


A Practical Guide to Applying Occupation-Centred Principles in Practice

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A classroom scene with a wooden window on the left showing a dense city skyline. In the center, a chalkboard on an easel displays the text. The foreground is filled with rows of wooden desks and several small, white, stylized human figures sitting at the desks, facing the chalkboard.

Occupation centred
principles in role-
emerging placements

When we attempt to translate classroom learning of occupation-centred concepts in real life situations, we discover them as **troublesome, changeable and filled with contradictions and tensions**

(Hooper, 2006)

The development of a theory-informed workbook as an additional support for students on role-emerging placements

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IMPLEMENTING OCCUPATION-CENTRED PRACTICE

A Practical Guide for Occupational
Therapy Practice Learning

EDITED BY

Karina Dancza and Sylvia Rodger

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Foundations of
occupation-centred
practice

2

Step-by-step guide
to the occupational
therapy process

3

Advice for
educators and case
studies

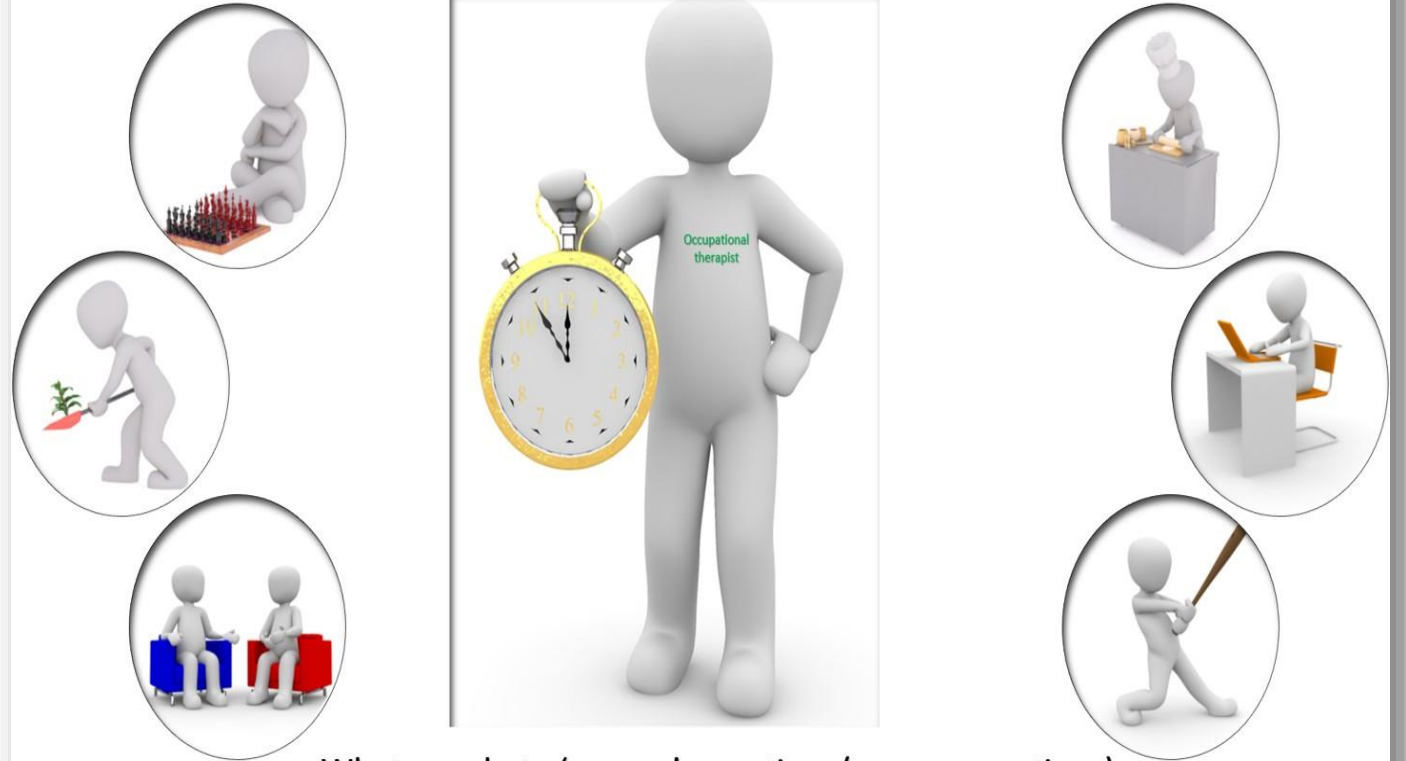
<https://www.routledge.com/Implementing-Occupation-centred-Practice-A-Practical-Guide-for-Occupational/Dancza-Rodger/p/book/9781138238480>

1. Foundations of occupation-centred practice

“It is worth exploring with the students that you have challenges with occupation-centred practice as well... I think I am still learning, although I think I always will be. I think **I am still finding a fit with that in my practice.**”

Angela (long-arm supervisor)

Occupational therapists are concerned with how you ‘occupy’ your time



What you do to ‘occupy’ your time (your occupations) is fundamental to your health and wellbeing

2. Step-by-step guide to the occupational therapy process

ESTABLISH, FINALIZE OR REDEFINE CLIENT-CENTRED AND OCCUPATION-FOCUSED GOALS

After you have a comprehensive picture of the client's occupational performance by creating your clusters, the next step in the OTIPM is to consolidate the goals with the person and relevant others. Setting goals and targets of therapy will focus your involvement and can be used as a comparison measure at the end (see Chapter 10 for guidance on goal setting). An example for John could be:

"Goal (in John's words): To keep up with my friends in class.

