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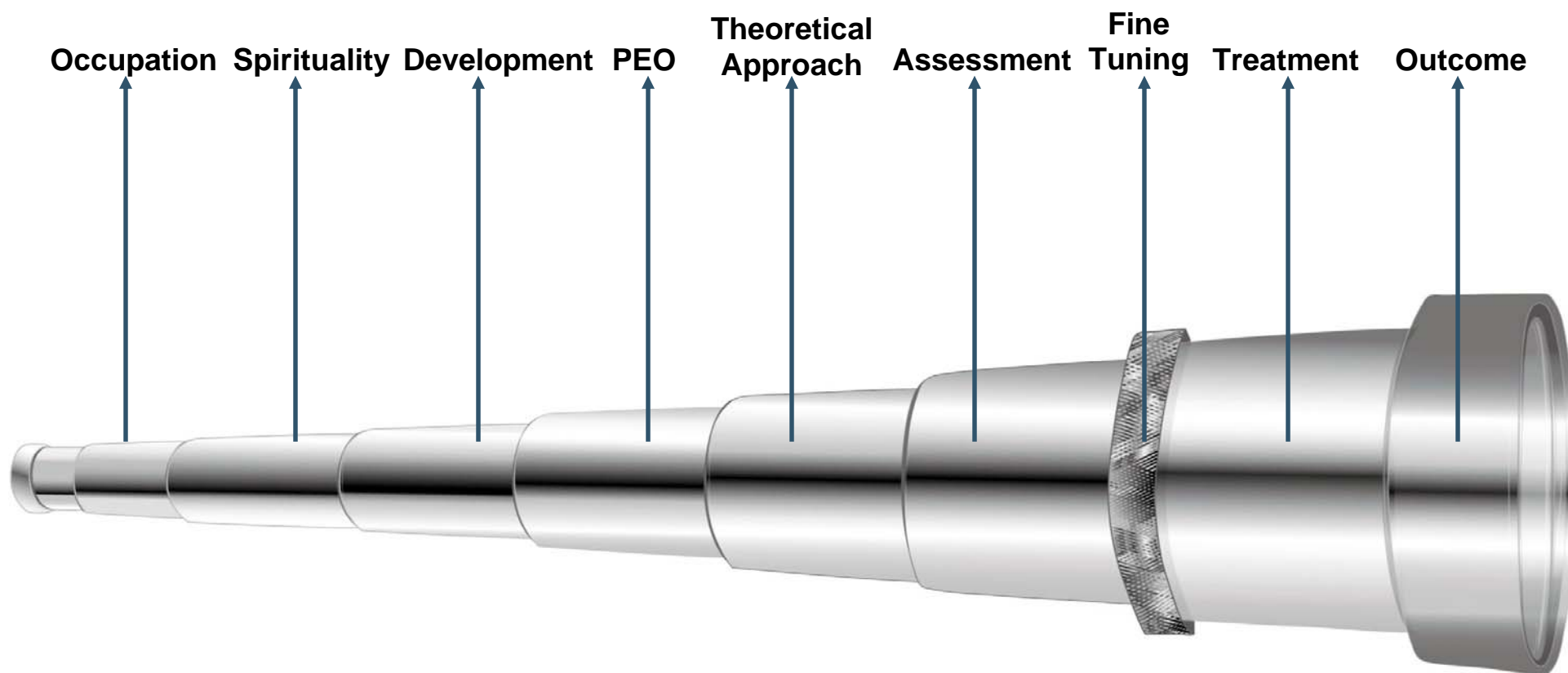


