

AOTA FIELDWORK DATA FORM

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: December, 2011

Name of Facility: The Johns Hopkins Hospital

Address: Street Meyer 2-109, 600 N. Wolfe St.

City Baltimore

State MD

Zip: 21287

<p>FW I</p> <p>Contact Person: Jan Jaskulski Credentials: MS, OTR/L</p> <p>Phone: 410-955-9735 E-mail: jjaskul@jhmi.edu</p>	<p>FW II</p> <p>Contact Person: Jan Jaskulski Credentials: MS, OTR/L</p> <p>Phone: 410-955-9735 E-mail: jjaskul@jhmi.edu</p>
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<p>Director: Michael Friedman, PT, MBA Phone: 443-287-5371 Fax: 410-955-7885 Web site address: www.hopkinsmedicine.org/rehab</p>	<p>Initiation Source:</p> <p><input type="checkbox"/> FW Office <input checked="" type="checkbox"/> FW Site <input type="checkbox"/> Student</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 checked="" type="checkbox"/> Second/Third only for Pediatrics (PD) and Outpatient Hands <input checked="" type="checkbox"/> Full-time only <input checked="" type="checkbox"/> Part-time option</p>
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OT Fieldwork Practice Settings (ACOTE Form A #s noted) :

<p>Hospital-based settings</p> <p><input checked="" type="checkbox"/> In-Patient Acute 1.1 <input checked="" type="checkbox"/> In-Patient Rehab 1.2 <input type="checkbox"/> SNF/ Sub-Acute/ Acute Long-Term Care 1.3 <input checked="" type="checkbox"/> General Rehab Outpatient 1.4 <input checked="" type="checkbox"/> Outpatient Hands 1.5 <input checked="" type="checkbox"/> Pediatric Hospital/Unit 1.6 <input checked="" type="checkbox"/> Peds Hospital Outpatient 1.7 <input checked="" 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: PHP Psychiatry Child/Adol. Psychiatry</p>	<p>Age Groups:</p> <p><input checked="" type="checkbox"/> 0-5 <input checked="" 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: 40 COTAs: 2.5 Aides: 10 PT: 55 Speech: 9 Resource Teacher: Counselor/Psychologist: Other: TR 1</p>
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<p>Student Prerequisites (check all that apply) <small>ACOTE Standard B.10.6</small></p> <p><input checked="" type="checkbox"/> CPR <input type="checkbox"/> Medicare / Medicaid Fraud Check <input type="checkbox"/> Criminal Background Check <input type="checkbox"/> Child Protection/abuse check <input type="checkbox"/> Adult abuse check <input type="checkbox"/> Fingerprinting</p>	<p>Health requirements:</p> <p><input checked="" type="checkbox"/> First Aid <input checked="" type="checkbox"/> Infection Control training <input type="checkbox"/> HIPAA Training <input checked="" type="checkbox"/> Prof. Liability Ins. <input type="checkbox"/> Own transportation <input type="checkbox"/> Interview</p>	<p><input checked="" type="checkbox"/> HepB or declination form <input type="checkbox"/> MMR <input type="checkbox"/> Tetanus <input checked="" type="checkbox"/> Chest x-ray if TB + <input type="checkbox"/> Drug screening <input checked="" type="checkbox"/> TB/Mantoux – within 1 yr of start date</p> <p><input type="checkbox"/> Physical Check up <input type="checkbox"/> Varicella <input checked="" type="checkbox"/> Influenza, seasonal</p> <p>Please list any other requirements:</p>
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Performance skills, patterns, contexts and client factors addressed in this setting (check all that apply)

