



Occupation-Based Practice

Occupation-Based Journal Club

Click topic below for the desired page

[Journal Club Introduction](#)

[Selecting and Accessing Journal Club Articles](#)

[Implementation Tips and Discussion Questions](#)



Journal Club Introduction

What is a journal club?

A journal club is a recurring meeting in which professionals and their colleagues discuss a published scientific article. Professionals can review new research, develop critical analysis skills, remain active consumers of research, and apply evidence to their daily practice. Members are expected to read the article prior to each meeting and come prepared to ask questions, share insights, foster a deeper understanding of research through intellectually stimulating discussion, and enhance practice.

Key Components:

- Regular meetings with a clear schedule, often monthly, is a good place to start.
- Article presentation. One or two members should facilitate by presenting a summary and analysis of the selected article at the beginning of the meeting. Facilitators may want to consider resources, such as [Claude AI](#), to interpret and summarize the article.
- Facilitators may have prepared questions or members can ask one another clarifying questions (please see guiding questions document).
- All members are expected to read the article prior to the meeting and participate in the discussion.
- The format of the discussion allows individuals to learn from others, encounter new ideas, and better understand complex topics more thoroughly.

Benefits:

- Improving critical thinking
- Staying up-to-date
- Developing communication, presentation, and organizational skills
- Collaboration with colleagues
- Making evidence-based decisions in the OT process

How it Works:

1. Select a research article for discussion (see selecting a journal article document).
2. Give members time to read and familiarize themselves with the article.
3. Hold a journal club meeting.
 - a. The facilitator summarizes and leads a discussion on the article.
 - b. Members explore a deeper understanding and application of the information, asking questions and sharing their own perspectives (see guiding questions document).
4. Select another time and date for the next journal club and select the article.
5. Apply the findings from the article to current practice.



Selecting and Accessing Journal Club Articles

Careful selection of articles will help to promote a robust journal club discussion. Use this decision guide to help select and access an article for your journal club.

Accessing journal articles:

Most practitioners think they lost access to journals and databases when they completed their education. However, many journals and articles are still accessible. Several journals operate as “open access”. Open access journals are not supported by subscription fees and therefore charge authors fees for accepted manuscripts after completing the rigorous peer-reviewed process. The benefit to authors is greater dissemination of their research while practitioners benefit from **free** access to journals. Open access occupational therapy journals include:

- Open Access Journals
 - [Open Journal of Occupational Therapy](#)
 - [Occupational Therapy International](#)
 - [Scandinavian Journal of Occupational Therapy](#)
 - [The Human Wellbeing and Occupation Journal](#)
 - [Journal of Occupational Therapy Education](#)
 - [Hong Kong Journal of Occupational Therapy](#)

access is maintained through both NBCOT and AOTA.

- NBCOT, search ProQuest through www.nbcot.org.
- AOTA members have access to several journals including:
 - American Journal of Occupational Therapy Association
 - Australian Occupational Therapy Journal
 - British Journal of Occupational Therapy
 - Canadian Journal of Occupational Therapy
 - OTJR: Occupation, Participation and Health
- PubMed Central at <http://www.ncbi.nlm.nih.gov/pmc/>.

Search journals and databases.

- Example search terms: occupation, occupation-based, occupation-focused, occupation-centered, meaningful occupation, occupation-based intervention, purposeful activity

Article content:

Occupation-based journal clubs should review and discuss literature that focuses on occupation and supports the infusion of occupation into practice. Look for articles that:

Article Ideas:

1. Find articles that discuss occupation-based approaches
2. Articles that help understand clients are occupational beings
3. Effectiveness of occupation-based approaches
4. Studies that use occupation outcomes

Sample Articles (in addition to the articles listed in the Publications section of the www.occupationbasedpractice.com website, consider reviewing these articles in an occupation-based journal club:

Defining occupation and occupation-centered practice

American Occupational Therapy Association. (2017). Philosophical base of occupational therapy. *American Journal of Occupational Therapy*, 71(Suppl. 2), 7112410045. <https://doi.org/10.5014/ajot.2017.716S06>

Bauerschmidt, B., & Nelson, D. L. (2011). The terms occupation and activity over the history of official occupational therapy publications. *American Journal of Occupational Therapy*, 65(3), 338–345. doi:10.5014/ajot.2011.000869

Fisher, A. G. (2013). Occupation-centred, occupation-based, occupation-focused: Same, same, or different? *Scandinavian Journal of Occupational Therapy*, 20(3), 162-173. doi: 10.3109/11038128.2012754492

Trombly, C. A. (1995). Occupation: purposefulness and meaningfulness as therapeutic mechanisms. *American Journal of Occupational Therapy*, 49(10), 960-972. doi:10.5014/ajot.49.10.960

