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## Literature search results

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### Search details

OT and becoming a professional, Attitudes towards professionalism, What constitutes professional and unprofessional behaviour

### Resources searched

- NHS Evidence
- TRIP Database
- Cochrane Library
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- BNI
- CINAHL
- EMBASE
- HMIC
- Health Business Elite
- MEDLINE
- PsychINFO
- Google Scholar
- Google Advanced Search

**Database search terms:** OT, Professionalism, Professional behaviour, Unprofessional behaviour

**Evidence search string(s):**

**Google search string(s):**

### Summary


### Guidelines

- Code of Ethics and Professional Conduct
- College of Occupational Therapists, 2010
1. Exploring professionalism: The professional values of Australian occupational therapists.

Citation: Australian Occupational Therapy Journal, June 2012, vol./is. 59/3(209-217), 0045-0766;1440-1630 (Jun 2012)

Author(s): Aguilar, Alejandra; Stupans, Ieva; Scutter, Sheila; King, Sharron

Abstract: Background/aim: There has been limited research into the values of the Australian occupational therapy profession and as such, the values have not been made explicit. Explicit values provide insight into what professionalism means to a profession. They can be used by practitioners for self-reflection purposes, shaping the future practice of individuals. Clear values can also enable the recognition and management of value conflicts between health professions. This study aimed to make a preliminary identification of the values of the profession, by exploring the professional values of 15 Australian occupational therapists. Methods: A naturalistic approach and constructivist paradigm guided this study. Purposive sampling was employed to identify Australian occupational therapists who could contribute rich information to the study. Data were collected through semi-structured interviews that were recorded and analysed using an inductive data analysis method. Results: The professional values identified encompassed three main areas: the client and the client-therapist partnership; occupational therapy knowledge, skills and practice; and selfless values. The emerging values guided everyday practice, professional relationships and the responsibilities of being a professional. Conclusion: This study provides insight into the professional values of Australian occupational therapists and contributes to research orientated towards identifying the values of the profession. The results also contribute to the understanding of what professionalism means to the Australian occupational therapy profession. (PsycINFO Database Record (c) 2012 APA, all rights reserved) (journal abstract)

Publication Type: Journal; Peer Reviewed Journal
Source: PsycINFO
Full Text: Available from EBSCOhost in Australian Occupational Therapy Journal

2. The impact of ‘Generation Y’ occupational therapy students on practice education.

Citation: Australian Occupational Therapy Journal, April 2012, vol./is. 59/2(156-163), 0045-0766;1440-1630 (Apr 2012)

Author(s): Hills, Caroline; Ryan, Susan; Smith, Derek R; Warren-Forward, Helen

Abstract: Background/aim: Many occupational therapy students can be classified as ‘Generation Y’, a group whose characteristics are perceived as being confident,
This study aimed to explore practice educator perceptions of 'Generation Y' students. Methods: A questionnaire survey was sent to all practice educators affiliated with the university. The survey contained fixed choice questions on demographics and educators' knowledge of the term 'Generation Y', followed by open-ended questions on practice educator perceptions of occupational therapy 'Generation Y' students and the educational strategies used in practice education. Results: Anonymous responses were analysed using descriptive statistics, attribute coding and content analysis. Most educators considered that there was, in fact, a 'Generation Y student', describing them as confident with technology, over confident in their skill level and easily bored. Practice educators raised concerns regarding students' casual communication, poor professional behaviour, shallow professional reasoning and difficulty when receiving negative feedback. Conclusions: Overall, the results of this study suggest that 'Generation Y' students are having both a negative and a positive impact on practice education in occupational therapy. For educators, management of the overconfident student and professional reasoning development should be addressed in university practice education workshops. For students, the need for clarification of placement expectations on professional behaviour and communication was indicated. Students may also require 'listening to feedback' skill development prior to practice education. Universities and practice educators should consider the development of technological resources for practice education, including simulation, to meet the needs of the, now recognised 'Generation Y' student. (PsycINFO Database Record (c) 2012 APA, all rights reserved) (journal abstract)