<p>Performance Skills:</p> <p>Motor Skills</p> <p><input checked="" type="checkbox"/> Posture <input checked="" type="checkbox"/> Mobility <input checked="" type="checkbox"/> Coordination <input checked="" type="checkbox"/> Strength & effort <input checked="" type="checkbox"/> Energy</p> <p>Process Skills</p> <p><input checked="" type="checkbox"/> Energy <input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Temporal organization <input checked="" type="checkbox"/> Organizing space & objects <input checked="" type="checkbox"/> Adaptation</p> <p>Communication/ Interaction Skills</p> <p><input checked="" type="checkbox"/> Physicality- non verbal <input checked="" type="checkbox"/> Information exchange <input checked="" type="checkbox"/> Relations</p>	<p>Client Factors:</p> <p>Body functions/structures</p> <p><input checked="" type="checkbox"/> Mental functions- affective <input checked="" type="checkbox"/> Mental functions-cognitive <input checked="" type="checkbox"/> Mental functions- perceptual <input checked="" type="checkbox"/> Sensory functions & pain <input checked="" type="checkbox"/> Voice & speech functions <input checked="" type="checkbox"/> Major organ systems: heart, lungs, blood, immune <input checked="" type="checkbox"/> Digestion/ metabolic/ endocrine systems <input checked="" type="checkbox"/> Reproductive functions <input checked="" type="checkbox"/> Neuromusculoskeletal & movement functions <input checked="" type="checkbox"/> Skin</p>	<p>Context(s):</p> <p><input checked="" type="checkbox"/> Cultural- ethnic beliefs & values <input checked="" type="checkbox"/> Physical environment <input checked="" type="checkbox"/> Social Relationships <input checked="" type="checkbox"/> Personal- age, gender, etc. <input checked="" type="checkbox"/> Spiritual <input checked="" type="checkbox"/> Temporal- life stages, etc. <input checked="" type="checkbox"/> Virtual- simulation of env, chat room, etc.</p> <p>Performance Patterns/Habits</p> <p><input checked="" type="checkbox"/> Impoverished habits <input checked="" type="checkbox"/> Useful habits <input checked="" type="checkbox"/> Dominating habits <input checked="" type="checkbox"/> Routine sequences <input checked="" type="checkbox"/> Roles</p>
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Most common services priorities (check all that apply)

<input checked="" type="checkbox"/> Direct service	<input checked="" type="checkbox"/> Meetings(team, department, family)	<input checked="" type="checkbox"/> Consultation	<input checked="" type="checkbox"/> Billing
<input checked="" type="checkbox"/> Discharge planning	<input checked="" type="checkbox"/> Client education	<input checked="" 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

