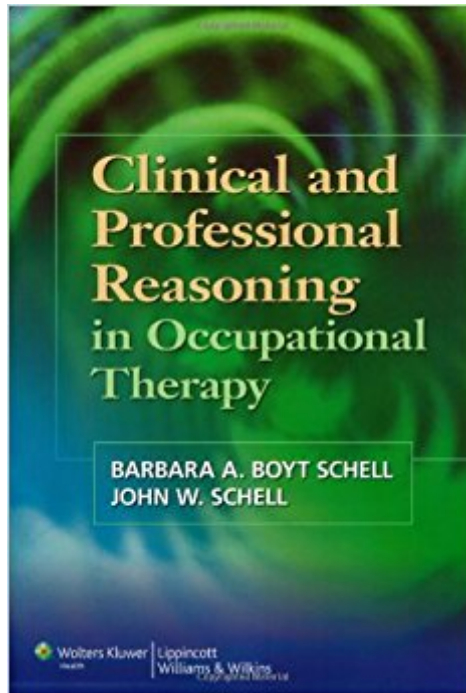




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Clinical And Professional Reasoning In Occupational Therapy



Synopsis

This comprehensive textbook lets readers develop the strong theoretical and practical foundation needed for effective decision-making in occupational therapy. Emphasis on both clinical and professional reasoning gives readers the skills needed to make informed decisions as practitioners, managers, and educators. This textbook offers easy-to-follow explanations of current theories of clinical and professional reasoning, demonstrating their relevance to occupational therapy work. "Thinking about Thinking" quotes offer thought-provoking perspectives on reasoning. Case examples and learning activities demonstrate how reasoning is applied in various clinical and professional scenarios. Each chapter includes learning objectives and a key word list. Photographs, figures, and tables support reader understanding.

Book Information

Paperback: 462 pages

Publisher: LWW; 1 edition (September 22, 2007)

Language: English

ISBN-10: 0781759145

ISBN-13: 978-0781759144

Product Dimensions: 9.9 x 7.1 x 0.7 inches

Shipping Weight: 1.8 pounds (View shipping rates and policies)

Average Customer Review: 3.2 out of 5 stars 2 customer reviews

Best Sellers Rank: #83,434 in Books (See Top 100 in Books) #11 in Books > Textbooks > Medicine & Health Sciences > Medicine > Clinical > Occupational & Industrial Medicine #13 in Books > Medical Books > Medicine > Internal Medicine > Occupational #141 in Books > Textbooks > Medicine & Health Sciences > Allied Health Services > Occupational Therapy

Customer Reviews

Professor, Department of Occupational Therapy, Western Michigan University, Ben Atchison, PhD, OTR, FAOTA, author -- "This is such a wonderful text...a great scholarly piece with lots of practical, useful ideas." Assistant Professor, Occupational Therapy Department, Nova Southeastern University, Elysa G. Roberts, PhD, OTR/L, -- "I really appreciated the content of this book. I was particularly grateful to review the information on how to teach clinical reasoning and how to infuse this into a curriculum."

More evidence free BS complete with mutually inclusive categories for what the authors term

"professional reasoning." As with MOHO, PEO or any of the other pseudoscientific theories that abound in OT, my professors expect me to regurgitate this nonsense every time I write a paper. I was expected to do clinical case reviews, identifying the different types of reasonings employed by the clinician. I and my fellow students were always stumped because we ended up being able to identify three or four types of reasoning to each case, thus making for very weak construct validity. But in terms of validity, the typology here is in good company with the rest of OT theory, which suffers from the same lack of intellectual rigor, practical necessity, or clinical justification. We have been told time and again, that these vacuous exercises in sophistry make us sound like "more serious professionals" to the denizens of other disciplines, but I think the effect is quite the opposite. The overriding message is that OT's are so insecure as professionals, that we cannot feel comfortable borrowing and applying knowledge from other disciplines that would be far more relevant. No, we must reinvent the wheel again and again. So long as an OT invented the theory at hand, and frequently uses the term "occupation" ad nauseum, we may be sure that no one will muscle in on our academic turf. The problem is that anyone with a brain knows that that fuzzy-headed logic will not fly outside of the self-congratulatory bubble of the backslapping, inbred, OT world. Now, what kind of reasoning did I just use to make my argument? Oh, Logical Reasoning and Critical Thinking. Alas, these were not covered in my program or in any OT theory I have had the pleasure to study.

I have been looking through this recently published textbook and I'm blown away! It is such a wonderful text..a distinctly scholarly piece yet many practical, useful examples and ideas for practice applications. In particular, the section on Community of Practice is an eloquent discussion of the process of creating of reflective, inventive practitioners. It served as a great reference for a research proposal our team recently submitted for creating effective teacher training for Head Start Programs. Thanks to the Schell team for this superb contribution! Educators: Get your students to read this..Practitioners: Discover the beauty of clinical reasoning and reflective practice.

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