

AOTA FIELDWORK DATA FORM

Date: February 20, 2014

Name of Facility: Pinnacle Health System – West Shore Hospital (opening May 2014/taking students Jan 2015)

Address: Street 111 South Front Street
17101

City Harrisburg

State PA

Zip:

<u>FW Level II</u>		<u>FW Level I (if different)</u>	
Contact Person: Tracy Nornhold	Credentials: M.Ed., OTR/L	Contact Person:	Credentials:
Phone: 717-782-5127	E-mail:	Phone:	E-mail:
tnornhold@verizon.net			

Director: Melissa Gillis, OTR/L, MPA Phone: 717-657-7342 Fax: 717-782-5581 (OT Dept) Web site address: www.pinnaclehealth.org	Corporate Status: <input type="checkbox"/> For Profit <input checked="" type="checkbox"/> Non-Profit <input type="checkbox"/> State Gov't <input type="checkbox"/> Federal Gov't	Preferred Sequence of FW: <i>ACOTE Standards B.10.6</i> <input checked="" type="checkbox"/> Any <input type="checkbox"/> Second/Third only; 1 st must be in: <input type="checkbox"/> Full-time only <input checked="" type="checkbox"/> Part-time option <input checked="" type="checkbox"/> Prefer Full-time
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OT Fieldwork Practice Settings (ACOTE Form A #s noted) : (Double Click on boxes to check)

Hospital-based settings	Community-based settings	School-based settings	Age Groups:	Number of Staff:
<input checked="" type="checkbox"/> In-Patient Acute 1.1	<input type="checkbox"/> Peds Community 2.1	<input type="checkbox"/> Early Intervention 3.1	<input type="checkbox"/> 0-5	OTRs: 3
<input type="checkbox"/> In-Patient Rehab 1.2	<input type="checkbox"/> Behavioral Health Community 2.2	<input type="checkbox"/> School 3.2	<input type="checkbox"/> 6-12	COTAs: 0
<input type="checkbox"/> SNF/ Sub-Acute/ Acute Long-Term Care 1.3	<input type="checkbox"/> Older Adult Community Living 2.3	<u>Other area(s)</u> please specify:	<input type="checkbox"/> 13-21	Aides: 1
<input type="checkbox"/> General Rehab Outpatient 1.4	<input type="checkbox"/> Older Adult Day Program 2.4		<input checked="" type="checkbox"/> 22-64	PT: 6 FTE
<input type="checkbox"/> Outpatient Hands 1.5	<input type="checkbox"/> Outpatient/hand private practice 2.5		<input checked="" type="checkbox"/> 65+	Speech: 2 FTE
<input type="checkbox"/> Pediatric Hospital/Unit 1.6	<input type="checkbox"/> Adult Day Program for DD 2.6			Resource Teacher:
<input type="checkbox"/> Peds Hospital Outpatient 1.7	<input type="checkbox"/> Home Health 2.7			Counselor/Psychologist:
<input type="checkbox"/> In-Patient Psych 1.8	<input type="checkbox"/> Peds Outpatient Clinic 2.8			Other:

<u>Student Requirements/Prerequisites</u> (check all that apply)	<u>Health requirements:</u>
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(Double Click on boxes to check) ACOTE

B.10.6

CPR
type required:

- 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 #_10_Panel
- TB/Mantoux

- Physical Check up
- Varicella
- Influenza
- Pertussis

Please list any other requirements:

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

Areas of Occupation addressed in this setting - within client's own environmental context (check all that apply):

(Double Click on boxes to check)

Activities of Daily Living (ADL)

- Bathing/showering
- Bowel and bladder mgmt
- Dressing
- Eating
- Feeding
- Functional mobility
- Personal device care
- Personal hygiene & grooming
- Sexual activity
- Toilet hygiene

Rest and Sleep

- Rest
- Sleep
- Sleep preparation
- Sleep participation

Play

- Play exploration
- Play participation

Instrumental Activities of Daily Living (IADL)

- Care of others (selecting/supervising caregivers)
- Care of pets
- Child rearing
- Communication management
- Community mobility
- Financial management
- Health management & maintenance
- Home establishment & management
- Meal preparation & clean up
- Religious observance
- Safety procedures & emergency maintenance
- Shopping

Leisure

- Leisure exploration
- Leisure participation

Education

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

Types of Occupational Therapy Interventions:
(Double Click on boxes to check)

- Occupation-based Intervention** – client engages in client-directed

- Preparatory Methods** – practitioner selects directed methods and techniques that prepare the client for occupational performance. (PAM's).

