**AOTA FIELDWORK DATA FORM**

**Belmont University School of Occupational Therapy - OTD Program**

**Our program is required to update this information annually in an effort to collect data that helps us meet ACOTE standards for fieldwork. This particular version of the AOTA Fieldwork Data Form was designed by GOTEC (**[Gateway Occupational Therapy Education Council](http://www.midwestgotec.org/)) **programs, and modified to accommodate our program’s curricular themes. We recognize that completing this form is a big time commitment, so our students have been charged with collecting this data (by interviewing individuals at the site), entering it into the electronic fields, and providing you with a completed electronic copy that you may update as the information changes over time. The student should provide you with a completed electronic copy (via email, zip drive, disc, etc.) prior to finishing all required fieldwork hours.**

**If your site already has a completed AOTA Data form that you provide to universities, please send a copy of that document with the student so that s/he may submit it to the Academic Fieldwork Coordinator and receive full points for the project.**

**We are grateful for your continued support and for your significant contribution to the educational eXperience of Belmont University’s OTD students.**

**Sincerely, Allison Koch, OTD, OTR/L**

**Questions or comments may be directed to me at:** allison.koch@belmont.edu

**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 e**X**pectations and opportunities for students. The Fieldwork Data Form has been developed to reflect the Occupational Therapy Practice Framework (2008) terminology and best practice in occupational therapy to promote quality fieldwork e**X**periences. 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**: 10/29/2015

**Name of Facility:** Vanderbilt Bill Wilkerson Outpatient Pediatrics

**Address:** 1215 21st Avenue South, Suite 6209 City Nashville State TN Zip: 37232

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| --- | --- | --- | --- |
| **FW Level II** |  | **FW Level I (if different)** |  |
| **Contact Person:** Rebecca Anderson Jones | **Credentials: OTD,OTR/L** | **Contact Person:** | **Credentials:** |
| **Phone: 615-322-2475 E-mail: Rebecca.a.jones@vanderbilt.edu** | | **Phone:** **E-mail:** | |

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| --- | --- | --- | --- |
| **Director: Marcy Sipes** |  | **Corporate Status:**  For Profit  **X** Non-Profit  State Gov’t  Federal Gov’t | **Preferred Sequence of FW:** *ACOTE Standards B.10.6*  Any  Second/Third only; 1st must be in:  **X** Full-time only  Part-time option  Prefer Full-time |
| **Phone: 615-936-5221** |
| **Fax: 615-343-5560** |
| **Web site address: www.mc.vanderbilt.edu/rehab** |
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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:** |
| 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 | 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  **X** Peds Outpatient Clinic 2.8 | | **X** Early Intervention 3.1  School 3.2  **Other area(s**)  please specify:  **On-Site School** | **X** 0-5  **X** 6-12  **X** 13-21  22-64  65+ | OTRs: 4  COTAs: 0  Aides: 5  PT: 0  Speech: 40  Resource Teacher: 1  Counselor/Psychologist:  Other: |

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| **Student Requirements/Prerequisites** (check all that apply)  **(Double Click on boxes to check)** *ACOTE B.10.6* | |  | **Health requirements**: |  |
| **X** CPR  type required: \_\_\_\_\_\_\_\_\_\_\_\_\_\_  Medicare / Medicaid Fraud Check  **X** Criminal Background Check  Child Protection/abuse check  Adult abuse check  Fingerprinting | **X** First Aid  **X** Infection Control training  **X** HIPAA Training  **X** Prof. Liability Ins.  Own transportation  Interview | | **X** HepB  **X** MMR  **X** Tetanus  Chest X-ray  **X** Drug screening  #\_10\_\_Panel  **X** TB/Mantoux | Physical Check up  **X** Varicella  **X** Influenza  Please list any other requirements: Flu Shot |