<p>Occupation-based activity- within client's own environmental context; based on their goals addressed in this setting (check all that apply): <small>*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</small></p>		
<p>Activities of Daily Living (ADL)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Bathing/showering <input checked="" type="checkbox"/> Bowel and bladder mgmt <input checked="" type="checkbox"/> Dressing <input checked="" type="checkbox"/> Eating <input checked="" type="checkbox"/> Feeding <input checked="" type="checkbox"/> Functional mobility <input checked="" type="checkbox"/> Personal device care <input checked="" type="checkbox"/> Personal hygiene & grooming <input checked="" type="checkbox"/> Sexual activity <input checked="" type="checkbox"/> Sleep/rest <input checked="" type="checkbox"/> Toilet hygiene <p>Play</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Play exploration <input checked="" type="checkbox"/> Play participation <p>Purposeful Activity- therapeutic context leading to occupation, practice in preparation for natural context</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Practicing an activity <input checked="" type="checkbox"/> Simulation of activity <input checked="" type="checkbox"/> Role Play <p>Examples: Work/homemaking/school task simulation, ADL's, community integration tx.</p>	<p>Instrumental Activities of Daily Living (IADL)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Care of others/pets <input checked="" type="checkbox"/> Child rearing <input checked="" type="checkbox"/> Communication device use <input checked="" type="checkbox"/> Community mobility <input checked="" type="checkbox"/> Financial management <input checked="" type="checkbox"/> Health management & maintenance <input checked="" type="checkbox"/> Home establishment & management <input checked="" type="checkbox"/> Meal preparation & clean up <input checked="" type="checkbox"/> Safety procedures & emergency responses <input checked="" type="checkbox"/> Shopping <p>Leisure</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leisure exploration <input checked="" type="checkbox"/> Leisure participation <p>Preparatory Methods- preparation for purposeful & occupation-based activity</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sensory-Stimulation <input checked="" type="checkbox"/> Physical agent modalities <input checked="" type="checkbox"/> Splinting <input checked="" type="checkbox"/> Exercise <p>Examples: UE exercise transitioning to occupation-based activity</p>	<p>Education</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal education participation <input checked="" type="checkbox"/> Exploration of informal personal education needs or interests <input checked="" type="checkbox"/> Informal personal education participation <p>Work</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Employment interests & pursuits <input checked="" type="checkbox"/> Employment seeking and acquisition <input checked="" type="checkbox"/> Job performance <input checked="" type="checkbox"/> Retirement preparation & adjustment <input checked="" type="checkbox"/> Volunteer exploration / participation <p>Social Participation</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Community <input checked="" type="checkbox"/> Family <input checked="" type="checkbox"/> Peer/friend <p>Therapeutic Use-of-Self- describe Empathetic, assertive, confident, motivating, adaptable</p> <p>Consultation Process- describe</p> <p>Safety assessments in hospital and home Discharge Planning Needs</p> <p>Education Process- describe Skill bldg in healthy coping strategies, time-mgt.and balanced schedule, communication, caregiver training, body mechanics, energy conservation, work simplification, adapted ADL teaching</p>
<p>Method of Intervention</p> <p>Direct Services/case load for entry-level OT</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> One-to-one: Indiv. Tx. <input checked="" type="checkbox"/> Small group(s): 2-8 MAX <input type="checkbox"/> Large group: <p>Discharge Outcomes of clients (% clients)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Home - 65% <input checked="" type="checkbox"/> Another medical facility – 17% <input checked="" type="checkbox"/> Home Health – 10% <input checked="" type="checkbox"/> Supported living, eg group home – 5% <input checked="" type="checkbox"/> Homeless to shelter – 3% 	<p>Outcomes of Intervention *</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Occupational performance- improve &/ or enhance <input checked="" type="checkbox"/> Client Satisfaction <input checked="" type="checkbox"/> Role Competence <input checked="" type="checkbox"/> Adaptation <input checked="" type="checkbox"/> Health & Wellness <input checked="" type="checkbox"/> Prevention <input checked="" type="checkbox"/> Quality of Life <p>OT Intervention Approaches</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Create, promote (health promotion) <input checked="" type="checkbox"/> Establish, restore, remediation <input checked="" type="checkbox"/> Maintain <input checked="" type="checkbox"/> Modify, compensation, adaptation <input checked="" type="checkbox"/> Prevent, disability prevention 	<p>Theory/ Frames of Reference/ Models of Practice</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Acquisitional <input checked="" type="checkbox"/> Biomechanical <input checked="" type="checkbox"/> Cognitive- Behavioral <input checked="" type="checkbox"/> Coping <input checked="" type="checkbox"/> Developmental <input checked="" type="checkbox"/> Ecology of Human Performance <input checked="" type="checkbox"/> Model of Human Occupation (MOHO) <input checked="" type="checkbox"/> Occupational Adaptation <input checked="" type="checkbox"/> Occupational Performance Model <input checked="" type="checkbox"/> Person/ Environment/ Occupation (P-E-O) <input checked="" type="checkbox"/> Person-Environment-Occupational Performance <input checked="" type="checkbox"/> Psychosocial <input checked="" type="checkbox"/> Rehabilitation frames of reference <input checked="" type="checkbox"/> Sensory Integration <input type="checkbox"/> Other (please list):
<p>Please list most common screenings and evaluations used in your setting: Structured interview, ADL assessment, AMPS, ACL, MEDLS, Robnett SAFE at Home, SAFER, Executive Function Performance Test, BOT II, Sensory Profile, Peabody, Gardner's TVPS, TVMS, FCE</p>		
<p>Identify safety precautions important at your FW site</p>		