Wilding, C., & Whiteford, G. (2007). Occupation and occupational therapy: Knowledge paradigms and everyday practice. *Australian Occupational Therapy Journal*, 54, 185–193 doi: 10.1111/j.1440-1630.2006.00621.x

Implementing occupation-centered practice

Gillen, G. (2013). A fork in the road: An occupational hazard?. *American Journal of Occupational Therapy*, 67(6), 641-652. doi:10.5014/ajot.2013.676002

Gray, J. M. (1998). Putting occupation into practice: Occupation as ends, occupation as means. *American Journal of Occupational Therapy*, 52(5), 354-364. doi:10.5014/ajot.52.5.354

Molineux, M. (2004). Occupation in occupational therapy: A labour in vain? In M. Molineux, (Ed.). *Occupation for Occupational Therapists*. (pp. 1 - 14). West Sussex, United Kingdom: Wiley-Blackwell.
http://www.blackwellpublishing.com/content/BPL/Images/Content_store/Sample_Chapter/140510533X/samplechapter.pdf

Barriers to OBP

Che Daud, A. Z., Judd, J., Yau, M., & Barnett, F. (2016). Issue in applying occupation-based intervention in clinical practice: A delphi study. *Procedia-Social and Behavioral Sciences*, 222, 272-282. <https://doi.org/10.1016/j.sbspro.2016.05.158>

- Colaianne, D., Provident, I., DiBartola, L. M., & Wheeler, S. (2015). A phenomenology of occupation-based hand therapy. *Australian Occupational Therapy Journal*, 62(3), 177-186. doi:10.1111/1440-1630.12192
- Di Tommaso, A., Wicks, A., Scarvell, J., & Isbel, S. (2019). Experiences of occupation-based practice: An Australian phenomenological study of recently graduated occupational therapists. *British Journal of Occupational Therapy*, 82(7), 412–421. doi: 10.1177/0308022618823656
- Reynolds, M., Volkmer, K., Jewell, V., & Russell, M. (2019). Creative solutions for implementing occupation-centered practice in skilled nursing facilities. AOTA Continuing Education Article. Retrieved from <https://www.aota.org/~media/Corporate/Files/Publications/CE-Articles/CEA-June-2019.pdf>

Evidence supporting OBP

- Che Daud, A. Z., Yau, M. K., Barnett, F., & Judd, J. (2016). Occupation-based intervention in hand injury rehabilitation: Experiences of occupational therapists in Malaysia. *Scandinavian Journal of Occupational Therapy*, 23(1), 57–66. <http://dx.doi.org/10.3109/11038128.2015.1062047>
- Che Daud, A. Z., Yau, M. K., Barnett, F., Judd, J., Jones, R. E., & Nawawi, R. F. M. (2016). Integration of occupation based intervention in hand injury rehabilitation: A randomized controlled trial. *Journal of Hand Therapy*, 29, 30- 40. <https://doi.org/10.1016/j.jht.2015.09.004>
- Gillen, G., Hunter, E. G., Lieberman, D., & Stutzbach, M. (2019). The Association—AOTA's top 5 Choosing Wisely® recommendations. *American Journal of Occupational Therapy*, 73(2), 7302420010. <https://doi.org/10.5014/ajot.2019.732001>
- Hess-April, L., Dennis, L., Ganas, N., Phiri, L., & Phoshoko, P. (2017). Occupation-based practice in a tertiary hospital setting: Occupational therapists' perceptions and experiences. *South African Journal of Occupational Therapy*, 47(3), 25-31. <http://dx.doi.org/10.17159/2310-3833/2017/v47n3a5>
- Schmelzer, L., & Leto, T. (2018). Promoting health through engagement in occupations that maximize food resources. *American Journal of Occupational Therapy*, 72(4), 7204205020. <https://doi.org/10.5014/ajot.2018.025866>
- Skubik-Peplaski, C., Howell, D., & Harrison, A. (2014). Becoming occupation-based: A case study. *Occupational Therapy in Health Care*, 28(4), 431-443.
- Wong, C., Fagan, B., & Leland, N. E. (2018). Occupational therapy practitioners' perspectives on occupation-based interventions for clients with hip fracture. *American Journal of Occupational Therapy*, 72(4), 7204205050. <https://doi.org/10.5014/ajot.2018.026492>