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| **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**  **X** Activities of Daily Living (ADL)  Instrumental ADL  Rest and Sleep  **X** Education  Work  **X** Play  **X** Leisure  **X** Social Participation  **Client Factors**  **X** Values, Beliefs and Spirituality  **X** Body Functions  **X** Body Structures | **Performance Skills**  **X** Sensory-Perceptual Skills  **X** Motor and Praxis Skills  **X** Emotional Regulation Skills  **X** Cognitive Skills  **X** Communication and Social Skills  **Performance Patterns**  **X** Habits  **X** Routines  **X** Roles  **X** Rituals | **Context and Environment**  **X** Cultural  **X** Personal.  **X** Physical  **X** Social  **X** Temporal.  **X** Virtual  **Activity Demands**  **X** Objects used and their properties  **X** Space Demands  **X** Social Demands  **X** Sequencing and Timing  **X** Required Actions  **X** Required Body Functions  **X** Required Body Structures |

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| **Most common services priorities** (check all that apply)  **(Double Click on boxes to check)** | |  |  |  |
| **X** Direct service  **X** Discharge planning  **X** Evaluation | **X** Meetings(team, department, family)  **X** Client education  **X** Intervention | | **X** Consultation  **X** In-service training | **X** Billing  **X** Documentation |

**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*

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| **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)** | **Instrumental Activities of Daily Living (IADL)** | | | **Education** | |
| **X**  Bathing/showering  **X** Bowel and bladder mgmt.  **X** Dressing  **X** Eating  Feeding  **X** Functional mobility  **X** Personal device care  **X** Personal hygiene & grooming  Sexual activity  Toilet hygiene  **Rest and Sleep**  Rest  Sleep  **X** Sleep preparation  Sleep participation  **Play**  **X** Play exploration  **X** Play participation | Care of others (selecting/supervising caregivers)  Care of pets  Child rearing  **X**  Communication management  Community mobility  Financial management  Health management & maintenance  Home establishment & management  **X** Meal preparation & clean up  Religious observance  Safety procedures & emergency maintenance  Shopping  **Leisure**  X Leisure exploration  X Leisure participation | | | **X** Formal education participation  **X** Informal personal educational needs or interests exploration  **X** Informal personal education participation | |
|  |  | | | **Work**  Employment interests & pursuits  Employment seeking and acquisition  Job performance  Retirement preparation & adjustment  Volunteer exploration / participation  **Social Participation**  **X** Community  **X** Family  **X** Peer/friend | |
|  |  | | |  | |
| **Types of Occupational Therapy Interventions: (Double Click on boxes to check)**  **X** **Occupation-based Intervention –** client engages in client-directed occupations that match identified goals  **X Purposeful Activity-** client engages in specifically selected activities that allow the client to develop skills that enhance occupational engagement | **X Preparatory Methods –** practitioner selects directed methods and techniques that prepare the client for occupational performance.  **X**  **Consultation Process –** using knowledge and expertise to collaborate with the client | | | **X Education Process –** imparting knowledge and information about occupation, health and participation that does not result in actual performance of the occupation/activity  **X** **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**  **X** One-to-one: 25-28  **X** Small group(s): Varies  Large group:  **Discharge Outcomes of clients**  **X** Home  Another medical facility  **X**  Home Health  **OT Intervention Approaches**  **X** Create, promote (health promotion)  **X**  Establish, restore, (remediation)  **X**  Maintain  **X** Modify, (compensation, adaptation)  **X** Prevent, (disability prevention) | **Outcomes of Intervention**  **X** Occupational performance  **X** Adaptation  Health & Wellness  **X** Participation  **X** Prevention  **X** Quality of Life  Role Competence  Self-Advocacy  Occupational Justice | | | **Theory/ Frames of Reference/ Models of Practice**  **X** Biomechanical  **X** Cognitive – Behavioral  **X** Cognitive Disability  **X** Model of Human Occupation (MOHO)  **X** Occupational Adaptation  **X** Person/ Environment/ Occupation (P-E-O)  Person-Environment-Occupational Performance  (PEOP)  Rehabilitation  **X** Sensory Integration  **X** Social Learning Theory  Stages of change / Transtheoretical Model        Other (please list): | |
| **Please list most common screenings and evaluations used in your setting: PDMS-2, BOT-2, VMI, DTVP, WRAVMA, Child Sensory Profile 2, Infant/Toddler Sensory Profile 2, Print Tool, ETCH, CHES, Test of Handwriting Skills, PEDI, M-FUN, MHA** | | | | |
| **Identify safety precautions important at your FW site**  **(Double Click on boxes to check)** | |  |  | | |
| **X** Medications  Post-surgical (list procedures)  **X** Contact guard for ambulation  **X** Fall risk  **X** Other (describe): Allergies to certain foods | |  | **X** 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: A student preparing for FW here should be familiar with the various types of assessments performed. The most common assessments administered include PDMS-2, PEDI, Child Sensory Profile-2, BOT-2, and VMI. It would also be beneficial to read journal articles regarding information on interventions for sensory processing, autism, and general developmental delays. It would be beneficial to know normal and abnormal development, be familiar with a variety of handwriting programs including Handwriting Without Tears and Loops and Other Groups, learn hand skill development, and be comfortable with common sensory strategies** | | | | |

