Critical Moments in the Transformation of Occupational Therapy Practice

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Context

Equally prioritising biological & occupational needs disconnects occupational therapists from the profession's philosophy & contributes to our oppression (Whiteford & Townsend, 2011)

Research Questions

- 1. How do OTs working with children, young people and families translate 'knowledge' to inform occupational practice?
- 2. How does participation in the project empower occupational therapists to recognise and address concerns about the legitimacy of 'accepted' (privileged) practices with children & families?

Methodology & Design

- Critical participatory action (add a ref citation)
- Eight co-researchers
- Collective action in a transformative community of practice over 12 months
- Enabling Occupation II (Townsend & Polatajko, 2007) used as a 'map' for meetings & practice change
- Dialogue collected as data; analysis used iterative & reflective methods
- Health & Disability Ethics Committee (#NTX/09/10/092) and AUT Ethics Committee (#10/110) approval

Key Findings: The VENIA Model

- A knowledge-translation model that describes *five critical moments* in practice transformation •A process for navigating the 'space between' the practice context and a conceptualisation of 'occupational knowledge' as *useful* for occupational practice in context

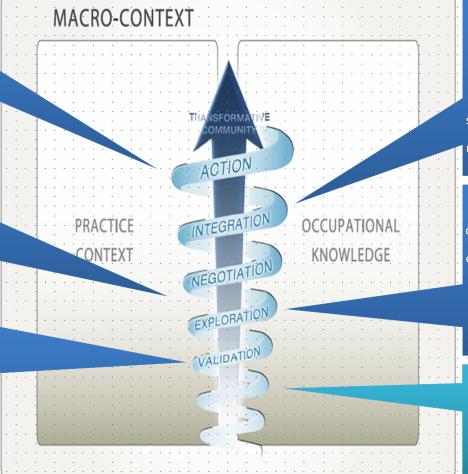
Action for Occupational Praxis Authentic expression of practice as meaningful, occupational, family centred, & culturally responsive.

Negotiation

Transforming practice through reframing barriers as opportunities; challenging expectations about the OT role; using occupational language overtly.

Validation

Acknowledgment that change could not begin without recognition of the barriers to occupational practice, and the significant trust, courage, and resources required to change practice.



Integration

Increased confidence with language & practice; exploiting opportunities to sustain occupational practice (such as supervising students); signalling change through recertification, CPD, & supervision.

Exploration

'Trying on' occupational practice by accessing & critiquing knowledge; using occupational language covertly; managing information carefully; and accessing social media.

Working with others to construct & critique knowledge & practice was imperative to changing practice

References:

Nicholson, E. (2013). Collective action and the transformation of occupational therapy practice. Unpublished doctoral thesis; Auckland University of Technology, New Zealand.
Rodger, S., Ashburner, J., & Hinder, E. (2012). Sensory interventions for children: Where does our profession stand? (Invited editorial). Australian Occupational Therapy Journal, 59, p. 337-338.

Whiteford, G. & Townsend, E. (2011). Participatory occupational justice framework (POJF, 2010): Enabling occupational participation and inclusion. In F. Kronenberg, N. Pollard, & D. Sakellariou (Eds). Occupational therapy without borders (2nd ed., pp.65-84). Edinburgh, UK: Elsevier Churchill Livingstone.

And ref added for critical participatory action

