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Generating Data to Develop an Occupational Profile:

A step by step, systematic process to aid in identifying the occupational needs of clients with neurological issues through an occupational profile

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continued[®]

Learning Outcomes

- After this course participants will be able to describe:
 - The primary concepts of the Model of Human Occupation (MOHO).
 - Change process.
 - Therapeutic reasoning based in MOHO.
 - MOHO assessments available for use.

continued

Focus: Creating an Occupational Profile

- Top-Down/Bottom-up Approach? Which to use?
Why Use it?
- Through the lens of occupation theory
- Move to FORs:
 - Biomechanical
 - Behavioral
 - Cognitive Behavioral
 - Cognitive Disability
 - Occupation FOR or Model

continued

How the MOHO Can Help in Development of an Occupational Profile

- Structured and systematic thinking
- Language to thinking
- Embraces distinct value and contributions
- Tools to aid in process

continued

Focus: Using MOHO Concepts as a tool to develop an occupational profile

- Volition
- Habituation
- Performance Capacity
- Environment

continued

Volition

- Personal causation
 - Sense of capacity
 - Self-efficacy
- Values
 - Important
 - Meaningful
- Interests
 - Enjoyable
 - Satisfying

continued

Volitional process

- Ongoing process:
 - Experience
 - Interpretation
 - Anticipation
 - Activity and occupational choices

continued

Learning Activity

- Take 1 minute and write down:
 - Ways that you experience volition personally
 - What are ways you have experienced volition?
 - How have you observed volition in others?

continued

continued

Habitation

- Habits (Routines)
- Roles

continued

Learning Activity

- Take 1 minute and write down:
 - How habits and roles are manifested in your life.
 - Have you observed habits and roles in other people's lives? What have you observed?

continued

continued

Performance Capacity

- Objective components
- Subjective experience
 - Lived Body

continued

Learning Activity

- Take 1 minute and write down:
 - How you have experienced living in your body.
 - What are objective and subjective ways of explaining performance capacity?

continued

Environment

- Environmental Impact reflected in:
 - Physical
 - Spaces
 - Objects
 - Social
 - Temporal
 - Occupational forms
 - Culture

Levels of Environmental Influence

- Immediate Context (home/work/school/treatment facility)
 - Physical –space/objects
 - Occupations-activities/their properties
 - Social-relationships/interactions
- Local Context
 - Physical-community facilities
 - Recreational activities
 - Social-networks
- Global Context
 - Physical-climate/geography/ecology
 - Options for living/livelihood
 - Social-economic aspects/attitudes/laws/policies

continued

Learning Activity

- Take 1 minute and write down:
 - Have you ever been impacted by the environment?
 - Has an environment factor ever been a support or a barrier to what you want and need to do?

continued

Dimensions of Doing within MOHO

- Occupational participation-Broadest sense of doing>influenced by
 - Volition, habituation, performance capacity, environment
 - Involves a variety of factors
- Occupational performance
 - Discrete acts or units of doing
- Occupational Skill
 - Observable, goal directed actions

continued

continued

Learning Activity

- Take 1 minute to reflect on and write:
 - What occupational participation, performance and skill mean to you and in connection to your patients. Are there commonalities of what you have experienced or observed in your life or with your patients?
 - What are the implications of the dimensions of doing in the interactions, interventions and lives of your patients?

continued

Occupational Change and Development

- Incremental change
- Transformational change
- Catastrophic change

continued

continued

Stages of change

- Exploration
- Competency
- Achievement

continued

The process of using a theory to guide thinking

- Theoretical Concepts-name and frame
- Clinical decision-making based in concepts
- Assessments aligned with theory
- Goals and interventions
- Outcome

Therapeutic Reasoning based on MOHO

- Therapeutic reasoning process
 - Client-centeredness
 - Theory-driven
 - Occupation-focused

Four phased process

- Collect information about client's occupational life
- Develop and explanation of client circumstances
- Develop decisions for action with client input (goals/interventions)
- Generate questions to guide data collection
 - Interactive process/non-linear
 - Clients perspective and characteristics
 - Practitioners knowledge of MOHO theory

Therapeutic Reasoning

- Questions to Guide Information gathering to develop an occupational profile
 - Occupational identity
 - Occupational competence
 - Performance
 - Skill
 - Volition/Habitation/Performance Capacity
 - Environment

General Questions- there are 7 1 and 2 here

- 1. What is this person's sense of who she/he has been, is and wishes to become as an occupational being?
- 2. To what extent has this person sustained a pattern of occupational participation over time that reflects his/her occupational identity?
 - These two questions aim at understanding a person's occupational adaptation and construction of a positive occupational identity and maintenance of occupational competence
 - These two questions orient the practitioner to consider the person's pattern of adaptation over time. They aim to determine the extent to which a person's occupational life may be in difficulty or threatened.

continued

Questions 3, 4, & 5

- 3. Does this person currently engage in work, play, and ADLS that are part of his sociocultural context and that are desired or necessary to his/her well-being?
- 4. Can this person do the occupational forms that are part of the work, play, ADLS that make up (or should) this person's life?
- 5. Does this person exhibit the necessary communication/ interaction, motor, process skills to perform what he/she needs and wants to do?
 - These questions are aimed at occupational participation, performance and skill level

continued

Questions 6 & 7

- 6. How does this person's volition, habituation, and performance capacity influence the way he/she thinks, feels, acts?
- 7. What impact do the opportunities, resources, constraints, and demands have on how this person thinks, feels and acts.

continued

MOHO assessments

- Overview
 - Structured
 - Unstructured

MOHO assessments

- **Observational:**
 - ACIS-Assessment of Communication and Interaction Skills; communication/interactions skills; adolescents, adults, elderly
 - PVQ-Pediatric Volitional Questionnaire; volition and influence of environment on volition; children 2-6
 - VQ-volitional Questionnaire; same; children over 6 years, adolescents, adults, elderly-esp. appropriate for those who cannot self-report
- **Self-report:**
 - OSA-Occupational Self Assessment; occupational competence, values, and environmental impact; children over 11, adolescents, adults, elderly
 - COSA-Child Occupational Self-Assessment; children ages 8-11
 - Role Checklist-roles and values; adolescents and adults
- **Interviews:**
 - OCAIRS-Occupational Circumstances Assessment Interview and Rating Scale; values, interests, personal causation, roles, habits, environment; adolescents, adults, elderly
 - OPHI-II-Occupational Performance History Interview; occupational competence, occupational identity, environment, values, interests, personal causation, roles, habits; adolescents, adults, elderly
- **Mixed methods:**
 - MOHOST; volition, habituation, perform capacity and environment; 23-elderly
 - SCOPE; same 2.5-22

MOHO assessments

- Adult and geriatric
 - ACIS
 - OCAIRS
 - OPHI-II
 - VQ
 - WEIS
 - WRI
 - Modified Interest Checklist
 - NIH Activity Record (ACTRE)
 - Role Checklist
 - Occupational Questionnaire

Learning activity

- Take 2 minutes and write down how you decide:
- Use of assessments in practice
 - Structured/unstructured
 - Issues with using one assessment over another
 - How to develop an occupational profile-why is it of any importance

continued

References:

- Taylor, R. (2017). *Kielhofner's Model Of Human Occupation: Theory and Application*. Philadelphia, PA: Wolters Kluwer.

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Questions?

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