

AOTA FIELDWORK DATA FORM

Date: 03/15/2021

Name of Facility: Vanderbilt University Medical Center

Address: 1313 21st St Ave S. Rm 1004 Oxford House

City: Nashville

State: TN

Zip: 37232-4675

<p>FW Level II</p> <p>Contact Person: Lynette O'Brien OTR/L Jim Lassiter OT/L Elise Foust COTA/L Phone: Office phone: 615-343-6354 E-mail: lynette.m.o.brien@vumc.org jim.lassiter@vumc.org Elise.m.foust@vumc.org</p>	<p>FW Level I (if different)</p> <p>We do not take any level I students.</p>
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<p>Director: Heather Skaar, PT, Manager: Kelly Floyd, MS, OTR/L</p> <p>Web site address:</p> <p>https://www.vumc.org/rehab-services/welcome</p>	<p>Corporate Status:</p> <p><input type="checkbox"/> For Profit <input checked="" type="checkbox"/> Non-Profit <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 checked="" type="checkbox"/> Any <input type="checkbox"/> Second/Third only; 1st must be in: <input checked="" type="checkbox"/> Full-time only <input type="checkbox"/> Part-time option <input type="checkbox"/> Prefer Full-time</p>
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OT Fieldwork Practice Settings (ACOTE Form A #s noted) :
(Double Click on boxes to check)

<p>Hospital-based settings</p> <p><input checked="" type="checkbox"/> In-Patient Acute 1.1 <input type="checkbox"/> In-Patient Rehab 1.2 <input type="checkbox"/> SNF/ Sub-Acute/ Acute Long-Term Care 1.3 <input type="checkbox"/> General Rehab Outpatient 1.4 <input type="checkbox"/> Outpatient Hands 1.5 <input type="checkbox"/> Pediatric Hospital/Unit 1.6 <input type="checkbox"/> Peds Hospital Outpatient 1.7 <input type="checkbox"/> In-Patient Psych 1.8</p>	<p>Community-based settings</p> <p><input type="checkbox"/> Peds Community 2.1 <input type="checkbox"/> Behavioral Health Community 2.2 <input type="checkbox"/> Older Adult Community Living 2.3 <input type="checkbox"/> Older Adult Day Program 2.4 <input type="checkbox"/> Outpatient/hand private practice 2.5 <input type="checkbox"/> Adult Day Program for DD 2.6 <input type="checkbox"/> Home Health 2.7 <input type="checkbox"/> Peds Outpatient Clinic 2.8</p>	<p>School-based settings</p> <p><input type="checkbox"/> Early Intervention 3.1 <input type="checkbox"/> School 3.2</p> <p>Other area(s) please specify:</p>	<p>Age Groups:</p> <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+</p>	<p>Number of Staff:</p> <p>OTRs: 26 COTAs: 4 Aides: 2 PT/PTA: >30 Speech: Unknown (Numerous) Resource Teacher: 0 Counselor/Psychologist: Yes: Unknown (Numerous) Other: N/A</p>
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Student Requirements/Prerequisites (check all that apply)
(Double Click on boxes to check) ACOTE B.10.6

<p><input checked="" type="checkbox"/> Adult CPR <input checked="" type="checkbox"/> Criminal Background Check <input type="checkbox"/> Child Protection/abuse check <input type="checkbox"/> Adult abuse check <input type="checkbox"/> Fingerprinting</p>	<p><input type="checkbox"/> First Aid <input checked="" 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>	<p>Health requirements:</p> <p><input checked="" type="checkbox"/> HepB <input checked="" type="checkbox"/> MMR <input checked="" type="checkbox"/> Tetanus <input checked="" type="checkbox"/> Chest x-ray <input type="checkbox"/> Drug screening # ___ Panel <input checked="" type="checkbox"/> TB/Mantoux</p>	<p><input type="checkbox"/> Physical Check up <input checked="" type="checkbox"/> Varicella <input checked="" type="checkbox"/> Influenza</p>
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Please list any other requirements:
****Vanderbilt has a Health Screening form that must be completed. Please see the rehab services website for this form****

Aspects of Occupational Therapy's Domain addressed in this setting (check all that apply) Double Click on boxes to check
***Refer to the OT Practice Framework –II (2008) for descriptions and definitions...available through AOTA**