Inspiring Innovation and Discovery

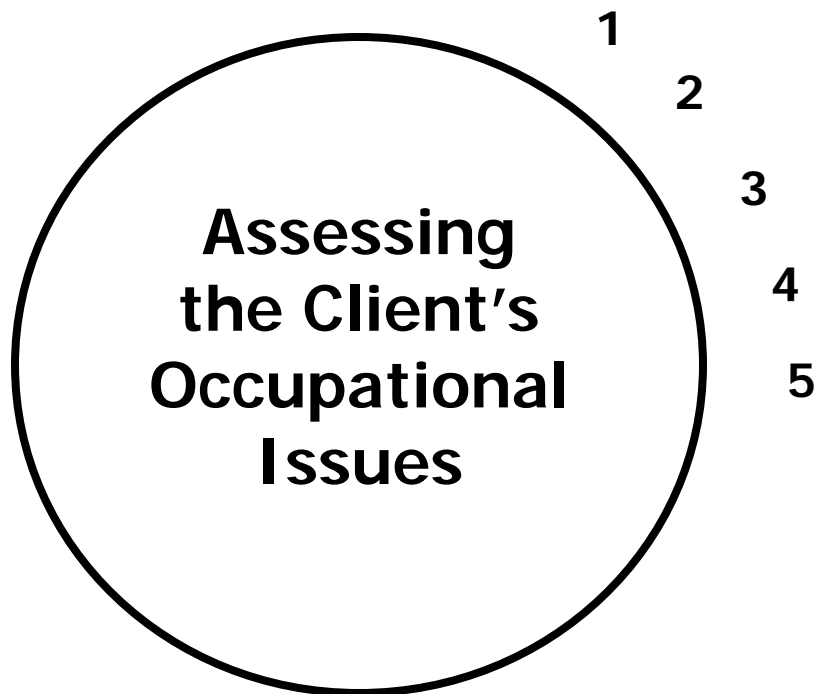
OPPM and CPPF

An interactive guide to clinical decision-making

McMaster OT Lens



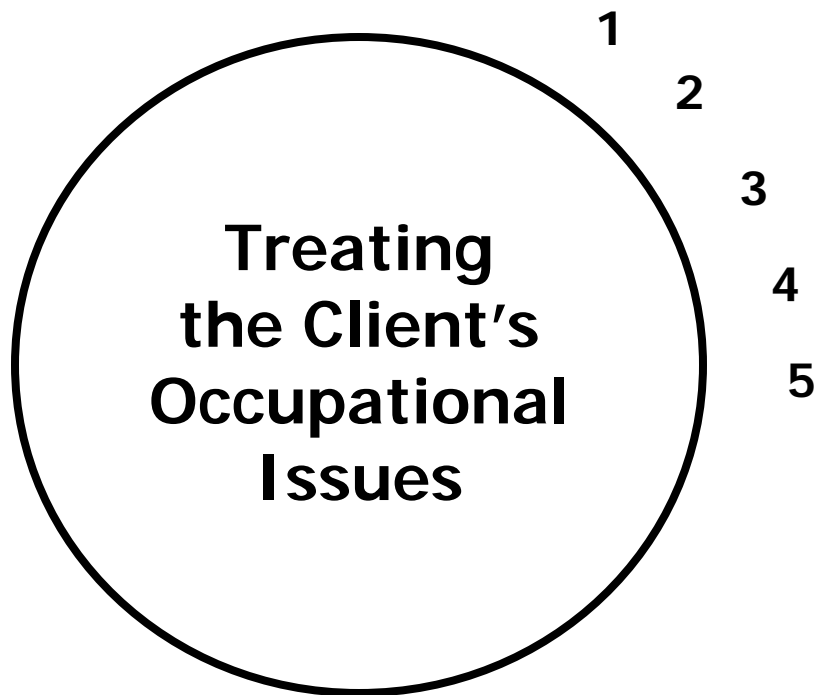
Assessment



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

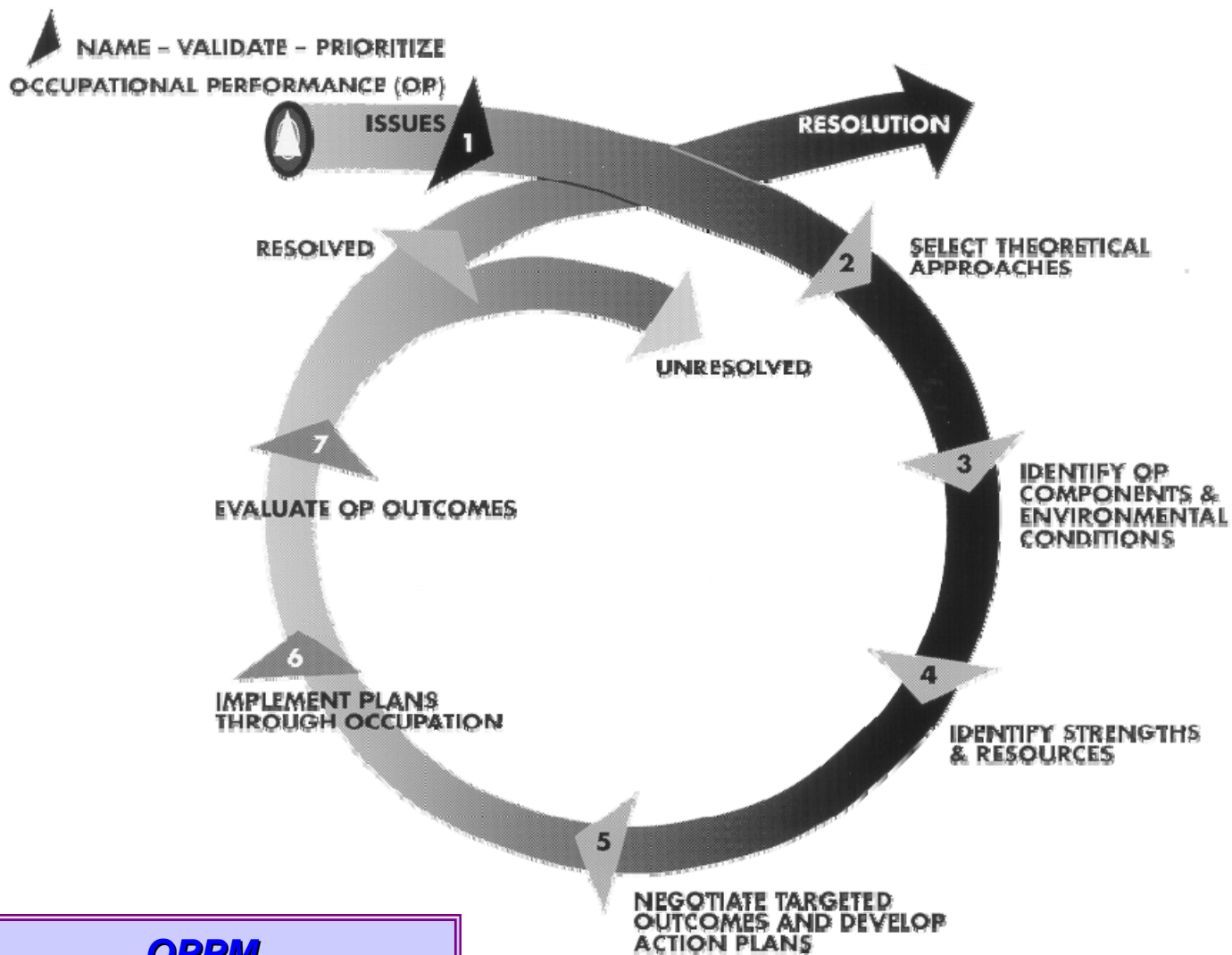


Intervention

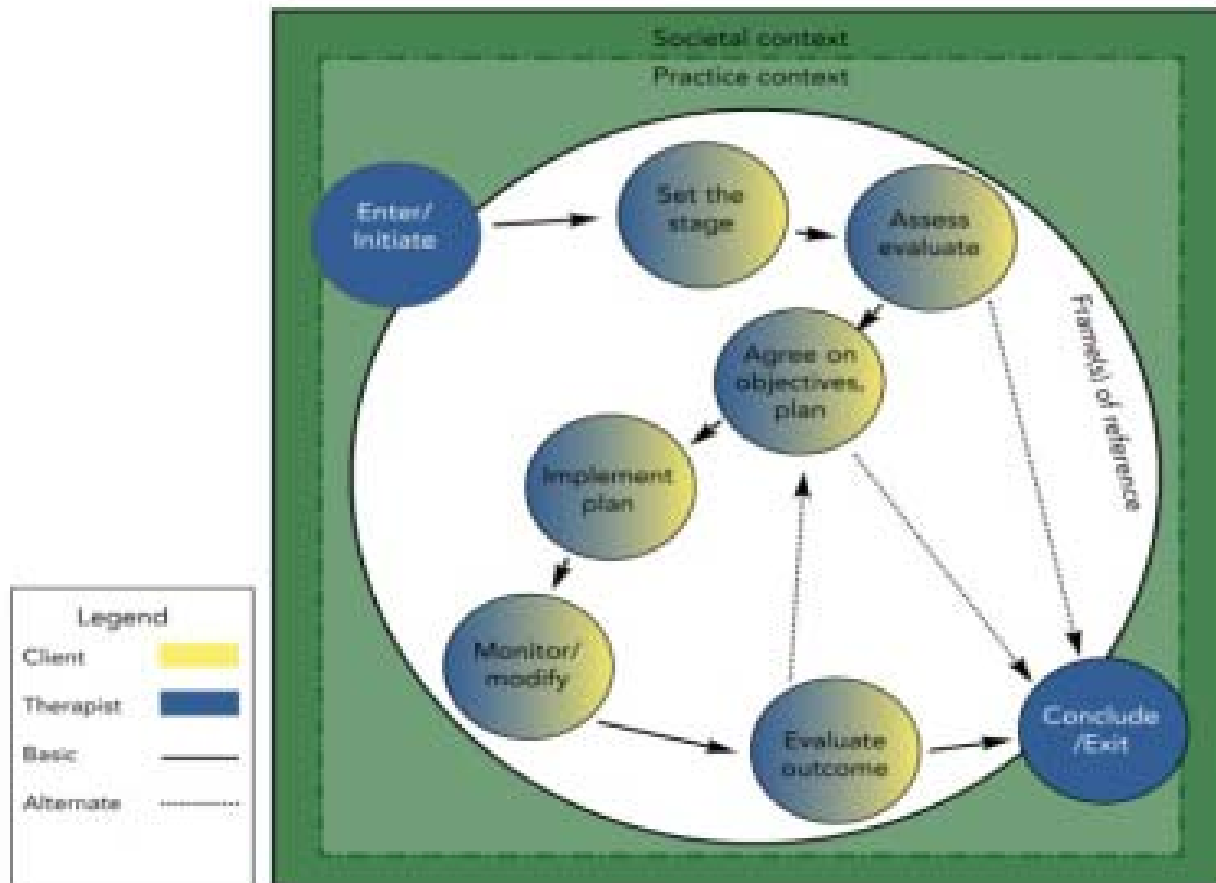


Development and implementation of intervention strategies and specific treatment techniques to address the client's occupational goals (i.e., targeted outcomes)





OPPM
Enabling Occupation, 1997



CPPF

Enabling Occupation II, 2007

CAOT 2009... CPPF & OPPM



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Inspiring Innovation and Discovery

The screenshot shows a web browser window displaying an Articulate presentation. The browser's address bar shows the URL: <http://www.srs-mcmaster.ca/Portals/20/flash/oppm/player.html>. The presentation player interface includes a navigation pane on the left with an 'Outline' tab. The main content area displays the following text:

OPPM & CPPF

An interactive guide to clinical decision-making

Jacque Ripat, Mary Law, Leanne Leclair, Lori Letts, & Brenda Vrkljan

At the bottom of the slide, the logos for McMaster University and the University of Manitoba are displayed. The presentation player controls at the bottom indicate 'SLIDE 1 OF 31', 'PAUSED', and a timer of '00:10 / 00:13'.

