

תיאוריות ומסגרות התייחסות בריפוי בעיסוק

מספר קורס: 01א21 4100

מרצה: ד"ר רחלי קיצוני

מייל: rkizony@univ.haifa.ac.il

מועד הקורס: הקורס יתקיים ביום ד' בשעה 12:00-14:00 בסמסטר א'

מטרות הקורס:

- א. הבנת המושגים שבבסיס הידע של הריפוי בעיסוק, הכרות עם הפרדיגמה, המודלים, התיאוריות, מסגרות ההתייחסות והגדרת מרחב העשייה המקצועית.
- ב. שיפור הקריאה והכתיבה הביקורתית – אקדמית.
- ג. קישור מסגרות התייחסות לעשייה המקצועית ובניית מודל "ישראלי".

דרכי למידה: קריאה, הרצאות, דיונים, הצגות בעל פה.

חובות הקורס:

- נוכחות והשתתפות
- 50% מהציון - ניתוח ביקורתי של מודל/ים; הנחיות בהמשך הסילבוס (תאריכי ההצגות ייקבעו באופן כיתתי בטבלה שתועלה באתר החוג)
- 50% מהציון - עבודת גמר – דו"ח סיכום הערכה בריפוי בעיסוק בשילוב מודלים בעזרת תאור מקרה; הנחיות מפורטות יימסרו בהמשך. תאריך הגשה באתר הקורס - 3.2.21.

*לאור הלמידה המקוונת השיעורים מוקלטים ולפיכך סטודנטים שיבחרו לדבר במהלך השיעור, יהיו מודעים לכך שהם מצולמים ומסכימים לכך באופן משתמע.

תוכנית הלימודים (יתכנו שינויים במועדי/סדר השיעורים):

תאריך	נושא	מאמרים לניתוח להצגות סטודנטיות	הערות
21.10.20	- הצגת הקורס - מדע, פרדיגמה, פילוסופיה של המקצוע תיאוריות ומודלים.		
28.10.20 <i>ארוע פתיחת שנה - אין שיעור</i>	התפתחות מודלים ומסגרות התייחסות להתערבות הטיפולית בריפוי בעיסוק		
4.11.20	- חשיבה קלינית - מתע"ם / OTPF - מטרות		
4.11.20	ICF וריפוי בעיסוק		
11.11.20	מודלים ומסגרות התייחסות מבוססות עיסוק		פגישה עם הסטודנטיות שמציגות ב 25.11 וב 2.12
	תהליך בניית מודל למחקר דוקטורט		
18.11.20	המשך מודלים מבוססי עיסוק והדגמה לבניית מודל.		פגישה עם הסטודנטיות שמציגות ב 9.12, 16.12, 23.12,
25.11.20	מודלים ומסגרות התייחסות בריפוי בעיסוק בתחום הילדים.	Frisch (2019)	הצגת סטודנטיות
2.12.20	לקוח במרכז	לבחירה מהרשימה בסוף הסילבוס	הצגה-4 סטודנטיות (debate) פגישה עם הסטודנטיות שמציגות ב 30.12 ב 13.1 ו 6.1,
9.12.20	מודלים ומסגרות התייחסות בריפוי בעיסוק בבריאות הנפש	Newport & Clark, 2020	הצגת סטודנטיות
16.12.20	מודלים ומסגרות התייחסות קוגניטיביות בריפוי בעיסוק	Chui, A et al., 2020	הצגת סטודנטיות

תאריך	נושא	מאמרים לניתוח להצגות סטודנטיות	הערות
23.12.20	מודלים ומסגרות התייחסות בתחום מוגבלויות פיזיות	Vive et al., 2020	הצגת סטודנטיות
30.12.20 <u>גב' אסנת יחזקאל להט</u>	מודלים וגישות חברתיות - צדק חברתי ולימודי מוגבלות	Whiteford et al., 2019	הצגת סטודנטיות
6.1.21	The Intentional Relationship Model	Dunn, Brown & Youngstrom (2003).	הצגה - 3 סטודנטיות
13.1.21	בניית מודל ישראלי	Iwama, M.K. (2006)	הצגת סטודנטיות
20.1.21	יום הצגת תיזות פרויקטים- יתקיים שיעור קצר לסיכום		

מטלה 1: סיכום ביקורתי של מאמר והצגה בכיתה – עבודה בזוגות

מטרת המטלה היא חיבור בין מודלים תיאורטיים והעשייה הקלינית תוך קריאה ביקורתית של מאמר/מודל.

להלן ההנחיות להצגה (למעט נושא לקוח במרכז- ראו הערה למטה):

1. ניתוח הבסיס התיאורטי של המאמר, קישור לחומר הנלמד ולמושגים השונים (כגון סוג המודל) (התייחסות לפחות למאמר אחד נוסף מהספרות שדן בתאוריה או יישום קליני הקשורים למודל).
2. מציאת מודל נוסף באותו תחום ולהציג כיצד ניתן לשלבם יחד (לאשר מול המרצה).
3. ביקורת על המודלים מבחינת תאורטית וקלינית (כולל התאמה לארץ ומה ניתן לקחת למודל ישראלי).
4. נקודות לדיון.

מומלץ מאד להציג תוך התייחסות לתיאור מקרה כבר מתחילת ההצגה ובכך להימנע מחזרתיות, ניתן להציג כדיון תחרותי או בכל דרך אחרת יצירתית. תיאור המקרה יכול להיות גם מתחום אחר שאליו משתייך המודל.

* לגבי נושא לקוח במרכז, על סמך המאמרים + מאמרים נוספים לערוך דיון תחרותי (debate) כאשר אחת בעד שימוש ואחת נגד.