Areas of Occupation

- Activities of Daily Living (ADL)
- Instrumental ADL
- Rest and Sleep
- Education
- Work
- Play
- Leisure
- Social Participation

Client Factors

- Values, Beliefs and Spirituality
- Body Functions
- Body Structures

Performance Skills

- Sensory-Perceptual Skills
- Motor and Praxis Skills
- Emotional Regulation Skills
- Cognitive Skills
- Communication and Social Skills

Performance Patterns

- Habits
- Routines
- Roles
- Rituals

Context and Environment

- Cultural
- Personal.
- Physical
- Social
- Temporal.
- Virtual

Activity Demands

- Objects used and their properties
- Space Demands
- Social Demands
- Sequencing and Timing
- Required Actions
- Required Body Functions
- Required Body Structures

Most common services priorities (check all that apply)
(Double Click on boxes to check)

- | | | | |
|--|---|--|---|
| <input checked="" type="checkbox"/> Direct service | <input type="checkbox"/> Meetings(team, department, family) | <input type="checkbox"/> Consultation | <input checked="" type="checkbox"/> Billing |
| <input checked="" type="checkbox"/> Discharge planning | <input checked="" type="checkbox"/> Client education | <input type="checkbox"/> In-service training | <input checked="" type="checkbox"/> Documentation |
| <input checked="" type="checkbox"/> Evaluation | <input checked="" type="checkbox"/> 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.10.13, 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 occupations that match identified

Preparatory Methods – practitioner selects directed methods and techniques that prepare the client for occupational performance.

Education Process – imparting knowledge and information about occupation, health and participation that does not result in actual

<p>goals</p> <p><input checked="" type="checkbox"/> Purposeful Activity- client engages in specifically selected activities that allow the client to develop skills that enhance occupational engagement</p> <p>Method of Intervention Direct Services/case load for entry-level OT <input checked="" type="checkbox"/> One-to-one: <input type="checkbox"/> Small group(s): <input type="checkbox"/> Large group:</p> <p>Discharge Outcomes of clients <input checked="" type="checkbox"/> Home <input type="checkbox"/> Another medical facility <input checked="" type="checkbox"/> Home Health/Inpt/SNF</p> <p>OT Intervention Approaches <input checked="" type="checkbox"/> Create, promote (health promotion) <input checked="" type="checkbox"/> Establish, restore, (remediation) <input type="checkbox"/> Maintain <input checked="" type="checkbox"/> Modify, (compensation, adaptation) <input checked="" type="checkbox"/> Prevent, (disability prevention)</p>	<p><input checked="" type="checkbox"/> Consultation Process – using knowledge and expertise to collaborate with the client</p> <p>Outcomes of Intervention <input checked="" type="checkbox"/> Occupational performance <input checked="" type="checkbox"/> Adaptation <input type="checkbox"/> Health & Wellness <input checked="" type="checkbox"/> Participation <input type="checkbox"/> Prevention <input checked="" type="checkbox"/> Quality of Life <input type="checkbox"/> Role Competence <input type="checkbox"/> Self-Advocacy <input type="checkbox"/> Occupational Justice</p>	<p>performance of the occupation/activity</p> <p><input type="checkbox"/> Advocacy – efforts directed toward promoting occupational justice and empowering clients to seek and obtain resources to fully participate in their daily life occupations</p> <p>Theory/ Frames of Reference/ Models of Practice <input checked="" type="checkbox"/> Biomechanical <input type="checkbox"/> Cognitive - Behavioral <input type="checkbox"/> Cognitive Disability <input checked="" type="checkbox"/> Model of Human Occupation (MOHO) <input type="checkbox"/> Occupational Adaptation <input checked="" type="checkbox"/> Person/ Environment/ Occupation (P-E-O) <input type="checkbox"/> Person-Environment-Occupational Performance (PEOP) <input type="checkbox"/> Rehabilitation <input type="checkbox"/> Sensory Integration <input type="checkbox"/> Social Learning Theory <input type="checkbox"/> Stages of change/Transtheoretical Model <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Other (please list):</p>										
<p>Please list most common screenings and evaluations used in your setting: No screenings, but an informal facility developed evaluation is used by staff. Therapists at times will use the Pill Box Test, Medi-Cog, MOCA, SLUMS, Short Blessed etc. Documentation is computerized (EPIC).</p>												
<p>Identify safety precautions important at your FW site (Double Click on boxes to check)</p> <table style="width: 100%;"> <tr> <td><input type="checkbox"/> Medications</td> <td><input type="checkbox"/> Swallowing/ choking risks</td> </tr> <tr> <td><input checked="" type="checkbox"/> Post-surgical (list procedures)</td> <td><input type="checkbox"/> Behavioral system/ privilege level (locked areas, grounds)</td> </tr> <tr> <td><input checked="" type="checkbox"/> Contact guard for ambulation</td> <td><input type="checkbox"/> Sharps count</td> </tr> <tr> <td><input checked="" type="checkbox"/> Fall risk</td> <td><input type="checkbox"/> 1:1 safety/ suicide precautions</td> </tr> <tr> <td><input type="checkbox"/> Other (describe):</td> <td></td> </tr> </table>			<input type="checkbox"/> Medications	<input type="checkbox"/> Swallowing/ choking risks	<input checked="" type="checkbox"/> Post-surgical (list procedures)	<input 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 type="checkbox"/> 1:1 safety/ suicide precautions	<input type="checkbox"/> Other (describe):	
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<input type="checkbox"/> Other (describe):												
<p>Please list how students should prepare for a FW II placement such as doing readings, learn specific evaluations and interventions used in your setting: Each student is encouraged to contact his/her FW with questions. They may have power point presentations to send and may require the student to perform literature reviews about specific patient populations they will be working with at VUMC.</p>												

