

Critical appraisal: See Appraisal.

Culture: The distinctive customs, achievements, products, outlook etc. of a society or group. (The New Shorter Oxford English Dictionary 1993)

Cultural: Of or pertaining to culture in a society or civilization. (The New Shorter Oxford English Dictionary 1993)

Data collection: Using selected methods of investigation in a systematic, professional fashion. (Robson 1993)

Domain of concern: The scope of occupational therapy practice, including the people with whom occupational therapists work, the issues with which they are concerned, the purpose of occupational therapy intervention and the roles taken by occupational therapists.

Domestic activities of daily living: Basic activities associated with running a home that are required to maintain personal health and well being. These are sometimes called instrumental activities of daily living, especially if they include a wider range of activities such as child care and travelling. (Hagedorn 2001, C)

Dysfunction: A temporary or chronic inability to meet performance demands adaptively and competently and to engage in the repertoire of roles, relationships and occupations expected or required in daily life. (Hagedorn 2000, 2001, C)

Empowerment: The process of supporting the individual and providing her/him with opportunities to take control for her/himself; devolving decision-making to local levels and encouraging individual responsibility. (Stewart 1994)

Enablement: The process of helping the individual to achieve what is important to her/him, to respond to her/his circumstances, to assert her/his individuality and establish her/his goals. (Stewart 1994)

Engagement: Attention or commitment to an undertaking; fascination or involvement with an activity or interest so that the attention is held fast. (The New Shorter Oxford English Dictionary 1993)

Environment: The human and non-human surroundings of the individual, including objects, people, events, cultural influences, social norms and expectations. Environmental factors make up the physical, social and attitudinal environment in which people live and conduct their lives. (Creek 2002f; WHO 2001)

Environmental adaptation: Changing the physical or social features of an environment in order to enhance performance, promote or restrict a behaviour or provide therapy. (Hagedorn 2001, C)

Environmental analysis: Observation and recording of who and what is in the physical or social environment (content analysis); appraisal of the effects of the environment on people and their perceptions, behaviours and participation (demand analysis), and identification of elements which need to be altered and the means by which this may be done (adaptive analysis). (Hagedorn 2001, C)

Ethics: The formal, co-operative endeavour of a particular tradition, group or individual to define its values and moral principles. (The Cambridge Dictionary of Philosophy 1999; Thompson 2002)

Evaluation: The process of using clinical reasoning, problem analysis, self-appraisal and review to interpret the results of assessment in order to make judgements about the situation or needs of an individual, the success of occupational therapy or the therapist's own performance. (Finlay 1997, C; Hagedorn 2000, 2001, C)

Evidence: Facts or testimony in support of a conclusion, statement or belief. Can include the findings from high quality, systematic research, clinical expertise, past experience, information gathered from assessment and client preferences. (Bury 1998; Taylor & Savin-Baden 2001, A; The New Shorter Oxford English Dictionary 1993)

Evidence-based practice: The conscious, explicit and judicious use of current best available evidence in making decisions about the care of individual patients. It is a way for staff to be more accountable in the interventions they provide. (Ballinger & Wiles 2001, A; Curtin & Jaramazovic 2001, A; Roberts & Barber 2001, A; Sweetland & Craik 2001, A; Taylor & Savin-Baden 2001, A)

Extrinsic motivation: The conscious or unconscious stimulus, incentive, motives etc. for action towards a goal that may be triggered by external circumstances, such as danger, or by internal circumstances, such as hunger. (Creek 1998b, C)

Frame of reference: The therapist's general orientation, a collection of ideas or theories that provide a coherent conceptual foundation for practice. (Creek 2002b, C; Hagedorn 2001, C; Turner et al 2002)

Function: The ability to perform competently the roles and occupations required in the course of daily life; an action performed to fulfil an allocated task. (Hagedorn 2001, C; Turner et al 2002)

Functional analysis: See Functional assessment.

