



Powerful Practice: Planning and Implementing Authentic Occupational Therapy Services

Presented by Professor Anne G. Fisher, ScD, OT, FAOTA

Overview

This 3-day course is ideal for occupational therapy clinicians, educators, students, and researchers who want to do more to harness the power of occupation and implement authentic occupational therapy services. The course is based on the idea that occupational therapists

- are challenged to deal with and overcome the many constraints they face in practice, education, and research,
- want to experience ownership and pride in what they do,
- have a deep need – a longing – to practice as *occupational* therapists and advance our profession.

This course is based on the text, *Powerful Practice: A Model for Authentic Occupational Therapy* (Fisher & Marterella, 2019). The intent of this text is to offer occupational therapy clinicians, educators, students, and researchers with a practical and accessible guide to providing occupational therapy services across settings. Building on this text, the course will address how occupational therapists:

- overcome, minimize, or work around the constraints they face in practice;
- reason about the complexity of occupation using the new *Transactional Model of Occupation*, one that is informed by occupational science;
- critically evaluate the evaluation and intervention methods they use and consider how they can modify their practices to ensure they are legitimate for use in authentic occupational therapy;
- use the *Occupational Therapy Intervention Process Model* (OTIPM) to guide the implementation of authentic occupational therapy services;
- implement observation-based performance analysis of their clients' quality of occupational performance; and
- accumulate practice-based evidence to support the power of occupation.

The course content progresses step-by-step through the phases of the occupational therapy process. Lectures, video case examples, discussions, and extensive opportunities to practice enable the course participants to reflect on and learn strategies they can apply to improve their practice, educational activities, and research. The occupational therapists who take this course find that they leave inspired to

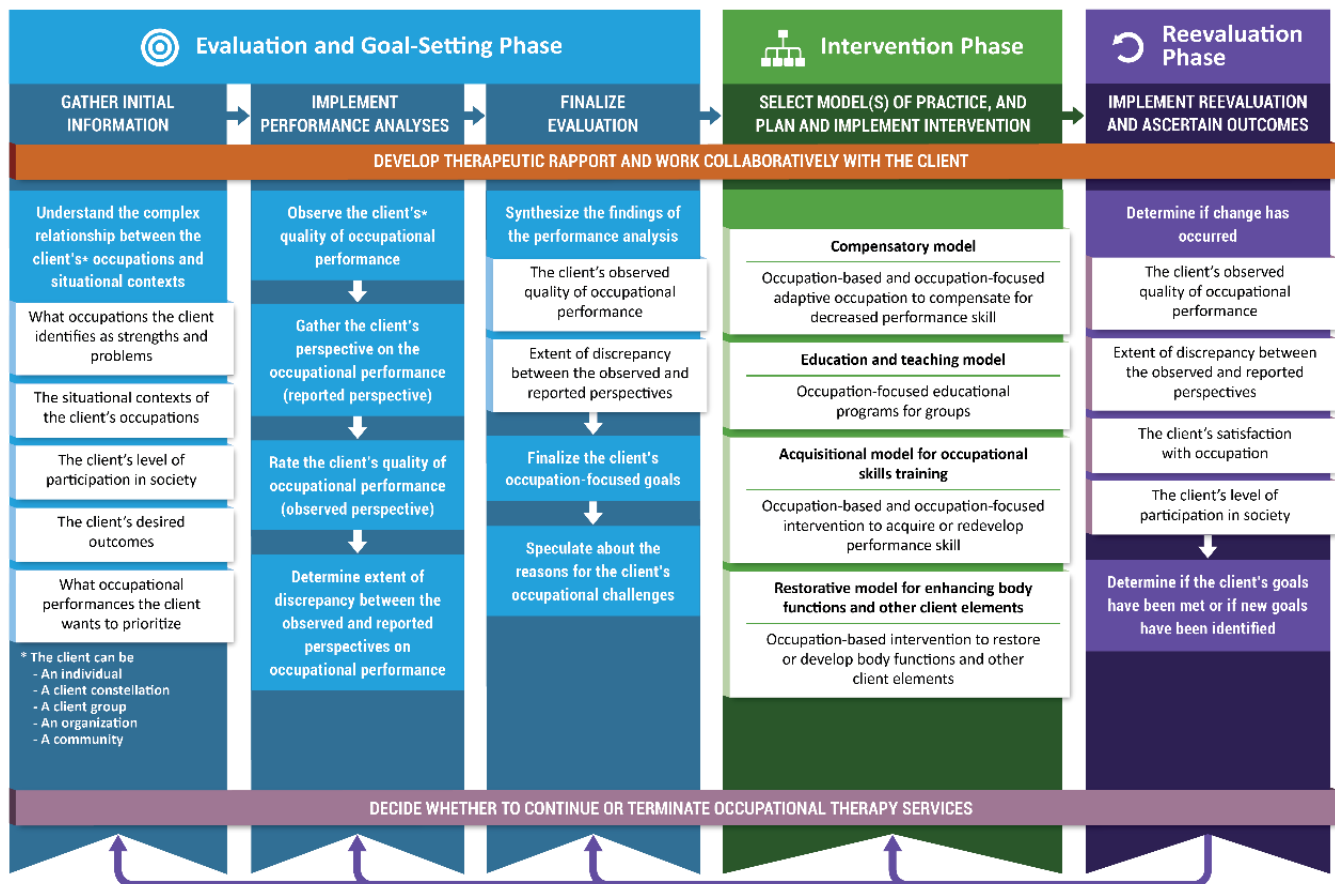
embrace their unique expertise as *occupational* therapists and to make their practice more centered on occupation.

