

Occupational Performance Process Model*: Overview & Guide McMaster University & The University of Manitoba

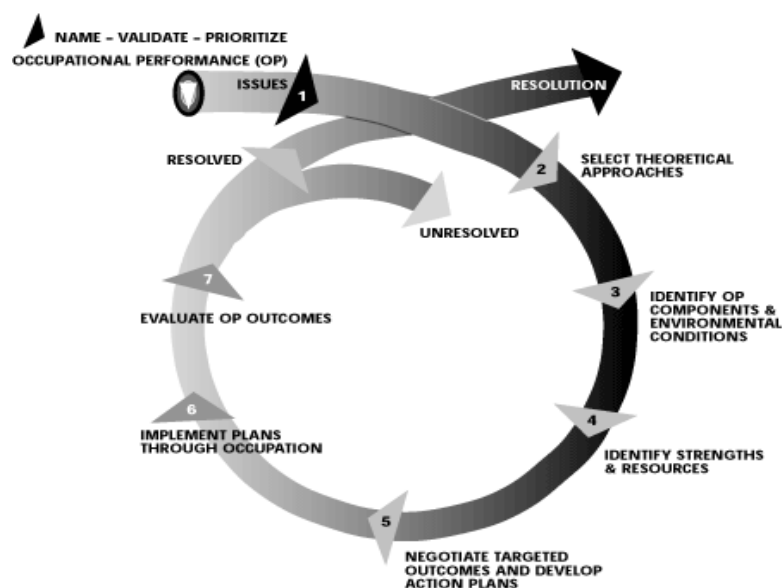
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Resources/Reference:

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Guiding Decisions for Occupational Therapy Practice

This outline has been developed for use by occupational therapists and student occupational therapists to facilitate clinical decision-making using the Occupational Performance Process Model (OPPM) (Fearing, Law & Clark, 1997). Each stage in the OPPM is outlined below, along with guiding questions and information about how to use the framework to guide practice.

Prior to Entering a Clinical Situation

An occupational therapist enters every clinical situation using an overarching conceptual model.. Examples of conceptual models include the Canadian Model of Occupational Performance [CMOP] (CAOT, 1997), Person-Environment-Occupation (PEO) (Law et al, 1996), Model of Human Occupation (MOHO) (Keilhofner, 1980, 2005), Ecology of Human Performance (Dunn et al., 1994) and Person-Environment-Occupational Performance (Christiansen & Baum, 2006).

Stage #1 – Name, Validate, Prioritize Occupational Performance Issues (OPIs)

What: [What does this Stage involve?]

- Identify from the client and/or family’s perspectives, if there are OPIs that need to be addressed. Once confirmed, OPIs are identified; these OPIs will be addressed during occupational therapy intervention.
- Screening process for intervention begins

Why: [Why is this Stage important?]

- Learn about the client and his or her family, his or her occupations, and any difficulties he or she is having with performing the occupations that he or she needs to, wants to, or is expected to do (COPM manual, Law et al., 2005).

How [How might we collect information during this Stage?]

- Methods (i.e., information-gathering) - narrative, interview, or self-report
- Measures/Tools - COPM, Occupational Performance History Interview (OPHI)
- Record information/data about client & how OPIs were identified (e.g. chart review, observation, interview, COPM); list and prioritize OPIs

How will information be used?

- To identify and prioritize key areas of occupational performance needs.
- To make decisions regarding the appropriateness of OT intervention.
- To develop initial hypotheses about the reasons for performance difficulties.
- To help select initial theoretical approach to guide decisions about further assessment of performance areas, components, and environmental conditions.

Stage #1: Questions for Consideration

- Does the client need occupational therapy services?
- Can the occupational therapist provide what the client needs?
- What are the client's perceived areas of difficulty or OPIs?
- How will you gather the information needed to determine the client's OPIs?
- Which OPIs would the client like to address first and *how* will this be determined?
- What might be some of the underlying causes for the OPIs?

Stage #2 – Select Theoretical Approaches

What:

- Identify potential theoretical approaches and model(s) of practice that will be used to plan for:
 - i) further assessment of relevant OP areas;
 - ii) assessments of OP components and environmental conditions
 - iii) inform intervention strategies

Why:

- To select the most appropriate theoretical approach and model of practice congruent with the conceptual model that will guide assessment and intervention
- Inform hypotheses about why occupational performance difficulties might be occurring, which, in turn, will inform our selection of particular assessment and intervention approaches (Stages #3-5)

How:

- Consider the standardized assessments, clinical observations, and any dynamic assessment information which will influence your choice of theory and or those assessments, interventions, you foresee using.
- Consider the clinical model in which you practice (e.g., if you provide outpatient services, or may only see a client 2 x per week, which may influence approach used with client).

How will information be used:

- To inform the selection of particular assessment and intervention approaches
- To inform hypotheses about the reasons for difficulties in OP

Stage #2: Questions for Consideration

- What are the OPIs identified in stage 1? What is the underlying cause of the OPI?
- Which theory will you use to guide the assessment process?
- How are you going to assess this client? What needs to be assessed? What is the purpose of the assessment(s)?
- How do you foresee working with/treating this client?
- What does the evidence from the literature suggest about dealing with this issue?
- What is your clinical practice model? How often will you see the client?

Stage #3 – Identify OP Components and Environmental Conditions

What:

- Conduct assessment of performance in specific areas of self care, productivity and/or leisure
- Assess and confirm underlying performance components and environmental conditions that are supporting or limiting performance in a specific occupation

Why:

- To provide information about initial level of performance and provide a comparison for future assessments of change during therapy
- To provide information about the causes for performance difficulty and help to identify the focus of intervention
- To confirm and document most appropriate conceptual/practice model to guide intervention

How:

- Methods – standardized assessments, clinical observation, dynamic assessment, Occupational Performance analysis
 - *Must consider sensitivity, specificity, validity, reliability of assessment tools*
- Measures – there are many standardized assessments of occupation areas, performance components and environmental conditions

How will information be used?