**Publication Type:** Journal; Peer Reviewed Journal

**Source:** PsycINFO

**Full Text:** Available from EBSCOhost in Australian Occupational Therapy Journal

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**Citation:** Australian Occupational Therapy Journal, August 2011, vol./is. 58/4(293-299), 0045-0766;1440-1630 (Aug 2011)

**Author(s):** Wilding, Clare

**Abstract:** Background / aim: Anecdotally, occupational therapists have identified problems of lack of professional recognition. This situation can mean that health service users’ occupational needs are unmet and it can also cause difficulties for the profession of occupational therapy. Therefore, the study described in this paper aimed to better understand the issues of describing occupational therapy in a hospital setting and use this understanding to improve representations of occupational therapy. Methods:
Fifteen occupational therapists engaged in two action research cycles of reflection-action-evaluation over an 18-month period in 2004 and 2005. Transcriptions of individual interviews and group discussions of the participating therapists formed the main dataset. Data were qualitatively analysed. Results: Participating therapists discovered that the occupational therapy profession is not accorded the regard that it deserves and that the profession is not well understood by others. In addition, occupational therapists may be contributing to this lack of awareness and regard through their own unconscious overly conformist behaviour that contributes to the presence of hegemony and professional image problems. Conclusion: Therapists are encouraged to engage in questioning of the taken-for-granted dominance of medical discourses upon their practice. Furthermore, ongoing reflection upon their own attitudes and behaviours may enable occupational therapists to improve professional recognition, representation and autonomy. (PsycINFO Database Record (c) 2012 APA, all rights reserved)

Publication Type: Journal; Peer Reviewed Journal
Source: PsycINFO
Full Text: Available from EBSCOhost in Australian Occupational Therapy Journal

4. The professionalisation of occupational therapy: A continuing challenge
Citation: British Journal of Occupational Therapy, August 2008, vol./is. 71/8(314-20), 0308-0226 (2008 Aug)
Author(s): Clouston TJ; Whitcombe SW
Abstract: Professions are socially constructed phenomena. Accordingly, an understanding of what is meant by a profession, with its associated social positioning and how that is interpreted, is governed by historical, temporal, cultural and ideological influences. For occupational therapy, such an understanding can be a real challenge. This is because of a dichotomy between its ontological, person-centred approach and the medically dominated constructs prevalent in the professionalisation of all caring professions and still inherent in health care arenas today (Etzioni 1969, Fairhurst 1981, Rivett 1997, Freidson 2001). As a consequence of this traditionally accepted dominance and the roles ascribed to or enabled by this positioning, the professional identity of occupational therapy can be limited by the politics of power at the organisational level. This can shape how occupational therapy is understood, not only by significant others but also by the profession itself. Professional consistency and cohesion, both inside and outside the profession, could therefore be challenged, unless individual actors, organisational attitudes and social constructs
There is a need both to confront and to accept the ever-changing nature of professionalism and the meaning of occupation in the post-modern world.

**5. Professionalism, Prejudice and Personal Taste: Does it Matter What We Wear?**

**Citation:** The British Journal of Occupational Therapy, July 2006, vol./is. 69/7(No Pagination Specified), 0308-0226 (Jul 2006)

**Author(s):** Davys, Deborah; Pope, Kirsty; Taylor, Jackie

**Abstract:** Personal presentation is a way of expressing one's identity. The appearance of the student or the occupational therapist in the workplace is part of his or her professional persona. Discomfort and debate can occur when an individual's appearance conflicts with role expectations. It is part of the occupational therapy educator's task to teach students the principles of professional behaviour and presentation. Based on a lunchtime discussion between three occupational therapy lecturers and underpinned by theory, this opinion piece presents some of the arguments surrounding the presentation of the self and what is required in order to work most effectively alongside the service user. (PsycINFO Database Record (c) 2012 APA, all rights reserved) (journal abstract)