אורך ההצגה לזוג (כולל הדיון) כ- 30 דקות, לשלישייה או רביעיה כ- 40 דקות.

מקורות

Clinical Reasoning

- Butts, D.S., Nelson, D.L. (2007). Agreement between occupational therapy practice framework classifications and occupational therapist's classifications. *The American Journal of Occupational Therapy*, 61(5), 512-518.
- Bridge, C. E., & Twible, R. L. (1997). Clinical Reasoning: Informed decision making for practice (ch. 7). In: C. Christinsen & C. M. Baum,(Eds.). *Occupational Therapy: Enabling Function and Well-Being* (2nd Ed.) Slack.
- Frew, K. M., Joyce, E. V., Tanner, B. & Gray, M. A. (2008). Clinical reasoning and the international classification of function: a linking framework. *Hong Kong Journal of Occupational Therapy*. 18(2), 68-72.
- Fleming, M. H. (1994). The therapist with the three-track mind (ch6). In: C. Mattingly, & M .H. Fleming (Eds.). *Clinical reasoning: Forms of inquiry in a therapeutic practice*. Philadelphia: Davis.
- Ghysels, R., Vanroye, E., Westhovens, M., & Spooren, A. (2017). A tool to enhance occupational therapy reasoning from ICF perspective: The Hasselt Occupational Performance Profile (H-OPP). *Scandinavian journal of occupational therapy*, 24(2), 126-135.
- Hinojosa, J. (2007). Revision of the occupational therapy practice framework. *The American Journal of Occupational Therapy*, 61(1).
- Lysaght, R., & Bent, M. (2005). A comparative analysis of case presentation modalities used in clinical reasoning coursework in occupational therapy. *American Journal of Occupational Therapy*, 59, 314–324.
- Mattingly, C. (1994). The narrative nature of clinical reasoning (ch 10). In: C. Mattingly, & M. H. Fleming (Eds.). *Clinical reasoning: Forms of inquiry in a therapeutic practice*. Philadelphia: Davis.
- Radomski, M.V. (2002). Assessing Context: Personal, Social, and cultural. In: Turner, A., Foster, M., Johnson, S. *Occupational Therapy and Physical Dysfunction: Principles, Skills and Practice*. 5th edition. London, Chirchill Livingstone.

Schell, B (2009). Professional reasoning in practice. In E.B. Crepeau, E.S. Cohn., & J.W. Schell (Eds). *Willard & Spackman's occupational therapy*, 11th edition, (pp. 314-327), Philadelphia, PA: Lippincott Williams & Wilkins.

Schell, B (2014). Professional reasoning in practice. In E.B. Crepeau, E.S. Cohn., & J.W. Schell (Eds). *Willard & Spackman's occupational therapy*, 12th edition, (pp. 384-397), Philadelphia, PA: Lippincott Williams & Wilkins.

Client/family centered models

Almasri, N. A., An, M., & Palisano, R. J. (2018). Parents' Perception of Receiving Family-Centered Care for Their Children with Physical Disabilities: A Meta-Analysis. *Physical & occupational therapy in pediatrics*, 38(4), 427-443.

An, M., & Palisano, R. J. (2014). Family-professional collaboration in pediatric rehabilitation: A practice model. *Disability and rehabilitation*, 36(5), 434-440.

Blue-Banning, M., Summers, J.A., Frankland, H.C., & Beegle, G. (2004). Dimensions of family and professional partnerships: Constructive guidelines for collaboration. *Exceptional children*, 70, 167-184.

Carrier, A., Freeman, A., Levasseur, M., & Desrosiers, J. (2015). Standardized referral form: Restricting client-centered practice?. *Scandinavian journal of occupational therapy*, 22(4), 283-292.

Duggan, R. (2005). Reflection as a means to foster client-centred practice. *The Canadian Journal of Occupational Therapy*, 72(2), 103-112. www.voices.org.il/art2.asp

Falardeau, M., & Durand, M.J., (2002). Negotiation-centered versus client-centered: Which approach should be used? *The Canadian Journal of Occupational Therapy*, 69, (3), 135-143.

Fingerhut, P. E., Piro, J., Sutton, A., Campbell, R., Lewis, C., Lawji, D., & Martinez, N. (2013). Family-centered principles implemented in home-based, clinic-based, and school-based pediatric settings. *American Journal of Occupational Therapy*, 67, 228-235.

Fitzgerald, M.H. (2004). A dialogue on occupational therapy, culture, and families. *American Journal of Occupational Therapy*, 58(5), 489-498.

Hanna, K. & Rodger, S. (2002). Towards family-centred practice in paediatric occupational therapy: A review of the literature on parent-therapist collaboration. *Australian Occupational Therapy Journal*, 49, 14-24.

Kyler, P. (2010). Client-Centered and Family-Centered Care: Refinement of the Concepts.

Occupational Therapy in Mental Health. 24 (2), 100-120.

