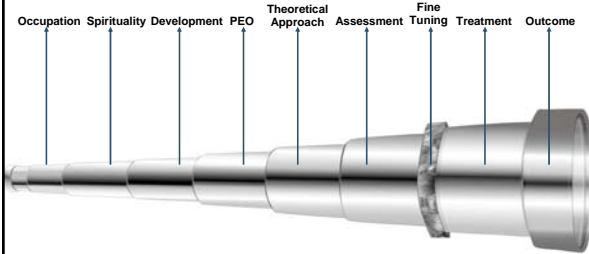


# OPPM and CPPF

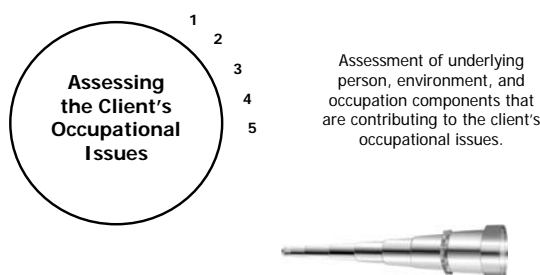
An interactive guide to clinical decision-making

## McMaster OT Lens



Occupation Spirituality Development PEO Theoretical Approach Assessment Fine Tuning Treatment Outcome

## Assessment

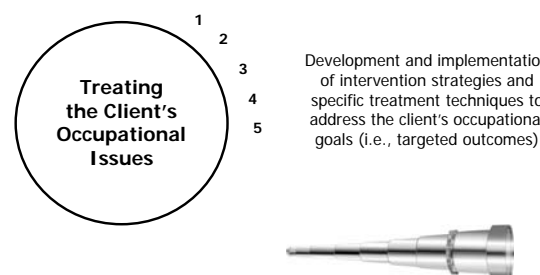


**Assessing the Client's Occupational Issues**

1  
2  
3  
4  
5

Assessment of underlying person, environment, and occupation components that are contributing to the client's occupational issues.

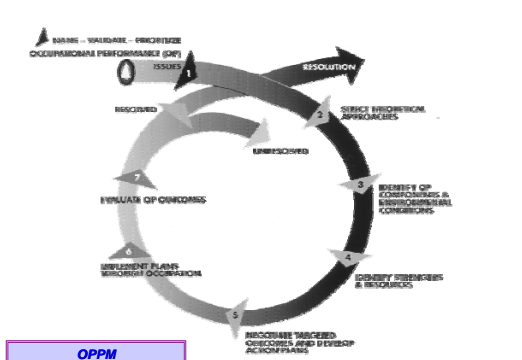
## Intervention



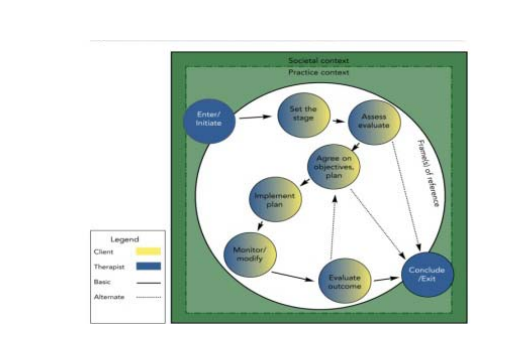
**Treating the Client's Occupational Issues**

1  
2  
3  
4  
5

Development and implementation of intervention strategies and specific treatment techniques to address the client's occupational goals (i.e., targeted outcomes)

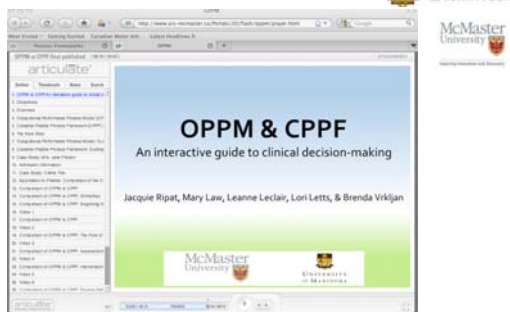


**OPPM**  
Enabling Occupation, 1997



**CPPF**  
Enabling Occupation II, 2007

## CAOT 2009... CPPF & OPPM



## Objectives

- To provide an overview of the Occupational Performance Process Model (OPPM) and the Canadian Practice Process Framework (CPPF)
- To advance viewers' understanding of similarities and differences between the process models
- To demonstrate the application of these models to practice through the use of a video case study

