Index

Note: Page numbers in *italics* refer to Figures; those in **bold** to Tables.

AAOT *see* Australian Association of Occupational Therapists (AAOT)

abductive reasoning
- assumptions, 17–18
- case formulation, 19–21
- clinical hunches, 17
- clinical reasoning, 19–20
- clinician factors influence, 16
- complex cases, 28
- complex clinical presentations, 16–17
- experience, 18, 21
- problem, 15–16

Accident Compensation Corporation (ACC), 34–5

accountability
- in delivery of service, 47
- and evidence-based practice, 97
- of managers, 48
- moral accountability, 52
- to patients, 135
- of professional OTs, 50, 88

analytical approach
- and empirical research, 97
- *vs.* intuition, 133
- theoretical framework for, 135
- use of tools in, 87

articulate professional ideals, 133

assessment
- appropriate domains in clinical reasoning, 17
- cultural *vs.* clinical in Māori, 119–120
- of pain management, 15

in pattern recognition
- error in, 17, 18, 24
- process of, 22
- performance assessment, 49
- in problem solving, 2
- process in internal morality, 39–41
- tools for the novice, 79, 81, 87
- artistry, 95–6, 103–4 *see also* judgment
- artistry; professional artistry

Australian Association of Occupational Therapists (AAOT), 68

care, 53 *see also* clinical reasoning

carers
- parents as carers, 33

case formulation
- abductive reasoning
- causal model, 25–7, 26
- detecting the underlying patterns, 22–4
- inferring causal mechanisms, 24–5
- writing, 27–8
- approach to, 21
- clinical reasoning, 19–20
- collaboration in pain management, 28

causal model
- development, 25, 26
- evaluation, 25–7

clinical hunches, 18

clinical reasoning
- appropriate assessment domains, 17
- diagnostic expertise, 94–5
- methodology, 21
clinical reasoning (cont’d)
practice and evidence-based practice
judgment artistry, 96
knowledge encapsulation, 98
knowledge networks, 98
practice–valuing and developing
judgment artistry
judgment artistry model, 102
multifaceted judgment, 101
practice artistry in judgments, 101
professionalism, 101
reflexivity, 101
terminology
concepts, 93, 94
experience, 93–4
expertise, 94–5
judgment artistry, 95–6
professional artistry, 95
clown model, 78–9
code shifting, 36
collaboration in pain management, 28
collective reasoning
clinical and tikanga/customary
practices, 109
clinical vs. tikanga/customary practices, 118–120
cultural identity, 109
decision making processes, 118
Māori kaiwhakaora ngangahau/
occupational therapists, 108
community mental health scheme, 56
community of practice, 77, 134
competency(ies)
cultural, 95
in informed consent, 39
personal contexts, 66
starting level of, 68
technical vs. emotional, 54
cognitive overload, 16
cognitive processes
hypotheses, 3
schemas, 3, 4
connection to land, Māori
loss of land, 109
physical and social resources, 121
world view, 108
connection to people
in Māori culture, 108, 116, 122, 132
OTs and clients, 56
termology
concepts, 93, 94
experience, 93–4
expertise, 94–5
cognition
hypotheses, 3
schemas, 3, 4
connection to land, Māori
loss of land, 109
physical and social resources, 121
world view, 108
cultural identity
access to cultural resources, 121
good health, 120
occupational therapy, 121
whānau/extended family, 122
culture of practice, 77
decision-making processes, 19
diagnostic reasoning, 68
direct reasoning, 8
efficiency
aim of the funder, 38
effects on professional practice, 50, 53
expectation of, in current times, 97
homogenization of the practice, 52
principle of the ACC, 35
prioritization of, 47
rise of managerialism, 46–7
role of managers in, 48
and staff-client relationship, 56
and treatment goals, 57
emotional quality
of therapeutic relationship, 54
empathy
in a professional artist, 95
teaching, 89
three stages of, 84
employers
and therapists
ethical conflicts, 131
influence, 53, 55
relationship, 33
responsibilities of, 130
ethical reasoning
context, 34–5
external morality, 35–8
internal morality, 39–41
philosophical analysis, 33
evidence-based outcomes, 10
experience, 93–4
expertise, 94–5
expert reasoning, 98–100
explicit and implicit reasoning, 77
external morality, 35–9
guidelines, 56, 77
heuristics, 16, 17
hypotheses, 3, 8, 20, 27, 81, 87
implicit reasoning, 77
inferring causal mechanisms, 24
informed consent
and the ACC, 39
and assessment process, 39–40
criteria for, 39
ethical concepts, application, 32
and internal morality, 40
institutions
change in environment, 130
ethical practice in, 31
perceptions of cost and risk, 56
significance in OT’s behavior, 52
structural violence in, 42–3
integrity, 32–3
interactional therapist, 84
interactive reasoning, 7
internal morality
assessment process, 39–41
and informed consent, 40
interpersonal skills, 132
intuition
and analytical approach, 132
vs. analytical methods, 133
in clinical reasoning, 131, 132
intuitive processes, 97
intuitive responses, 132–3
intuitive system, 133
judging reasoning, 11
judgment artistry
clinical reasoning
model, 102
practice–valuing, 101–3
concepts, 95–6
types, 96
kawanatanga/governance, 112
knowledge encapsulation, 98
knowledge networks, 98
learning problems, 3
managerialism
client insight to symptom management, 51–3
dispersed managerial consciousness, 50
emotional labour, 54
managerialist blizzard, 57–60
New Public Management (NPM), 45, 47
performance assessment, 49
managerialist blizzard, 57–60
Māori
clinical reasoning process, 115
and colonization, 111
cultural vs. clinical assessment, 119–120
loss of land, 109
world view, 108
models
assumptions about the way the world works, 17
causal, 25–7, 26
simplified version of reality, 17
moral accountability, 52
morality
external, 35–8
internal, 39–41
memory, 3, 12, 52, 55, 69, 77, 80, 120

