

Howarth, Joan (2016) A pedagogical investigation of an occupation focused teaching tool. In: College of Occupational Therapists 40th annual conference and exhibition, 28-30 June 2016, Harrogate, UK. (Unpublished)

Downloaded from: <http://insight.cumbria.ac.uk/id/eprint/2590/>

Usage of any items from the University of Cumbria's institutional repository 'Insight' must conform to the following fair usage guidelines.

Any item and its associated metadata held in the University of Cumbria's institutional repository Insight (unless stated otherwise on the metadata record) may be copied, displayed or performed, and stored in line with the JISC fair dealing guidelines (available [here](#)) for educational and not-for-profit activities

provided that

- the authors, title and full bibliographic details of the item are cited clearly when any part of the work is referred to verbally or in the written form
- a hyperlink/URL to the original Insight record of that item is included in any citations of the work
- the content is not changed in any way
- all files required for usage of the item are kept together with the main item file.

You may not

- sell any part of an item
- refer to any part of an item without citation
- amend any item or contextualise it in a way that will impugn the creator's reputation
- remove or alter the copyright statement on an item.

The full policy can be found [here](#).

Alternatively contact the University of Cumbria Repository Editor by emailing insight@cumbria.ac.uk.

College of
Occupational
Therapists



AND Specialist Section – Trauma and
Orthopaedics Annual Conference

40TH
**ANNUAL
CONFERENCE
& EXHIBITION**

28–30 JUNE 2016 HARROGATE INTERNATIONAL CENTRE

COT CONFERENCE
BOOK OF
ABSTRACTS
2016

THE **ONLY UK OCCUPATIONAL
THERAPY CONFERENCE**
DESIGNED AND RUN BY THE
PROFESSIONAL BODY

it's time for...
Occupation

www.cotannualconference.org.uk



This event can help you to meet
the HCPC standards for CPD

 #COT2016

 annual conference 2016

training and provision of recovery oriented practice to improve clinical effectiveness and service user satisfaction.

She has additional qualifications to support her practice which include MSc Advanced Occupational Therapy, Sports Instructor qualification, Practitioners certificates in complementary medicine (Indian head massage and reflexology), Psychosocial interventions and family work, CBT and DBT skills training.

Session 23.2

Exploring occupational motivation through personal narratives

McKenna C, Wright C, Teesside University

According to Kielhofner (2008) humans have an intense and pervasive need to act. As occupational therapists we draw upon that need and the underlying desire for occupation. This project has collected narratives from ordinary people talking about why they do ordinary things. What has been gathered is an extraordinary collection of stories, motivations and emotions which contain a rich source of data which occupational therapy can draw upon when considering the motivation of the client. Key aspects of this project have fed into our teaching in order that occupational therapy students might explore and appreciate the personal drive of individuals without the difficult contexts of life.

The participants were each interviewed individually within their own work or home context: a context which reflects the occupation under discussion. Each interview was recorded and subsequently transcribed by the interviewer. The transcript was then returned to the participant to verify the narrative reflected the story shared. This narrative was then used as a resource for exploring occupation and occupational motivation.

Drawing on these stories occupational therapists can begin to order what Frank (2010) refers to as the elements of attention and value. The first of these elements helps us to understand who the individual is from their personal expression of themselves. The other shows what is valued and appreciated by the individual. The narrative permits the therapist to explore the expressed identity of the individual with the self-identified roles and obligations. The elements of personal causation, values and interests effectively defined by Kielhofner (2008) allow a deconstruction of the volition without the limits placed upon the therapist in practice and affording the opportunity for discussion, reflection and consideration of theory. On all levels this enables therapists to develop a critical understanding of occupation and the meaning ascribed to personal narratives.

References

Frank A. (2010) *Letting stories breathe. A socio-narratology*. University of Chicago Press. Chicago.

Kielhofner G (2008) *Model of human occupation*. (4th ed.) Lippincott Williams & Wilkins, Baltimore.

