Occupational therapy educators’ experiences of occupation in curricula: Lessons for the Australian context

Amelia Di Tommaso\textsuperscript{1,2}  
A/Prof Stephen Isbel\textsuperscript{1}  
Adj. A/Prof Alison Wicks\textsuperscript{1}  
Prof Jennie Scarvell\textsuperscript{1}

1. University of Canberra Health Research Institute  
2. Discipline of Occupational Therapy, Griffith University
Occupation

“central organising framework of a future-oriented curriculum”

(Yerxa, 1998, p. 366)
Occupation-centred education
(Hooper, Mitcham, Taff, Price, Krishnagiri & Bilics, 2015)

Utilising models of practice
(Ashby & Chandler, 2010; Towns & Ashby, 2014)

Troublesome & challenging
(Fortune & Kennedy-Jones, 2014; Murray, Turpin, Edwards & Jones, 2015)
experiences of occupation in the occupational therapy curriculum?
focus group

phone interviews

thematic analysis
Balancing impairments & occupation
• Do not use embellished transitions when creating presentations.
• Elements should not animate or fly out.
• The only transition used should be dissolve in/out of the entire page or dot point list.
• Keep to one idea per page.
• Do not fill a page with words which cannot be read from the back of the room in which you are presenting.

Less text. More Space.

Managing fieldwork
Reference List