- | | |
|---|--|
| <input checked="" type="checkbox"/> Medications | <input checked="" type="checkbox"/> Swallowing/ choking risks |
| <input checked="" type="checkbox"/> Post-surgical (neuro, spine, cardiac, medical, oncology, ortho) | <input checked="" type="checkbox"/> Behavioral system/ privilege level (locked areas, grounds) |
| <input checked="" type="checkbox"/> Contact guard for ambulation | <input checked="" type="checkbox"/> Sharps count |
| <input checked="" type="checkbox"/> Fall risk | <input checked="" type="checkbox"/> 1:1 safety/ suicide precautions |
| <input type="checkbox"/> Other (describe): | |

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

Preparatory outlines are mailed out prior to affiliation and are specific to service assigned. Readings appropriate to a specific clinical service will be provided once the student arrives on site.

<p>Target caseload/ productivity for fieldwork students: Productivity % per 40 hour work week: 53-75% dependent on service Caseload expectation at end of FW: 5-15 dependent on service Productivity % per 8 hour day: approx. 53-75% # Groups per day expectation at end of FW: 1-2 in Mental Health</p>	<p>Documentation: Frequency/ Format (briefly describe) : X Computerized Medical Records: Daily treatment notes, weekly progress notes, evaluations, re-evaluations, last visit notes, discharge summaries (amount dependent on service) Time frame requirements to complete documentation: 1-1.5 hrs/day</p>
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<p>Administrative/ Management duties or responsibilities of the OT/ OTA student: x Schedule own clients (dependent on service) x Supervision of others (Level I students, aides, OTA, volunteers) <input type="checkbox"/> Budgeting x Procuring supplies (shopping for client/ intervention related items not routinely stocked) x Participating in supply or environmental maintenance <input type="checkbox"/> Other:</p>	<p>Student Assignments. Students will be expected to successfully complete: x Research/ EBP/ Literature review x In-service <input type="checkbox"/> Case study x Participate in in-services/ grand rounds xx Fieldwork Project (describe):EBP clinical question/review/presentation <input type="checkbox"/> Field visits/ rotations to other areas of service x Observation of other units/ disciplines <input type="checkbox"/> Other assignments (please list):</p>
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Student work schedule & outside study expected:	Other	Describe level of structure for student?	Describe level of supervisory support for student?
Schedule hrs/ week/ day: 45-50/wk	Room provided <input type="checkbox"/> yes XNo	<input type="checkbox"/> High	x High
Do students work weekends? Dependent upon service and supervisor schedule	Meals <input type="checkbox"/> yes X no	x Moderate	<input type="checkbox"/> Moderate
Do students work evenings? <input type="checkbox"/> yes X no	Stipend amount: None	<input type="checkbox"/> Low	<input type="checkbox"/> Low

Describe the FW environment/ atmosphere for student learning: Fast-paced, semi-structured environment working with multidisciplinary treatment team of therapists, physicians, residents, nurses, social workers, etc. We are a teaching hospital so educational opportunities exist at various levels. Attendance at daily team rounds may be expected dependent on service. Informal supervision on daily basis and formal weekly supervisory session. Weekly clinical support group facilitated by Fieldwork Coordinator. Department orientation provided.

Describe public transportation available: We are a direct stop on the Baltimore Metro Subway system, also accessible by public MTA bus including Green Line Circular, JHU shuttle buses, neighborhood shuttle buses (surrounding hospital). Go to JHH Parking Office website for specific schedules.

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

- 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.).
Name of Agency for External Review: JCAHO **Year of most recent review:** 2010
Summary of outcomes of OT Department review: No citations or recommendations noted.
- 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*
See website: www.hopkinsmedicine.org/rehab
- 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*
 - How are occupation-based needs evaluated and addressed in your OT program? How do you incorporate the client's 'meaningful' doing in this setting?
 Complete occupational profile at initial evaluation; OT intervention focuses on preparatory methods for promoting skill-building, adaptations and compensatory strategies, education and/or skill building to improve upon current functional level in occupations of importance to the client.