**Publication Type:** Journal; Peer Reviewed Journal

**Source:** PsycINFO

**6. Towards a Theory of Practice.**

**Citation:** The British Journal of Occupational Therapy, February 2006, vol./is. 69/2(77-80), 0308-0226 (Feb 2006)

**Author(s):** Nixon, Jon; Creek, Jennifer

**Abstract:** In occupational therapy, theorising is an integral part of practice and theory is shaped by practice. This paper suggests that we do theory by developing collaborative models of thoughtful practice that work within specific contexts. It begins by looking at how the nature of professionalism is changing in response to social and political changes. It argues that any claim to professional status is based on the ability to make informed and authoritative judgements. Professional judgements are described as complex and morally purposeful and as being made within a social context. The paper then addresses how thoughtfulness relates to professional practice. Three dimensions of thoughtfulness are discussed: the deliberative, the public and the reflexive. The final section of the paper considers what theory means for professional practitioners; that is, how occupational therapists use theory in order to theorise our own practice. (PsycINFO Database Record (c) 2012 APA, all rights reserved) (journal abstract)
7. Towards a Theory of Practice

Citation: British Journal of Occupational Therapy, February 2006, vol./is. 69/2(77-80), 0308-0226
(2006 Feb)
Author(s): Nixon J; Creek J
Language: English
Abstract: In occupational therapy, theorising is an integral part of practice and theory is shaped by practice. This paper suggests that we do theory by developing collaborative models of thoughtful practice that work within specific contexts. It begins by looking at how the nature of professionalism is changing in response to social and political changes. It argues that any claim to professional status is based on the ability to make informed and authoritative judgements. Professional judgements are described as complex and morally purposeful and as being made within a social context. The paper then addresses how thoughtfulness relates to professional practice. Three dimensions of thoughtfulness are discussed: the deliberative, the public and the reflexive. The final section of the paper considers what theory means for professional practitioners; that is, how occupational therapists use theory in order to theorise our own practice.

8. Evaluation of an occupational therapy mentorship program

Citation: Canadian Journal of Occupational Therapy, October 2005, vol./is. 72/4(205-11), 0008-4174 (2005 Oct)
Author(s): Milner T; Bossers A
Abstract: Background. It was identified that there is a lack of evidence for the effectiveness of formal mentorship programs, no evidence supporting mentor groups and little research in mentorship specific to occupational therapy. Purpose. The following quantitative study evaluates the mentorship program offered within the occupational therapy curriculum at The University of Western Ontario. Methods. One hundred and seventy nine surveys were analyzed to evaluate participants' perceptions of the program's strengths, weaknesses, changes needed, effectiveness, and whether it should continue to be offered. Results. In general, mentors and mentees reported that the mentorship program should continue to be offered and that it was effective in developing professionalism. However, the structure of
the program, clarification of its requirements, and more support for the mentors were identified as some areas for change. Implications. Results can impact further program development at this university and other occupational therapy programs which may have a similar program or are interested in developing a mentorship program.

**Publication Type:** Journal Article  
**Source:** AMED  
**Full Text:** Available from *Highwire Press* in *Canadian Journal of Occupational Therapy*

9. **The heart, mind, and soul of professionalism in occupational therapy.**  
**Citation:** American Journal of Occupational Therapy, May 2004, vol./is. 58/3(249-256), 0272-9490;1943-7676 (May-Jun 2004)  
**Author(s):** Wood, Wendy  
**Abstract:** When forces of discouragement rear their ugly heads in our careers, how do we stay convinced that our work is, and can always be, right for ourselves just as it is good for the world? This is the question I would like to explore here. I propose its answers lie in how we understand and enact professionalism. Clearly, professionalism is an ideal that encompasses widely held expectations of, and objective standards for evaluating, any field that calls itself a profession. But I want to emphasize how personal professionalism is; so personal, in fact, that I use the metaphors of heart, mind, and soul to depict its most vital elements. My purpose is therefore to promote professionalism as heart, mind, and soul at both levels so that all we do in the name of occupational therapy not only remains right for ourselves and good for the world, but also only grows more so over time. I can think of no better way to conclude than to honor an occupational therapist who exemplifies the heart, mind, and soul of professionalism at its finest, my first and always mentor, Anne Spencer. The extraordinary professionalism of Anne Spencer has brought so many occupational therapists together and nourished our convictions in the rightness of our work for ourselves and its goodness for the world. (PsycINFO Database Record (c) 2012 APA, all rights reserved)  
**Publication Type:** Journal; Peer Reviewed Journal  
**Source:** PsycINFO  
**Full Text:** Available from *Highwire Press* in *American Journal of Occupational Therapy*

