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OCCUPATIONAL THERAPY: AN INTERNATIONAL PERSPECTIVE

***Анотація.** Обґрунтовано зміст поняття «зайнятість» як центральної діяльності (активності), що лежить в основі зайняттяєвої терапії та забезпечує її функціонування як сфери професійної діяльності. Представлено міжнародний досвід професійної підготовки та роль зайняттяєвих терапевтів у Канаді, США та Австралії, вимоги Всесвітньої федерації зайняттяєвих терапевтів. Презентовано науку про зайнятість, що виникла в ХХ ст.*

***Ключові слова:** зайнятість; зайняттяєва терапія; зайняттяєвий терапевт; наука про зайнятість; активність особистості; професійна підготовка; міжнародний досвід; перспектива.*

Problem statement. Today in Australia, Canada, the United States and other countries, the profession of «occupational therapy» has successfully developed, and universities in these countries offer educational programs for future occupational therapists. This has promoted the emergence of a new academic discipline, which is Occupational science. In Ukraine, this sphere of professional activities and professional education is currently in request, given the challenging situation in the East of our country in particular. However, occupational therapy is largely unknown.

Analysis of recent scientific research and publications. The majority of publications in occupational therapy are English language sources. Christiansen, C. [1; 2], Townsend, E. and Polatajko, H. [3], Wilcock, A. [4; 5] and other scholars abroad describe occupational therapy as a sphere of professional activity, which is featured with its own specific profile and promotes human health and well-being. According to Sakellariou, D. and Pollard, N., human occupation is the process of daily life [6]. In Australia, there are 10 occupational therapy programs enlisted, in Canada, these are 11, and in the USA, there are 143 occupational therapy programs offered [7].

Defining previously unconsidered aspects of the problem. The lack of interpretation of occupational therapy and exploration of educational programs for occupational therapists stimulates addressing these issues in Ukraine.

The purpose of the article is to introduce the international experiences in occupational therapy and present the content, which constitutes the notion of «occupation» as a central activity underlying occupational therapy and ensuring its functioning as a sphere of professional activities.

Presenting the main study material. The word *occupation* in English is derived from the Latin *occupatio*, meaning «to occupy or to seize». To be occupied is to use and even seize control of time and space as a person engages in a recognizable life endeavor. Daily human occupations are invested with a form and a sense of purpose, meaning, cultural style, and social significance or power [1, p. 2]. Those who take an occupational perspective of life and society raise questions and seek answer about occupations. One looks at life and society using an occupational lens to understand what people are doing, or want and need to do to survive, be healthy, and live well as valued citizens. Conversely with such a lens, one can look at

systems and society to understand how occupations are named, classified, and organized in different economies and socio-cultural practices. Everyday lives reflect participation in a broad range of pursuits. Occupation is human pursuits that are goal-directed or purposeful, are performed in situations or contexts that influence them, can be identified by the doer and others, and are meaningful to the individual [2, p. 43]. Occupational engagement – the occupying of place and time in a rich tapestry of experience, purpose and attached meaning – is how we broadly define human occupation. The term *occupational engagement* is sometimes used to describe people doing occupations in a manner that fully involves their effort, drive and attention. Sometimes the description, «being engaged in an occupation», refers to vocational pursuits, or doing work necessary for daily existence. Some occupations produce goods and services necessary for people to live. However, being engaged in an occupation might suggest that one is captivated and fully attentive to the experience [1, p. 123].

A simple starting place for understanding human occupation and developing an occupational perspective of life and society is to list the variety of occupations that comprise everyday life – for an individual, a family, a community, an organization, or a society. Discussion and analysis of the list might consider the complexity of occupation in relation to time and space and the categories of occupations because it is not actually easy to list or classify occupations based on what people are doing. The broad range of activities or occupations are sorted into categories called «areas of occupation» – activities of daily living, instrumental activities of daily living, rest and sleep, education, work, play, leisure, and social participation [8, p. 21]. Occupations occur in context and are influenced by the interplay among client factors, performance skills, and performance patterns. Occupations occur over time; have purpose, meaning, and perceived utility to the client; and can be observed by others or be known only to the person involved [9, p. 651].