- Kjellberg, A., Kåhlin, I., Haglund, L., & Taylor, R. R. (2012). The myth of participation in occupational therapy: reconceptualizing a client-centred approach. *Scandinavian journal of occupational therapy, 19(5)*, 421-427.
- Law, M., Hanna, S., King, G., Hurley, P., King, S., Kertoy, M. & Rosenbaum, P. (2003). Factors affecting family-centered service delivery for children with disabilities. *Child: Care, Health & Development, 29(5)*, 357-366
- Magnusson, D. M., & Mistry, K. B. (2017). Racial and ethnic disparities in unmet need for pediatric therapy services: The role of family-centered care. *Academic pediatrics, 17(1)*, 27-33.
- Morris, D. N., Stecher, J., Briggs-Peppler, K. M., Chittenden, C. M., Rubira, J., & Wismer, L. K. (2014). Spirituality in occupational therapy: Do we practice what we teach?. *Journal of religion and health, 53(1)*, 27-36.
- Mortenson, W. B. & Dyck, I. (2006). Power and client centred practice: An insider exploration of occupational therapists' experiences. *Canadian Journal of Occupational Therapy, 73*, 261-271.
- Mroz, T. M., Pitonyak, J. S., Fogelberg, D., & Leland, N. E. (2015). Client Centeredness and Health Reform: Key Issues for Occupational Therapy. *American Journal of Occupational Therapy, 69(5)*, 6905090010p1-6905090010p8.
- Oven, A., & Lobe, B. (2018). Creative Occupational Therapist: It's About the Client Using Focus Groups to Explore Creativity in Occupational Therapy. *The Journal of Creative Behavior.*
- Restall, G., Ripat, J. & Stern, M. (2003). A framework of strategies for client-centred practice. *The Canadian Journal of Occupational Therapy, 70(2)*, 103-112.
- Richard, L. F., Knis-Matthews, L. (2010). Are We Really Client-Centered? Using the Canadian Occupational Performance Measure to See How the Client's Goals Connect With the Goals of The Occupational Therapist. *Occupational Therapy in Mental Health. 26 (1)*, 51-66.
- Schell, B. A. (2009). Professional Reasoning in Practice. In: E. B., Crepeau., E. S. Cohen. & B. A. B. Schell. (Eds.). *Willard and Spachman`s Occupational Therapy*,. Philadelphia: Lippincot Williams & Wilkins.
- Sumsion, T. & Law, M. (2006). A review of evidence on the conceptual elements informing client-centered practice. *Canadian Journal of Occupational Therapy, 73 (3)*, 153-162.

Whalley Hammell, K. R. (2013). Client-centred practice in occupational therapy: Critical reflections. *Scandinavian journal of occupational therapy*, 20(3), 174-181.

Wilkins, S., Pollock, N., Rochon, S., Law, M. (2001). Implementing client-centred practice: Why is it so difficult to do? *The Canadian Journal of Occupational Therapy*, 68(2), 70-80.

Frame of reference – concepts and definitions and history

ועדת המתע"ם המחודש. (2016). מסגרת העשייה המקצועית בריפוי בעיסוק בישראל – מרחב ותהליך. תל אביב: העמותה הישראלית לריפוי בעיסוק.

ילון-חיימוביץ, ש., זק"ש, ד., ויינטראוב, נ., נוטה, א., מזור, נ., ושות' (2006). מרחב ותהליך העשייה המקצועית בריפוי בעיסוק בישראל. תל-אביב: העמותה הישראלית לריפוי בעיסוק.

American Occupational Therapy Association. (2014). Occupational therapy practice framework: Domain and process (3rd ed.). *American Journal of Occupational Therapy*, 68 (Suppl. 1), S1–S48. <http://dx.doi.org/10.5014/ajot.2014.682006>

Cramm, H., Aiken, A. B., & Stewart, D. (2012). Perspectives on the International Classification of Functioning, Disability, and Health: Child and Youth Version (ICF-CY) and Occupational Therapy Practice. *Physical & occupational therapy in pediatrics*, 32(4), 388-403.

Crepeau, B. E., Schell, B. A. B. & Cohen, E. S. (2009). Theory and practice in occupational therapy. In: E. B., Crepeau., E. S. Cohen. & B. A. B. Schell. (Eds.). *Willard and Spachman`s Occupational Therapy*,. Philadelphia: Lippincot Williams & Wilkins.

Harley, L., & Schwartz, K. B. (2013). Philip King Brown and Arequipa Sanatorium: early occupational therapy as a medical and social experiment. *American Journal of Occupational therapy*, 67, e11-e17.

Huijnen, C. A., Lexis, M. A., Jansens, R., & de Witte, L. P. (2016). Mapping robots to therapy and educational objectives for children with autism spectrum disorder. *Journal of autism and developmental disorders*, 46(6), 2100-2114.

Jacobs, K., (2012). PromOTing occupational therapy: words, images and actions. *American Journal of Occupational therapy*, 66, 652-671.

Kielhofner, G. (2009). *Conceptual foundation of occupational therapy*, (4rd Ed.). Philadelphia: Davis Company.

Larsson-Lund, M., & Nyman, A. (2017). Participation and occupation in occupational therapy models of practice: A discussion of possibilities and challenges. *Scandinavian journal of occupational therapy*, 24(6), 393-397.

McColl, M.A., Law, M., & Stewart, D. (2015). *Theoretical basis of occupational therapy*. (3rd edition). Slack incorporated.

Schiariti, V., Longo, E., Shoshmin, A., Kozhushko, L., Besstrashnova, Y., Król, M., ... & Mwale, M. (2018). Implementation of the International Classification of Functioning, Disability, and Health (ICF) Core Sets for Children and Youth with Cerebral Palsy: Global Initiatives Promoting Optimal Functioning. *International journal of environmental research and public health*, 15(9), 1899.

Stamm, T. A., Cieza, A., Machold, K., Smolen, J. S. & Stucki, G. (2006). Exploration of the link between conceptual occupational therapy models and the International Classification of Functioning, Disability and Health. *Australian occupational therapy journal*, 53, 9-17.

Matuska, K. M. & Christiansen, C. H. (2008). A proposed model of lifestyle balance. *Journal of Occupational Science*, 15, 9-19.

World Health Organization. (2001). *The International Classification of Functioning, Disability and Health*. Geneva: World Health Organization.