- b. Describe how you seek to include client-centered OT practice? How do clients participate in goal setting and intervention activities? Treatment planning discussed during initial evaluation; therapist solicits client's/caregiver's goals for hospitalization; activities chosen to meet developed goals are occupation-based, preparatory, functional activities/simulations.
- c. Describe how psychosocial factors influence engagement in occupational therapy services?

Motivating and utilizing therapeutic use of self is crucial in this setting (both MH and PD); therefore, we adapt our services to focus on challenging but rewarding activities that match client's current tolerance and symptomatology as well as offer both 1:1 and group interventions.

- d. Describe how you address clients' community-based needs in your setting?
OT intervention and assessment can be scheduled in the community or in the home if necessary for discharge planning/or upon request of MD. Some community-based tasks can also be simulated in our campus environment.

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*

Students must complete a project which includes an evidence-based literature review (3 or > articles), practical component for use in the Department, and inservice to staff which directly addresses a clinical question related to their assigned service. The student will work individually with the FW Coordinator to develop the project idea and maintain a timeline for completion. Our Department has on-site medical library and designated librarian who can assist with literature searches. We also maintain EBP departmental protocols, projects, articles that relate to current treatment/assessment protocols.

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*

See dept'l website (www.hopkinsmedicine.org/rehab) for dress code, fieldwork objectives, weekly expectations. Entry-level job description is attached.

Informal supervision to discuss treatment planning, review/learn assessment tools/techniques and treatment techniques is daily. Formal supervision with written weekly agenda and minutes occurs weekly.

Monitoring of student supervision and student progress occurs via Fieldwork Coordinator of Dept. on a regular basis via group and individual meetings.

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, B10.12, B.10.17* (provide a template)
See attached.

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* In-house "Student Supervision 101" course (4 CEU hours) is required within first year of practice and prior to supervision of a FW II student. Provided by Dept's Fieldwork Coordinator.

Student Supervisors' group meetings occur at least 4-6 times during 12-week fieldwork session to promote peer review and ongoing skill development as a Fieldwork Educator.

Following topics are covered:

- x Supervisory models, providing effective and objective feedback, learning plans, learning objectives
- x 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)
- x Clinical reasoning
- x Reflective practice

Comments: Also review developmental issues related to student learning and learning theories, teaching strategies, feedback/communication

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*

Minutes of weekly progress/supervision agendas and minutes are documented and a copy provided to the student. Student orientation consists of a 1.5-day hospital-based orientation and .5 day department/fieldwork orientation during the first week of affiliation.

Supervisory patterns--Description (respond to all that apply)

X 1:1 Supervision Model – primary model

Multiple students supervised by one supervisor: Occasionally

Collaborative Supervision Model: Occasionally as below

x Multiple supervisors share supervision of one student, # supervisors per student: no more than 2; student has primary and secondary supervisor in this situation; secondary usually responsible for supervision of a particular aspect of the affiliation

Non-OT supervisors: n/a

9. Describe funding and reimbursement sources and their impact on student supervision. *ACOTE Standards B.10.3, B.10.5, B.10.7, B.10.14, B.10.17, B.10.19*

JHH budget funds department. PM&R bills for direct client services. Some reimbursement sources do not recognize occupational therapy as providers; students are not directly impacted. If reimbursement issues occur, they are handled directly by the supervising therapist or above.

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: 12/12/2011

Which Documentation Does The Fieldwork Site Need?

xx A Fieldwork Agreement/ Contract?

OR

A Memorandum of Understanding?