Target (reframed by the occupational therapist, John and his teacher): For John to be able to write his English story within the time allocated during the lesson, by the end of term (seven weeks)."

"I found the assessment stage and the occupation mapping great; that **I would have struggled without the workbook** as it really guided me through what was expected in the write up of the assessment. Also the occupational therapy report, I was really supported by those examples in the workbook."

Sam (end of placement)



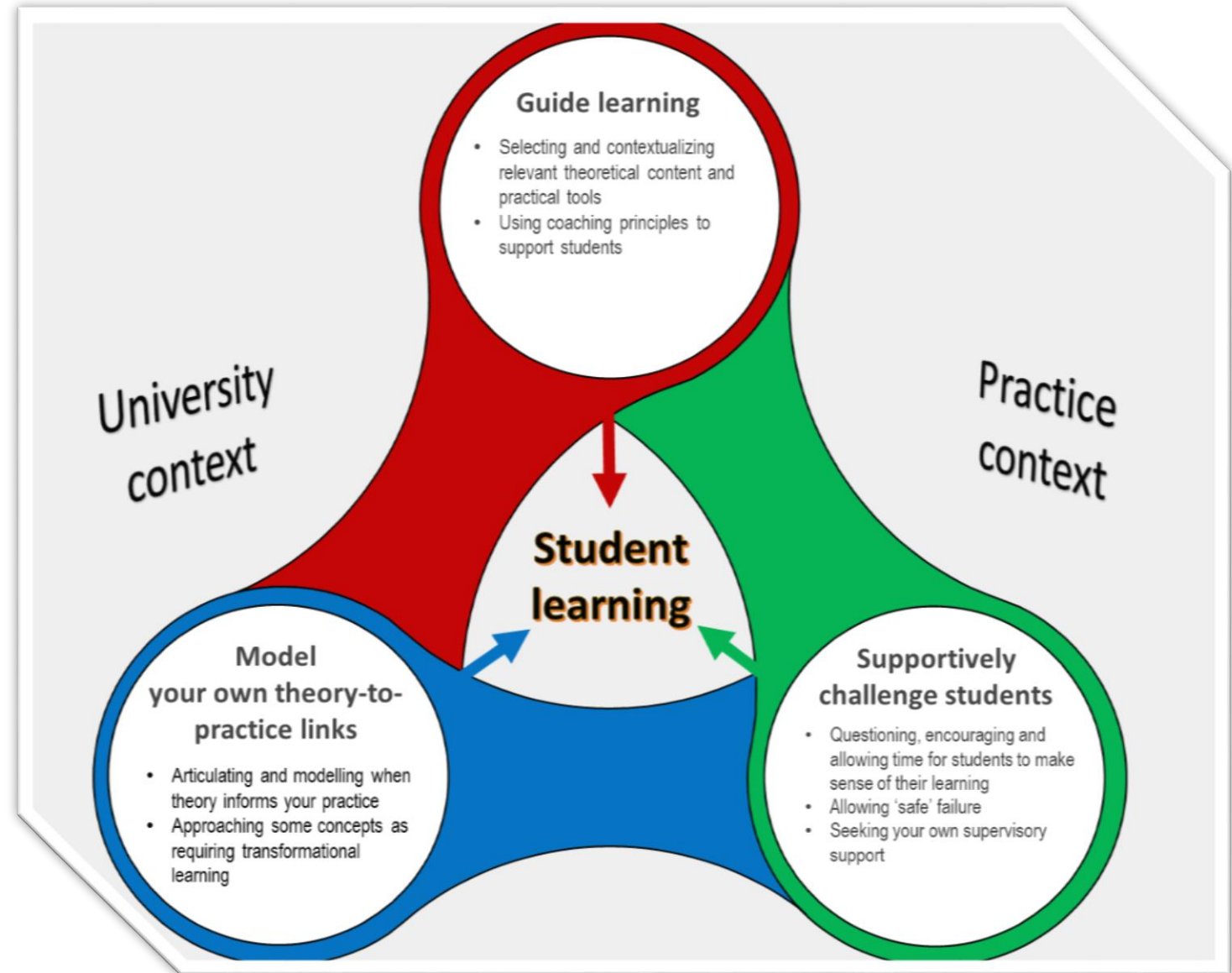
EDUCATOR EXAMPLES HERE:
ASSESSMENT TOOLS

Provide examples for students of relevant observational tools or assessment materials which form part of your placement setting. Ask students to reflect also on their university learning for examples. Where possible, show students examples of completed assessment forms and templates so they can understand the expectations.

3. Advice for educators and case studies

“This workbook offers an opportunity, a vehicle, to support your teaching of theory in practice, and I think that is the usefulness. It is the strategies, tools, techniques and ideas, and that is what practice educators are looking for.”

Angela (long-arm supervisor)



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