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

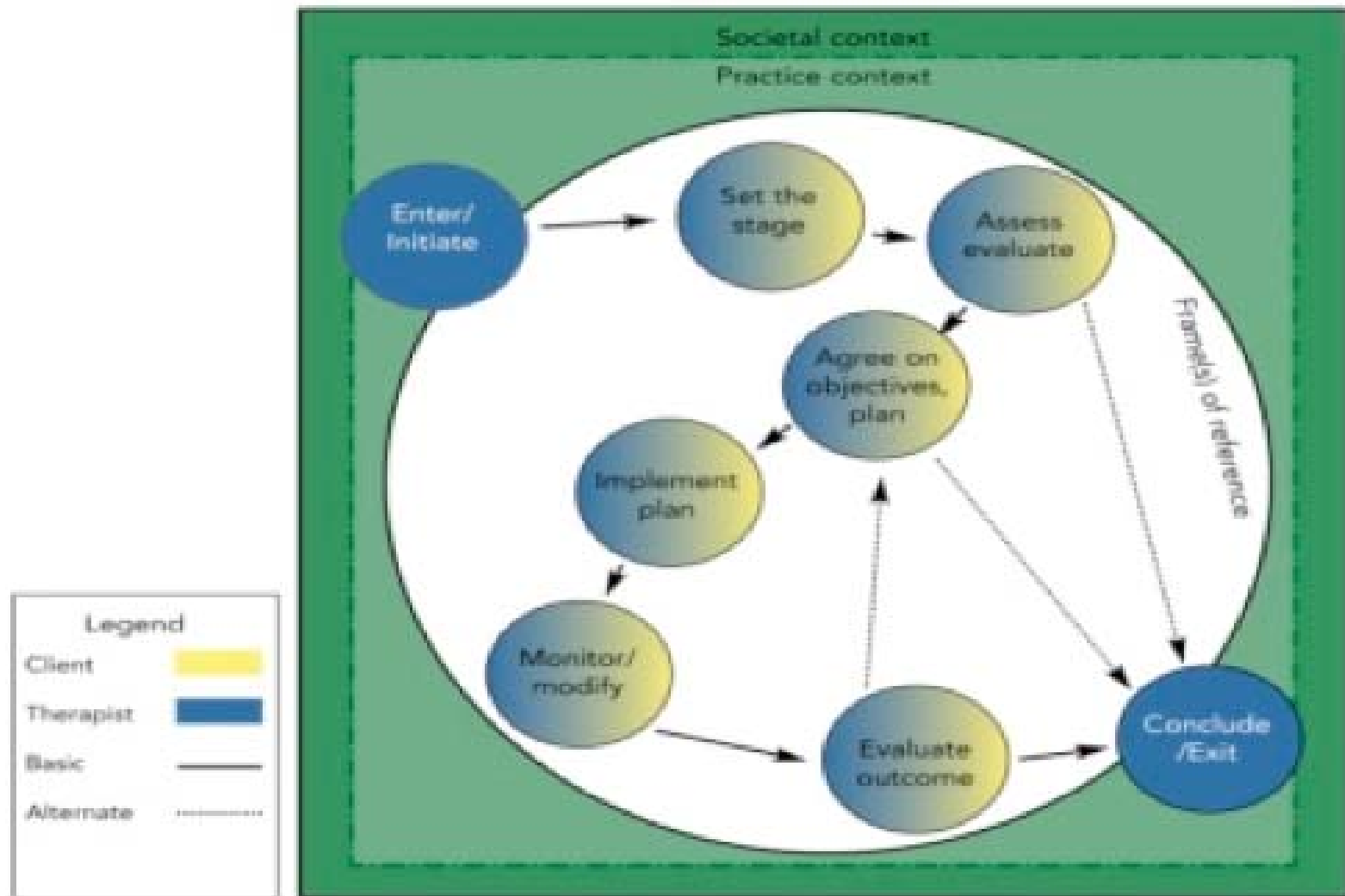
- Provide a structured process of assessment, intervention, and evaluation
- Require identification of theoretical perspectives
- Recognize the importance of collaborative, client-centred relationships
- Can be used with individuals, groups, and organizations
- Recognize the importance of the context 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">• Informed consent of client• Occupational self-assessment of ability to take on particular client• Discuss client/therapist expectations, values, and boundaries• Emphasis on importance of gathering client history and establishing therapeutic rapport	Stage 1 involves: <ul style="list-style-type: none">• Beginning the client-therapist relationship• Listening to the client's story• Learning about client's history related to occupation• Attending to the skills needed as a therapist• Screening for issues in occupational performance



Figure 9.1 Canadian Practice Process Framework (CPPF)



Polatajko, H. J., Craik, J., Davis, J., & Townsend, E. A. (2007). Canadian Practice Process Framework. In E. A. Townsend and H. J. Polatajko, *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