Yerxa, E. J. (2014). In search of good ideas for occupational therapy: Previously published in *Scandinavian Journal of Occupational Therapy* 1994; 1: 7-15. *Scandinavian journal of occupational therapy*, 21(sup1), 11-19.

Mental health models and frames of reference

דיגן, פ. (1996). החלמה וקשר התקווה מתוך אתר "קולות" – <http://www.voices.org.il/art2.asp>

Barbic, S., Krupa, T., & Armstrong, I. (2009). A randomized controlled trial of the effectiveness of a modified recovery workbook program: preliminary findings. *Psychiatric Services*, 60(4), 491-497.

Brown, C., Stoffel, V. C., & Munoz, J. (2019). *Occupational therapy in mental health: A vision for participation*. FA Davis.

Chen, S. P., Krupa, T., Lysaght, R., McCay, E., & Piat, M. (2013). The development of recovery competencies for in-patient mental health providers working with people with serious mental illness. *Administration and Policy in Mental Health and Mental Health Services Research*, 40(2), 96-116.

- D'Amico, M. L., Jaffe, L. E., & Gardner, J. A. (2018). Evidence for interventions to improve and maintain occupational performance and participation for people with serious mental illness: A systematic review. *American Journal of Occupational Therapy, 72*, 7205190020. <https://doi.org/10.5014/ajot.2018.033332>
- Davidson, L., & Roe, D. (2007). Recovery from versus recovery in serious mental illness: one strategy for lessening confusion plaguing recovery. *Journal of mental health, 16*, 459-470.
- Edgelow, M., & Krupa, T. (2011). Randomized controlled pilot study of an occupational time-use intervention for people with serious mental illness. *American Journal of Occupational Therapy, 65*, 267-276.
- Farkas, M. (2007). The vision of recovery today: What it is and what it means for services. *World Psychiatry, 6*, 4-10.
- Farkas, M., Jansen, A. M. & Penk, E. W. (2007). Psychosocial rehabilitation: Approach of choice for those with serious mental illnesses. *Journal of Rehabilitation Research and development (JRRD), 44*. XII-XXI.
- Farkas, M. & Anthony, A. W. (2010). Psychiatric rehabilitation interventions: A Review. *International Review of Psychiatry, 22*, 114-129.
- Gibson, R.W., D'Amico, M., Jaffe, L., & Arbesman, M. (2011). Occupational therapy interventions for recovery in the areas of community integration and normative life roles for adults with serious mental illness: a systematic review. *American Journal of Occupational Therapy, 65*, 247-256.
- Ikiugu, M., Nissen, R., Bellar, C., Van Peurse, K., & Maassen, A. (2017). Intervention Strategies Used by Occupational Therapy Practitioners Working in Mental Health and Their Theoretical Basis. *American Journal of Occupational Therapy, 71*(4_Supplement_1), 7111520268p1-7111520268p1.
- Katz, N. & Keren, N. (2011). Effectiveness of occupational goal intervention for clients with schizophrenia. *American Journal of Occupational Therapy, 65*, 287-296.
- Kirsh, B., Martin, L., Hultqvist, J., & Eklund, M. (2019). Occupational Therapy Interventions in Mental Health: A Literature Review in Search of Evidence. *Occupational Therapy in Mental Health, 35*(2), 109-156.
- Lin, E. C. L., Chan, C. H., Shao, W. C., Lin, M. F., Shiao, S., Mueser, K. T., ... & Wang, H. S. (2013). A randomized controlled trial of an adapted Illness Management and

Recovery program for people with schizophrenia awaiting discharge from a psychiatric hospital. *Psychiatric rehabilitation journal*, 36(4), 243.

Lee, H.-L., Hwang, E. J., Wu, S.-L., Tu, W.-M., Wang, M. H., & Chan, F. (2018). Employment outcomes after vocational training for people with chronic psychiatric disorders: A multicenter study. *American Journal of Occupational Therapy*, 72, 7205195010. <https://doi.org/10.5014/ajot.2018.028621>

Lipskaya-Velikovsky, L., Avrech Bar, M., & Bart, O. (2014). Context and psychosocial intervention in mental health. *Scandinavian journal of occupational therapy*, 21(2), 136-144.

Newport, A., & Clarke, C. (2020). The experiences of people with severe mental health conditions participating in the Occupation Matters Programme: An interpretative phenomenological analysis. *British Journal of Occupational Therapy*, 0308022619899014.

Robeiro Gruhl, K.L. (2005). Reflections on the Recovery Paradigm: Should occupational therapists be interested? *Canadian Journal of Occupational Therapy*, 2(7), 96-102.

Scanlan, J. N., & Novak, T. (2015). Sensory approaches in mental health: A scoping review. *Australian Occupational Therapy Journal*, 62(5), 277-285.

Stoffel, V.C. (2011). Recovery. In C. Brown and V.C. Stoffel (Eds). *Occupational therapy in mental health; a vision for participation*. Philadelphia: F.A. Davis Company. Pp.3-15.

Occupational models and frames of reference

Baum, C., & Christiansen, H. (2005). (Ch. 11) Person-Environment- Occupational – Performance: An occupation-Based Framework For Practice. In C.H. Christiansen, C.M. Baum, & J. Bass-Hugen (Eds.), *Occupational Therapy: Performance, participation, and well-being* (3rd ed.). Thorofare, NJ: SLACK Incorporated.

Baum, C., & Christiansen, H. (2015). The Person-Environment- Occupational –Performance (PEOP) Model. In C.H. Christiansen, C.M. Baum, & J. Bass (Eds.), *Occupational Therapy: Performance, participation, and well-being* (4th ed.). Thorofare, NJ: SLACK Incorporated. Chapter 4 pp.49-55; Chapter 5, pp 57-79.