- Education Process** – imparting knowledge and information about occupation, health and participation that

occupations that match identified goals

Purposeful Activity- client engages in specifically selected activities that allow the client to develop skills that enhance occupational engagement

Consultation Process – using knowledge and expertise to collaborate with the client

does not result in actual performance of the occupation/activity

Advocacy – efforts directed toward promoting occupational justice and empowering clients to seek and obtain resources to fully participate in their daily life occupations

Method of Intervention
Direct Services/case load for entry-level OT

- One-to-one: mostly bedside treatments
- Small group(s): spine class, joint class, joint discharge class
- Large group:

Outcomes of Intervention

- Occupational performance
- Adaptation
- Health & Wellness
- Participation
- Prevention
- Quality of Life
- Role Competence
- Self-Advocacy
- Occupational Justice

Theory/ Frames of Reference/ Models of Practice

- Biomechanical
- Cognitive - Behavioral
- Cognitive Disability
- Model of Human Occupation (MOHO)
- Occupational Adaptation
- Person/ Environment/ Occupation (P-E-O)
- Person-Environment-Occupational Performance (PEOP)
 - Rehabilitation
- Sensory Integration
- Social Learning Theory
- Stages of change / Transtheoretical Model
- developmental
-
-
- Other (please list):

Discharge Outcomes of clients

- Home
- Another medical facility
- Home Health

OT Intervention

Approaches

- Create, promote (health promotion)
- Establish, restore, (remediation)
- Maintain
- Modify, (compensation, adaptation)
- Prevent, (disability prevention)

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

- | | | |
|---|--|--|
| <input type="checkbox"/> COPM | <input type="checkbox"/> ACL | |
| <input type="checkbox"/> FIM | <input checked="" type="checkbox"/> MMSE | |
| <input type="checkbox"/> 9 Hole Peg | <input type="checkbox"/> Bayley Scale | <input checked="" type="checkbox"/> Other, and list CLOX, observation, FIM |
| <input type="checkbox"/> FIM | <input type="checkbox"/> Bruininks-Oseretsky | NIH stroke scale |
| <input type="checkbox"/> Jebsen | | |
| <input checked="" type="checkbox"/> ROM | | |
| <input checked="" type="checkbox"/> MMT | | |

Identify safety precautions important at your FW site

(Double Click on boxes to check)

- | | |
|--|--|
| <input type="checkbox"/> Medications | <input checked="" type="checkbox"/> Swallowing/ choking risks |
| <input checked="" type="checkbox"/> Post-surgical (list procedures) total joint, cardiac, craniotomy | <input checked="" type="checkbox"/> Behavioral system/ privilege level (locked areas, grounds) |
| <input checked="" type="checkbox"/> Contact guard for ambulation | <input type="checkbox"/> Sharps count |
| <input checked="" type="checkbox"/> Fall risk | <input checked="" type="checkbox"/> 1:1 safety/ suicide precautions |
| <input checked="" type="checkbox"/> Other (describe): seizure, low vision | |

Please list how students should prepare for a FW II placement such as doing readings, learn specific evaluations and interventions used in your setting:

Students should be familiar with the following: wheelchair management, stand-pivot transfers, transfers with and without DME, range of motion, adaptive equipment management and use, positioning in bed and w/c (boosting, turning, propping), body mechanics

The following text are helpful:

Williard and Spackman's Occupational Therapy

Acute Care Occupational Therapy

Occupational Therapy for Physical Dysfunction (Trombley-Latham)

Vision, Perception and Cognition (Zoltan)