Describes the ***Societal Context*** which encapsulates the process:

- Therapist and client each perform and engage in diverse environments (cultural, social, physical, institutional) as distinct individuals

Describes the ***Practice Context*** which encapsulates the process:

- Embedded in societal context
- Brings together both individuals' personal and environmental factors

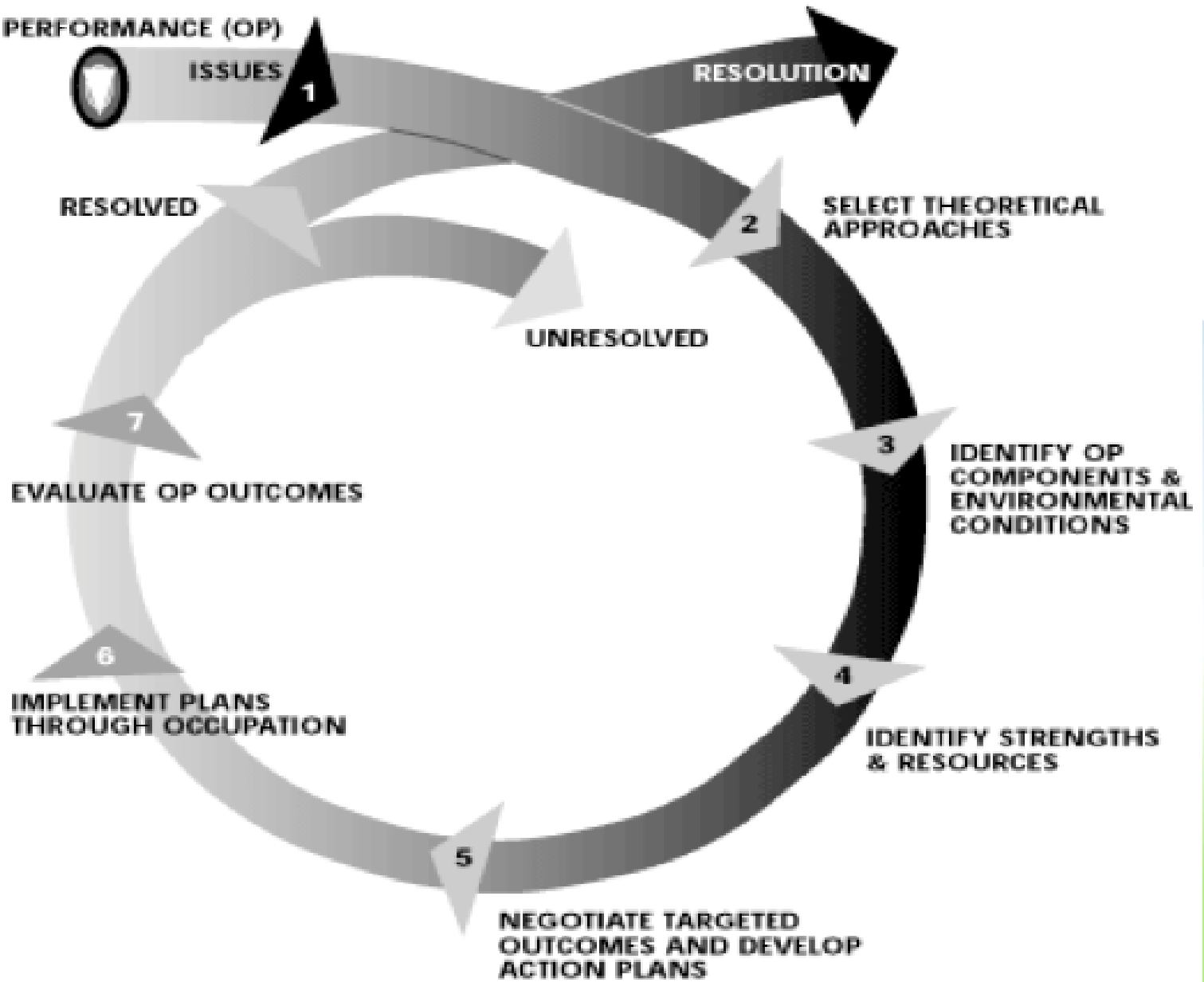
OPPM

- Societal context is not labeled as a separate element referred to in the process – is described in a separate section/chapter

- Practice context is implied throughout the process but not explicitly labeled – is described in a separate section/chapter.