Occupation-centered teaching and learning

- Hooper, B., Mitcham, M. D., Taff, S. D., Price, P., Krishnagiri, S., & Bilics, A. (2015). Energizing occupation as the center of teaching and learning. *American journal of Occupational Therapy*, 69(Suppl. 2), 6912360010. <http://dx.doi.org/10.5014/ajot.018242>
- Krishnagiri, S., Hooper, B., Price, P., Taff, S. D., & Bilics, A. (2019). A national survey of learning activities and instructional strategies used to teach occupation: Implications for signature pedagogies. *American Journal of Occupational Therapy*, 73(5), 7305205080. <https://doi.org/10.5014/ajot.2019.032789>
- Krishnagiri, S., Hooper, B., Price, P., Taff, S. D., & Bilics, A. (2017). Explicit or hidden? Exploring how occupation is taught in occupational therapy curricula in the United States. *American Journal of Occupational Therapy*, 71(2), 7102230020. <https://doi.org/10.5014/ajot.2017.024174>
- Price, P., Hooper, B., Krishnagiri, S., Taff, S. D., & Bilics, A. (2017). A way of seeing: How occupation is portrayed to students when taught as a concept beyond its use in therapy. *American Journal of Occupational Therapy*, 71(4), 7104230010. <https://doi.org/10.5014/ajot.2017.024182>

Occupation centered curriculum

- Hooper, B. (2006). Beyond active learning: A case study of teaching practices in an occupation-centered curriculum. *American Journal of Occupational Therapy*, 60(5), 551–562.
- Hooper, B., (2006). Epistemological transformation in occupational therapy: Educational implications and challenges. *OTJR: Occupation, Participation and Health*, 26(1), 15-24.
- Hooper, B. (2010). On arriving at the destination of the Centennial Vision: Navigational landmarks to guide occupational therapy education. *Occupational Therapy in Health Care*, 24(1), 97-106. doi:10.3109/07380570903329636
- Hooper, B., Krishnagiri, S., Price, P., Taff, S. D., & Bilics, A. (2018). Curriculum-level strategies that U.S. occupational therapy programs use to address occupation: A qualitative study. *American Journal of Occupational Therapy*, 72(1), 7201205040. <https://doi.org/10.5014/ajot.2018.024190>
- Yerxa, E. (1998). Occupation: The keystone of a curriculum for a self-defined profession. *American Journal of Occupational Therapy*, 52(5), 365-372.

Moving forward toward occupation-based practice

- Cohn, E. S. (2019). 2019 Eleanor Clarke Slagle Lecture—Asserting our competence and affirming the value of occupation with confidence. *American Journal of Occupational Therapy*, 73(6), 7306150010. <https://doi.org/10.5014/ajot.2019.736002>
- Whiteford, G. E. (2020). Practice-based enquiry, practice transformation, and service redesign. In SAGE Research Methods Cases: Medicine and Health Methods (pp. 1-12). Sage. <https://dx.doi.org/10.4135/9781529740363>
- Whiteford, G. E. (2020). Sylvia Docker Memorial Lecture: Together we go further – Service co-design, knowledge co-production and radical solidarity. *Australian Occupational Therapy Journal*, 66, 682-689. <https://doi.org/10.1111/1440-1630.12628>
- Whiteford, G., Jones, K., Weekes, G., Ndlovu, N., Long, C., Perkes, D., & Brindle, S. (2020). Combatting occupational deprivation and advancing occupational justice in institutional settings: Using a practice-based enquiry approach for service transformation. *British Journal of Occupational Therapy*, 83(1) 52–61. doi: 10.1177/0308022619865223



Occupation-Based Journal Club

Implementation Tips/Guidelines

- Initiate a journal club in any venue where you interact with colleagues including your hospital or practice setting, academic program, community of practice, or the state or regional occupational therapy association
- Access the article in advance of the schedule journal club date
- Allow participants 1 - 2 weeks to read the articles
- Create a space to store articles either in hard copy or electronically to build an occupation-based library for current, past, and future participants
- Select a time at which the most colleagues will be available to participate (i.e., lunch break, designated down time)
- Distribute invitations to participate to colleagues
- NBCOT and state licensure entities recognize journal clubs as a form of self-study and eligible as continuing education credit. Formalize a mechanism to give participants credit for participating in the journal club to use as professional development toward state licensure or NBCOT renewal. Check with your state licensure board for details about required evidence for self-study, but at a minimum, you should develop
 - Attendance log with in/out times
 - Certificates of attendance issued from in designated intervals based on data from the attendance log
- Designate a facilitator or rotation of facilitators

Sample Discussion Questions

- What were your main takeaways from the article?
- What are the occupational elements from the study (an occupation-based measure or outcome, occupational intervention, the occupational implications of a condition in the person or group, contextual or environmental influence on occupational participation)?
- Which of these occupational elements already exist in your own practice or in your practice setting?
- In what ways is your practice setting able to facilitate replication of the occupational element of the study?
- In ways can you capitalize on the facilitating factors in your practice setting to optimize the use of occupation?
- What barriers exist in your practice setting that hinder your ability to replicate the occupational element in the study?
- What strategies could you utilize to overcome the barriers to optimize the use of occupation in your setting?
- In what ways will I change my practice or continue to do in practice based on this study?