New Public Management (NPM), 45, 47, 49–51, 53

novice therapist
academic supervision, 88
assessment tools, 79
clown model, 78–9
environment, 85
vs. experienced therapist, 70, 99–100
dilemmas in practice
application of knowledge, 84–6
client’s view, 84
cues, 80–82
occupational therapy role, 82–3
team work, 86–7
guidelines, 77
profession-specific training
programmes, 89
tangible elements of practice
application ball, 80
practice knowledge, 79
theoretical knowledge, 79

students
case studies exposure, 10
construct knowledge, 85
contextual reasoning framework for, 65, 68
cue recognition, 87
experience, 69
exposure to Maori health settings, 114
individual vs. context-directed practice, 67
narratives, 78
opinions, 51, 60
and reasoning, 134
role of biomedical knowledge, 98
teaching problem solving to, 2
training, 89

thinking tools, 87
written framework, 68

NPM see New Public Management (NPM)

occupational therapists (OTs)
biomedical diagnosis, 20
case formulation approach, 21
collective reasoning
Maori creation stories, 108
Maori working with Maori, 114–15
Maori world view, 111–12
secure cultural identity, 120–123
tikanga/customary practices, 118–20
Treaty of Waitangi and bicultural nationhood, 108
wairua/spirit and tangata/people, 115–18
Waitangi and colonisation, 111–12
whanau/extended family, 116–18
decision making, 19
environment, 49, 50, 52
ethical reasoning
context, 34–5
external morality, 35–8
internal morality, 39–41
formulation approach, 21
identify problems, 4
managerialism
community mental health scheme, 56
dispersed managerial consciousness, 50
emotional labour, 54
evidence-based treatment, 49
instrumental reasoning, 46
language of managerialism, 57
learning to recognise, 51–3
managerialist blizzard, 57–60
managerialist environment, 49
national occupational therapy service, 48
New Public Management (NPM), 45, 47
OTs’ experience, 50
pragmatic reasoning, 49
staff’s acquisition, 55
novice therapist
academic supervision, 88
profession-specific training programmes, 89
Index 141