Quick Reference Dictionary for Occupational Therapy

Quick Reference for Occupational Therapy

<p>Target caseload/ productivity for fieldwork students: (Double Click on boxes to check) Productivity % per 40 hour work week: 75</p> <p>Caseload expectation at end of FW: 12-15 pts (20-24 units per day)</p> <p>Productivity % per 8 hour day: 75</p> <p># Groups per day expectation at end of FW: na</p>	<p>Documentation: Frequency/ Format (briefly describe): (Double Click on boxes to check) <input type="checkbox"/> Hand-written documentation: <input checked="" type="checkbox"/> Computerized Medical Records:</p> <p>Time frame requirements to complete documentation: must be completed the day of treatment</p>
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<p>Administrative/ Management duties or responsibilities of the OTA student:</p> <p><input checked="" type="checkbox"/> Schedule own clients</p> <p><input checked="" type="checkbox"/> Supervision of others (aides, volunteers)</p> <p><input type="checkbox"/> Budgeting</p> <p><input type="checkbox"/> Procuring supplies (shopping for cooking groups, client/ intervention related items)</p> <p><input checked="" type="checkbox"/> Participating in supply or environmental maintenance</p> <p><input checked="" type="checkbox"/> Other: supervise shadow students and Level I students</p>	<p>Student Assignments. Students will be expected to successfully complete:</p> <p><input checked="" type="checkbox"/> Research/ EBP/ Literature review</p> <p><input checked="" type="checkbox"/> In-service</p> <p><input checked="" type="checkbox"/> Case study</p> <p><input checked="" type="checkbox"/> Participate in in-services/ grand rounds</p> <p><input checked="" type="checkbox"/> Fieldwork Project (describe): develop a tool, device, etc that will be used to support/enhance the therapy department</p> <p><input checked="" type="checkbox"/> Field visits/ rotations to other areas of service</p> <p><input checked="" type="checkbox"/> Observation of other units/ disciplines</p> <p><input checked="" type="checkbox"/> Other assignments (please list):observe in orthopedic</p>
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	surgery
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Student work schedule & outside study expected: (Double Click on boxes to check)		Describe level of structure for student?	Describe level of supervisory support for student?
Schedule hrs/ week/ day: 40/week 8/day	Room provided <input type="checkbox"/> YES	<input checked="" type="checkbox"/> High initially	<input checked="" type="checkbox"/> High initially
	<input checked="" type="checkbox"/> NO		
Do students work weekends? <input type="checkbox"/> YES	Meals <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	<input checked="" type="checkbox"/> Moderate	<input checked="" type="checkbox"/> Moderate
	<input checked="" type="checkbox"/> NO		
Do students work evenings? <input type="checkbox"/> YES	Stipend amount:	<input type="checkbox"/> Low	<input type="checkbox"/> Low
	<input checked="" type="checkbox"/> NO		
	Describe public transportation available: bus, train		

Acceptable Dress Code for the site:
See attached dress code

Describe the FW environment/ atmosphere for student learning:
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:

ACOTE Standards Documentation for Fieldwork (may be completed by AFWC or FWII student interview of FW Educator)

Please answer as many of these as you can. When possible, the AFWC may interview you to answer questions.

- 1. Please complete the Occupational Therapy Staff Profile form. ACOTE Standards B.7.10, B10.12, B.10.17 (Double Click on boxes to check)**

Occupational Therapy Staff Profile

√ by those who currently supervise OT fieldwork students

Name	Credential	Degree & University	Years in OT	Specialty
<i>See attached list</i>				

Will the student(s) be supervised by a currently licensed or credentialed occupational therapist who has a **minimum of 1 year of practice** experience subsequent to initial certification, and is adequately prepared to serve as a fieldwork educator? Yes No

2. The fieldwork agency must be in compliance with standards by external review bodies. Please identify external review agencies involved with this fieldwork setting and year of accreditation: (Double Click on boxes to check)

- JCAHO Dept of Health Year of most recent review: _____
 CARF Dept of Mental Health Other (specify) _____

Summary of Outcomes of OT department review:

3. 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

4.A. INTEGRATION OF CURRICULUM THEMES (ACADEMIC PREPARATION)

Please identify the <i>extent of opportunities</i> that students will have to incorporate the following themes in occupational therapy practice during the fieldwork experience	1 = No opportunity 2 = Limited opportunities 3 = Some opportunities 4 = Many opportunities (with most clients) 5 = Consistent opportunities (for all clients)				
	1	2	3	4	5
A. OCCUPATION-BASED PRACTICE					x
B. EVIDENCE-BASED PRACTICE					x
C. CLIENT-CENTERED PRACTICE					x
D. COMMUNITY INITIATIVE	x				
E. CLINICAL REASONING					x

Please check all that apply (below) to identify “supports” to practicing curricular themes above: (Double Click on boxes to check)