Functional assessment (functional analysis): Part of the assessment process that looks at the roles and occupations performed by the individual in her/his daily life, including self-care, productivity and leisure, and at her/his capabilities and problem areas. Functional assessment allows the occupational therapist to identify areas of difficulty, determine level of independence, make recommendations about care needs, find out what meaning the client places on different aspects of life, identify areas needing further assessment and set the main goals of intervention. (Creek 2002e; Wilcock 2002)

Goal: A concise statement of a desired outcome or specific result to be attained at a particular stage in an intervention. (Hagedorn 2001, C; Turner et al 2002)

Goal setting: Identifying and defining the targets the client hopes to reach through involvement in occupational therapy. (Creek 2002c, C)

Habilitation: The action of enabling or making capable. (The New Shorter Oxford English Dictionary 1993)

Habit: Tendency to act in a certain way acquired by frequent repetition of the same act until it is almost involuntary. (The New Shorter Oxford English Dictionary 1993)

Handicap: See Participation restriction.

Health: A dynamic, functional state which enables the individual to perform her/his daily occupations to a satisfying and effective level and to respond positively to change by adapting activities to meet changing needs. (COT 2002, C; Evans 2000, B; Fieldhouse 2000, B; Turner & McCaul 1996, C; Turner et al 2002)

Holism: Understanding the interrelatedness and interdependency of living organisms with each other and with their environments; taking into account each person's individual, social, psychological, physiological and economic circumstances when carrying out assessment and planning intervention. (Blank 2001, A; Cook 2001, C; Corrigan K 2001, A; Finlay 1997, C; Godfrey 2000, B; Hagedorn 2001, C; Kingsley & Molineux 2000, B; Rigney 2000, B)

Impairment: A problem in body function or structure such as a significant deviation or loss. (WHO 2001)

Independence: The position of not being dependent on authority; not relying on others for one's opinions or behaviours; being able to do things for oneself; having choice, control and participation in society. (Corrigan 2001, A; Snowden et al 2002, C; Taylor 2001, A)

Initial assessment: The first step in the occupational therapy process following referral; the art of gathering relevant information in order to define the problem to be tackled, or identify the goal to be attained, and to establish a baseline for treatment planning. (Creek 2002e; Fawcett 2002; Hagedorn 2000, C)

Interpersonal skills: See Social skills.

Intervention: See Occupational therapy intervention.

Intrapersonal skills: Those skills which operate within the mind and the emotions of the individual. (Hagedorn 2001, C)

Intrinsic motivation: The basic drive to be active which is a characteristic of human beings; a need for action that must be satisfied. (Creek 1998b, C)

Leisure: Time at one's own disposal; activities which are freely selected by the individual on the basis of meaning, pleasure, personal fulfilment, relaxation, and other attributes of significance to the individual. (Hagedorn 2001, C; The New Shorter Oxford Dictionary 1993)

Meaning: Significance, importance. Meaning is highly personal and predominantly contextual. (Hagedorn 2000, C; The New Shorter Oxford Dictionary 1993)

Meaningful: Full of meaning, significant. An activity is meaningful if it is intentional and if it has some significance for the person carrying it out. (Creek 1998b, C; The New Shorter Oxford Dictionary 1993)

Mental health: More than the absence of mental illness; how the individual thinks and feels about her/himself and others; interprets events, communicates and learns; copes with change, stress and conflict; forms and sustains relationships, and participates in her/his social and physical environment. (Blair & Hume 2002; DH 2001)

Model for practice: A simplified representation of the structure and content of a phenomenon or system that describes or explains certain data or relationships and integrates elements of theory and practice (Creek 2002b, C; Hagedorn 2001, C; Turner et al 2002)

Motivation: The conscious or unconscious stimulus, incentive, motives etc. for action towards a goal. (Creek 1998b)

Objective: A precise statement of the purpose, process and desired outcome of therapy. (Hagedorn 2001, C)

Occupation: The highest level of complexity of human function which provides longitudinal organisation of time and effort in a person's life. Occupation defines and organises a sphere of action over a period of time and is perceived by the individual as part of her/his personal and social identity. (Cook 2001, C; Creek 2002f; Green & Cooper 2000, B; Hagedorn 2001, C; Mee & Sumsion 2001, A; Turner et al 2002; Wilcock 2001, A)