thinking tools, 87
see also Novice therapist
problem solving process, 1–2
reasoning process, 18
rules, 34, 58, 77, 87
occupational therapy
causal model development, 26
clinical reasoning process, 19
contextual influences
professional values and credibility, 133
evidence-based, 48, 96–100
experience in, 65, 66
problem solving
outcomes, 10–12
reasoning, 7–9
theoretical underpinning, 2–6
role, 82–3
oppression of disabled people, 41
OTs see occupational therapists (OTs)
output, 46, 47
past knowledge, 94
pattern-matching process, 132
pattern recognition
assessment error, 17, 18, 24
assessment process, 22
personal context, 73–4, 130–132
personal framework, 131
personal knowledge
context of thinking and reasoning, 73
empathy and, 84
from life experiences, 85
self analysis, 66
philosophical analysis, 33
political
climate, 45, 46
impact on contextual reasoning, 65
influence on policy, 53
pressures, 48
practice knowledge, 79
pragmatic reasoning, 7, 8, 49, 59, 66–7
problems, levels of, 16
problem solving
assessment, 2
reasoning
accuracy, 10
cognitive processes, 7
conditional, 7, 66, 67
environment, 6
errors, 2
evidence-based, 10
interactive, 7–8
narrative (story), 8–10
outcomes, 10–12
pragmatic reasoning, 8
three-track mind, 7–8
theoretical underpinning
complexities of goals, 4–6
factors affecting, 6
goal setting to implementation, 4
OT process, 2
referral to problem identification, 3–4
steps, 2
procedural reasoning, 7, 66, 72, 81
professional artistry, 95
professional autonomy, 35–9
professional standards of care, 55
professional values and credibility, 133–5
protocols, 79, 82, 134
prototypes, 77
public good and managerialism, 46–7
reasoning see also clinical reasoning
abductive
assumptions, 17–18
case formulation, 19–21
clinical reasoning, 19–20
clinician factors influence, 16
complex clinical presentations, 16–17
experience, 18, 21
hunches, 17
problem, 15–16
articulate
contextual influences, 129–130
environment, 129–130
intuitive responses, 132–3
personal context, 130–132
professional values and credibility, 133–5
collective
clinical and tikanga/customary practices, 109
clinical vs. tikanga/customary practices, 118–120
cultural identity, 109
decision making processes, 118
reasoning see also clinical reasoning (cont'd)
Māori kaiwhakaora ngangahau/occupational therapists, 108
context, 70–71
ethical
context, 34–5
external morality, 35–8
internal morality, 39–41
problem solving
accuracy, 10
cognitive processes, 7
conditional, 7, 66, 67
environment, 6
errors, 2
evidence-based, 10
interactive, 7–8
narrative, 8–10
outcomes, 10–12
pragmatic reasoning, 8
three-track mind, 7–8
procedural, 7, 66, 72, 81
reciprocity in therapist–client relationship, 58–9
resources
constraint, 85, 87, 89
in problem solving, 6
scarcity of, 35
of stress, 57
reflective practitioner, 59, 60
reflexivity, 53, 73, 101
rules
breaking in practice, 34
deviation from, 77, 87
of emotional labour, 58
use in diagnosis, 16–17
schemas
cognitive processes, 3, 4
direct reasoning, 8
in expert clinicians, 98
knowledge acquisition, 80, 83, 85
and narratives, 12
situational learning, 77
sociopolitical context of practice, 45, 47, 51, 53
sole and dominant focus, 50
story, 8–10, 64–9
strengths
client’s strengths
in case formulation, 26
in problem solving, 2, 9, 12
OT’s strengths, 71, 133
technical competencies, 54
theoretical knowledge, 79
tree-track mind, 7–8
of emotional labour, 58
use in diagnosis, 16–17
application in practice, 80, 82, 88
basis of hypothesis, 20
clinical reasoning, 93, 97, 104
Hammond’s theory, 132
models and their use, 17
new economic theory, 46
protocols, 79
three-track mind, 7–8
tino rangatiratanga/self-determination, 112
triangulation, 23
truth telling, 35–9
underground practice, 36
utilitarianism, 32, 38

Waitangi and colonisation, 111–12
World Federation of Occupational Therapy
Revised Minimum Standards (WFOT), 68
Written communication, 87