Background

Based on her 1998 Eleanor Clarke Slagle Lectureship, Professor Fisher brings together 50 years of experience to present a model for professional reasoning. Using the OTIPM to guide practice ensures that occupational therapists adopt an *occupation-centered* (OC) perspective to guide their reasoning as they plan and implement *occupation-based* (OB) and *occupation-focused* (OF) services (Fisher, 2013). In the OTIPM, the occupational therapy process is depicted as occurring over three global phases, evaluation and goal-setting, intervention, and reevaluation, and each step in the process may be OB, OF, or both (Fisher, 2013; Fisher & Marterella, 2019). The steps of the occupational therapy process defined in the OTIPM are represented schematically below. As depicted in the figure below, the OTIPM is intimately linked with a variety of different intervention models: compensatory, education and teaching, acquisitional, and restorative.



Graphic representation of the Occupational Therapy Intervention Process Model (OTIPM)

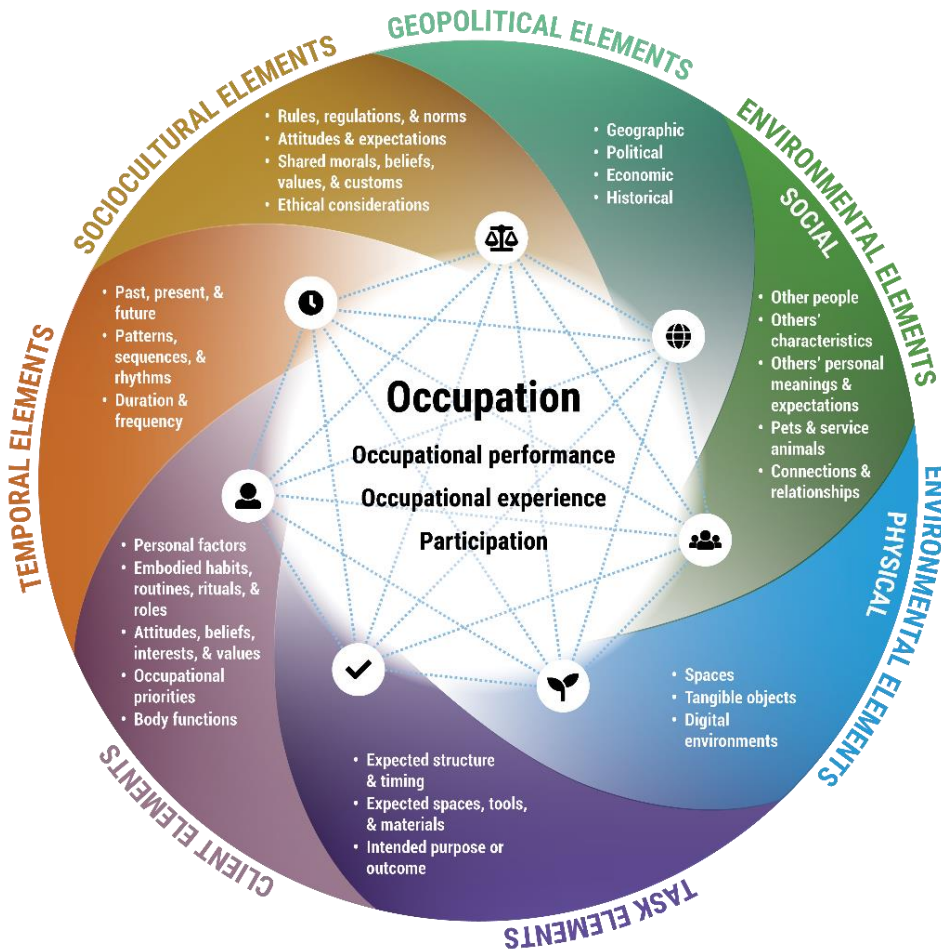


From Fisher, A. G., & Marterella, A. [2019]. *Powerful practice: A model for authentic occupational therapy*. Fort Collins, CO: Center for Innovative OT Solutions.

In 2018, when Fisher and Marterella embarked on the journey to write *Powerful Practice*, they recognized the need to revise the OTIPM and to develop a new conceptual model that depicted the complexity of occupation as an inextricably intertwined transactional whole. This model, the *Transactional Model of Occupation* (see below), is intimately linked to the OTIPM and was informed by occupational science. Within the *Transaction Model of Occupation*, the elements of the situational context are inseparable from the occupational elements and all elements, situational and occupational, mutually influence each other.



Transactional Model of Occupation