Occupational alienation: A sense that one's occupations are meaningless and unfulfilling, typically associated with feelings of powerlessness to alter the situation. (Hagedorn 2001, C)

Occupational behaviour: Active engagement in occupation; the developmental continuum of work and play. (Creek 2002f)

Occupational deprivation: Having few occupations and/or being deprived of opportunities to participate in a repertoire of occupations which would normally be expected at a certain age within a particular culture. (Hagedorn 2001, C)

Occupational form: The sociocultural and physical characteristics of an occupation that exist independent of the person engaging in the occupation and that influence the occupational performance of the individual. (Creek 2002f; Hagedorn 2000, C)

Occupational imbalance: A lack of variety in occupation; an undue focus on one occupation or category of occupation to the exclusion of others. (Hagedorn 2001, C)

Occupational performance: The actions of the individual elicited and guided by the occupational form. (Creek 2002f)

Occupational science: An interdisciplinary academic discipline concerned with the study of occupation. (Hagedorn 2001, C; Ilott & Mounter 2000, B; Wilcock 2001, A)

Occupational therapy (as practised by an occupational therapist): An approach to health and social care that focuses on the nature, balance, pattern and context of occupations and activities in the lives of individuals, family groups and communities. Occupational therapy is concerned with the meaning and purpose that people place on occupations and activities and with the impact of illness, disability, social deprivation or economic deprivation on their ability to carry out those occupations and activities. The main aim of occupational therapy is to maintain, restore, or create a balance, beneficial to the individual, between the abilities of the person, the demands of her/his occupations in the areas of self care, productivity and leisure and the demands of the environment.

Occupational therapy intervention (intervention): Actions taken by the therapist, on behalf of the client and in collaboration with the client and/or carer, to assist the client to acquire, maintain or regain the adaptive skills required to support her/his life roles and occupations. (Creek 2002f; Hagedorn 2001, C)

Occupational therapy process: A sequence of thoughts and actions used by the therapist to structure intervention in order to provide services to a client. (Hagedorn 2001, C; Turner et al 2002)

Ongoing assessment: An integral part of the process of intervention in which information is collected and used to examine the client's progress, or lack of progress, to monitor the effects of intervention and to assist the therapist's clinical reasoning process. (Creek 2002e; Fawcett 2002)

Outcome: An agreed, clearly defined, expected or desired result of intervention (predetermined outcome); the result of therapeutic processes, which may be different from the initial objectives of therapy (actual outcome). (Hagedorn 2001, C; Spreadbury 1998, C; Spreadbury & Cook 1995, C)

Outcome goal: The client's objectives; the predetermined outcome; the desired results of therapy. (Spreadbury 1998, C)

Outcome measurement: Evaluation of the nature and degree of change brought about by intervention, or the extent to which a goal has been reached or an outcome has been achieved. (Hagedorn 2001, C; Spreadbury 1998, C)

Participation: Involvement in a life situation; the action of taking part with others. (The New Shorter Oxford English Dictionary 1993; WHO 2001)

Participation restriction (handicap): A problem an individual may experience in involvement in life situations. (WHO 2001)

Performance analysis: Observation of the client carrying out a specific activity within a particular environment in order to: assess her/his abilities and deficits in relation to that activity; identify the possible causes of any deficits, and draw conclusions about the client's potential for change. (Creek 2002e; Fawcett 2002; Hagedorn 2001, C)

Personal activities of daily living: Basic activities required to maintain personal health and well being, such as washing, dressing and eating. (Hagedorn 2001, C)

Personal causation: The individual's beliefs about her/his capacity to be effective. (Creek 2002f)

Personal meaning: The significance that an activity, object or event has for an individual; the importance that the individual attaches to that activity, object or event. (Creek 1998b; The New Shorter Oxford Dictionary 1993)