10. **The heart, mind, and soul of professionalism in occupational therapy**  
**Citation:** American Journal of Occupational Therapy, May 2004, vol./is. 58/3(249-57), 0272-9490 (2004 May-Jun)  
**Author(s):** Wood W  
**Publication Type:** Journal Article  
**Source:** AMED
11. Interprofessional vs. interdisciplinary services in school-based occupational therapy practice

Citation: Occupational Therapy International, 2004, vol./is. 11/4(244-7), 0966-7903 (2004)

Author(s): Mu K; Brasic Royeen C

Abstract: Interdisciplinary or transdisciplinary service is strongly advocated in school-based occupational therapy practice. The terms, interdisciplinary and transdisciplinary, however, are not accurate in their use. This paper examines the difference between the terms of discipline and profession and recommends the more precise and appropriate use of interprofession and transprofession related to school-based occupational therapy practice. Occupational therapy is a profession, not a discipline. Using the terms of interprofession and transprofession can benefit the occupational therapy profession by increasing language use precision, facilitating professionalism, and improving interprofessional interactions and collaborations based upon accuracy.

Publication Type: Journal Article
Source: AMED
Full Text: Available from EBSCOhost in Occupational Therapy International

12. Practitioner perspectives: effective intraprofessional relationships in occupational therapy

Citation: Occupational Therapy in Health Care, 2001, vol./is. 14/3-4(1-15), 0738-0577 (2001)

Author(s): Dillon TH

Abstract: Objective: This qualitative study examined OTR and COTA perspectives regarding the effectiveness of these intraprofessional relationships and their understanding of these two distinct roles in occupational therapy. Method: Twenty-two pairs of OTR/COTA teams that work together in Pennsylvania, Ohio, and West Virginia were interviewed. Themes relating to effective intraprofessional relationships were synthesized from this convenience sample and considered within the context of current settings and relevant literature in the health professions. Results: Three primary themes emerged from the data as having a significant impact on these OTR/COTA relationships. The themes include effective two-way communication, the need for mutual respect, and the importance of professionalism. The presence or absence of these three factors were perceived to impact the overall quality of these OTR/COTA relationships. Conclusion: It was determined that these factors influenced participants' perceptions about their work in occupational therapy. Both OTRs and COTAs expressed that effective intraprofessional relationships
enhance
the quality of occupational therapy services provided and strengthen their desire to
practice in the field.

**Publication Type:** Journal Article

**Source:** AMED

**13. Development of a tool to measure clinical competence in occupational therapy: a pilot study?**

**Citation:** Canadian Journal of Occupational Therapy, February 2000, vol./is. 67/1(51-60), 0008-4174 (2000 Feb)

**Author(s):** Salvatori P; Baptiste S; Ward M

**Abstract:** Clinical competence is generally defined as a combination of knowledge, skill and professional behaviour. It is typically assessed using written tests, direct observation, chart audit, client satisfaction surveys and supervisor ratings. This paper describes the development and evaluation of a chart-stimulated recall (CSR) measure that combines the methods of chart audit and clinician interview to assess the clinical competence of practicing occupational therapists. The CSR tool was developed using the Canadian Guidelines for Client-Centred Practice and taps global domains of competence: use of theory, assessment, program planning, intervention, discharge planning, follow-up, program evaluation, clinical reasoning and professional behaviours. This pilot study involved two independent raters/interviewers who assessed twelve occupational therapy clinicians on two occasions using a random sample of client cases/records on each occasion. Results indicate that the CSR tool is not only reliable and valid, but also sufficiently generic to be used in a variety of practice settings as a global measure of on-the-job performance.