## Application to Practice: Comparison of the OPPM and CPPF

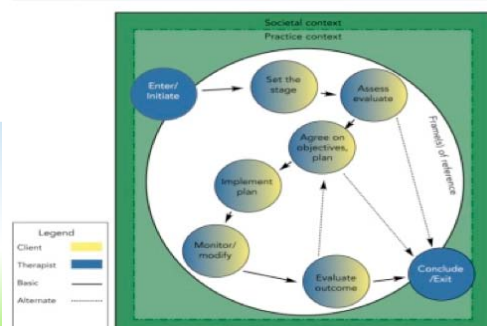
## Comparison of OPPM & CPPF: Similarities

- Provide a structured process of assessment, intervention, and evaluation
- Require identification of theoretical perspectives
- Recognize the importance of collaborative, client-centred relationships
- Can be used with individuals, groups, and organizations
- Recognize the importance of the context in influencing the process

## Comparison of OPPM & CPPF: Beginning the Process

CPPF	OPPM
Identify and prioritize OIs and OGs	Name, validate and prioritize OPIs
Action points 1 and 2 explicitly include: <ul style="list-style-type: none"> <li>• Informed consent of client</li> <li>• Occupational self-assessment of ability to take on particular client</li> <li>• Discuss client/therapist expectations, values, and boundaries</li> <li>• Emphasis on importance of gathering client history and establishing therapeutic rapport</li> </ul>	Stage 1 involves: <ul style="list-style-type: none"> <li>• Beginning the client-therapist relationship</li> <li>• Listening to the client's story</li> <li>• Learning about client's history related to occupation</li> <li>• Attending to the skills needed as a therapist</li> <li>• Screening for issues in occupational performance</li> </ul>

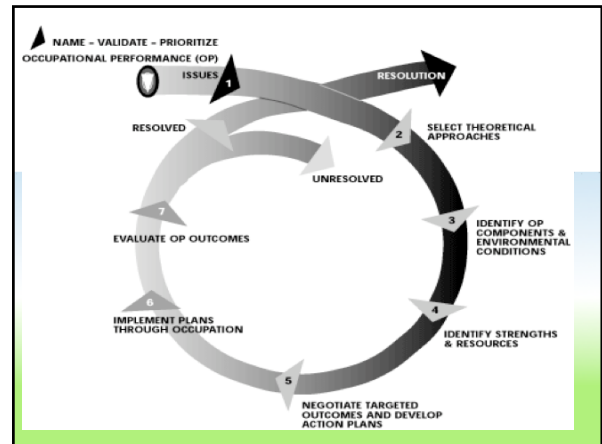
Figure 9.1 Canadian Practice Process Framework (CPPF)



Polatko, H. J., Craig, J., Davis, J., & Townsend, E. A. (2007). Canadian Practice Process Framework. In E. A. Townsend and H. J. Polatko, *Enabling occupation II: Advancing an occupational therapy vision for health, well-being, & justice through occupation*, p. 233 Ottawa, ON: CAOT Publications ACE.

### Comparison of OPPM & CPPF: Context of Practice

CPPF	OPPM
<p>Describes the <b>Societal Context</b> which encapsulates the process:</p> <ul style="list-style-type: none"> <li>•Therapist and client each perform and engage in diverse environments (cultural, social, physical, institutional) as distinct individuals</li> </ul>	<ul style="list-style-type: none"> <li>•Societal context is not labeled as a separate element referred to in the process – is described in a separate section/chapter</li> </ul>
<p>Describes the <b>Practice Context</b> which encapsulates the process:</p> <ul style="list-style-type: none"> <li>• Embedded in societal context</li> <li>• Brings together both individuals' personal and environmental factors</li> </ul>	<ul style="list-style-type: none"> <li>•Practice context is implied throughout the process but not explicitly labeled – is described in a separate section/chapter.</li> </ul>