- To document specific components and environmental conditions that support or limit performance in a specific occupation

- To form a clearer picture of the client and the underlying causes of OPIs.
 - Begin to support/refute initial hypotheses formed at prior stages
- To select/inform intervention approaches

Stage #3: Questions for Consideration

- What are the identified OPIs? What is the underlying cause(s) of the OPI?
- What person factors are contributing to the OPIs - physical, cognitive, affective?
 - What will you assess? How will you assess it?
- Which person factors should be targeted for change?
- What environmental factors are contributing to OPIs? (physical? social? cultural? institutional?)
 - What will you assess? How will you assess it?
- Which environmental factors should be targeted for change?

Stage #4 – Identify Strengths and Resources

What

- Identify key strengths and resources of person, occupation, and environment based on information collected via standardized assessment, clinical observation, interview, etc.
- Strengths/resources are often unique to the person, environment and clinical situation
- Therapists should also consider their own unique experiences, strengths, and/or resources that they bring to clinical situation

Why

- This stage is very important as key strengths and resources can support intervention and OP.

How

- Information on strengths and resources are typically gathered via assessment methods as described in earlier stages.

How will Information be used?

- Identified strengths/resources may inform intervention (e.g., build on the strengths of the client/clinical situation) in order to facilitate OP
- Typically, identification of key strengths/resources are based on information collected during previous stages.

- At this step, therapist may confirm the theoretical approach(es) that is most appropriate to use in the clinical situation.
- At the end of this stage, you will have a more complete “occupational profile” of the client and are ready to establish a plan to further guide process.

Stage #4: Questions for Consideration

In conjunction with the client, consider the following questions:

- What are his/her personal strengths?
- What are his/her environmental resources?
- What are his/her occupational strengths and resources?

For the therapist, consider the following questions:

- What are your personal strengths?
- What are your environmental resources?
- What are your occupational strengths and resources?

Stage #5 – Negotiate Targeted Outcomes and Develop Action Plans

What:

- Determine and document targeted outcomes and specific occupational therapy interventions (based on selected practice model)
- Plan what the OT will do with the client and consider the various steps that will bridge the client’s current reality with future possibilities. Develop targeted outcomes (i.e., objectives), in collaboration with the client, based on OPIs.

Why:

- To specify outcomes that are the focus of OT intervention
- To determine most appropriate intervention strategies (based on selected practice model)

How:

- Targeted outcomes– must be documented in a measurable way (i.e., intervention methods are **not** included in the targeted outcome) and action plans developed in conjunction with the client
- Action plans should include meaningful occupation that will engage the client in therapy and help them meet their targeted outcome(s)

- Review of research evidence related to the potential interventions

How will information be used?

- Direct the interventions that will be used with the client to facilitate OP

Stage #5: Questions for Consideration

- What is the scope of the services you can provide? *See Stage #2
- Do you/your client have the strengths/resources needed to accomplish the plan?
- What are your timeframes?
- Have you worked collaboratively with your client to develop the targeted outcomes and action plans?
- Have you developed targeted outcomes based on the client's OPIs?
- Have you developed action plans based on the client's occupational profile, the selected theoretical approaches and evidence-based practice?
- Are the targeted outcomes/action plans measurable?

Stage #6: Implement plans through occupation

What:

- Implement intervention and document intervention strategies and process

Why:

- To provide intervention to address the identified occupational performance issue

How:

- Intervention Methods – there are many different interventions; however need to consider client occupations
- Interventions can be classified and documented using information above in previous step
- Documentation of nature of intervention(s) (e.g., how often, where, with whom)

How will information be used:

- To carry out the intervention plan.
- To inform documentation of OP

- To organize resources that can be used to facilitate OP
- To determine the scope of services that will be provided

Stage #6: Questions for Consideration

- What strategies are you going to use to facilitate client involvement/engagement in treatment?
- Is the occupational intervention meaningful to your client? Will the activities be meaningful to the client and accomplish the targeted outcomes?
- Do the activities need to be graded? Are environmental modifications required?
- Does the plan need to be modified?
- Are the outcomes following intervention measureable?

Stage #7 – Evaluate Occupational Performance Outcomes

What:

- Re-assess performance in OPIs that were addressed during occupational therapy intervention
- Review targets with the client and identify the outcomes of the process.
 - Measure targeted outcomes based in occupation, and use outcome measurement tools that are formal, reliable and valid.
 - Compare pre and post intervention measures.
- *You may discontinue* occupational therapy service or more OPIs may be identified, and, if so, you may develop new, targeted outcomes with the client.

Why:

- To provide information about level of performance and provide an assessment of change during therapy interventions

How:

- Methods – standardized assessments of occupational performance (use the same assessments used initially in Steps #1 or #2)

- Measures – there are individualized assessments of OP issues (e.g., COPM, etc) and many assessments of OP areas.

How will information be used:

- To document the outcome of OT intervention and relate these outcomes back to OP issues
- Determine a difference/change in OP has occurred

Stage #7: Questions for Consideration

- Have OPIs been resolved?
- Have you achieved the targeted outcomes? How will you know?
 - For example, is there a change in satisfaction or perceived performance on the COPM (if used in the initial assessment)? Or, have you seen an improvement in goal attainment scaling scores?
- Does the client still require occupational therapy services? Are there other targeted outcomes/goals that you can work on together? Is the client ready for discharge?
- Does the client require other services?