Keywords

Occupational therapists, Practice development, Innovative practice, Education

Contact E-mail Addresses

c.mckenna@tees.ac.uk

Author Biographies

Chris McKenna spent the first part of his career working with people with a learning disability. Following a move into education he has assisted occupational therapists to understand and use occupational therapy theory. Current areas of interest

involve individual motivation and the use of narratives in learning.

Cath is a senior lecturer in occupational therapy. She has experience in a wide variety of practice areas and had responsibility for a range of inter-professional teams. Her interests lie within leadership and service development and her current research is in the area of co-dependence.

Session 24.1

A pedagogical investigation of an occupation focused teaching tool

Howarth J^{1,2}, University of Derby¹, University of Cumbria²

Hocking (2009) identified that a more comprehensive understanding of occupation has to be developed in order to further understand the interdependent relationship between occupation, health and well-being. Entwistle (2009) identified that developing understanding is distinguishable from having factual knowledge of a subject. Understanding is ... being able to provide a convincing explanation and to adapt ideas flexibly for use in varying and in novel contexts ... (Entwistle, 2009, p. 50). Newton (2012) identified that understanding cannot be transmitted rather students have to be enabled to construct their own understanding. This can be supported by ... engaging the learner with the topic in ways that are likely to produce appropriate inferences, order and harmony amongst the mental elements. (Newton, 2012, p. 34).

However, there are a number of challenges faced by educators who aim to develop students' understanding. Challenges include occupation's complex and multifaceted nature, the interchangeable use of terminology within professional literature, and definitions focused on what occupations give rather than on what occupation is (Wilcock, 1993 Russell, 2008).

This paper presents initial findings of a PhD study focused on a critical investigation of a newly developed 'occupation' teaching tool. The study is informed by a grounded theory approach and uses semi-structured observations to critically investigate the impact of the teaching tool on student learning and development of their understanding.

Ethical approval was sought and gained from one U.K. HEI for this element of the study.

Initial findings indicate the use of the teaching tool positively facilitates development of students' understanding of the concept of occupation by providing a physical model of the concept. Use of a physical tool provides visual identification of the multiple dimensions of occupation and assists students in constructing an understanding of the complex dynamic nature of occupation.

References

Entwistle, N. (2009). *Teaching for Understanding at University: Deep Approaches and Distinctive Ways of Thinking*. London Palgrave Macmillan.

Hocking, C. (2009). The Challenge of Occupation: Describing the Things People Do. *Journal of Occupational Science*. 16(3) pp. 140–150.

Newton, D. P. (2012). *Teaching for Understanding: what it is and how to do it*. 2nd edn. London Routledge.

Russell, E. (2008). Writing on the Wall: The Form, Function and Meaning of Tagging. *Journal of Occupational Science*. 15(2) pp. 87–97.

Wilcock, A. A. (1993). A Theory of the Human Need for Occupation. *Journal of Occupational Science*. 1(1) pp. 17–24.

Keywords

Occupational therapists, Research, Education and learning, Education

Contact E-mail Addresses

j.t.howarth@derby.ac.uk

Author Biographies

I am a Senior Lecturer in Occupational Therapy at the University of Derby, with eighteen years of experience of pre and post registration occupational therapy education. Since commencing my academic career I have specialized in teaching occupational science. I teach theory of emerging practice in relation to the addressing of occupational injustices in society.

I am currently studying toward a PhD with the University of Cumbria, critically investigating an Occupation focused teaching tool.

Session 24.2

What has theory got to do with practice? Bridging the gap in integrated teams

Hurst H, Gloucestershire Care Services NHS Trust

There is no single understanding of Occupational Therapy; numerous explanations are in existence with no one widely accepted definition (Duncan 2006). Whilst this can be useful for practitioners, who work in a variety of work environments, conversely it can be an issue for a practitioner who is trying to succinctly explain their role in a way that it can be understood by stakeholders (Boniface 2012). The practice of occupational therapy can appear straightforward and so trying to describe the complexities of the therapeutic process can be difficult. Without being able to explain occupational therapy, practitioners could find themselves in a position where stakeholders have little understanding of the role and may hold a perception their work can be completed by others.