Occupational therapy is the art and science of enabling engagement in everyday living, through occupation; of enabling people to perform the occupations that foster health and well-being; and of enabling a just and inclusive society so that all people may participate to their potential in the daily occupations of life [3, p. 380]. The profession of occupational therapy uses the term occupation to capture the breadth and meaning of «everyday activity». Occupational therapy is founded on an understanding that engaging in occupations structures everyday life and contributes to health and well-being. Occupational therapy practitioners believe that occupations are multidimensional and complex. Engagement in occupation as the focus of occupational therapy intervention involves addressing both subjective (emotional and psychological) and objective (physically observable) aspects of performance [8, p. 24]. Occupational therapy practitioners understand engagement from this dual and holistic perspective and address all aspects of performance when providing interventions.

Several countries, including the USA, Australia and Canada have experienced significant shifts in the training required for professional practice for occupational therapists. In Canada, 2010 was the final target date for a transformation of Canadian rehabilitation training programs, from offering Bachelor's to Master's level degrees in Occupational Therapy as a prerequisite for licensing [10, p. 776]. In 2011, 8 of the 14 programs were governed within faculties of medicine, thereby reflecting the historical, medical sponsorship of occupational therapy. The other four are among Canada's newer occupational therapy educational programs, found in faculties other than medicine [3, p. 345]. In Canada, the scope of OT practice is large, with occupational therapists working in a variety of settings. These settings include: community agencies, hospitals, long-term care facilities, universities, rehabilitation centers, clinics, schools, businesses, insurance companies, construction or architectural firms, independent practice. An occupational therapist may hold a position as a clinician, an educator, a consultant, a researcher and manager (Canadian Association of Occupational Therapists, 2012).

Occupational therapists play a key role in mental health teams across Australia. Although mental health practice provides practitioners with opportunities to apply creative

skills and focus on occupational issues, it also creates challenges to professional identity. The challenges that can occur in mental health practice often result in retention and recruitment issues for the occupational therapy workforce. One way of dealing with these challenges is the development and maintenance of professional resilience [11, p. 111].

The World Federation of Occupational Therapy (WFOT), which was founded in 1952, released «Revised minimum standards for the education of occupational therapists 2002». Several of the documents identified as influential in the development of this document are equally important in relation to occupational therapy practice. A multitude of other documents, such as the World Health Organization, plus documents produced by the International Labor Organization and various other organizations address health, welfare and occupational issues at an international level that influence practice contexts. In addition, the World Health Organization and UNESCO highlight the role of health professional education programs in ensuring safe and competent practice. They also assert that all health professionals practice must be: relevant to the local context of practice; informed by international knowledge, expectations and standards; effective in addressing the health needs of the population [12, p. 7].

The development of occupational therapy as a sphere of professional activities, professional education of occupational therapists and the establishment of the World Federation of Occupational Therapy contributed to the development of a new discipline – Occupational science worldwide. Occupational science officially emerged as an academic discipline in 1989 at the University of Southern California, with the launch of a doctoral program. Occupational science is the rigorous study of humans as occupational beings (Wilcock, 2006). As an academic discipline, occupational science has its own peer-reviewed journal, the *Journal of Occupational Science*, which promotes the study of humans as occupational beings. The journal, established in 1993, publishes occupational research and provides a forum for discussion and debate about issues relating to the study of human occupation. A stock take of insights into the study of occupation up to 2000, from this journal and occupational therapy journals, pointed to an assumed relationship between occupation and health, probably arising from occupational science's close alliance with occupational therapy. The relationship between occupational and health is reinforced by Anne Wilcock's occupational theory of human nature, which asserts that humans have an innate need to engage in purposeful occupation and that this is related to health and survival [13, p. 166].

There is insufficient understanding of the fundamental relationship of occupation to health at a holistic level. Whilst other disciplines do important work on health and illness as an entity or on different and discrete aspects of occupation in relation to health and illness, without a holistic view of both occupation and health the evidence of any relationship is incomplete. Significant occupational determinants of early death, illness, health, and well-being can easily be overlooked or missed [5, p. 5]. Evidence for health through occupation is everywhere. Evidence is all around people. It can be drawn from acute observation over time, from the results of repeated trial and error in everyday life, and from the reflections of great thinkers from earlier times. It can be found as hidden or central aspects of other disciplines, such as in medicine, psychology and sports science; in archaeology, sociology, human geography, history and ecology, for example. It is evident in divided form when addressed by health researchers as walking, cycling, exercise, work, play, recreation, food preparation, sleep, sexual activity, and so on. Much that is valuable can be ignored because of modern imperatives that research worthy of attention is that reported in the last 5 years, anything earlier is out of date, and that only findings of large randomized controlled trials can be taken seriously [5, p. 6].