<p>Target caseload/ productivity for fieldwork students: (Double Click on boxes to check) Productivity % per 40 hour work week: Not calculated. See comments below.</p> <p>Caseload expectation at end of FW: Up to 7 patients a day</p> <p>Productivity % per 8 hour day: 5-7 patients and 16 units a day during the last 2 weeks of the clinical to meet entry level functioning expectation in this setting. Per 10 hour day 7-8 patients and 16+ units.</p> <p># Groups per day expectation at end of FW: None</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: EPIC</p> <p>Time frame requirements to complete documentation: Same day as the evaluation or treatment.</p>
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<p>Administrative/ Management duties or responsibilities of the OT/ OTA student:</p> <p><input type="checkbox"/> Schedule own clients</p> <p><input type="checkbox"/> Supervision of others (Level I students, aides, OTA, 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 type="checkbox"/> Participating in supply or environmental maintenance</p> <p><input type="checkbox"/> Other: Ordering adaptive equipment for patients</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 or project determined between the student and FE.</p> <p><input type="checkbox"/> Case study</p> <p><input type="checkbox"/> Participate in in-services/ grand rounds</p> <p><input type="checkbox"/> Fieldwork Project (describe):</p> <p><input 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): Either a case study, in-service or project is expected of the student. FE will assist the student in the determination of appropriate assignment.</p>
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<p>Student work schedule & outside study expected: (Double Click on boxes to check)</p>		
<p>Schedule hrs/ week/ day: 40+ hours a week</p>	<p>Room provided <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>Housing list provided with rooms for \$500+ a month (will provide if requested).</p>	<p>Describe level of structure for student? <input checked="" type="checkbox"/> High</p>
<p>Do students work holidays and weekends? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p>Meals <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO 10% discount in cafeteria</p>	<p>Describe level of supervisory support for student? <input type="checkbox"/> Moderate</p>
<p>Do students work evenings? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>	<p>Stipend amount: 0 Describe public transportation available: MTA bus at no charge. A shuttle bus free of charge from satellite parking lot to the hospital is provided.</p>	<p><input type="checkbox"/> Low</p>
<p>Acceptable Dress Code for the site: Solid colored scrubs and tennis shoes. No lab coat. A name tag will be provided.</p>		

<p>Describe the FW environment/ atmosphere for student learning:</p> <p>Supervisory patterns–Description (respond to all that apply)</p> <p><input checked="" type="checkbox"/> 1:1 Supervision Model: At times the student may be supervised by another therapist (ie. Your FWE is on vacation or out sick)</p> <p><input type="checkbox"/> Multiple students supervised by one supervisor:</p> <p><input type="checkbox"/> Collaborative Supervision Model:</p> <p><input type="checkbox"/> Multiple supervisors share supervision of one student, # supervisors per student:</p> <p><input type="checkbox"/> Non-OT supervisors:</p>