This inarticulacy is becoming increasingly challenging for Occupational Therapists in physical settings with moves towards integrated teams comprising of practitioners from a range of backgrounds. Whilst the benefits of integration have been extolled, concerns have been raised previously by practitioners in mental health teams about loss of core skills and professional identity. Pettican and Bryant (2007) described an overt theory practice link through applying professional models of practice, helped to strengthen professional identity. Yet many practitioners do not use models to underpin practice, describing that models do not reflect the 'real' world of practice and are created in isolation by academics (LeClair et al 2013).

Case study research with a focus upon understanding the relationship between using a theoretical client centred model and clinical practice from a number of interrelated perspectives will be shared. It will discuss how it has supported transition into integrated working and its future challenges.

References

Boniface G (2012) Defining occupational Therapy theory In Boniface G and Seymour A (eds) *Using Occupational Therapy Theory in Practice* Blackwell: Oxford p 21–37

Duncan EAS (2006) *Foundations for Practice in Occupational Therapy* (fourth ed) Elsevier: London

Leclair LL Ripat JD Wener PF Cooper JE, Johnson LA, Davis ELO, and Margaret Anne Campbell-Rempel MA (2013) *Advancing the*

use of theory in occupational therapy: A collaborative process *Canadian Journal of Occupational Therapy*, 80 (3) 181–193

Pettican A and Bryant W (2007) Sustaining a focus on Occupation in Community Mental health Practice *British Journal of Occupational Therapy* 70 (4) 140–146

Keywords

Occupational therapists, Research, Occupational therapy models and theory, Inter-agency

Contact E-mail Addresses

heather.hurst@glos-care.nhs.uk

Author Biography

Heather has worked in a variety of Health and Social Care settings over the past 20 years. Currently she is Professional Lead providing support and guidance to practitioners based across social care and hospital settings. She is also studying for a professional doctorate. She is very interested in developing links between the use of occupational therapy theory and clinical practice and this is the focus of her current research.

Session 25

Initial findings – the experience of play of 6–12 year olds with cerebral palsy

Graham N, Mandy A, Clarke C, Sellers D, University of Brighton

Background: Every child has the right to play and play is considered to be a primary occupation for all children (Chiarello et al. 2006). Despite this, children with Cerebral Palsy are often described as playing less than their typically developing peers (Okimoto et al. 2000). At present no research has asked children with high levels of physical disability about their experience of play. An improved understanding of children's experience of play can help inform clinicians understanding and engagement with play for this client group. This PhD project aims to understand the experience of play for 6–12 year olds with high levels of disability due to Cerebral Palsy.

Method: Six children functioning at GMFCS IV-V will be interviewed about their experience of play. Each child will participate in 2–3 interviews. These interviews will make use of visual methods such as sharing videos, photos, and toys in order to gain an in depth discussion of each child's experience. This research is using Interpretive Phenomenological Analysis (IPA) and will follow this approach for analysing the data.

Results: This presentation will explore the initial findings of the interview data which will be collected within the 2015–16 academic year. The initial process of IPA will be discussed as a basis of presenting the initial findings of this research.

Impact: The process of interviewing children with communication difficulties required extensive consideration, this will be reflected upon and discussed.

Implications for occupational therapy: Play is a primary occupation and therefore essential to consider as part of the OT process. The initial findings presented will help OTs gain an expanded understanding of the experience of play for this client group.

References

Chiarello LA, Huntington A, and Bundy A (2006) A Comparison of Motor Behaviors, Interaction and Playfulness During Mother-Child and Father-Child Play with Children with Motor Delay. *Physical & Occupational Therapy in Paediatrics*, 26 (1/2), 129–151.