From Fisher, A. G., & Marterella, A. [2019]. *Powerful practice: A model for authentic occupational therapy*. Fort Collins, CO: Center for Innovative OT Solutions.

Who Should Attend?

Occupational therapy clinicians, students, educators, and researchers who

- seek an overarching reasoning model that provides a structure for thinking about the variety of available evaluation and intervention methods and then choosing which one to use at different phases of the occupational therapy process — such a structure can enhance both clinical practice and occupational therapy education;

- want to invigorate practice and confidently implement authentic services that are occupation-based and occupation-focused;
- already practice in a manner with which they are satisfied — attending this course will enable them to reflect on and evaluate their current practice, identify components that they can further improve so as to become even more occupation-centered, and enhance their ability to communicate to others the power of occupation; and/or
- want to change practice and are struggling with where to start in order to overcome the many obstacles that limit what they can do.

Course Description

While the OTIPM is an occupation-centered professional reasoning model, the emphasis of this course is on the application of the OTIPM, the *Transactional Model of Occupation*, and various intervention models in everyday practice. A variety of individual and group activities provide the course participants with opportunities to implement (a) nonstandardized occupation-focused and occupation-based evaluations of quality of a person's occupational performance, including quality of social interaction; and (b) occupation-focused documentation. Video case examples are used to reinforce learning. Opportunities for discussion among course participants provide collaborative opportunities for addressing strategies for overcoming obstacles that can constrain the provision of authentic occupational therapy services.

