

Title: Clinical and Professional Reasoning in Occupational Therapy

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This book is a critical contribution to the field of occupational therapy. The usefulness of theory expands beyond that of clinical reasoning with a focus on client care. By focusing on professional reasoning and its many different approaches, the authors move beyond the medical model of treatment. By doing so the development of future theory is greatly enhanced. Professional reasoning as a basis for educating occupational therapists is demonstrated practically and the importance of this is emphasised. This book provides an excellent foundation for future research on the topic of professional reasoning within the field of occupational therapy.

Aim of the book of the book is to serve students, supervisors, managers and educators in academia and occupational therapy practice. Current theories and research on the topic of clinical and professional reasoning is comprehensively summarised. Strategies for teaching clinical reasoning in academia and practice settings are explored and learning activities designed to promote effective reasoning provided. This book is for those who are concerned with improving their practice through professional development and scholarship and for understanding their own ability to reason.

The book consists of summaries of different perspectives about the reasoning that occurs in occupational therapy. In contrast to many other text books that provide suggestions about what therapists *should* think about and how they *should* conduct therapy, the contributors to this book build their discussions based on research which focused on what therapists *actually* think about and subsequently *do* during therapy. Although chapters are related to each other, they can also stand alone which enables the reader to choose the most relevant material to serve their needs. The book is organised into four units. Unit one focuses on the nature of clinical and professional reasoning. Unit two is about the various aspects of professional reasoning and provides an in-depth exploration into therapists' reasoning. Unit three focuses on the teaching of professional reasoning for effective practice and unit four on the research into clinical and professional reasoning.

Introductory chapter

An overview of the definitions of clinical and professional reasoning is provided. A guide to the different facets of the reasoning process, as they are grounded in human experience and within the different aspects of therapists reasoning are discussed.

Chapter 2

Therapists' values, culture and worldviews are explored as an often unexamined basis on which professional reasoning is situated.

Chapter 3

In this chapter knowledge from cognitive psychological literature is used in order to explain how experiences are built into professional knowledge and expertise.

Chapter 4

The process of reasoning is explained as an embodied process that involves both thought and experiences of the whole body. Communality of the human mind as well as individual variances that form the basis from which each therapist reasons in practice, are made clearer.

Chapter 5

An extensive examination of 'thinking' that is objective and seeks theory. Evidence is provided under the term scientific reasoning.

Chapter 6

In this chapter, focus shifts from scientific reasoning to narrative reasoning. The client's subjective experience and their meaning of health is the focus.

Chapter 7

Pragmatic reasoning that goes beyond the therapist-client relationship is discussed, but focuses on the practical aspects of the delivery of care. Both the setting as well as the therapist's skill base influence the decision on the type of care to be provided.

Chapter 8

The therapist's moral sense and ethical values that come into play when they decide on what actions to take, are examined.

Chapter 9

The actual interactive process of clinical reasoning is emphasised through its communicative nature as the therapist seeks to build a therapeutic relationship with her/his client.

Chapter 10

The complex topic of epistemology, the study of knowledge and thinking is explored. Assumptions about this topic lead into further discussion in chapter 11.

Chapter 11

An examination of teaching practices is undertaken from both sociological and psychological perspectives. This chapter is valuable not only to those in academia, but also to those with a responsibility to continue developing professionally and with competence, for example fieldwork supervisors and managers.

Chapter 12

This chapter focuses on the implementation of a curriculum that is built on clinical reasoning within a community practice model.

Chapter 13

Curricular approaches for building professional reasoning that aids evidence-based practice are described.

Chapter 14

The co-construction of knowledge that occurs between a fieldwork supervisor and their respective student during the supervisory relationship is discussed within the context of professional reasoning.

Chapter 15

Various approaches for researching reasoning in practice and their specific benefits and liabilities are discussed.

Chapter 16

This chapter provides a summary of the current field of study regarding clinical and professional reasoning. That which is known and that which is not known, leading to directions for future research.

Relevance to South African occupational therapists

Occupational therapists across the world need to carry on the historical legacy of their profession with its core focus on individuals achieving their full potential and a sense of self-worth. This book offers a wonderful guide to leaders in the field of occupational therapy and scholars, in their quest to be innovative and improve their professional judgments to untimely enhance client care.

Reviewer

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