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| **Target caseload/ productivity for fieldwork students:**  **(Double Click on boxes to check)** | **Documentation: Frequency/ Format** (briefly describe) :  **(Double Click on boxes to check)** |
| Productivity % per 40 hour work week:  80  Caseload expectation at end of FW: 6-7 per day  Productivity % per 8 hour day: 80-100%  # Groups per day expectation at end of FW: Varies | Hand-written documentation:  **X** Computerized Medical Records: Medilinks  Time frame requirements to complete documentation: 24 hours for daily note; 3 days for evaluation |

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

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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: 8 hr/day, 40 hr/wk typically | Room provided **X** YES  NO | **X** High | **X**  High |
| Do students work weekends? YES  **X** NO | Meals  YES **X** NO | Moderate | Moderate |
| Do students work evenings? YES  **X** NO  **Acceptable Dress Code for the site: Scrubs or business casual** | Stipend amount: N/A  Describe public transportation available: Metro Transportation is available | Low | Low |
| **Describe the FW environment/ atmosphere for student learning**: **Students are provided the opportunity to be hands on when working with the clients. Students are provided the opportunity to observe different disciplines and often get the chance to collaborate with other disciplines. Students are provided with excellent education and demonstration from supervising therapists.**  **Supervisory patterns–Description** (respond to all that apply)  **X** 1:1 Supervision Model:  Multiple students supervised by one supervisor:  Collaborative Supervision Model:  **X** Multiple supervisors share supervision of one student, # supervisors per student: 2  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** **(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?** X **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)**

**X**  JCAHO  Dept of Health Year of most recent review: \_\_2015\_\_\_\_\_\_\_\_\_\_\_\_

CARF  Dept of Mental Health Other (specify)

**Summary of Outcomes of OT department review:** Vanderbilt University Medical Center was last surveyed in 2015. In 2015, we passed that survey and maintained our Joint Commission accreditation, and the OT department was not cited for any deficiencies or areas to work on in that survey.

**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 Vanderbilt Medical Center's CREDO is to provide excellence in healthcare, research, and education. To treat others as we wish to be treated. To continuously evaluate and improve our performance. To makes those we serve our highest priority. To have a sense of ownership. To conduct ourselves professionally. To respect privacy and confidentiality. To communicate effectively. To be committed to our colleagues.*

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Please identify the *extent of opportunities* 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:**

**X** Students are encouraged to enable the client to participate in meaningful and purposeful occupations through best practice

**X** Students are encouraged to implement clinical reasoning, utilization of evidence, currency in practice, clinical skills and client-centeredness

Other: (please describe)

**Supports for scholarship:**

**X** Professional development through scholarship is valued by the fieldwork facility and practitioners who serve as role models

**X**The facility’s environment promotes professional development through scholarship

**X**Time is allotted for activities that promote scholarship

Other: (please describe)

**Supports for service:**

**X** Employees/students are encouraged to be involved in service to strengthen community

**X** Students are encouraged to be advocates for the clients served

Other: (please describe)

**Supports for leadership:**

**X** Students are encouraged to collaborate with other disciplines

**X** 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)**

**X**  Discouraged or depressed may not want to participate. **X**  Encouragement/attention from therapist prompts greater participation

**X** Depressed may try to withdraw from activities/staff/treatment **X**  OT is hopeful the patient may e**x**hibit good effort and energy.

