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:

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

**Director:**

**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 A.5.3
- [ ] B.10.1
- [ ] B.10.3
- [ ] B.10.11
- [ ] B.10.12
- [ ] B.10.15
- [ ] B.10.19
- [ ] B.10.20

### 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)

- [ ] 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
- [ ] Meetings (team, department, family)
- [ ] Consultation
- [ ] Billing
- [ ] Discharge planning
- [ ] Client education
- [ ] In-service training
- [ ] Documentation
- [ ] Evaluation
- [ ] Intervention

### 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.10.12
- [ ] 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):

<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>Work</td>
</tr>
<tr>
<td>Feeding</td>
<td>Financial management</td>
<td>Employment interests &amp; pursuits</td>
</tr>
<tr>
<td>Functional mobility</td>
<td>Health management &amp; maintenance</td>
<td>Employment seeking and acquisition</td>
</tr>
<tr>
<td>Personal device care</td>
<td>Home establishment &amp; management</td>
<td>Job performance</td>
</tr>
<tr>
<td>Personal hygiene &amp; grooming</td>
<td>Meal preparation &amp; clean up</td>
<td>Retirement preparation &amp; adjustment</td>
</tr>
<tr>
<td>Sexual activity</td>
<td>Safety procedures &amp; emergency responses</td>
<td>Volunteer exploration / participation</td>
</tr>
<tr>
<td>Sleep/rest</td>
<td>Shopping</td>
<td>Social Participation</td>
</tr>
<tr>
<td>Toilet hygiene</td>
<td></td>
<td>Community</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Family</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Peer/friend</td>
</tr>
</tbody>
</table>

#### 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:

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

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

Examples:

**Leisure**

- Leisure exploration
- Leisure participation

**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): **Theory/ Frames of Reference/ Models of Practice**

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

<table>
<thead>
<tr>
<th>Identify safety precautions important at your FW site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medications</td>
</tr>
<tr>
<td>Post-surgical (list procedures)</td>
</tr>
<tr>
<td>Contact guard for ambulation</td>
</tr>
<tr>
<td>Fall risk</td>
</tr>
<tr>
<td>Other (describe):</td>
</tr>
</tbody>
</table>

- 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):
<table>
<thead>
<tr>
<th>Productivity % per 40 hour work week:</th>
<th>Hand-written documentation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caseload expectation at end of FW:</td>
<td>Computerized Medical Records:</td>
</tr>
<tr>
<td>Productivity % per 8 hour day:</td>
<td>Time frame requirements to complete documentation:</td>
</tr>
<tr>
<td># Groups per day expectation at end of FW:</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Student work schedule &amp; outside study expected:</th>
<th>Other</th>
<th>Describe level of structure for student?</th>
<th>Describe level of supervisory support for student?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule hrs/ week/ day:</td>
<td>Room provided</td>
<td>☐yes ☐no</td>
<td>☐ High</td>
</tr>
<tr>
<td>Do students work weekends? ☐yes ☐no</td>
<td>Meals ☐yes ☐no</td>
<td>☐yes ☐no</td>
<td>☐ Moderate</td>
</tr>
<tr>
<td>Do students work evenings? ☐yes ☐no</td>
<td>Stipend amount:</td>
<td>☐yes ☐no</td>
<td>☐ Low</td>
</tr>
</tbody>
</table>

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:
   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). ACOTE Standards B.10.1, B.10.2, B.10.3, B.10.4, B.10.14, B.10.15

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? How do clients participate in goal setting and intervention activities?
   c. Describe how psychosocial factors influence engagement in occupational therapy services?
   d. Describe how you address clients’ community-based needs in your setting?

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 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. Please describe the background of supervisors (please attach list of practitioners who are FW Educators including academic program, degree, years of experience since initial certification, years of experience supervising students) ACOTE Standards B.7.10, B.10.12, B.10.17 (provide a template)

7. Describe the training provided for OT staff for effective supervision of students (check all that apply). ACOTE Standards B.7.10, B.10.1, B.10.3, B.10.12,B.10.13, B.10.17, B.10.18, B.10.19, B.10.20, B.10.21
   - 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)
   - Clinical reasoning
   - Reflective practice

Comments:

8. Please describe the process for record keeping supervisory sessions with a student, and the student orientation process to the agency, OT services and the fieldwork experience. ACOTE Standards B.7.10, B.10.1, B.10.3, B.10.12, B.10.13, B.10.17, B.10.18, B.10.19, B.10.20, B.10.21

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, # supervisors per student:
   - Non-OT supervisors:

Status/Tracking Information Sent to Facility

To be used by OT Academic Program
ACOTE Standards B.10.4, B.10.8, B.10.9, B.10.10

Date:

Which Documentation Does The Fieldwork Site Need?
☐ A Fieldwork Agreement/ Contract?
OR
☐ A Memorandum of Understanding?

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:
☐ 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 9/8/2010