Authentic Occupational Therapy Process: Client and Therapist Perspectives
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Presenter BIO
Dr. Susan Robertson works as an occupational therapist and mental health specialist in the Rehabilitation Medicine Department of the Clinical Center, National Institutes of Health in Bethesda, MD. She has conducted qualitative research with people experiencing mood and anxiety disorders, primary ovarian insufficiency, undiagnosed and rare diseases, and traumatic brain injury. Her clinical expertise is in facilitating accommodation to loss of function by guiding clients to make meaningful lifestyle choices using a model of functional adaptation generated by the research.

Learning Objectives
Attendees will:

1. Envision a delivery model that engages the client in co-constructed occupational therapy planning, intervention, and outcomes evaluation.
2. Explore the benefits and limitations of an interview model based on client-centered care.

Authentic Occupational Therapy
Yerxa (1966) Occupational therapy uses “the choice of self-initiated purposeful activities to produce a reality-orienting influence upon the client’s perception of himself and his environment so that he can function” (p. 3). “Authentic occupational therapy is based on a commitment to the client’s own realization of his own particular meaning….the therapeutic experience is primarily an opportunity for self-actualization” (p. 8). “Personal authenticity as an occupational therapist means that the therapist allows himself to feel real emotion as he enters into mutual relation with the patient: (p. 8)

Human Development
Possible Selves: Markus (1987) proposed the dynamic self-concept consisting of an ideal self, possible self, and real self.

Learning
Experiential learning: Aristotle, "for the things we have to learn before we can do them, we learn by doing them". Nicomachean Ethics, Book 2, Chase translation (1911). Wikipedia.

Co-construction of knowledge: Vygotsky (1992) viewed human psychological development as a process of interpersonal connections and interactions with the social environment.

Purposeful learning: Dewey (1938) saw the educator’s role as providing the environment for active learning from experience.

Learning by reflecting on doing: Englehart, (1977) clarified Dewey’s perspective of reflection on the doing of activity

Outcomes

Research methods: Qualitative research forms hypotheses; quantitative research tests hypotheses.

Content analysis: quantitative analysis of narrative data that yields descriptive statistics.

Occupational Therapy, 75th Anniversary, SJSU
Critical Examination of the Field

1. How do people experience health conditions?
2. How is client-centered care enacted?
3. How do we give clients the capacity to care for their selves?
4. How do client perceptions of outcome differ from occupational therapists?

Client Perspectives

1. How do clients perceive occupational therapy?
2. What questions do they ask?
3. What questions do you ask them?
4. How do their responses inform your intervention?

Therapist Perspectives

1. What principles guide your practice?
2. How are they communicated to your clients?
3. What do you consider during a treatment session?
4. What do you consider after a session?
5. What outcomes do you see that the client does not?

Therapist-guided Client Perspectives

1. How do you learn the outcomes of a treatment session from the client’s perspective?
2. How do you help the client examine their performance of an activity and the outcome?

Translation to Clinical Practice

1. Introducing the session
2. Baseline Interview
3. Functional Adaptation
Bibliography

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➢ Robertson, SC (2014). Experiencing Erdheim-Chester Disease: Patient and Caregiver Experiences, Erdheim-Chester Disease International Medical symposium and ECD Global Alliance, Mary Woodard Lasker Center (MWLC) for Health Research and Education September 18, 2014 (1 hour lecture)
➢ Robertson, SC (2013). Revealing the Authentic Client: A brief interview to construct meaning and purpose in the face of uncertainty. MOTA Annual Conference, November 12, 2013, (1 hour peer-reviewed lecture)


