The purpose of the level I Occupational Therapy Fieldwork placements is to expose the students to clients and varying areas of practice. The student may observe an Occupational Therapy practitioner at work, or may be placed in a setting where occupational therapy is not a member of the team. In this case, the student should spend some of his/her time reflecting on areas which O.T. could possibly impact in that setting. Furthermore, the setting gives the student an opportunity for exposure to other service delivery models and benefits. It is quite possible that once the student is practicing, some of his/her clients could be appropriate for services from an agency such as the one the student observed during Level I experience. Where appropriate the student may perform assessment or treatment activities with clients under the direct supervision of the supervisor. In addition, the following objectives are guidelines for student performance.

The student will:

1. Conduct self in a professional manner as demonstrated by use of appropriate time management skills, respect for patient/client confidentiality and professional dress.
2. Accurately recognize and discuss his/her feelings, attitudes and behavior, as they relate to the setting and Occupational Therapy.
3. Exhibit good interpersonal skills as demonstrated by his/her ability to interact with people of varying backgrounds in a therapeutic manner.
4. Demonstrate the ability to modify own behavior appropriately, in response to supervisor feedback.
5. Be able to define the philosophy and mission of the facility.

The following objectives will be better addressed in the last half or third of the fieldwork experience:

6. Be able to start obtaining pertinent patient/client information from a variety of sources.
7. Recognize and identify appropriate evaluation/assessment tools for one or more clients.
8. Recognize and suggest one or two treatment activities based on the client’s functional level.
9. Demonstrate the ability to write a progress note in the format which the site uses, concisely, objectively and in appropriate detail.
10. Suggest appropriate adaptations in the environment and activities to accommodate the client’s/patient’s functional level.
11. Be able to discuss ideas around program growth/change, as they relate to patient/client functional performance.
12. Where appropriate, assist with assessment and intervention with clients under the direct supervision of the supervisor.
13. Begin to utilize clinical reasoning skills to integrate classroom knowledge with clinical experiences.