
Abstracts from Hebrew

Source: *IJOT: The Israeli Journal of Occupational Therapy* / כתב עת ישראלי לריפוי
כרך, 2011, אוגוסט, כרך, 20, כרך, 3, Special Issue on the Model of Human
Occupation: In memory of Prof. Gary Kielhofner / גיליון מיוחד בנושא מודל העיסוק
ל (אוגוסט 2011), pp. E89-E91

Published by: Israeli Society of Occupational Therapy / העמותה הישראלית לריפוי בעיסוק

Stable URL: <https://www.jstor.org/stable/23469928>

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Abstracts from Hebrew**Model of Human Occupation and Constructivist Learning: A Theoretical and Practical Basis for Developing a Transition Program for Preparation for a Working Life (Tahel)**

Key words: Transition program, students with intellectuality disability, evidence-based practice, employability

This paper was written in recognition of the work done by Professor Gary Kielhofner and as a means by which the occupational therapy community of Israel may honor the 1-year anniversary of his death. Our aim is to present the theoretical and applied components of the transition program for preparation for work (Tahel). The program is based on educational models, as well as Professor Kielhofner's model of human occupation (MOHO). The program's effectiveness has been examined within a population of intellectually disabled students attending special education schools in the Northern District of Israel (Ivzori, 2010). The transition program was created in order to address the needs of students with disabilities for the purpose of preparing them for the changes they must undergo when transitioning from school to an adult community working life. One of the central issues that these programs try to promote is the students' ability to integrate into community working life. This topic has become a central one in transition programs over the years, and there is increasing agreement that its implementation necessitates the use of multidisciplinary teamwork, whose members can view the myriad of issues involved from different professional perspectives. The program presented in this article aims to achieve greater participation of students in community work life, through the development of three individual human components from the model of human occupation: job execution capabilities, habits and knowledge about the working world, desires and values associated with the development of a working person's identity. The teaching program is based on constructivist teaching methods (Reiter, 2004, 2008), which hold that learning should build upon the students' prior knowledge and recommend that they actively participate in its acquisition and further development. The article presents the theoretical model used in the program, reviews the methods through which the program assists students integrate into the work environment and promotes the use of multi-professional teamwork - educators and occupational therapists. Finally, findings of the program's efficiency are presented.

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The Israeli Journal of Occupational Therapy, August 2011, 20(3)

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The Difference in Volition of People with Schizophrenia in Various Treatment Environments

Key words: Model of Human Occupation, environment, mental health hospital, occupational therapy

Volition is a complex issue that effects the functioning of individuals with schizophrenia. The goal of occupational therapy is participation in occupations. Therefore, volition is essential for achieving change and for successful involvement. The Model of Human Occupation (MOHO) has expanded the concept of volition both theoretically and practically. According to this model there is a dynamic and mutual effect between the environment, volition and participation in occupations.

This study's aim is to investigate whether differences exist between the volition of people with schizophrenia in different treatment environments. To this end 10 patients diagnosed with schizophrenia were sampled. The results of the study showed that differences are indeed found between the volition of people with schizophrenia in different treatment environments. Patients with schizophrenia being treated in an occupational therapy unit were found to have a higher level of volition than those in the other environments examined. It is recommended to decrease the number of clients in any treatment environment to the degree possible to ensure that they receive individualized care of optimal quality. This will also enable the therapist to provide personal attention, and invest the appropriate degree of energy and emotion in their treatment of each client according to his/her needs and wishes.

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The Israeli Journal of Occupational Therapy, August 2011, 20(3)

Occupational Performance, Social Support and Life Satisfaction in Single Mothers Compared with Married Mothers

Key words: Motherhood, occupational identity, occupational competence, occupational settings, quantitative research

This mixed methods study explored points of similarities and differences in the occupational performance of single mothers compared to that of married mothers. The study emerged following changes in family structure in recent decades that influenced mothers' roles and occupation in Western society. The study included 10 working mothers with children under the age of 18, of whom five were married and five were not. Data collection included the Occupational Performance History Interview - Second Version (OPHI-II) and two self-administered questionnaires: Maternal Social Support Index (MSSI) and Satisfaction with Life Scale (SWLS). Results revealed similarities and differences between the two groups, and suggest that single mothers are a subgroup with unique needs. These mothers lack social support, find it difficult to survive as salaried employees in the job market, lack the time and energy needed to manage a new relationship and deal with financial difficulties. Occupational therapists working with mothers should be aware of these needs.

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