**Publication Type:** Journal Article

**Source:** AMED

**Full Text:** Available from Highwire Press in *Canadian Journal of Occupational Therapy*

**14. A conceptual model for the development of professional behaviours in occupational therapists**

**Citation:** Canadian Journal of Occupational Therapy, February 2000, vol./is. 67/1(42-50), 0008-4174 (2000 Feb)

**Author(s):** Kasar J; Muscari ME

**Abstract:** The ever-changing, dynamic practice environment coupled with increased consumer needs and awareness create an atmosphere that requires optimal professionalism from occupational therapists. Professionalism requires specific knowledge, attitudes, and values - all manifested by professional behaviours. The authors assume that professional behaviours mature through a natural developmental process; a process that requires careful nurturing on the part of educators and clinical supervisors. Based on this assumption, the authors propose this conceptual model based on Erikson's life
cycle stages. The model implies that occupational therapy professional behaviours develop sequentially through stages that begin during the educational process of occupational therapists, and progress throughout their career. The purpose of this model is to provide a framework for educators and supervisors to nurture professional behaviours in students and novice clinicians, and to continue their own professional growth.

**Publication Type:** Journal Article  
**Source:** AMED  
**Full Text:** Available from Highwire Press in Canadian Journal of Occupational Therapy

15. **The transfer of information about geriatric clients in the occupational therapy chain of care: an intervention study**  
**Citation:** Scandinavian Journal of Occupational Therapy, 2000, vol./is. 7/2(51-9), 1103-8128 (2000)  
**Author(s):** Lilja M; Nygard L; Borell L  
**Abstract:** Continuity of intervention for elderly persons after discharge from hospital is affected by the communication between professionals involved in the rehabilitation process. This study describes an intervention project that was implemented to improve ways of transferring information relating to geriatric clients between occupational therapists working on different organizational levels. An assessment of activities of daily living (the ADL taxonomy) was used as a uniform instrument of communication. The results revealed that aspects of temporality, structure, professionalism and the instrument’s usefulness influenced the transfer of information. Systematic discharge planning schemes, written and formally structured information, a feedback loop for communication, and collaboration with the clients and their families in the discharge process are all suggested as ways of transferring information.  
**Publication Type:** Journal Article  
**Source:** AMED  
**Full Text:** Available from EBSCOhost in Scandinavian Journal of Occupational Therapy

16. **The relationship among demographic variables, professionalism, and level of involvement in a State Occupational Therapy Association**  
**Citation:** Occupational Therapy in Health Care, 2000, vol./is. 12/2-3(53-72), 0738-0577 (2000)  
**Author(s):** Breeden LE; Fultz RL; Gersbacher CA; Murrell JL; Pedersen KD; Thomas KE; Hanna-Stewart JA  
**Abstract:** Research on professional occupations has defined varying criteria that an occupation must meet to be considered a profession. Involvement by the members in their professional organization is a recurrent theme. A questionnaire consisting of Hall’s Occupational Inventory, an involvement scale, and a demographic survey was used to determine the
relationship among three factors of the Indiana Occupational Therapy Association members: (a) demographics, (b) professional attributes, and (c) involvement in a state occupational therapy organization. Determining these relationships is significant for understanding membership and involvement in a state occupational therapy association.

Findings indicated significant differences in terms of hourly involvement in a state occupational therapy association between respondents with entry-level and post-professional degrees and respondents who were married and those who were not married.

**Publication Type:** Journal Article  
**Source:** AMED

**17. Defining and developing professionalism**  
**Citation:** Canadian Journal of Occupational Therapy, June 1999, vol./is. 66/3(116-21), 0008-4174 (1999 Jun)  
**Author(s):** Bossers A; Kernaghan J; Hodgins L; Merla L; O'Connor C; Van Kessel M  
**Abstract:** During the development of a new occupational therapy curriculum, professionalism was identified as a core process component essential to occupational therapy practice. A group, comprised of faculty, clinicians, and students, was charged to examine professionalism and to make recommendations for curriculum planning and development. However, a consistent description or definition of professionalism was lacking in the literature. Defining professionalism was, therefore, the first task of the group. A schematic representation of professionalism was developed through a review of the literature and qualitative analysis of information obtained from discussion groups focused on professionalism. In this paper, the schematic representation of professionalism will be presented as well as information about two supported self-study courses entitled, Fostering Professional Development and Becoming a Professional. A professional portfolio guide for the student occupational therapists will also be described. Future implications and directions for fostering professionalism will be discussed.  
**Publication Type:** Journal Article  
**Source:** AMED  
**Full Text:** Available from Highwire Press in Canadian Journal of Occupational Therapy