Dunn, W., Brown, C., & Youngstrom. (2003). Ecological model of Occupation. In Kramer, J. Hinojosa & C.B.Royeen (Eds.) *Perspectives in Human Occupation*. Philadelphia: Lippincott Williams & Wilkins. pp. (222-263)

Hammell, K.W. (2009). Sacred texts: A special exploration of the assumptions underpinning theories of occupation. *Canadian Journal of Occupational Therapy*, 76, 6-13.

- Hasselkus, B. R. (2006). Eleanor Clarke Slagle Lecture—The world of everyday occupation: Real people, real lives. *American Journal of Occupational Therapy*, 60, 627–640.
- Kronenberg, F. & Pollard, N. (2006). Political dimensions of occupation and the roles of Occupational Therapy. *The American Journal of Occupational Therapy*, 60 (6), 617-625.
- Iwama, M.K. (2006). The Kawa (river) model - Nature, life flow, and the power of culturally relevant occupational therapy. In F. Kronberg, S.S. Algado, N. Pollard. *Occupational therapy without borders - learning from the spirit of survivors* (pp.213-231).
- Law, M., Cooper, B.A., Strong, S., Stewart, D., Rigby, P., & Letts, L., (1997). Theoretical contexts for the practice of Occupational Therapy. In C., Christiansen, & C. Baum (Eds.), *Enabling function and well-being* (pp. 72-103). Thorofare, NJ: Slack.
- Maritz, R., Baptiste, S., Darzins, S. W., Magasi, S., Weleschuk, C., & Prodinge, B. (2018). Linking occupational therapy models and assessments to the ICF to enable standardized documentation of functioning. *Canadian Journal of Occupational Therapy*, 85(4), 330-341.
- Polatajko, H. (2007). Occupation: what's in a word, anyway? *Occupational Therapy Journal of Research*, 27 (3).
- Price, P., Miner, S.(2007). Occupation emerges in the process of therapy. *The American Journal of Occupational Therapy*, 61, 441-450.
- Reid, H. A., Hocking, C., & Smythe, L. (2019). The making of occupation-based models and diagrams: History and semiotic analysis. *Canadian Journal of Occupational Therapy*, 0008417419833413.
- Reitz, S. M., Scaffa, M. E., & Pizzi, M. A. (2010). Occupational therapy conceptual models for health promotion practice. In M. Scaffa (Ed.), *Occupational Therapy in Community-Based Practice Settings* (pp.22-24). Philadelphia: F.A. Davis.
- Van Mater Stone, G. (2005). Personal and environmental influences on occupations. In C.H.Christiansen, C.M. Baum and J. Bass-Haugen (Eds.), *Occupational Therapy: Performance, participation and well-being (3rd Ed.)*. Thorofare, N.J: Slack Incorporated.
- Wilcock, A.A. (2002). A theory of the human need for occupation. *Journal of Occupational Science*, 9 (special issue), 3-9.

Pediatric occupational therapy models and frames of reference

אבירן, ע. (2016). גישת : Parental Occupational Executive Training (POET): הבהדלים במאפייני ההתערבות ותוצאותיה בקרב משפחות עם ADHD הורי לעומת משפחות ללא HDHD הורי. עבודת גמר לתואר שני.

פריש, כ. (2016). פיתוח מודל ממוקד הורים לשיפור התפקוד היום-יומי של ילדיהם הצעירים עם תסמינים של Attention Deficit Hyperactive Disorder (ADHD) : ישימותו ויעילותו. עבודת גמר דוקטורט.

Anaby, D., Mercerat, C., & Tremblay, S. (2017). Enhancing Youth Participation Using the PREP Intervention: Parents' Perspectives. *International journal of environmental research and public health*, 14(9), 1005.

Berry, J., & Ryan, S. (2002). Frames of reference: their use in paediatric occupational therapy. *British Journal of Occupational Therapy* 65(9), 420-427.

Bonnard, M., & Anaby, D. (2016). Enabling participation of students through school-based occupational therapy services: Towards a broader scope of practice. *British Journal of Occupational Therapy*, 79(3), 188-192.

Case-Smith, J. (2013). From the Desk of the Guest Editor—Systematic reviews of the effectiveness of interventions used in occupational therapy early childhood services. *American Journal of Occupational Therapy*, 67,379–382.
<http://dx.doi.org/10.5014/ajot.2013.007872>

Case-Smith, J., Law, M., Missiuna, C., Pollock, N., & Stewart, D. (2010). Foundations for occupational therapy practice with children. In Case-Smith, J., & O'Brien, J.C. (Eds.). (2010). *Occupational therapy for children*. 6th edition. Missouri: Mosby, Elsevier. Pp. 22-55.

Case-Smith, J., & O'Brien, J.C. (Eds.). (2010). *Occupational therapy for children*. 6th edition. Missouri: Mosby, Elsevier.

Case-Smith, J., & O'Brien, J. C. (2015). *Occupational Therapy for Children and Adolescents*. Elsevier Health Sciences.

Dunn, W. (2000). Using frame of references and models of practice to guide practice. In W.,Dunn (Ed.), *Best Practice Occupational Therapy*. Thorofare, N.J.: Slack Incorporated.

Frisch, C., Tirosh, E., & Rosenblum, S. (2019). Parental Occupation Executive Training (POET): An Efficient Innovative Intervention for Young Children with Attention Deficit Hyperactive Disorder. *Physical & occupational therapy in pediatrics*, 1-15.

Hahn-Markowitz, J., Berger, I., Manor, I., & Maeir, A. (2016). Efficacy of Cognitive-Functional (Cog-Fun) Occupational Therapy Intervention Among Children With ADHD: An RCT. *Journal of attention disorders*, 1087054716666955.