Physical skills: Sensori-motor skills. (Creek 2002d; Hagedorn 2000, C)

Problem formulation: The process of identifying and recording the difficulties an individual is having, which may require action. (Foster 2002; Hagedorn 2001, C)

Problem solving: A set of cognitive strategies used to resolve difficulties; the analytical process whereby a course of action is decided upon, or one or more solutions to a problem are found and tried out until one is found to be effective. (Hagedorn 2001, C)

Process goal: What the therapist hopes to achieve during the process of intervention. This may be action by the therapist or a change in the therapist's knowledge, skills or attitudes. (Creek 2002d; Spreadbury & Cook 1995, C)

Productivity: The outcome of labour. (Turner et al 2002)

Professional duties: What the occupational therapist is obligated or required to do in the performance of her/his professional role. (adapted from The Cambridge Dictionary of Philosophy 1999; The New Shorter Oxford English Dictionary 1993)

Professional experience: The aptitudes, skills, knowledge and judgement acquired from having been occupied for a period of time in any branch or branches of occupational therapy practice. (adapted from The New Shorter Oxford English Dictionary 1993)

Professional philosophy: A system of shared beliefs and values held by occupational therapists; the basic beliefs that make up this system. (Creek 2002b, C; Turner et al 2002)

Professional responsibility: Being accountable for carrying out the duties required of an occupational therapist and for one's actions. (adapted from The Cambridge Dictionary of Philosophy 1999; The New Shorter Oxford English Dictionary 1993)

Professional role: The attributes and behaviours expected of someone in a professional job. These attributes and behaviours will be different for different professions. (Blair 1998)

Purpose: The reason for which something is done or made, or for which it exists. Purpose may reside in the intentions (aims or design) of the person carrying out an activity or in the meanings s/he gives to it, and the purpose may change during the course of the activity. Purpose organises behaviour towards a particular goal. (Creek 1998b, C; The New Shorter Oxford English Dictionary 1993)

Purposeful: Designed; intentional; directed towards a goal or end result; having meaning. (Creek 1998b, C; The New Shorter Oxford English Dictionary 1993)

Quality of life: Individual level of satisfaction with various aspects of life, including: daily living, degree of choice, feeling of being in control, feeling able to succeed, ability to accomplish tasks and number and quality of relationships. (Green & Cooper 2000, B; Hagedorn 2001, C; Mayers 2000, B)

Records: Detailed accounts, kept by professionals, of clients from the time they enter the care of a health or social care facility until the intervention ends or they are discharged. Records include the actions of the professional. (Booth 2002, C; COT 2000b)

Record keeping: Systems for collecting, collating and storing information about clients. (Booth 2002,C)

Referral: The process by which an occupational therapist comes into contact with a potential client or puts the client in contact with another, appropriately qualified professional or with another agency. (COT 1994; Foster 2002)

Reflection: Self-monitoring of thoughts and feelings, and self-regulation of actions, leading to more effective practice, increased insight, new knowledge and improved skills. Reflection in action involves thinking about oneself during the therapy process and acting on feedback. Reflection after the event involves returning to, recalling and re-evaluating the experience. (Andrews 2000, B; Creek 2002d; Finlay 1997, C; Hagedorn 2000, C)

Rehabilitation: The process through which a person is helped to adjust to the limitations of her/his disability by developing residual capacities and regaining maximum competence commensurate with individual limitations. (Hagedorn 2001, C; Hume 1994)

Remedial activity: Activities used as specific therapeutic media to treat dysfunction in the performance of occupations, interactions and roles by restoring physical and mental capacities. (Hagedorn 2001, C; Wilcock 2002)

Research: A search or investigation undertaken to discover facts and reach new conclusions by the critical study of a subject or by a course of scientific enquiry. (The New Shorter Oxford English Dictionary 1993)

Risk: Exposure to the possibility of loss, injury or other adverse circumstance. (Newell 2001, A; The New Shorter Oxford English Dictionary 1993)

Risk assessment: The systematic evaluation of local risk factors, carried out to determine the degree to which risk is present and to develop a risk management strategy. (Clarke 2001; Newell 2001, A)