NAME - VALIDATE - PRIORITIZE
OCCUPATIONAL PERFORMANCE (OP)



Comparison of OPPM & CPPF: The Role of Theory

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



Comparison of OPPM & CPPF: Assessments

CPPF

- Action point 2 involves a client report of potential occupational issues (OIs)
- After assessment occurs in action point 3 OIs are confirmed and prioritized
- Suggests flexibility in deciding upon occupational goals

• Does **not** include specific section for identifying strengths and resources (Addressed in societal and practice context)

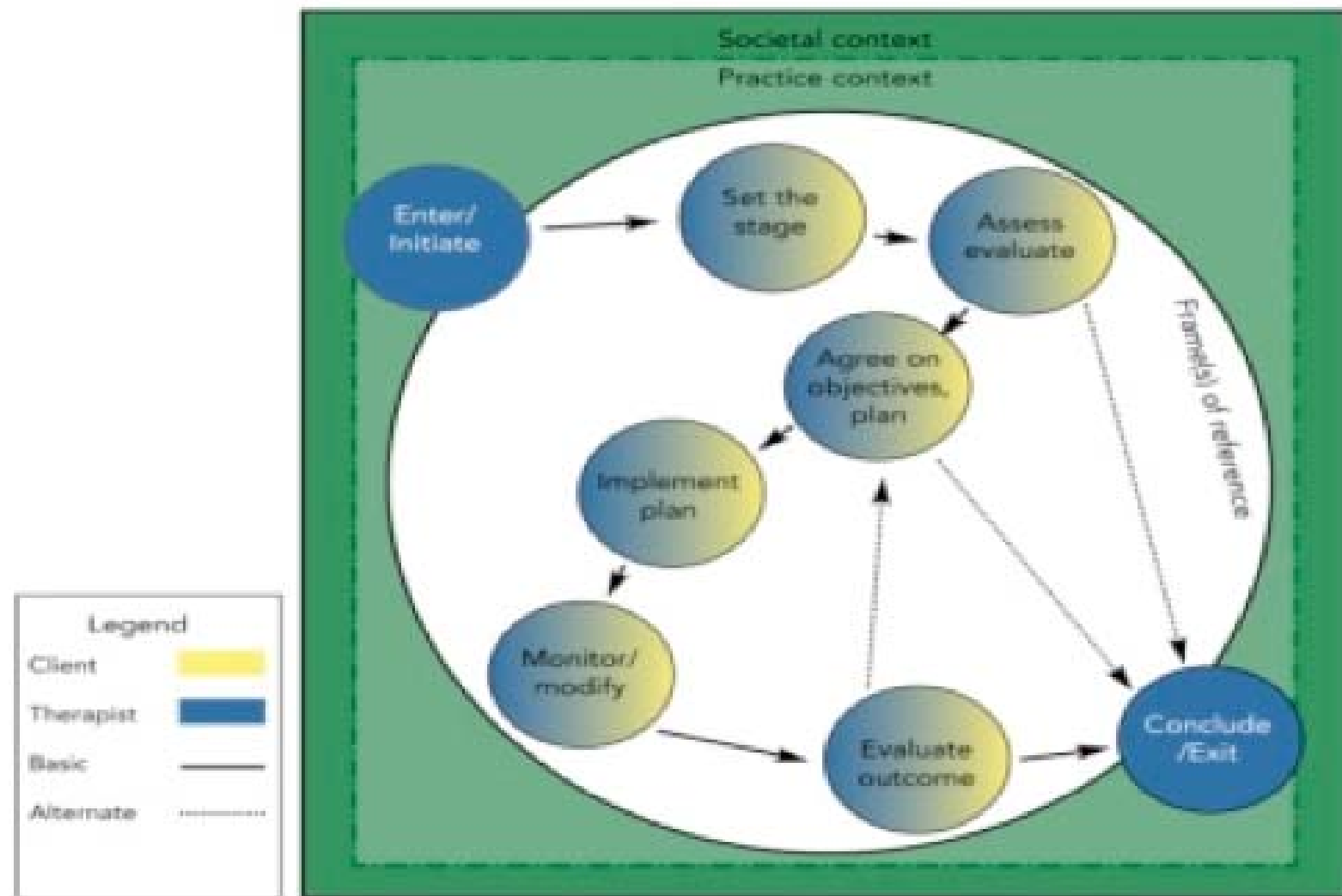
OPPM

- OPIs are selected during Stage 1
- Further assessment is carried out during Stage 3

• Stage 4 requires the therapist to identify strengths and resources that may help with the client's intervention process



Figure 9.1 Canadian Practice Process Framework (CPPF)



Polatajko, H. J., Craik, J., Davis, J., & Townsend, E. A. (2007). Canadian Practice Process Framework. In E. A. Townsend and H. J. Polatajko, *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: Language/Terminology

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

Comparison of OPPM & CPPF: Intervention/ Conclusion

CPPF

- Action point 6 requires the therapist to review and monitor progress, adapting plans as necessary until final evaluation

- Includes a conclusion stage (action point 8) with specific objectives

OPPM

- No specific stage for monitoring progress of the client before final evaluation of OP outcomes