Hahn-Markowitz, J., Berger, I., Manor, I., & Maeir, A. (2018). Cognitive-functional (cog-fun) dyadic intervention for children with ADHD and their parents: impact on parenting self-efficacy. *Physical & occupational therapy in pediatrics*, 38(4), 444-456.

Iwanaga, R., Honda, S., Nakane, H., Tanaka, K., Toeda, H., & Tanaka, G. (2014). Pilot Study: Efficacy of Sensory Integration Therapy for Japanese Children with High-Functioning Autism Spectrum Disorder. *Occupational therapy international*, 21(1), 4-11.

Josman, N. & Rosenblum, S. (2011). A Metacognitive model for children with atypical brain development. In N. Katz (Ed). *Cognition, Occupation, and Participation across the life span*. 3th edition. Bethesda, MD: AOTA Press. Pp. 223-248.

Josman, N. & Rosenblum, S. (2018). A Metacognitive model for children with neurodevelopmental disabilities. In N. Katz & J. Togli (Ed). *Cognition, Occupation, and Participation across the life span*. 4th edition. Bethesda, MD: AOTA Press. Pp. 273-294.

Law, M., Missiuna, C., Pollock, N., & Stewart, D. (2001). Foundations for occupational therapy practice with children. In J. Case-smith (Ed.). *Occupational therapy for children*. St. Louis, Missouri.: Mosbey, Inc.

Levanon-Erez, N., Kampf-Sherf, O., & Maeir, A. (2019). Occupational therapy metacognitive intervention for adolescents with ADHD: Teen Cognitive-Functional (Cog-Fun) feasibility study. *British Journal of Occupational Therapy*, 0308022619860978.

Lin, C. L., Min, Y. F., Chou, L. W., & Lin, C. K. (2012). Effectiveness of sensory processing strategies on activity level in inclusive preschool classrooms. *Neuropsychiatric disease and treatment*, 8, 475.

Lin, H. Y., Lee, P., Chang, W. D., & Hong, F. Y. (2014). Effects of weighted vests on attention, impulse control, and on-task behavior in children with attention deficit hyperactivity disorder. *American journal of occupational therapy*, 68(2), 149-158.

Maeir, A., Fisher, O., Bar-Ilan, R. T., Boas, N., Berger, I., & Landau, Y. E. (2014). Effectiveness of Cognitive-Functional (Cog-Fun) Occupational Therapy Intervention for Young Children With Attention Deficit Hyperactivity Disorder: A Controlled Study. *American Journal of Occupational Therapy*, 68(3), 260-267.

- Mailloux, Z. & Smith-Roley, S. (2010). Sensory Integration. In H. Miller-Kuhaneck & R. Watling (Eds). *Autism, A Comprehensive occupational therapy approach. 3th edition*. Bethesda, MD: AOTA Press. Pp. 469-507.
- Parham, L.D., & Mailoux, Z. (2015). Sensory integration. In Case-Smith, J., & O'Brien, J.C. (Eds.). (2015). *Occupational therapy for children and adolescents*. Elsevier. Pp: 258-291.
- Rodger, S., Brown, G.T., & Brown, A. (2002). Profile of paediatric occupational therapy practice in Australia. *Australian Occupational Therapy Journal*, 52, 311–325.
- Schaaf, R. C., Hunt, J., & Benevides, T. (2012). Occupational therapy using sensory integration to improve participation of a child with autism: A case report. *American Journal of Occupational Therapy*, 66, 547–555.
- Schaaf, R. C., Benevides, T., Mailloux, Z., Faller, P., Hunt, J., van Hooydonk, E., ... & Kelly, D. (2014). An intervention for sensory difficulties in children with autism: A randomized trial. *Journal of Autism and Developmental Disorders*, 44(7), 1493-1506.
- Schaaf, R. C., Dumont, R. L., Arbesman, M., & May-Benson, T. A. (2018). Efficacy of occupational therapy using Ayres Sensory Integration®: A systematic review. *American Journal of Occupational Therapy*, 72, 7201190010. <https://doi.org/10.5014/ajot.2018.028431>
- Watling, R., & Hauer, S. (2015). Effectiveness of Ayres Sensory Integration® and sensory-based interventions for people with autism spectrum disorder: A systematic review. *American Journal of Occupational Therapy*, 69, 6905180030. <http://dx.doi.org/10.5014/ajot.2015.018051>
- Zwicker, J.G., & Harris, S.R. (2009). A reflection on motor learning theory in pediatric occupational therapy practice. *Canadian Journal of Occupational Therapy*, 76(1), 29-37.

Physical Dysfunction models and frames of reference

- Bass-Haugen J., Mathiowetz, V., & Flinn, N. (2008) Optimizing motor behavior using occupational therapy task oriented approach. In A.V. Radomski & C.A. Trombly (Eds.). *Occupational therapy for physical dysfunction. 6th edition*. Baltimore: Lippincott Williams and Wilkins.
- Carr, J. and Shepherd, R. (2011). *Neurological rehabilitation: optimizing motor performance. 2nd edition*. Edinburgh : Butterworth-Heinemann.
- Foster, M. (2002). Theoretical Frameworks. In: Turner, A., Foster, M., Johnson, S.

Occupational Therapy and Physical Dysfunction: Principles, Skills and Practice. 5th edition. London, Churchill Livingstone.

Hubbard, I. J., Parsons, M. W., Neilson, C., & Carey, L. M. (2009). Task-specific training: evidence for and translation to clinical practice. *Occupational therapy international*, 16(3-4), 175-189.

