Biographies des auteures

**Pier-Anne Lacroix**, M Erg., est ergothérapeute, au Centre intégré de santé et de services sociaux, Centre de réadaptation La Maison, Rouyn-Noranda, QC, Canada. Au moment de l’étude, P.-A. Lacroix était étudiante à l’École de réadaptation (programme d’ergothérapie), Université de Sherbrooke, Sherbrooke, QC, Canada.

**Anne-Julie Pelletier**, M Erg., est ergothérapeute, Centre intégré universitaire de santé et de services sociaux de la Capitale-Nationale, Hôpital de Baie-Saint-Paul, Baie-Saint-Paul, QC, Canada. Au moment de l’étude, A.-J. Pelletier était étudiante à l’École de réadaptation (programme d’ergothérapie), Université de Sherbrooke, Sherbrooke, QC, Canada.

**Marie-Pier Blondin**, M Erg., est ergothérapeute, Centre intégré de santé et de services sociaux de la Côte-Nord, CLSC Lionel-Charest et Centre d’hébergement N.-A.-Labrie, Baie-Comeau, QC, Canada. Au moment de l’étude, M.-P. Blondin était étudiante à l’École de réadaptation (programme d’ergothérapie), Université de Sherbrooke, Sherbrooke, QC, Canada.

**Ariane Dugal**, M Erg., est ergothérapeute, Centre intégré universitaire de santé et de services sociaux de la Mauricie et du Centre-du-Québec, Hôtel-Dieu d’Arthabaska, Victoriaville, QC, et la clinique À Pas Devant, Drummondville, QC, Canada. Au moment de l’étude, A. Dugal était étudiante à l’École de réadaptation (programme d’ergothérapie), Université de Sherbrooke, Sherbrooke, QC, Canada.

**Claudine Langlois**, M Erg., est ergothérapeute, la clinique L’Essence en mouvement, LaSalle, QC, Canada. Au moment de l’étude, C. Langlois était étudiante à l’École de réadaptation (programme d’ergothérapie), Université de Sherbrooke, Sherbrooke, QC, Canada.

**Mélanie Levasseur**, PhD, erg., est professeure agrégée, École de réadaptation, Université de Sherbrooke, Sherbrooke, QC, Canada.

**Nadine Larivière**, PhD, erg., est professeure agrégée et directrice du programme d’ergothérapie, École de réadaptation, Université de Sherbrooke, Sherbrooke, QC, Canada.

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**Book Review**


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This book is for occupational therapy students. Its content is meant to facilitate the integration of knowledge and skills acquired in the classroom for application in varied work settings where a great many treatment decisions must be made on a daily basis. It is a workbook for students who have acquired the basic knowledge, tools, and skills to assess and treat conditions commonly found in occupational therapy practice and who are ready to transition from the classroom to the real work environment.

There are two major components. The first component, foundations of occupational therapy practice, is a concise yet comprehensive summary, overview, and comparison of conceptual practice models and methods of clinical reasoning. It also contains a 28-step case development protocol. Experienced occupational therapists will be reminded of the detailed process involved in delivering services while understanding that with experience, practice becomes more automatic. Case-based learning, which has been demonstrated to be effective, is used to support the transition process by encouraging students to use higher levels of skill and reasoning and introducing them to a variety of practice variables requiring them to apply their knowledge in unfamiliar situations.

The second component, practice cases, contains 40 comprehensive, very realistic case studies organized into six categories: musculoskeletal, neurologic, cardiopulmonary, organ system condition, mental disorders, and interprofessional cases. Each case includes complicating medical, social, policy, regulatory, and funding variables and preliminary questions to stimulate discussion. Appendices contain forms, protocols, indices, and worksheets; a user’s guide; and online resources for instructors.

Although clearly written for students studying in the United States, it should be adaptable for use in Canada. For example, while our health care systems differ, in both countries there are government and institutional rules and policies that must be considered. In terms of practice models, the (American Occupational Therapy Association) Occupational Therapy Practice Framework is prominent, but notable is reference to the Canadian Occupational Performance Measure, which was created in relation to the Canadian Model of Occupational Performance. This book should be of interest to educators who will be instrumental in promoting its use. Students should find this book valuable whether or not their academic program uses it.

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Donna Campbell