



The Hebrew University of Jerusalem

Syllabus

ADVANCED SEMINAR IN OCCUPATIONAL THERAPY THEORY - 99802

Last update 03-08-2023

HU Credits: 3

Degree/Cycle: 2nd degree (Master)

Responsible Department: Occupational Therapy

Academic year: 0

Semester: 1st Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: YAFIT GILBOA

Coordinator Email: aviva.kahan@mail.huji.ac.il

Coordinator Office Hours: By appointment

Teaching Staff:

Prof Yafit Gilboa

Course/Module description:

The seminar will explore the central values that underlie occupational therapy theories and the interdisciplinary theories that guide intervention according to occupational therapy concepts. The seminar is based on active learning by participants

Course/Module aims:

- To teach foundation aspects of occupational therapy with an emphasis on learning theories in occupational therapy and understanding their centrality in clinical practice.

Learning outcomes - On successful completion of this module, students should be able to:

1. Identify and understand occupational therapy theories as a result of the historical process of the development of occupational therapy and occupational science.
2. Assess how theoretical models relate to clinical practice and research
3. Analyse factors of professional practice and theory

Attendance requirements(%):

100%

Teaching arrangement and method of instruction: Seminar: lectures, discussions, readings, individual and group learning, student presentations

Course/Module Content:

- The development of the occupational therapy models- Paradigm changes over the years
- General models of occupational presented by students based on their preferences.
- Biopsychosocial model- The social versus the medical model for disability, ICF.
- Central paradigms: Clinical reasoning, evidence based practice, Client- centered approach
- An example of implementing a model for cultural accessibility in occupational

therapy.

Required Reading:

American Occupational Therapy Association. (2020). Occupational therapy practice framework: Domain and process. *American Journal of Occupational Therapy*, 74(7412420010).

Anaby, D., Khetani, M., Piskur, B., van der Holst, M., Bedell, G., Schakel, F., ... & Imms, C. (2021). Towards a paradigm shift in pediatric rehabilitation: Accelerating the uptake of evidence on participation into routine clinical practice. *Disability and Rehabilitation*, 1-12.

Beit Yosef, A., Refaeli, N., Jacobs, J. M., Shames, J., & Gilboa, Y. (2022). Exploring the Multidimensional Participation of Adults Living in the Community in the Chronic Phase following Acquired Brain Injury. *International Journal of Environmental Research and Public Health*, 19(18), 11408.

<https://www.mdpi.com/1660-4601/19/18/11408>

Harrison, E. A., Sheth, A. J., Kish, J., VanPuymbrouck, L. H., Heffron, J. L., Lee, D., & Mahaffey, L. (2021). Disability Studies and Occupational Therapy: Renewing the Call for Change. *American Journal of Occupational Therapy*, 75(4), 7504070010p1-7504070010p6.

Holler, R., Chemla, I., & Maeir, A. (2021). Disability Orientation of Occupational Therapy Practitioners in Physical Rehabilitation Settings: Tension Between Medical and Social Models in Theory and Practice. *American Journal of Occupational Therapy*, 75(4), 7504180010p1-7504180010p8.

Karlsson, E., & Gustafsson, J. (2021). Validation of the international classification of functioning, disability and health (ICF) core sets from 2001 to 2019—a scoping review. *Disability and Rehabilitation*, 1-13.

Madden, R. H., & Bundy, A. (2019). The ICF has made a difference to functioning and disability measurement and statistics. *Disability and rehabilitation*, 41(12), .1450-1462

Moore, A., Lynch, H., & Boyle, B. (2020). Can universal design support outdoor play, social participation, and inclusion in public playgrounds? A scoping review. *Disability and Rehabilitation*, 1-22.

Pollard, N., Sakellariou, D., & Lawson-Porter, A. (2010). Will occupational science facilitate or divide the practice of occupational therapy?. *International Journal of Therapy and Rehabilitation*, 17(1), 40-47.

Schultze-Lutter, F., Schimmelmann, B. G., & Schmidt, S. J. (2016). Resilience, risk, mental health and well-being: associations and conceptual differences. *European Child & Adolescent Psychiatry*, 25(5), 459-466.

Additional Reading Material:

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Grading Scheme:

*Written / Oral / Practical Exam 50 %
Presentation / Poster Presentation / Lecture/ Seminar / Pro-seminar / Research
proposal 50 %*

Additional information:

*Details of assignments, submission dates and a list of sources will appear on the
course website.*