Occupational science can inform traditional practice, but it can also provide a point of departure towards adventures into the world of enabling occupation to enhance and enrich the lives of many who are experiencing occupational dissatisfaction. This may be at a personal level using a wellness approach, which is a useful model to consider in conventional practice venues such as hospitals, as well as in the wider community [1, p. 414].

Conclusion and further study perspectives. In the preceding pages, the complexity of human occupation has been introduced. It has been shown that occupations reflect time use according to both individual and cultural characteristics, and that biological and psychological factors, as well as social conditions, influence occupational choices. As an area of interest and study, human occupation cuts a broad swath across the biological, social, environmental design, and behavioral sciences, yet only recently has occupational science emerged as an interdisciplinary science. Occupation appears to be fundamental to human existence and to the organization of societies.

Occupational science is a very recent discipline, only formally created in the last decades of the 20th century, but with a much longer, largely unrecognized foundation. Partly because occupation is so all embracing and appears so mundane, its significance has failed to be appreciated sufficiently, particularly in terms of health. That is so even though contemporary WHO policy documents, using different terminology, strongly recognize the relationship, and despite many diverse disciplines studying parts of what human occupation encompasses. Such diverse study has reduced the holistic concept of occupation by dividing it and then made it more complex by endowing specific aspects with particular value.

Following the above, the international experiences of professional education of occupational therapists, the features of occupational therapy process and the spheres of occupational therapy application require further and more detailed exploration.

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Abstract. Arkhytova S. P., Hayduk N. M. Occupational Therapy: An International Perspective.

Introduction. Today in Australia, Canada, the United States and other countries, occupational therapy is a well-known, successfully developed profession. In these countries, universities offer educational programs for future occupational therapists. This has promoted the emergence of Occupational science, a new academic discipline. In Ukraine, this sphere of professional activities and professional education is currently in high request. However, occupational therapy appears to be largely unknown.

Purpose. The purpose of the article is to introduce the international experiences in occupational therapy and present the content, which constitutes the notion of «occupation» as a central activity underlying occupational therapy, ensuring its functioning as a sphere of professional activities and an area of professional education.

Results. The majority of scientific works in the area of occupational therapy are found to be those published in English by foreign scholars. The notion of «occupation» is defined there as human pursuits that are goal-directed or purposeful, performed in situations or contexts that influence the doer and others, and are meaningful to the individual. The notion of «occupation» is considered to be a central activity underlying occupational therapy and its functioning as a sphere of professional activities. The profession of occupational therapy uses the term «occupation» to capture the breadth and meaning of «everyday activity». Occupational therapy is premised on an understanding that engaging in occupations structures everyday life and contributes to health and well-being. The international experiences of professional education and the importance of occupational therapists in Canada, the USA and Australia are outlined. One example is that in Canada an occupational therapist may hold a position of a clinician, an educator, a consultant, a researcher and a manager. Founded in 1952, the World Federation of Occupational Therapy (WFOT) produced «Revised minimum standards for the education of occupational therapists 2002». The document highlights the role of professional education programs in the area of occupational therapy. The development of occupational therapy as a sphere of professional activities and professional education resulted in the establishment of the World Federation of Occupational Therapy and further development of Occupational science, a new academic discipline.

Originality. The article provides an insight into the definition of the notion of «occupation», the role of occupational therapists in Canada, the USA and Australia, and the importance of professional education in this area. Occupational science is presented as a newly emerged academic discipline.

Conclusion. Following the above, the conclusion is made to the effect that in the context of Ukraine the international experiences of professional education of occupational therapists, the features of occupational therapy process and the spheres of occupational therapy application require further and more detailed exploration.

Key words: occupation; occupational therapy; occupational therapists; Occupational science; education of occupational therapists; occupational engagement; everyday activity; training; international experience; perspective.

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РОЛЬ ПОЛІКУЛЬТУРНОГО СЕРЕДОВИЩА ВУЗУ У ФОРМУВАННІ МІЖЕТНІЧНОЇ ТОЛЕРАНТНОСТІ МАЙБУТНІХ УЧИТЕЛІВ ПОЧАТКОВОЇ ШКОЛИ

Анотація. Розкрито роль полікультурного середовища у формуванні міжетнічної толерантності майбутніх учителів початкової школи. Обґрунтовано поняття «полікультурне середовище», «толерантність» та «міжетнічна толерантність». Визначено критерії, що необхідні для формування міжетнічної толерантності майбутніх учителів початкової школи.

Ключові слова: середовище; студентське середовище; полікультурне середовище; толерантність; міжетнічна толерантність; педагогіка толерантності; полікультурна освіта; духовна культура.