- Last stage (stage 7) leads intervention to either “resolved” or “unresolved” state, but does not identify a separate stage for conclusion



Comparison of OPPM & CPPF: Process Pathway

CPPF

- Depicts different pathways: options for alternate or abbreviated pathways that may be utilized in certain situations
- Action point 7 provides the option of going back to action point 4 if OIs have not been met or new OIs have arisen.

OPPM

- Alternate pathways are discussed in the description of the OPPM but not explicitly in the process framework
- 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)



Information is gathered about client & how OP issues were identified (e.g. chart review, observation, interview, COPM); list OP issues

Document follow up strategies

Relate outcome results back to OP issues

Identify and document theoretical approach(es) and model(s) of practice used to plan for:

- further assessment of relevant OP area
- assessments of OP components & environmental conditions

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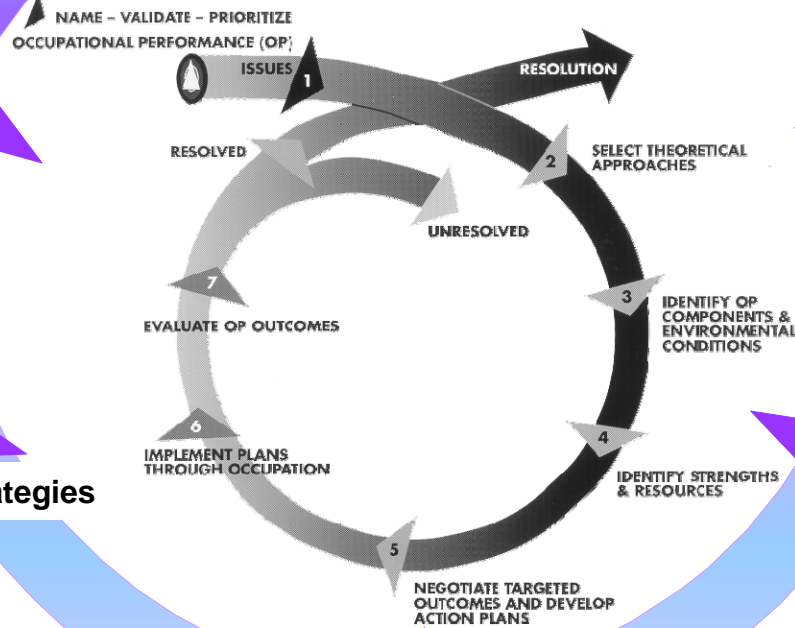
Evaluate OP outcomes after intervention

Identify and document assessment findings & confirm theoretical approaches

Document intervention strategies

Identify and document key strengths & resources of client, family, therapist, system

Document targeted outcomes and intervention plan to address OP issues



AN OPPM TEMPLATE

Law & Vrkljan, McMaster University, 2007

