



*Ivester College of Health Sciences
School of Occupational Therapy*

Brenau OT Level I Fieldwork Summary

Level I Fieldwork experiences are integrated into the curriculum to provide students with exposure to professional practice/emerging practice areas and provide professional growth concurrently with didactic and laboratory material presented in the intervention courses. The emphasis of these experiences is to foster and develop professional behavior and communications skills as well as critical thinking skills through directed observation and participation. Accordingly, students are evaluated on both clinical skills as well as professional behaviors.

Level I Fieldwork is offered during 3 academic semesters and corresponds to the related intervention course (pediatrics, adolescent/adult, and adult/older adult). We feel it is important to provide a wide range of experiences in terms of settings, practice areas and overall experiences. Students are provided with a variety of settings and experiences ranging from medical based, emerging practice, community and school based settings. Many different agencies collaborate as sites for Level I Fieldwork. Supervisors may include (but are not limited to) a variety of professionals such as nurses, social workers, recreation therapists, physical therapists, occupational therapy assistants, occupational therapists, etc. Each site is selected with the needs of the students and the curricular needs of the semester in mind. There are no guaranteed fieldwork choices. Fieldwork is scheduled over a 10-week period, with students spending the equivalent of a full time day at their assigned site each week..

Professional Reasoning courses, as well as the Intervention courses are taught in conjunction with Level I fieldwork experiences. A student cohort is broken into smaller groups for the Professional Reasoning Seminar. The value of this course is placed not only on the student's individual experience, but also on the broader picture, affording students to glean information from the lens of their classmate's experiences as well in order to promote reflective thinking around the professional reasoning process. The purpose of this is to foster students' critical thinking skills and empower them to actively participate in their fieldwork. Students should capitalize on the benefit of having classmates in different fieldwork settings and the discussions that occur in the Professional Reasoning Seminars.