Risk management: Weighing up the potential benefits and risks of an activity in order to allow positive risk-taking to take place; having a strategy for dealing with potential risks in order to reduce the likelihood and effect of harm. (Clarke 2001)

Role: The socially defined image and expectations a person holds about the positions s/he occupies in a variety of social contexts. (Blair 1998; Turner et al 2002)

Routine: A regular course of procedure; an unvarying performance of certain acts; a habitual chain of tasks with a fixed sequence. (Hagedorn 2000, C; The New Shorter Oxford English Dictionary 1993)

Self care (self maintenance): Occupation that enables the individual to survive and that promotes and maintains health. (Creek 2002b; Turner 2002)

Self maintenance: See Self care.

Skill: A specific ability or integrated set of abilities (e.g. motor, sensory, cognitive or perceptual) which evolve with practice. Skills have to be learnt or practised to a standard that will enable the effective performance of a task or subsection of a task. (Hagedorn 2001, C; Turner et al 2002)

Social: Living or disposed to live in companies or communities; inclined to friendly interaction or companionship. (The New Shorter Oxford English Dictionary 1993)

Social meaning: The significance or value of an activity that is shared by members of a community or society. The meaning of activity is culturally specific in that the same activity will be given a different meaning in different cultures. (Creek 1998b; The New Shorter Oxford Dictionary 1993)

Social skills (interpersonal skills): Those skills used for interactions between people; the skills of verbal and nonverbal communication, assertiveness, negotiation, co-operation and other social behaviours, which are used during social interaction in order to interpret situations, adapt appropriately and facilitate making and sustaining interpersonal relationships. (Hagedorn 2001, C; Roberts 2002)

Society: The system of customs and organization adopted by a body of individuals for harmonious and interactive coexistence or for mutual benefit. (The New Shorter Oxford English Dictionary 1993)

Socio-cultural: Combining social and cultural factors. (The New Shorter Oxford English Dictionary 1993)

Standards: See clinical standards.

Supervision: A relationship in which one person oversees and/or directs the work of, and shares knowledge and skills with, a less experienced or less skilled person, as in the fieldwork educator/student relationship. (Blair & McLean 2002; The New Shorter Oxford English Dictionary 1993)

Symbol: A material object representing or recalling some other object or an abstract concept by possessing analogous qualities or by association in fact or thought. (The New Shorter Oxford English Dictionary 1993)

Task: A self-contained stage in an activity; a definable piece of performance with a completed purpose or product; a constituent part of an activity. (Creek 2002f; Hagedorn 2000, 2001, C; Turner et al 2002)

Task analysis: Examining an activity to identify the sequence of steps or tasks that constitute the activity. Each task may be analysed into a further series of sub-tasks. (Creek 2002c, C; Hagedorn 2001, C)

Temporal adaptation: The normal use of time in a purposeful daily routine of activities. (Creek 2002b)

Therapeutic factors: The elements of an intervention which act, separately or together, to bring about change in the recipient of the intervention. (MRC 2000)

Therapeutic medium: An activity or material used during therapy to develop competence in skills or to help bring about other change in the client. (Hagedorn 2001; The New Shorter Oxford English Dictionary 1993)

Theory: A conceptual system used to organise knowledge for a particular purpose; a framework for analysing and explaining phenomena and for predicting what circumstances will bring them about. (Creek 2002b, C)

Treatment: The application of occupational therapy care to a client. (adapted from The New Shorter Oxford English Dictionary 1993)

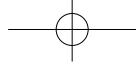
Treatment implementation: Working collaboratively with the client and, if appropriate, the carer to carry out the actions specified in the treatment plan. (Creek 2002d; Godfrey 2000, B; Lane L 2000, B; Roberts & Barber 2001, A)

Treatment plan: See Action plan.

Treatment planning: See Action planning.

