Experience Assessment Tool–FEAT)

Clinical reasoning

Reflective practice

Comments:

8. Please describe the process for record keeping of supervisory sessions with a student, the student orientation process to the agency, OT services, and the fieldwork experience. *ACOTE Standards C.1.2, C.1.3, C.1.10*

Supervisory Patterns–Description (respond to all that apply)

1:1 Supervision model:

Multiple students supervised by one supervisor:

Collaborative supervision model:

Multiple supervisors share supervision of one student; number of supervisors per student: 2

Non-OT supervisors:

9. Describe funding and reimbursement sources and their impact on student supervision.

Medicare Part A & B patients, private insurance, & indigent patients.

STATUS/TRACKING INFORMATION SENT TO FACILITY:

Date:

ACOTE Standard C.1.6

Which documentation does the fieldwork site need?

Fieldwork Agreement/Contract?

OR

Memorandum of Understanding (MOU)?

Which FW Agreement will be used?: OT Academic Program Fieldwork Agreement Fieldwork Site Agreement/ Contract

Title of parent corporation (if different from facility name):

Type of business organization (Corporation, partnership, sole proprietor, etc.):

State of incorporation:

Fieldwork site agreement negotiator:

Phone:

Email:

Address (if different from facility):

Street:

City:

State:

Zip:

Name of student:

Potential start date for fieldwork:

Any notation or changes that you want to include in the initial contact letter:

Information Status *ACOTE Standards C.1.1, C.1.2, C.1.3, C.1.8.*

- New general facility letter sent:
- Level I Information Packet sent:
- Level II Information Packet sent:
- Mail contract with intro letter (sent):
- Confirmation sent:
- Model behavioral objectives:
- Week-by-week outline:
- Other information:
- Database entry:
- Facility information:
- Student fieldwork information:
- Make facility folder:
- Print facility sheet:

Revised 3/26/2025