Pedretti, Williams, L., Pendleton, Schultz-Krohn, H. (2013). *Pedretti's occupational therapy: practice skills for physical dysfunction* (7th ed). St. Louis, Mo.: Elsevier.

Preissner, Katharine. Use of the Occupational Therapy Task-Oriented Approach to optimize the motor performance of a client with cognitive limitations. *American Journal of Occupational Therapy* 64.5 (2010): 727-734.

Radomski, A.V. & Trombly Latham, C.A. (2008). *Occupational therapy for physical dysfunction*. 6th edition. Baltimore: Lippincott Williams and Wilkins.

Radomski, M.V. & Trombly, C.A., (Eds.) (2014). *Occupational Therapy for Physical Dysfunction*. (7th Ed). Baltimore: Lippincott Williams & Wilkins.

Raine, S. (2006). Defining the Bobath concept using the Delphi technique. *Physiother Res Int*.11(1):4-13.

Raine, S. (2007). The current theoretical assumptions of the Bobath concept as determined by the members of BBTA. *Physiother Theory Pract*. 23(3):137-152.

Schmidt, R. A. & Lee, T. D. (2011). Motor control and learning: a behavioral emphasis (5th ed). Champaign, IL: Human Kinetics, chapter 13 pages 429-438, chapter 14 pages 461-467.

Trombly Latham, C.A. (2008). Conceptual foundations for practice. In Radomski, A.V. & Trombly, C.A. (2008). *Occupational therapy for physical dysfunction*. 6th edition. Baltimore: Lippincott Williams and Wilkins. Pp. 3-20.

Vive, S., Jean-Luc af Geijerstam, H. G., & Kuhn, L. B. K. (2020). Enriched, task-specific therapy in the chronic phase after stroke: an exploratory study. *Journal of Neurologic Physical Therapy*, 44(2), 145.

Waddell, K. J., Strube, M. J., Bailey, R. R., Klaesner, J. W., Birkenmeier, R. L., Dromerick, A. W., & Lang, C. E. (2017). Does task-specific training improve upper limb performance in daily life poststroke?. *Neurorehabilitation and neural repair*, 31(3), 290-300.

Waddell, K. J., Strube, M. J., Bailey, R. R., Klaesner, J. W., Birkenmeier, R. L., Dromerick, A. W., & Lang, C. E. (2017). Does task-specific training improve upper limb performance in daily life poststroke?. *Neurorehabilitation and neural repair*, 31(3), 290-300.

Winstein, C. J., Wolf, S. L., Dromerick, A. W., Lane, C. J., Nelsen, M. A., Lewthwaite, R., ... & Azen, S. P. (2016). Effect of a task-oriented rehabilitation program on upper extremity recovery following motor stroke: the ICARE randomized clinical trial. *Jama*, 315(6), 571-581.

Wulf, G., Shea, C., & Lewthwaite, R. (2010). Motor skill learning and performance: a review of influential factors. *Medical education*, 44(1), 75-84.

Zwicker, J.G & Harris, S.R. (2009). A reflection on motor learning theory in pediatric occupational therapy practice. *Canadian Journal of Occupational therapy*, 76, 29-37.

Cognitive models and frame of references

Chui, A., Mazzitti, D., Nalder, E., Cameron, D., Polatajko, H. J., & Dawson, D. R. (2020). Therapists' experience of the cognitive orientation to daily occupational performance (CO-OP) approach: Shifting from conventional practice. *Scandinavian journal of occupational therapy*, 27(2), 133-141.

Clark-Wilson, J., Giles, G. M., & Baxter, D. M. (2014). Revisiting the neurofunctional approach: Conceptualizing the core components for the rehabilitation of everyday living skills. *Brain injury*, 28(13-14), 1646-1656.

Giles, M.G., (2005). A neurofunctional approach to rehabilitation following severe brain injury. In N. Katz (Ed). *Cognition & Occupation across the life span*. 2nd edition. Bethesda MD: AOTA Press. Pp. 139-166.

Giles, G. M. (2010). Cognitive versus functional approaches to rehabilitation after traumatic brain injury: Commentary on a randomized controlled trial. *American Journal of Occupational Therapy*, 64, 182–185.

Giles, G. M. (2011,2018). A Neurofunctional Approach to Rehabilitation after Brain Injury. In Katz, N. (Ed). *Cognition & Occupation across the life span*. 3rd edition. Bethesda MD: AOTA Press.

Gillen, G., (2009). Cognitive and perceptual rehabilitation. St. Louis: Elsevier Science/Mosby.

Hahn-Markowitz, J., Berger, I., Manor, I., & Maeir, A. (2016). Efficacy of Cognitive-Functional (Cog-Fun) Occupational Therapy Intervention Among Children With ADHD: An RCT. *Journal of attention disorders*, 1087054716666955.

Jackman, M., Novak, I., Lannin, N., & Froude, E. (2017). Parents' experience of undertaking an intensive cognitive orientation to daily occupational performance (CO-OP) group for children with cerebral palsy. *Disability and rehabilitation*, 39(10), 1018-1024.

