Overall Learning Objectives (3 sections)

1. Participants will be able to explain working knowledge of the theory of Occupational Adaptation.
2. Participants will be able to explain the role of the Occupational Adaptation Practice Guide (OAPG) and Relative Mastery Measurement Scale (RMMS) in facilitating the theory in client-centered practice.
3. Participants will be able to describe RMMS outcomes and the benefits of a mentoring program for Juvenile Drug Court participants when the OAPG was used as the intake procedure.

Section 1: Working Knowledge of the theory of Occupational Adaptation (OA)

1. Understand Assumptions
2. Understand the normal process of OA (OA Model)
3. State 2-3 Key points about assessment and intervention based on OA
4. Describe how to use OA in practice
5. Distinguish OA from other occupation-based approaches

Theoretical Approach - Background

Why OA?

Assumptions

OA Definitions:

Occupation

Adaptation

Occupational Adaptation (OA) The state
Occupational Adaptation (OA) The process

The Framework (Model)
3 Elements

Person

Occupational Environment

Interaction: Press or Call for Mastery

Occupational Role Expectations

Occupational Challenge

Adaptive Response Generation Subprocess
  Adaptation Energy
  Adaptive Response Behaviors
  Adaptive Response Modes
  Adaptation Gestalt

Occupational Response

Adaptive Response Evaluation Subprocess
Adaptive Response Integration Subprocess

Assessment of Response Outcome

Incorporation into Occupational Environment

**Application to Practice**

Initial data gathering

Evaluation of Person System/ Occupational Environments

Treatment Planning

Evaluation of OA Program

Research evidence
Section 2: Instrumentation

Section 2: Learning Objectives (working Role of the OAPG and RMMS)

1. Introduction to the OA Practice Guide (OAPG) and Relative Mastery Measurement Scale
2. Understand the development of OAPG
3. Be familiar with the 4 sections of the OAPG: Data Gathering, Occupational Challenge Analysis, Person Environment Analysis, & Program Planning
4. Describe the Development and testing of the Construct Validity and Unidimensionality of the RMMS
5. Complete the OAPG and RMMS with regard to a self-identified, personally meaningful occupational challenge in participants’ daily life

Who, What, When, & Where – Instruments based on OA

Criteria for the OAPG – Testing

Criteria for the RMMS – Testing

Process through each phase of each instrument

OAPG

Data Gathering

Occupational Challenge Analysis

Person Environment Analysis
Program Planning

RMMS Instrument

Development

Efficiency

Effectiveness

Satisfaction to Self and Others

Signs of Initiation and Generalization
Section 3: Practice and Research application with Adolescents assigned to the Faulkner County Juvenile Drug Court

Section 3: Learning Objectives: Describe RMMS outcomes and the benefits of an OA mentoring program for Juvenile Drug Court participants

1. Describe the utility of the OAPG as an approach with adolescents
2. State how the OAPG guides OT student mentors in helping mentees
3. Reflect/Discuss results of the RMMS administration
4. Appreciate thematic results related to the benefits of a program based on OA

Research Question

Evaluate benefits of a mentoring program based on OA (for adolescents assigned to the Faulkner County Juvenile Drug Court)

Methods, Data, Participants, Interventions

Results

Descriptive- Quantitative

Qualitative – Thematic Results