Course Objectives

At the conclusion of a 3-day OTIPM workshop, the participants will:

- Understand the occupation-centered professional reasoning process defined in the OTIPM
- Distinguish between occupation-centered reasoning and occupation-based and occupation-focused practice
- Articulate various types of evaluations and interventions occupational therapists commonly use and evaluate which ones are ecologically-relevant, occupation-based, and/or occupation-focused
- Apply true top-down and occupation-centered reasoning in the context of implementing occupation-based and occupation-focused services
- Implement nonstandardized observation-based performance analyses of a person's quality of occupational performance
- Understand when and how to link other occupational therapy models of practice and evaluation methods into the occupational therapy intervention process
- Use the *Transactional Model of Occupation* to reason about the intertwined relationships among various elements of situational contexts and the elements of occupation: occupational performance, occupational experience, and participation
- Write occupation-focused documentation, including observable and measurable client-centered goals

- Use systematic strategies for accumulating practice-based evidence of the effectiveness of occupational therapy interventions

Course Schedule

- Day 1** — 8:30 to 10:00 Introduction to the course
 Transactional Model of Occupation
 Developing a common language
 A method for critiquing occupational therapy services
- 10:00 to 10:30 Break
- 10:30 to 12:00 Legitimate occupational therapy interventions
 Introduction to the OTIPM
- 12:00 to 1:00 Lunch
- 1:00 to 2:30 Case application — Gather initial information
- 2:30 to 3:00 Break
- 3:00 to 4:30 Document initial information and reason for referral
-
- Day 2** — 8:30 to 10:00 Case application — Implement performance analysis (motor and process skills)
- 10:00 to 10:30 Break
- 10:30 to 12:00 Case application — Finalize evaluation: document baseline level of performance, client-centered goals, speculated reasons for diminished occupational performance
- 12:00 to 1:00 Lunch
- 1:00 to 2:30 Case application — Finalize evaluation (continued)
- 2:30 to 3:00 Break
- 3:00 to 4:30 Case application — Intervention and reevaluation
 Document intervention plan
 Reevaluate and document outcomes
-
- Day 3** — 8:30 to 10:00 Case application — Implement performance analysis (social interaction skills)
- 10:00 to 10:30 Break
- 10:30 to 12:00 Case application — Finalize evaluation: document baseline level of performance, client-centered goals, speculated reasons for diminished occupational performance
- 12:00 to 1:00 Lunch

1:00 to 1:45	Case application — Intervention and reevaluation
1:45 to 2:30	Framing function from a unique occupational therapy perspective Some final thoughts Implementing changes in practice — Overcoming obstacles and a call to action
2:30 to 3:00	Break
3:00 to 4:30	Implementing changes in practice — Overcoming obstacles and a call to action (continued) Final reflections

Note. The schedule presented here may vary, depending on group interest and needs. Exact times for breaks and lunch also may vary slightly, depending on the schedule of the course setting.

Selected References

Fisher, A. G. (2013). Occupation-centred, occupation-based, occupation-focused: Same, same or different? *Scandinavian Journal of Occupational Therapy*, *20*, 162–173. <https://doi.org/10.3109/11038128.2012.754492>

Fisher, A. G. (1998). Uniting practice and theory in an occupational framework — 1998 Eleanor Clarke Slagle Lecture. *American Journal of Occupational Therapy*, *52*, 509–521. <https://doi.org/10.5014/ajot.52.7.509>

Fisher, A. G. (2009). *Occupational Therapy Intervention Process Model: A model for planning and implementing top-down, client-centered, and occupation-based interventions*. Ft. Collins, CO: Three Star Press.

Fisher, A. G., & Griswold, L. A. (2019). Performance skills: Implementing performance analyses to evaluate quality of occupational performance. In B. B. Schell & G. Gillen (Eds.), *Willard & Spackman's occupational therapy* (13th ed., pp. 335–350). Philadelphia: Wolters Kluwer | Lippincott Williams & Wilkins.

Fisher, A. G. & Jones, K. B. (2017). Occupational Therapy Intervention Process Model. In J. Hinojosa, P. Kramer, & C. B. Royeen. *Perspectives on human occupation: Theories underlying practice* (2nd ed., pp. 237–286). Philadelphia: Wolters Kluwer | Lippincott Williams & Wilkins.

Fisher, A. G., & Marterella, A. (2019). *Powerful practice: A model for authentic occupational therapy*. Fort Collins, CO: Center for Innovative OT Solutions.

Note. For additional resources, go to <http://www.powerfulpractice.com>