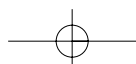
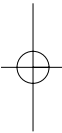
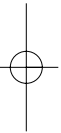
Treatment revision: Modifying or changing an intervention in response to the evaluation of assessment findings. (Creek 2002d; Mee & Sumsion 2001, A)

Values: The principles or moral standards of a person or social group; the generally accepted or personally held judgement of what is valuable and important in life. (The New Shorter Oxford English Dictionary 1993)



Volition: Exercise of the will; the mental action of consciously willing or resolving something, or making a choice or decision regarding a course of action; the conscious awareness, during an activity, of its being performed voluntarily. (Creek 1998b, C; The New Shorter Oxford English Dictionary 1993)

Well being (well-being): A general term encompassing the total universe of human life domains, including physical, mental and social aspects, that make up what can be called a 'good life'; a sense of physical and mental comfort. (Turner et al 2002; WHO 2001)



9. Glossary references

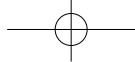
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Appendix A: Round 1 data sources

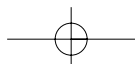
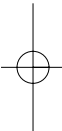
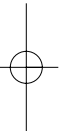
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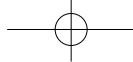
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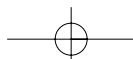
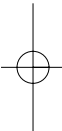
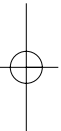
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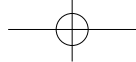
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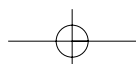
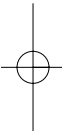
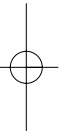




Appendix D: Membership of pilot reference group

The first draft of the description of occupational therapy was sent to members of the Research and Development Board of the College of Occupational Therapists for comment. Five people sent comments:

- Dr Jenny Butler
- Eddie Duncan
- Dr Judi Edmans
- Susan Flynn
- Dr Elizabeth White.



Appendix E: Membership of reference group

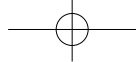
The reference group was made up of occupational therapists working in all four nations in the UK and all twelve BAOT regions in Scotland and England. Members of the group were drawn from the following specialties:

- Accident and emergency
- Acute, in-patient adult mental illness
- Child and adolescent mental health
- Community mental health
- Dementia care
- Forensic psychiatry
- Hand therapy
- Intermediate care
- Homelessness
- Local authority social services for adults with physical disabilities
- Mental health services management
- Neurology
- Occupational therapy education
- Oncology, HIV/AIDS and palliative care
- Orthotics, prosthetics and wheelchair services
- Paediatrics
- People with learning disabilities
- Physical services management
- Primary care
- Independent practice with legal work
- Rheumatology
- Social services management
- Stroke rehabilitation
- Substance misuse.

The description was sent to twenty-five individuals. Seventeen responses were received. Most were from individuals, some of whom had discussed the description with colleagues so that their comments were a composite of more than one person's opinion. One was a summary of comments from occupational therapists working with people with learning disabilities, from their national conference and the Scottish Clinical Network.

The following people sent comments on the definition:

- Mark Ashby and colleagues – OTPLD National Conference and Scottish Clinical Network for Occupational Therapists (learning disabilities)
- Chris Bent – Warrington (community learning disabilities)
- Denise Boardman – West Hertfordshire (head of community occupational therapy, acting manager of cardiac rehabilitation, intermediate care)
- Mary Booth – Middlesbrough (head of mental health occupational therapy services)
- Anna Bristow – England (independent practice)
- Jill Cooper – North Thames (palliative care)
- Jane Crawford-White – Cambridge (primary care)
- Judi Edmans – Nottingham (stroke rehabilitation)
- Alan Evans – Leicester (child and adolescent mental health)
- Sue Field – London (homelessness)



- Adrienne Foster – Chelmsford (burns, hand therapy)
- Rachel Hills – Warrington (community mental health)
- Maree Lalor – London (accident and emergency)
- Jo Murphy – Plymouth (neurology)
- Jan Nicholson – Derbyshire (developmental and neurological paediatrics)
- Joanne Pratt – Glasgow (occupational therapy education, occupational health, work rehabilitation)
- Fiona Smith – Inverness (older adults with mental health needs in the community).