- Katz, N. (Ed).(2011). *Cognition &Occupation across the life span*. 3rd edition. Bethesda MD: AOTA Press.
- Katz, N. & Toglia, J. (Eds).(2018). *Cognition &Occupation across the life span*. 3rd edition. Bethesda MD: AOTA Press.
- Katz, N. Baum, C.M., & Maeir, A. (2011). Introduction to cognitive intervention and cognitive functional evaluation. In N. Katz (Ed).*Cognition &Occupation across the life span*. 3rd edition. Bethesda MD: AOTA Press. (pp.3-12).
- Martini, R., Mandich, A., & Green, D. (2014). Implementing a modified cognitive orientation to daily occupational performance approach for use in a group format. *British Journal of Occupational Therapy*, 77(4), 214-219.
- McEwen., S.E., Mandrich, A., & Polatajko, H.P. (2018). CO-OP Approach™ : A cognitive-based intervention for children and adults. In N. Katz & J. Toglia (Eds.) *Cognition, Occupation and Participation across the life span. 4th edition*. Bethesda MD: AOTA Press. Pp. 315-334.
- Polatajko, H. J., McEwen, S. E., Ryan, J. D., & Baum, C. M. (2012). Pilot randomized controlled trial investigating cognitive strategy use to improve goal performance after stroke. *American Journal of Occupational Therapy*, 66(1), 104-109.
- Rodger, S., & Polatajko, H. (2010). Cognitive Orientation for Daily Occupational Performance (CO-OP): A Uniquely Occupation-Centred Intervention Created for Children. In Rodger, S. (Ed.). *Occupation-Centred Practice with Children: A Practical Guide for Occupational Therapists*. Chapter 8:pp160-182.
- Sohlberg, M. M. and Mateer, C. A. (2001). *Introduction to Cognitive Rehabilitation: Theory and Practice*. NY: Guilford Press.
- Toglia, J.P. (2011). The dynamic interactional model of cognition in cognitive rehabilitation .In N. Katz (Ed.) *Cognition, Occupation and Participation across the life span. 3rd edition*. Bethesda MD: AOTA Press. Pp. 161-170 & 180-189.
- Toglia, J.P. (2018). The dynamic interactional model and the multicontext approach . In N. Katz & J. Toglia (Eds.) *Cognition, Occupation and Participation across the life span. 4th edition*. Bethesda MD: AOTA Press. Pp. 355-385.
- Toglia, J., Johnston, M. V., Goverover, Y., & Dain, B. (2010). A multicontext approach to promoting transfer of strategy use and self regulation after brain injury: An exploratory study. *Brain Injury*, 24(4), 664-677.
- Toglia, J.P., Golisz, K.M., & Goverover, Y. (2014). Cognition, Perception and Occupational performance . In B.A. Boyt Schell, G Gillen & M.E. Scaffa (Eds). *Willard*

& Spackman's occupational Therapy. 12th Edition. Chapter 55 (pp.779-815).

Weiss, P., Hadas-Lidor, N., & Sachs, D. (2018) family caregiving across the lifespan: participation and training from a cognitive perspective. In N. Katz & J. Toglia (Eds.) *Cognition, Occupation and Participation across the life span. 4th edition*. Bethesda MD: AOTA Press. Pp. 295-313.

Social Models

פולק, ד., דוידוביץ, נ., אבני, ש., גרוס, א., סיקורל, א., עוואדה, ב. ... אדוט, ר. (2011). צדק חברתי ובריאות, נייר עמדה כבסיס לדין ציבורי רחב, אוגוסט 2011. אוצר באוקטובר 2011 מתוך:
http://j14.org.il/spivak/?page_id=29

Aldrich, R. M., Boston, T. L., & Daaleman, C. E. (2017). Centennial Topics—Justice and U.S. occupational therapy practice: A relationship 100 years in the making. *American Journal of Occupational Therapy*, 71, 7101100040.
<https://doi.org/10.5014/ajot.2017.023085>

Braveman, B., & Suarez-Balcazar, Y. (2009). Social justice and resource utilization in a community-based organization: A case illustration of the role of the occupational therapist. *The American Journal of Occupational Therapy*, 63 (1), 13-23.

Durocher, E., Rappolt, S., & Gibson, B. E. (2014). Occupational justice: Future directions. *Journal of Occupational Science*, 21(4), 431-442.

Hammel, J., Charlton, J., Jones, R., Kramer, J., & Wilson, T. (2009). From Disability Rights to Empowered Consciousness. In EB Crepeau, ES Cohan & BA Boyt Schell (Eds). *Willard & Spackman's Occupational Therapy*, 11th Edition. Philadelphia, PA: Lippincott, Williams & Wilkins. Pp. 868-887.

Hammel, J., Charlton, J., Jones, R.A., Kramer, J.M., & Wilson, T. (2014). Disability rights and advocacy. In BA Boyt Schell, Gillen, G., & Scaffa, M.E. (Eds). *Willard & Spackman's Occupational Therapy*, 12th Edition. Philadelphia, PA: Lippincott, Williams & Wilkins. Pp. 1031-1050.

Hammel, K. R. W., & Iwama, M. K. (2012). Well-being and occupational rights: An imperative for critical occupational therapy. *Scandinavian journal of occupational therapy*, 19(5), 385-394.

McCormack, C., & Collins, B. (2010). Can disabilities studies contribute to clients centered occupational therapy practice? *British Journal of Occupational therapy*, 73, 339-342.

Swain, J., French, S., Barnes, C. & Thomas, C. (2004). *Disability barriers, enabling Environment*. London: SAGA Publications Ltd.

Whiteford, G., Jones, K., Weekes, G., Ndlovu, N., Long, C., Perkes, D., & Brindle, S. (2019).
Combating occupational deprivation and advancing occupational justice in
institutional settings: Using a practice-based enquiry approach for service
transformation. *British Journal of Occupational Therapy*, 0308022619865223.

Wilcock, A.A., & Townsend E.A. (2014). Occupational Justice. In BA Boyt Schell, Gillen, G., &
Scaffa, M.E. (Eds). *Willard & Spackman's Occupational Therapy*, 12th Edition.
Philadelphia, PA: Lippincott, Williams & Wilkins. Pp. 541-553.