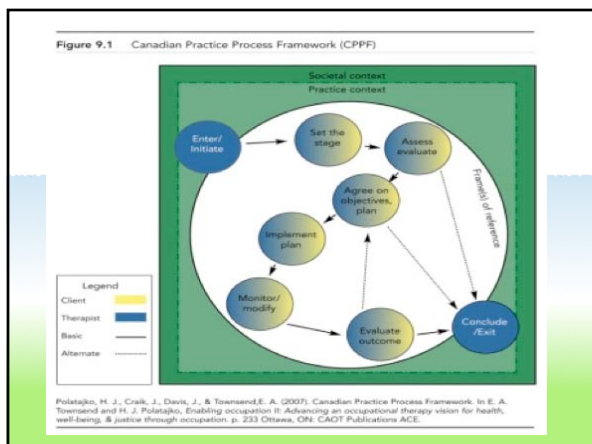


### Comparison of OPPM & CPPF: The Role of Theory

CPPF	OPPM
<ul style="list-style-type: none"> <li>•"Frames of reference" includes theories, models of practice, and service delivery</li> </ul>	<ul style="list-style-type: none"> <li>•"Theoretical approaches" organized into:               <ul style="list-style-type: none"> <li>- Conceptual models</li> <li>- Models of practice</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>•Depicts frames of reference as encapsulating all action points</li> </ul>	<ul style="list-style-type: none"> <li>•Enter using an occupation-based conceptual model (e.g. CMOP)</li> <li>•Stage 2 focuses on selection of theoretical approach to guide assessment and intervention</li> </ul>
<ul style="list-style-type: none"> <li>•Frames of references are identified in the action point 2 and revisited throughout the process.</li> </ul>	<ul style="list-style-type: none"> <li>•Theoretical approaches remain constant throughout the practice relationship or may be revisited.</li> </ul>

### Comparison of OPPM & CPPF: Assessments

CPPF	OPPM
<ul style="list-style-type: none"> <li>•Action point 2 involves a client report of potential occupational issues (OIs)</li> <li>• After assessment occurs in action point 3 OIs are confirmed and prioritized</li> <li>•Suggests flexibility in deciding upon occupational goals</li> </ul>	<ul style="list-style-type: none"> <li>•OPIs are selected during Stage 1</li> <li>•Further assessment is carried out during Stage 3</li> </ul>
<ul style="list-style-type: none"> <li>•Does not include specific section for identifying strengths and resources (Addressed in societal and practice context)</li> </ul>	<ul style="list-style-type: none"> <li>•Stage 4 requires the therapist to identify strengths and resources that may help with the client's intervention process</li> </ul>



### Comparison of OPPM & CPPF: Language/Terminology

CPPF	OPPM
<p>Language</p> <ul style="list-style-type: none"> <li>• OI: Occupational Issue</li> <li>• OG: Occupational Goal</li> <li>• Occupational Engagement</li> </ul>	<p>Language</p> <ul style="list-style-type: none"> <li>• OPI: Occupational Performance Issue</li> <li>• Targeted outcome</li> <li>• Action plan</li> </ul>
<ul style="list-style-type: none"> <li>•Frames of reference</li> </ul>	<ul style="list-style-type: none"> <li>•Theoretical approaches</li> </ul>
<ul style="list-style-type: none"> <li>•Proceeds through <b>action points</b></li> </ul>	<ul style="list-style-type: none"> <li>•Proceeds through <b>stages</b></li> </ul>
<ul style="list-style-type: none"> <li>•Applies the CMOP-E</li> <li>•Focus on enabling occupational performance and engagement</li> </ul>	<ul style="list-style-type: none"> <li>•Applies the CMOP</li> <li>•Focus is on enabling occupational performance and engagement</li> </ul>
<ul style="list-style-type: none"> <li>•Canadian Model of Client-centred Enablement</li> </ul>	<ul style="list-style-type: none"> <li>•Embedded in concepts of client-centred practice</li> </ul>

## Comparison of OPPM & CPPF: Intervention/ Conclusion

CPPF	OPPM
<ul style="list-style-type: none"> <li>Action point 6 requires the therapist to review and monitor progress, adapting plans as necessary until final evaluation</li> </ul>	<ul style="list-style-type: none"> <li>No specific stage for monitoring progress of the client before final evaluation of OP outcomes</li> </ul>
<ul style="list-style-type: none"> <li>Includes a conclusion stage (action point 8) with specific objectives</li> </ul>	<ul style="list-style-type: none"> <li>Last stage (stage 7) leads intervention to either "resolved" or "unresolved" state, but does not identify a separate stage for conclusion</li> </ul>



## Comparison of OPPM & CPPF: Process Pathway

CPPF	OPPM
<ul style="list-style-type: none"> <li>Depicts different pathways: options for alternate or abbreviated pathways that may be utilized in certain situations</li> </ul>	<ul style="list-style-type: none"> <li>Alternate pathways are discussed in the description of the OPPM but not explicitly in the process framework</li> </ul>
<ul style="list-style-type: none"> <li>Action point 7 provides the option of going back to action point 4, if OIs have not been met or new OIs have arisen.</li> </ul>	<ul style="list-style-type: none"> <li>Does not openly state how a practitioner might want to loop back to earlier stages if new OPI's arise during therapy but is intended to be flexible and dynamic (CAOT, 1997, p. 59)</li> </ul>

