



Occupational Therapy Essentials for Clinical Competence

By Karen Jacobs EdD OTR/L CPE FAOTA, Nancy MacRae MS OTR/L FAOTA, Karen Sladyk PhD OTR/L FAOTA

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Building on the foundation of the first edition, *Occupational Therapy Essentials for Clinical Competence, Second Edition* continues to be unique in format by using the new 2011 ACOTE Standards as a blueprint to intricately outline a plan of action for the current practice of occupational therapy.

Occupation, theory-driven, evidence-based, and client-centered practice continue to be the core of the profession and is the central focus of the *Second Edition* of *Occupational Therapy Essentials for Clinical Competence*.

Dr. Karen Jacobs, Nancy MacRae, and Dr. Karen Sladyk, along with more than 60 contributors, have assigned each chapter an ACOTE Standard and all ACOTE Standards are addressed throughout this forward-thinking and comprehensive new Second Edition.

Occupational Therapy Essentials for Clinical Competence, Second Edition introduces every topic necessary for competence as an entry-level practitioner. Varied perspectives are provided in each chapter with consistent references made to the relevance of certified occupational therapy assistant roles and responsibilities.

Inside *Occupational Therapy Essentials for Clinical Competence*, each chapter has been strengthened with up-to-date evidence-based information. The Second Edition continues to have student and faculty activities, evidence-based charts, multiple-choice questions, and PowerPoint presentations. Appendices also provide relevant information in an easily accessible manner.

Some new chapters inside the Second Edition include:

- Interprofessional education and practice
- Occupational Therapy Practice Framework
- Meaning and dynamic of occupational and activity

- Evaluations and interventions to enhance rest and sleep
- Telehealth
- Grants
- Professional presentations
- Emerging areas of practice

To enhance consistency, Dr. Gail Bloom has developed and includes a collection of multiple choice questions and PowerPoint presentations for each chapter that will allow students to confidently learn and prepare for the NBCOT certification exam.

Occupational Therapy Essentials for Clinical Competence, Second Edition continues to be appropriate for OT and OTA students, both at the beginning and the end of their education. Chapters can be assigned to students to present to their peers, with the expectation that they will have an engaging and fun activity to help their peers with application of the material.

Occupational Therapy Essentials for Clinical Competence, Second Edition incorporates adult learning theory as its basis to assist in establishing cognitive interest. All occupational therapists and occupational therapy assistants will welcome this unique organizational format of grouping concepts together to reinforce and facilitate learning.

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Editorial Review

Review

“As a textbook, it is a good read. It is comprehensive and its emphasis on highlighting the evidence base for topics is very welcome. It is clearly set out and very readable with self assessment activities and critical thinking questions that allow the reader to explore and develop their own learning. Overall, this is an exciting textbook which embraces evidence-based practice and encourages the reader to be active in their learning.”

- Anna Clampin, *Coventry University, British Journal of Occupational Therapy*

About the Author

Karen Jacobs, EdD, OTR/L, CPE, FAOTA is a past president and vice president of the American Occupational Therapy Association (AOTA). She is a 2005 recipient of a Fulbright Scholarship to the University of Akureyri in Akureyri, Iceland; the 2009 recipient of the Award of Merit from the Canadian Association of Occupational Therapists (CAOT); the 2003 recipient of the Award of Merit from the AOTA; and recipient of the 2011 Eleanor Clarke Slagle Lectureship Award. The title of her Slagle lecture was PromOTing Occupational Therapy: Words, Images and Action.

Dr. Jacobs is a clinical professor of occupational therapy and the program director of the distance education postprofessional occupational therapy programs at Boston University. She has worked at Boston University for 30 years and has expertise in the development and instruction of online graduate courses.

Dr. Jacobs earned a doctoral degree at the University of Massachusetts, a Master of Science at Boston University, and a Bachelor of Arts at Washington University in St. Louis, Missouri.

Dr. Jacobs’ research examines the interface between the environment and human capabilities. In particular, she examines the individual factors and environmental demands associated with increased risk of functional limitations among populations of university- and middle school-aged students, particularly in notebook computing, use of tablets such as iPads (Apple), backpack use, and the use of games such as Wii Fit (Nintendo).

In addition to being an occupational therapist, Dr. Jacobs is also a certified professional ergonomist (CPE), the founding editor in chief of the international, interprofessional journal *WORK: A Journal of Prevention, Assessment & Rehabilitation* (IOS Press, The Netherlands), and a consultant in ergonomics, marketing, and entrepreneurship.

She is the proud mother of three children (Laela, Josh, and Ariel) and Amma (grandmother in Icelandic) to Sophie, Zachary, Liberty, and Zane. Her occupational balance is through travel, photography, walking, and co-writing children’s books.

Nancy MacRae, MS, OTR/L, FAOTA is an associate professor at the University of New England (UNE), in Portland, Maine, where she has taught for 23 years. She is a past president of the Maine Occupational Therapy Association and a past director of the UNE occupational therapy program.

Nancy’s work experience has been within the field of developmental disabilities, primarily mental

retardation, across the lifespan. Her graduate degree is in adult education, with a minor in educational gerontology. Involvement in interprofessional activities at UNE allows her to mentor and learn from future health care practitioners and to model the collaboration our health care system needs. Scholarship has centered around aging and sexuality, documentation, professional writing, and interprofessional ventures. She has been a member of the editorial board of *WORK: A Journal of Prevention, Assessment & Rehabilitation* since its inception.

Nancy is the proud mother of two sons and a 14-year-old granddaughter. Occupational balance is maintained through participation in yoga, reading, walking, baking, and basket making.

Karen Sladyk, PhD, OTR/L, FAOTA has been an occupational therapy educator in New England for over 18 years—first at Quinnipiac University and currently at Bay Path College. She “accidentally” fell into writing when she was a substitute at a focus group at an American Occupational Therapy Association (AOTA) annual meeting and conference, offering suggestions of what she thought students wanted to know. Since that time, she has edited or authored 9 textbooks targeted specifically at occupational therapy/occupational therapy assistant students’ specific needs. Known as a “hard and demanding” teacher, she cares very deeply about students getting an intense and meaningful education.

Like every occupational therapist/occupational therapy assistant, she has a difficult time balancing her life, but she enjoys travel, quilting, crafts, and writing. She visited all 50 states before turning 50 herself. Karen spends time with her sisters and nephews in Connecticut and Utah and continues to collect vintage jewelry at flea markets. Lately, she has been hunting for Disney Lanyard pins.

Users Review

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