**18. The influence of fieldwork on the professional socialisation of occupational therapy students**  
**Citation:** British Journal of Occupational Therapy, February 1996, vol./is. 59/2(65-70) (1996 Feb)  
**Author(s):** Tompson MA; Ryan AG  
**Abstract:** This article describes a qualitative study which focused on the role played by fieldwork in the professional socialisation of four occupational therapy students. Data were collected through interviews, observational visits and a review of the students' daily journals. Four major themes relating to professional socialisation emerged during the study: the nature of
profesionalism; the concept of occupational therapy; learning the language of the professional; and the shifting focus of the different levels of placements. The results of this study have implications for the implementation of fieldwork experiences.

**Publication Type:** Journal Article  
**Source:** AMED

**19. Implications of a theoretical framework for practice**  
**Citation:** British Journal of Occupational Therapy, September 1995, vol./is. 58/9(392-6) (1995 Sep)  
**Author(s):** Jenkins M; Brotherton C  
**Abstract:** Occupational therapy has been shown to be a profession which, as a consequence of its role in function and enablement, enters clients' life-world situations as a matter of course (Jenkins, 1994a, 1995). Partnership and participation between professional and client occur at practice level, where practitioners and clients learn together of the possibilities and limitations of intervention. In this article, the notion is advanced that democratic professionalism is the underpinning philosophy of a situated learning model of practice in occupational therapy. The rationale of this proposal is presented and the repercussions of a theoretical framework of practice for educators and practitioners are discussed.  
**Publication Type:** Journal Article  
**Source:** AMED

**20. In search of a theoretical framework for practice, part 1**  
**Citation:** British Journal of Occupational Therapy, July 1995, vol./is. 58/7(280-5) (1995 Jul)  
**Author(s):** Jenkins M; Brotherton C  
**Abstract:** In this work, the position is taken that practice is a knowledge-rich domain where knowledge use and knowledge creation intertwine. This article presents a learning-in-practice model of occupational therapy which anchors occupational therapy within the reality of occupational therapy practice, identifying theory and practice as one entity. The model takes issue with the theory/practice paradigm of practical professions and suggests that, in occupational therapy, the real world situation of practice and clients' life-world contexts are the most fitting frames of reference for practitioners. The model, arising from the thesis 'Occupational therapy: perspectives on the effectiveness of practice' (Jenkins, 1994), implies that professional effectiveness is not dependent only on the concept of reflection in and on action as espoused by Schon (1987) but, in effect, hinges on a 'community practice' wherein learning is situated, ongoing and continuous and occurs in action, in discussion and in periods of personal reflection, purposively and incidentally. Part 1 introduces the work and describes Lave's and Wenger's Situated Learning Perspective, from which this practice model is derived; the model's four
basic 
constituents - community, context, access and language - are presented. Part 2 will 
identify these in the occupational therapy setting and will forward the notion that 
the 
model is the kernel of democratic professionalism.

**Publication Type:** Journal Article  
**Source:** AMED

21. Commentary: Professionalism in occupational therapy  
**Citation:** Occup Ther Prac, June 1992, vol./is. 3/3(7-10) (1992 Jun)  
**Author(s):** Grossman J  
**Publication Type:** Journal Article  
**Source:** AMED

22. Redefining professionalism for occupational therapy  
**Citation:** American Journal of Occupational Therapy, January 1988, vol./is. 42/1(55-7) (1988 Jan)  
**Author(s):** Breines EB  
**Publication Type:** Journal Article  
**Source:** AMED  
**Full Text:** Available from Highwire Press in [American Journal of Occupational Therapy](https://www.highwirepress.org/ajot/)