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 (see last page) ACOTE Standards B.7.10, B10.12, B.10.17 (Double Click on boxes to check)

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: 2019
 CARF Dept of Mental Health Other (specify) _____

Summary of Outcomes of OT department review: Not available

3. Describe the fieldwork site agency stated mission or purpose. ACOTE Standards B.10.1, B.10.2, B.10.3, B.10.4, B.10.14, B.10.15

Credo

I make those I serve my highest priority:

- promote the health and well-being of all patients who seek care at Vanderbilt
- support trainees in all of their academic endeavors
- respect colleagues and those we serve who differ by gender, race, religion, culture, national origin, mental and physical abilities and sexual orientation and treat them with dignity, respect and compassion
- recognize that every member of the Vanderbilt team makes important contributions
- ensure that all team members understand overall team goals and their roles
- answer questions posed by patients, trainees or staff to ensure understanding and facilitate learning

I have a sense of ownership:

- take any concern (real, perceived, big, or small) seriously and seek resolution or understanding - ask for help if the concern is beyond ability or scope of authority
- approach those who appear to need help or be lost and assist/direct them appropriately
- clean up litter, debris and spills promptly or notify the best resource to keep the medical center environment clean and safe
- remain conscious of the enormous cost of health care, teaching and research and optimize resources while delivering exemplary service

I conduct myself professionally:

- recognize the increasing diversity of our community and broaden my knowledge of the cultures of the individuals we serve
- adhere to department and medical center policies such as smoking, attendance and dress code
- refrain from loud talk and excessive noises - a quiet environment is important to heal, learn and work
- discuss internal issues only with those who need to know and refrain from criticizing Vanderbilt in the workplace and in the community
- continue to learn and seek new knowledge to enhance my skills and ability to serve
- strive to maintain personal well-being and balance of work and personal life

I respect privacy and confidentiality:

- only engage in conversations regarding patients according to Vanderbilt policies and regulatory requirements
- discuss confidential matters in a private area
- keep written/electronic information out of the view of others
- knock prior to entering a patient's room, identify myself, and ask permission to enter
- utilize doors/curtains/blankets as appropriate to ensure privacy and explain to the patient why I am doing this, ask permission prior to removing garments or blankets

I communicate effectively:

- introduce myself to patients/families/visitors, colleagues
- wear my ID badge where it can be easily seen
- smile, make eye contact, greet others, and speak in ways that are easily understood and show concern and interest; actively listen
- recognize that body language and tone of voice are important parts of communication
- listen and respond to dissatisfied patients, families, visitors and/or colleagues
- remain calm when confronted with or responding to pressure situations

I am committed to my colleagues:

- treat colleagues with dignity, respect and compassion; value and respect differences in background, experience, culture, religion,

and ethnicity

- contribute to my work group in positive ways and continuously support the efforts of others
- view all colleagues as equally important members of the Vanderbilt team, regardless of job, role or title
- promote interdepartmental cooperation
- recognize and encourage positive behaviors
- provide private constructive feedback for inappropriate

Mission

Through the exceptional capabilities and caring spirit of its people, Vanderbilt will lead in improving the healthcare of individuals and communities regionally, nationally and internationally. We will combine our transformative learning programs and compelling discoveries to provide distinctive personalized care.

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. CLINICAL EXCELLENCE				X	
B. SCHOLARSHIP		X			
C. LEADERSHIP			X		
D. SERVICE			X		

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

Supports for clinical excellence:

- Students are encouraged to enable the client to participate in meaningful and purposeful occupations through best practice
- Students are encouraged to implement clinical reasoning, utilization of evidence, currency in practice, clinical skills and client-centeredness
- Other: (please describe)

Supports for scholarship:

- Professional development through scholarship is valued by the fieldwork facility and practitioners who serve as role models
- The facility’s environment promotes professional development through scholarship
- Time is allotted for activities that promote scholarship
- Other: (please describe)

Supports for service:

- Employees/students are encouraged to be involved in service to strengthen community
- Students are encouraged to be advocates for the clients served
- Other: (please describe)

Supports for leadership:

- Students are encouraged to collaborate with other disciplines
- Students are encouraged to understand clients of different cultures as this is a leadership imperative
- Other: (please describe)

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 OT is hopeful the patient may exhibit good effort and energy.
- Positive feelings contribute to greater compliance.
- Other (please explain)

