
Abstracts from Hebrew

Source: *IJOT: The Israeli Journal of Occupational Therapy* / כתב עת ישראלי לריפוי
כרך, 2012, אוגוסט, כעיסוק, 21, חוברת, 3, Special Issue on the topic of
Teaching, Training and Supervision in Occupational Therapy / גיליון מיוחד בנושא
הכשרה והדרכה בריפוי בעיסוק (אוגוסט 2012), pp. E70-E73

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

Stable URL: <http://www.jstor.com/stable/23470629>

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Supervision through Coaching - A Different Way of Thinking for the Occupational Therapist Working in Rehabilitation

Key words: Managing supervision, coaching, supervision, supervision through coaching, principles of coaching, stages of coaching

The article deals with the transition from classic psycho - dynamic supervision to supervision in which the principles of coaching are integrated within the supervisory process as the key to growth, change and development. In recent years, occupational therapists have played an essential role in many areas of rehabilitation and treatment that require supervision. However, supervisory styles have generally not been modified to suit changing needs. This article presents the principles and work values of coaching as a platform for managing occupational therapy supervision. Based on the similarity and overlap between these work values and principles between occupational therapy and coaching, this integrated model can provide a clear and structured guide to the supervision process. This article presents coaching values and principles through the demonstration of supervisory processes in actual practice, illustrated through supervisory narratives, and demonstrates how insights may be derived from them. For the purpose of authenticity, the authors have chosen examples from their work in the field of mental health rehabilitation, but the approach and the tools utilized are suitable for additional areas in occupational therapy as well.

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Project "Kesher": A University - Community Collaboration for Social Change

Key words: Mentoring, academy-community partnerships, professional identification, self awareness

The School of Occupational Therapy of Hadassah Medical Center and the Hebrew University of Jerusalem set a goal to combine academic studies, and the personal and professional development of occupation therapy students. Thus, "Kesher" was born; a project in which students mentor a person with special needs and accompany him throughout the year. This project is the initial foundation for the development of the students' professional identity as an occupational therapist. Participation in the project encourages and facilitates awareness and community engagement. The objectives of this project are to: (a) Enable students to be aware of themselves and the processes they face during their studies; (b) Understand and apply concepts of OT learned in a theoretical course, in an ecological environment; (c) Develop interpersonal skills through the use of communication skills.

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Supervision for Occupational Therapy students in the 21st Century: Correspondence via Electronic Mail as a Supplementary Means for Fieldwork Education

Key words: Innovative tools, learning, fieldwork counselor, writing, daily experiences

The Association for Vocational Rehabilitation in Jerusalem has developed a learning center for the fieldwork training of occupational therapy students. Over time, this unique supervisory model for fieldwork training has evolved and flourished through a combination of traditional elements with newer, more innovative supervision tools. Learning via electronic mail (e-mail) comprises a central tool in this model. The theoretical basis for the development of this model includes the use of principles from basic supervision models in the context of identifying the needs of the occupational therapy student in the 21st century. This article will present the following elements included in the supervision model: a weekly meeting in person, a peer-learning group, supervisory tools and e-mail correspondence of a "daily experience".

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"For Me and with Myself": Self-Mapping Tool of Ethical Dilemmas in Occupational Therapy

Key Words: Ethics, professional ethics, self-identity, professional identity, quality of care

Nowadays, since society is heterogeneous and diversity is legitimate, we often encounter people who are different from us and can choose whether or not to come into contact with them. Occupational therapists, who are obligated to provide services to patients, may encounter those who differ from themselves with respect to their values, opinions and points of view. In situations in which therapists find themselves charged with providing services to patients whose views are vastly different from their own, conflicting feelings may arise as to whether or not they can treat these patients. The dilemma between "me, myself" and "me, the professional" may stimulate negative feelings within a therapist towards the patient, and may even harm the quality of the treatment provided. To address this issue, we have developed a tool designed to assist with the identification of dilemmas such as these. The purpose of this paper is to present the background that led to the recognition of the significance of this problem and the decision to address it through the development of a tool designed to assist therapist in such situations.

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The Israeli Journal of Occupational Therapy, August 2012, 21(3)