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

Title of Parent Corporation (if different from facility name):

Type of Business Organization (Corporation, partnership, sole proprietor, etc.): Non-profit organization

State of Incorporation:

Fieldwork Site agreement negotiator: Jan Jaskulski, MS, OTR/L, Fieldwork Coordinator

Phone: 410-955-9735

Email: jjaskul@jhmi.edu

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:

- xx 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:
 - xx Facility Information:
 - xx Student fieldwork information:
- Make facility folder:
- Print facility sheet:

Revised 1/6/2012

THE JOHNS HOPKINS HOSPITAL			
OCCUPATIONAL THERAPY STAFF PROFILE			
NAME AND TITLE	DEGREE /COLLEGE/UNIVERSITY	OT YRS	SPECIALTY
Kelly Gribbin, OT	MS, OT = Towson University	<1	Neurology
Megan Hauer, OT	MS, OT = Towson University	<1	Pediatrics
Amanda DuBay, OT	MS, OT = Towson University	<1	Mental Health
Sarah Shell, OT	MS, OT = Med Univ of S Carolina	<1	Acute Care
Yao Leung, OT	MS, OT = Univ of Southern California	<1	Acute Care
Kate Fortier, OT	MS, OT = Towson University	<1	Neurology
Kristin Brown, OT	MS, OT = Towson University	<1	Acute Care
Audrey Grant, OT	MS, OT=Towson University	<1	Surgery
Anne Rapaport, OT	MS, OT = Univ of Southern California	<1	Pediatrics
Jessica Kim, OT	MS, OT = Univ. of Southern California	<1	Acute Care
Tess Lichtenstein, OT	MS, OT = Towson University	<1	Mental Health
Lindsay May, OT	MS, OT = University of Kansas	<1	Acute Care
Caitlin Synovec, OT	MS, OT =	1	Mental Health
Amy Reimer, OT	MS, OT=University of the Sciences in PHL	1	MH - Child/Adol
Stacy Lipman, OT	MS, OT=Towson University	1	Inpt. Rehab/Acute Care
Angela Freeland, OT	MS, OT=Elizabethtown College	1	Medicine
Kerry Kelleher, COTA	AS, OT = CCBC	2	Mental Health
Elana Cohen, OT	MS, OT=Towson University	2	Mental Health
Jamie Slentz, OT	MS, OT = University of Florida	3	Neurology
Yun Chung, COTA	AS, OT = CCBC	3	Pediatrics
Brea Duty, OT	MS, OT = Elizabethtown College	4	Inpt. Rehab
Francesca Crupi, OT	MS, OT = Towson University	4	Pediatrics
Janice Carter, COTA	AS, OT = CCBC	4	Inpt. Rehab/Acute Care
Sarah Stachowiak, OT	MS, OT = Misericordia College	4	Medicine
Melanie Caldwell, OT	MS, OT = Ohio State University	6	Team Lead, ACS
Kelly Casey, OT	DOT = Virginia Commonwealth Univ	7	Clinical Specialist, ACS
Susan Boscoe, OT	MS, OT = Towson University	10	Clinical Specialist, MH
Jennifer DiStefano, OT	MS, OT = Towson University	10	Outpatient
Fiona Scott, OT	BS, OT = Towson University	12	MH
Stacey Friedel, OT	BS, OT = Towson University	12	Impt. Rehab
Maria Rothenheber	MS, OT = Towson University	17	Outpatient - GSS
Edwin Szetela, OT	BS, OT = Towson University	19	Cardiac Surgery
Annette Lavezza, OT	BS, OT=Towson University	19	Team Lead/ACS
Molly Ferris, OT	MS, OTR/L, CHT = Columbia Univ	22	Outpatient
Jyotsna Supnekar, OT	MS, OTR/L = Bombay Univ, India	23	Outpatient - GSS
Amy Caplan, OT	BS, OT = Towson University	25	Outpatient, Hands
Elizabeth Erhardt, OT	BS, OT = Towson University	27	Outpat/Lymphedema
Jan Jaskulski, OT	BS, OT = Towson U; MS, Educ = JHH	28	Team Lead/MH