23. 'Profession' and 'Professionalism' and the emerging profession of occupational therapy: part 2  
**Citation:** British Journal of Occupational Therapy, September 1987, vol./is. 50/9(300-2) (1987 Sep)  
**Author(s):** Wallis M  
**Publication Type:** Journal Article  
**Source:** AMED

24. 'Profession' and 'Professionalism' and the emerging profession of occupational therapy: part 1  
**Citation:** British Journal of Occupational Therapy, August 1987, vol./is. 50/8(264-5) (1987 Aug)  
**Author(s):** Wallis MA  
**Publication Type:** Journal Article  
**Source:** AMED

25. Adam, Kerry; Peters, Susan; Chipchase, Lucy  
Knowledge, skills and professional behaviours required by occupational therapist and physiotherapist beginning practitioners in work-related practice.  
**Australian Occupational Therapy Journal, April 2013, Vol 60, Issue 2, p76 – 84**  
Background/aim Occupational therapists and physiotherapists have established roles in work-related practice. However, there is limited information about the attributes required by these professions for competent practice in this field. The aim of this systematic review was to evaluate the research literature to determine the knowledge, skills and professional behaviours required by occupational therapists and physiotherapists, including new graduates, in work-related practice.  
Methods A systematic search was conducted of standard databases using keywords and phrases. All types of studies and reports were included from empirical research to descriptive reports. Included literature was appraised by standard critical appraisal tools by two reviewers. Words, phrases or themes related to the attributes required for work practice were manually extracted and a meta-synthesis conducted. Results Seven observational studies, six professional practice guidelines, one book chapter, one journal editorial and seven opinion
pieces met the inclusion criteria. Observational studies and descriptive reports were low on the evidence hierarchy. Meta-synthesis determined that key attributes required by occupational therapists and physiotherapists in work-related practice were knowledge of injury prevention and management, skills in communication, and professional behaviours of self-reflection and evaluation. Conclusion Findings from this systematic review provided credible evidence about attributes required by occupational therapists and physiotherapists but not including new graduates, in work-related practice. However, due to low evidence levels findings will need to be applied with caution. More rigorous research is needed to evaluate occupational therapy and physiotherapy workplace interventions to guide practice and to assist occupational therapists and physiotherapists promote the effectiveness of their services.

26.Kinn, Liv Grethe; Aas, Randi W
Occupational therapists’ perception of their practice: A phenomenological study
Australian Occupational Therapy Journal, April 2009, Vol 56, Issue 2, p 112 - 121

Background: International literature seems consistent in reporting that occupational therapists value their methods. However, little empirical evidence has been generated supporting the basic system of belief for occupational therapy. Few studies have explored the nature of the occupational therapists’ experiences and thoughts about their use of occupation as means and ends, and which strategies they use to implement their tools in their current practice. Accordingly, the aim of this study was to explore how occupational therapists understood and presented their practice and interventions. Methods: A sample of six occupational therapists graduated in different decades, from diverse client populations and health-care settings was selected to participate in a semistructured interview. Results: Three main themes were developed: ‘To make the client's potentials visible’, ‘reaching a position one values’ and ‘looking with other eyes’. Whatever their specialities, the participants were unanimous in the way they described their role. Their common focus was ‘activities of daily living’. However, they had problems describing their therapeutic tools, and were not able to clearly articulate the ‘common sense aspects’ of their own methods. The participants were engaged in constructing their professional identities, and stressed the need to construct professional boundaries relevant to their particular work. Conclusion: The occupational therapists perceived their practice and interventions as distinctly different from other team members, thus, they provided a ‘counterpoint’. The participants used various ways of marketing their perspectives. While the novices tended to go along with the team, the experienced therapists tended to assert their own special contribution.

Google Scholar

From 1st 50 results…

1) Professionalism and Occupational Therapy: An Exploration of Faculty and Students’ Perspectives
Allison J. Robinson, Chelsea J. Tanchuk, Theresa M. Sullivan

2) The caring occupational therapist: scope of professional roles and boundaries.
Sachs D, Labovitz DR.


3) **Toward professionalism: the reflective therapist.**

Parham D.


There are a few much older articles available on PubMed but these are probably too out-of-date to be any use – 1972 – 1985.