Supports for occupation-based practice:

- The client is provided intervention in a natural environment [school-based, community outings (grocery shopping, using public transportation, entertainment, etc.), home care, home evaluation/visit, car transfers, etc.]
- The client is involved in active collaboration with practitioners to identify similarities and differences between the hospital/healthcare facility's simulated environment and that of their residence/home
- The client and/or practitioner bring-in/provide authentic occupation-based activities as part of the intervention plan (cooking, playing games, musical instruments, arts & crafts, sports/fitness, etc.)
- Other: (please describe)

Supports for evidence-based practice (EBP):

- Evidence-based practice is valued by the fieldwork facility and practitioners
- Clients/consumers inquire about research-proven options for interventions/OT services
- Time is allotted (each week) for staff development to address activities such as EBP
- In-services are offered on a regular basis to promote staff development and continued learning
- Internet access and access to online professional journals is available for searching and using EBP
- Other: (please describe)

Supports for client-centered practice:

- Clients are routinely interviewed and goals documented
- Clients/family members/caregivers formally agree to the intervention plan
- Clients are provided with choices to direct the priorities of the intervention plan
- Other: (please describe)

Supports for leadership and advocacy:

- Leadership and advocacy is valued by the fieldwork facility and practitioners who serve as role models
- The facility's environment promotes leadership and advocacy
- Time is allotted for activities that promote leadership and advocacy
- Other: (please describe)

Supports for Clinical Reasoning & Reflective Practice

- Students are provided opportunity to assess knowledge & practice skills in simulated contexts (e.g. role plays, problem based case scenarios)
- Students are given verbal prompts to probe reasoning in safe learning context (e.g., before, during, after sessions, in supervisory meetings)
- Students are given written assignments to challenge assumptions, build use of narrative, enhance reflection (e.g., interactive journal, case study)
- Students are given feedback re: growth in areas of clinical/professional reasoning (e.g., scientific/procedural, interactive, pragmatic, ethical, etc.)

4. B. Describe how psychosocial factors influence engagement in OT services? (Double Click on boxes to check)

- Discouraged or depressed may not want to participate. Encouragement/attention from therapist prompts greater participation
- Depressed may try to withdraw from activities/staff/treatment
- Positive feelings contribute to greater compliance.
- Other (please explain)
- Psychosocial factors are considered during assessment

- Psychosocial factors are considered during intervention planning: discouragement, depression, view of illness, etc..
- Psychosocial factors are considered during discharge planning

4. C. Describe how you address client’s community based needs in your setting? (Double Click on boxes to check)

- Refer to social worker/case manager when appropriate
- Provide resources/catalogs/written information for needed equipment, supplies as appropriate
- Provide names/written materials for community support groups as appropriate
- Refer to appropriate facility community groups when needed
- Instruct client in finding appropriate resources
- Provide referral to other community services as needed
- Other (please describe)

5. Please describe the FW Program & how students fit into the program. (Double Click on boxes to check) 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

- Fieldwork Program has been in place many years with multiple schools and therapy levels (OT and OTA)
- Fieldwork Program is relatively new and still evolving – currently takes students from OT or OTA schools. (Circle all that apply)
- Fieldwork Program just took first fieldwork student from OT or OTA school. (Circle all that apply)
- Students provide learning opportunity to staff therapists to implement supervisory relationships and skills.
- Students provide a link to various educational institutions to keep up with changes/developments in the field.
- Providing fieldwork experiences is an obligation and responsibility for current practitioners.
- Providing fieldwork experiences assists OT/OTA practitioners with continuing education credits.
- Fieldwork students can provide updates in the literature for evidence based practice that is helpful to the facility/practitioners.
- Fieldwork students can provide more one-on-one time with clients due to lower caseloads and the learning environment.
- Fieldwork students are generally helpful to the overall operation of the facility once oriented and adjusted to population.
- Supervision of students is expected of practitioners.
- Supervision of students is rotated among practitioners on a regular basis.
- Students are not accepted unless a practitioner indicates interest/willingness to take a student.
- Other (Please Explain)

6. Describe the training provided for OT staff for effective supervision of students (check all that apply). (Double Click on boxes to check) 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 Discussions and how to teach clinical reasoning to students

Reflective practice

Comments:

