



Level I Fieldwork:

The overall purpose of level I fieldwork is to introduce the student to the clinical environment. It provides basic experiences in observation, evaluation, treatment planning, treatment implementation, documentation, and the application and integration of occupational therapy theory in a closely supervised setting. Level I fieldwork also provides the opportunity for developing professional behaviors.

Level I fieldwork is integral to the academic program's curriculum design. It is not intended to develop independent performance, but to "include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process" (ACOTE, 2011).

Services may be provided to a variety of populations through a variety of settings. Experiences may include those directly related to occupational therapy, as well as other situations to enhance an understanding of the developmental stages, tasks, and roles of individuals throughout the lifespan. Day care centers for children, schools, neighborhood centers, hospice, homeless shelters, assisted living residences, community mental health centers, frail- or well- elderly programs, and vocational training centers are among the many possible fieldwork sites.

Level I fieldwork may also include service management and administrative experiences in occupational therapy settings, and community agencies. Populations served may also include individuals with disabilities, well populations, age-specific and diagnosis-specific clients.

Qualified personnel for supervision of level I fieldwork include, but are not limited to: occupational therapists and occupational therapy assistants who are initially certified nationally and credentialed according to state requirements, psychologists, physician assistants, teachers, social workers and physical therapists.

Each level I fieldwork has specific objectives and assignments which will be reviewed prior to starting the rotation.



Level I General Objectives:

1. To provide the student with the opportunity to apply and practice the skills learned in the academic coursework with actual patients/clients/consumers.
2. To provide verification of the knowledge acquired in the academic setting.
3. To provide the opportunity for students to expand the knowledge acquired in the academic setting.
4. To provide the student with the opportunity to develop the interpersonal skills and attitudes necessary for effective interaction with:
 - Individuals having physical, psychosocial and/or developmental disabilities
 - Individuals from varied cultures and backgrounds
 - Members of the healthcare team
5. To provide students with constructive criticism on their professional performance and to assist the student in developing strategies to use this feedback to modify and improve their professional performance.
6. To promote the student development of self-evaluation & problem-solving skills.
7. To provide the student with role models in direct service to patients, clients, and consumers.
8. To assist in the transition from the role of student to the role of an occupational therapy practitioner.

Professional Behaviors:

Students' professional behaviors are assessed by the fieldwork educators on each of the two Level I fieldwork experiences using the *Student's Performance Report*. Students who receive ratings of "2" or less are required to meet with their academic advisor to draft a corrective action plan. Both parties will discuss the plan as well as the strategies for achieving the goals. Failure to correct or modify behaviors identified in the academic or fieldwork settings and described in a formal Corrective Action Plan will result in disciplinary action.