**X**  Positive feelings contribute to greater compliance.

Other (please e**x**plain)

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

**X**  Refer to social worker/case manager when appropriate (beginning in 2016)

**X** Provide resources/catalogs/written information for needed equipment, supplies as appropriate

**X**  Provide names/written materials for community support groups as appropriate

**X** Refer to appropriate facility community groups when needed

**X**  Instruct client in finding appropriate resources

**X** 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*

**X** 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.

**X** Students provide learning opportunity to staff therapists to implement supervisory relationships and skills.

**X** Students provide a link to various educational institutions to keep up with changes/developments in the field.

**X** Providing fieldwork e**x**periences is an obligation and responsibility for current practitioners.

**X** Providing fieldwork e**x**periences assists OT/OTA practitioners with continuing education credits.

**X**  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.

**X**  Fieldwork students are generally helpful to the overall operation of the facility once oriented and adjusted to population.

**X** Supervision of students is e**x**pected of practitioners.

**X**  Supervision of students is rotated among practitioners on a regular basis.

**X**  Students are not accepted unless a practitioner indicates interest/willingness to take a student.

Other (Please Explain)

1. **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*

**X** Supervisory models 1:1 Supervision

**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 Discussions and how to teach clinical reasoning to students

**X** Reflective practice

Comments: A clinical coordinator of education is available as needed to meet with students, CI's, and academic clinical coordinators.

1. **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)**

**X**  Site Specific Student objectives (**please attach**) **X**  Facility’s Student manual

Training in supervision process (agency in-services) Release time and/or reimbursement for continuing education

AOTA Certificate in Fieldwork Education Program **X**  Mentoring opportunities (e.g., in 1:1 or Group Format)

Training or in-service provided by GOTEC, Regional, State or individual Academic Programs

**X**  Use of online resources such as: AOTA (http://www.aota.org/Educate/EdRes/Fieldwork/Supervisor.asp**x**) GOTEC, Regional, State Associations, or individual Academic Programs

Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Supervision Process (Double Click on boxes to check)**

What is the **nature** and frequency of supervision meetings: **X** Formal XInformal **Frequency**: **X** daily **X** weekly other

What is the model of supervision utilized at your site:

**X** 1:1 Supervision Model Several Students: 1Therapist (Collaborative model)  Several Therapists: 1 student

**Supervisory Methods to promote reflective practice:**

Journaling **X**  Processing verbally **X** Student Self Assessment/Self Appraisal (log/form

**X**  Written activity analysis **X**  Probing questions Written submission of intervention plans & rationale

**X**  Other: Interdisciplinary group supervision meetings

**Describe record keeping of supervision sessions:**

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

X Records kept when student not meeting e**x**pectations

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*

**X**  Meet with student to review policies, procedures & forms during first week assigned to facility.

**X** Introduce student to staff and give tour of facility.

**X** Provide Student Fieldwork Manual of assignments, policies, procedures etc. for the facility.

**X**  Send student to employee orientation, all or parts depending on relevance or as required by facility.

**X**  Review Fieldwork Educator’s case load to help student understand populations and interventions being implemented.

**X**  Meet with student at designated time every week to review clients, therapeutic interventions and other questions or concerns.

**X** 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.

**X** Supervisory sessions have topic planned for each meeting with student.

**X** Supervisory sessions do not have topic planned but depend on student’s questions/concerns.

**X** Supervisory sessions address concerns about student performance with possible methods to change/enhance performance.

**X** Sessions with student are documented by fieldwork educator.

**X** Sessions with student are documented by student.

Sessions with students are not documented.

**X**  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.

**X**  Facility receives funding through Medicaid.

**X**  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**:

**X**  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 E**x**plain)

**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.**

**Occupational Therapy Staff Profile**

**Date: 11/9/15**

√ by those who currently supervise OT fieldwork students

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** | **Credential** | **Degree & University** | **Years in**  **OT** | **Specialty** |
| Lori Buck √ | OTD, OTR/L | Belmont University | 5 |  |
| Rebecca Anderson Jones √ | OTD, OTR/L | Belmont University | 5 |  |
| Hayley Hinds √ | OTD, OTR/L | Belmont University | 7 |  |
| Kelly Denison | OTD, OTR/L | Belmont University | 1 |  |
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