7. Please check off any training or resources that fieldwork educators at your site have available to support their role in supervision of students (e.g., print resources, continuing ed. coursework, online materials, workshops, etc.) (Double Click on boxes to check)

- | | |
|--|--|
| <input checked="" type="checkbox"/> Site Specific Student objectives (please attach) | <input checked="" type="checkbox"/> Facility's Student manual |
| <input checked="" type="checkbox"/> Training in supervision process (agency in-services) | <input checked="" type="checkbox"/> Release time and/or reimbursement for continuing education |
| <input checked="" type="checkbox"/> AOTA Certificate in Fieldwork Education Program Group Format) | <input checked="" type="checkbox"/> Mentoring opportunities (e.g., in 1:1 or |
| <input checked="" type="checkbox"/> Training or in-service provided by GOTEC, Regional, State or individual Academic Programs | |
| <input checked="" type="checkbox"/> Use of online resources such as: AOTA (http://www.aota.org/Educate/EdRes/Fieldwork/Supervisor.aspx) GOTEC, Regional, State Associations, or individual Academic Programs | |
| <input type="checkbox"/> Other: _____ | |

Supervision Process (Double Click on boxes to check)

What is the **nature** and frequency of supervision meetings: Formal Informal **Frequency:** daily
 weekly other What is the model of supervision utilized at your site:
 1:1 Supervision Model Several Students: 1Therapist (Collaborative model) Several Therapists: 1 student

Supervisory Methods to promote reflective practice:

- | | | |
|--|---|---|
| <input type="checkbox"/> Journaling | <input checked="" type="checkbox"/> Processing verbally | <input type="checkbox"/> Student Self |
| Assessment/Self Appraisal (log/form) | | |
| <input type="checkbox"/> Written activity analysis | <input checked="" type="checkbox"/> Probing questions | <input type="checkbox"/> Written submission of intervention plans & rationale |
| <input type="checkbox"/> Other: Interdisciplinary group supervision meetings | | |

Describe record keeping of supervision sessions:

- | | |
|--|---|
| <input type="checkbox"/> Co-signed documentation of daily/weekly supervision maintained by FW Educator | <input checked="" type="checkbox"/> All informal/formal notes |
| <input checked="" type="checkbox"/> Records kept when student not meeting expectations | |
| <input type="checkbox"/> Other: | |

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. (Double Click on boxes to check) 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

- Meet with student to review policies, procedures & forms during first week assigned to facility.
- Introduce student to staff and give tour of facility.
- Provide Student Fieldwork Manual of assignments, policies, procedures etc. for the facility.
- Send student to employee orientation, all or parts depending on relevance or as required by facility.
- Review Fieldwork Educator's case load to help student understand populations and interventions being implemented.
- Meet with student at designated time every week to review clients, therapeutic interventions and other questions or concerns.

- Meet with student at various non-scheduled times to review clients, therapeutic interventions and other questions/concerns.
- Wait for student to initiate request to meet with fieldwork educator.
- Supervisory sessions have topic planned for each meeting with student.
- Supervisory sessions do not have topic planned but depend on student's questions/concerns.
- Supervisory sessions address concerns about student performance with possible methods to change/enhance performance.
- Sessions with student are documented by fieldwork educator.
- Sessions with student are documented by student.
- Sessions with students are not documented.
- Sessions with student are documented if problems with performance arise.
- Other. Please Explain

9.. Describe funding and reimbursement sources and their impact on student supervision. (Double Click on boxes to check) ACOTE Standards B.10.3, B.10.5, B.10.7, B.10.14, B.10.17, B.10.19

- Facility receives funding through Medicare.
- Facility receives funding through Medicaid.
- Facility receives funding through private insurance/private pay.
- Facility provides charity care.
- Facility receives funding through other sources – grants, tax allocations, etc.

Impact on Student Supervision:

- Funding source does not affect OT student supervision.
- Funding source restricts some activities for OT students. (Circle which group of students affected)
- Funding source prohibits activities provided by OT students. (Circle which group of students affected)
- Funding source requires fieldwork educator to be on premises to provide supervision of OT students.
- Funding source requires fieldwork educator to have line-of-sight supervision of OT students.
- Other (Please Explain)

10. If you have site specific FW objectives, please include a copy. Also, if you have available, please include a copy of the weekly expectations for the Level II FW placement. Please attach to this form or mail to the Academic Fieldwork Coordinator.