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.
- Fieldwork Program just took first fieldwork student from OT or OTA school.
- 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)

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

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:

- Journaling
- Processing verbally
- Student Self Assessment/Self Appraisal (log/form)
- Written activity analysis
- Probing questions
- Other: Interdisciplinary group supervision meetings

Describe record keeping of supervision sessions:

- Co-signed documentation of daily/weekly supervision
- All informal/formal notes maintained by FW Educator

- Records kept when student not meeting expectations
- 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:

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/OTA student supervision.
- Funding source restricts some activities for OT/OTA students. (Circle which group of students affected)
- Funding source prohibits activities provided by OT/OTA students. (Circle which group of students affected)
- Funding source requires fieldwork educator to be on premises to provide supervision of OT/OTA students.
- Funding source requires fieldwork educator to have line-of-sight supervision of OT/OTA students.
- Other (Please Explain)

10. Please include a copy of the FW student objectives, weekly expectations for the Level II FW placement. Please attach to this form or mail to the Academic Fieldwork Coordinator.

Please visit the rehab services website for weekly and site-specific objectives.

Occupational Therapy Staff Profile

1. Lynette O’Brien, OTR/L graduated from Indiana University in 1993
2. Katie Paulette, MS, OTR/L graduated from Gannon University in 2010
3. Alexa Tooker, MOT, OTR/L graduated from UTHSC in 2019
4. Shane Wood, MS, OTR/L graduated from Belmont University in 2001
5. Buffy Hyman, OTR/L graduated from TWU in 1994
6. Scott McLaurin, OT/L graduated from University of AL in 1994
7. Caleb Templeton, MS, OTR/L graduated from Belmont in 2005 (practiced as a COTA for 5.5 years)
8. Cari Safford, OTR/L graduated from TN State University in 2001

9. Julia Jones MS, OTR/L graduated from Eastern KY University in 2000 (practiced as a COTA for 3 years)
10. Sarah Anderson, MOT, OTR/L graduated from Eastern KY University in 2018
11. Jim Lassiter, OT/L graduated from TN State University in 1994
12. Thu Can, OTD/OTR/L graduated from Belmont University in 2018
13. Maddeline Harris, OTR/L, C/NDT graduated from University of S. IN in 2013
14. Sally Lindsey, COTA/L graduated from Nashville State Tech College in 1987
15. Carrie Shotwell, COTA/L graduated from NSCC in 2012
16. Jill Stewart, COTA/L graduated from NSCC in 2012
17. Julie Woodnorth, OTD/OTR/L graduated from Belmont in 2018
18. Catherine Dicicco, OTD/OTR/L graduated from MUSC in 2014
19. Gabe Borman, OTR/L graduated from TSU in 2015
20. Nicole Kumle, MS, OTR/L graduated from Washington University in 1996
21. DeOnna Clark, MOT, OTR/L graduated from Loma Linda University in 2015
22. Evan Pendygraft, OTD, OTR/L graduated from Belmont University in 2016
23. Domenic Bruzzese, OTD, OTR/L graduated from University of S. California in 2011
24. Mary Hogan, OTD, OTR/L graduated from Belmont University in 2018
25. Ryan Stornes, MOT, OTR/L, WCC graduated from TSU in 2015
26. Molly Beverick, MOT, OTR/L graduated from OSU in 2018
27. Keira Kelly MOT, OTR/L graduated from WASU in 2019
28. Hannah Munro, OTD, OTR/L graduated from Belmont in 2019
29. Abby Nedeljko, OTR/L graduated from Boston University in 2019
30. Ereann Kilpatrick, OTR/L graduated from Boston University in 2019
31. Elise Foust, COTA/L graduated from Manchester Community College in 2011
32. Lin Daffron, COTA/L graduated from NSCC in 2019
33. Kayla Vogan, COTA/L graduated from NSCC in 2020
34. Katie Douglas, MSOT, OTR/L graduated from Milligan College in 2018
35. Meredith Tillery, MSOT, OTR/L graduated from Milligan University in 2019
36. Katie McDonnell, OTD, OTR/L graduated from UT Chattanooga in 2018
37. Rosie Lewis, MS, OTR/L graduated from Baker College in 2017
38. Yvon Swift, OTR/L graduated from Washington University in 2015