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# Developing a common framework for documenting case studies in occupational therapy

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# Acknowledgements



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Health Education South West

Devon Partnership



NHS Trust

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ELIZABETH CASSON TRUST



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# Background: The problem

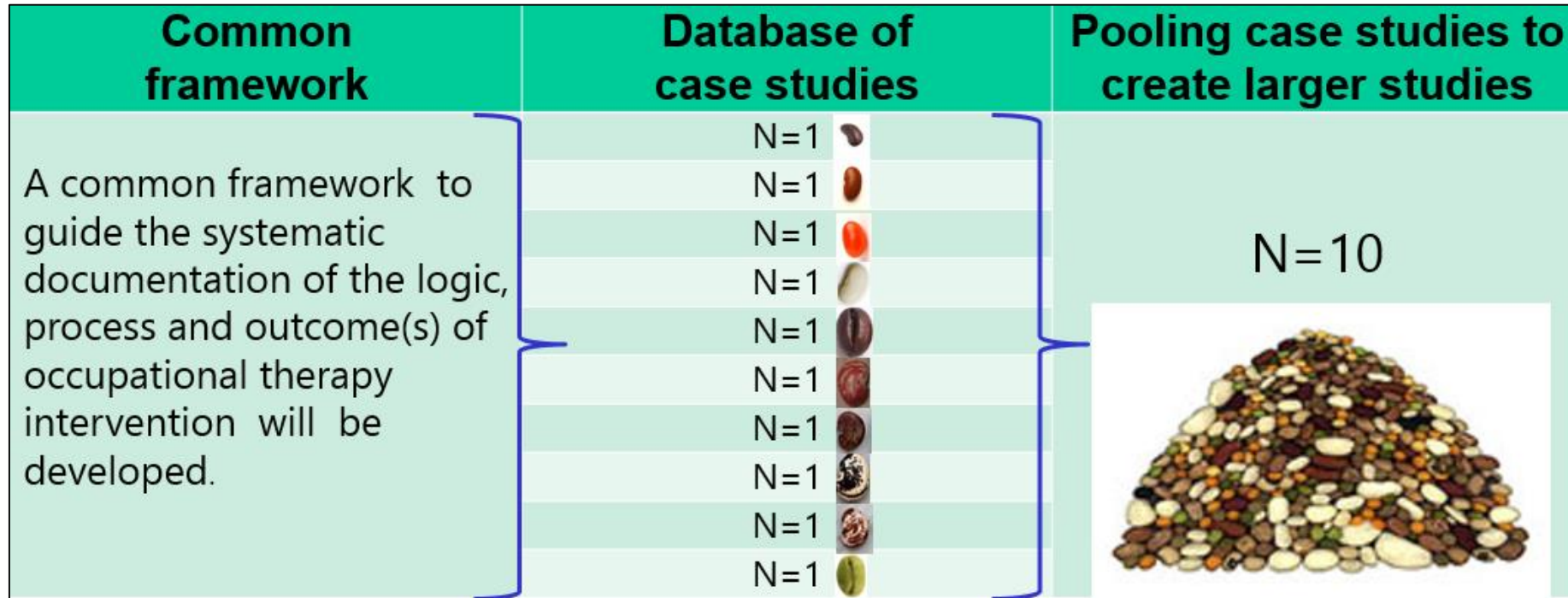


In occupational therapy:

- Lack of evidence to underpin practice<sup>1,2</sup>
- Limited research skills (research capacity)<sup>2,3</sup>
- Situation is changing<sup>4</sup> (too?) slowly

<sup>1</sup>Bannigan et al (2008); <sup>2</sup>Lin (2013); <sup>3</sup>Morris and Smyth (2017); <sup>4</sup>White et al (2013)

# Background: A solution?



Case study as basic paradigm for the creation of practical knowledge<sup>5</sup>

Pragmatic single case research

Create large database of practitioner-generated single case studies<sup>6</sup>

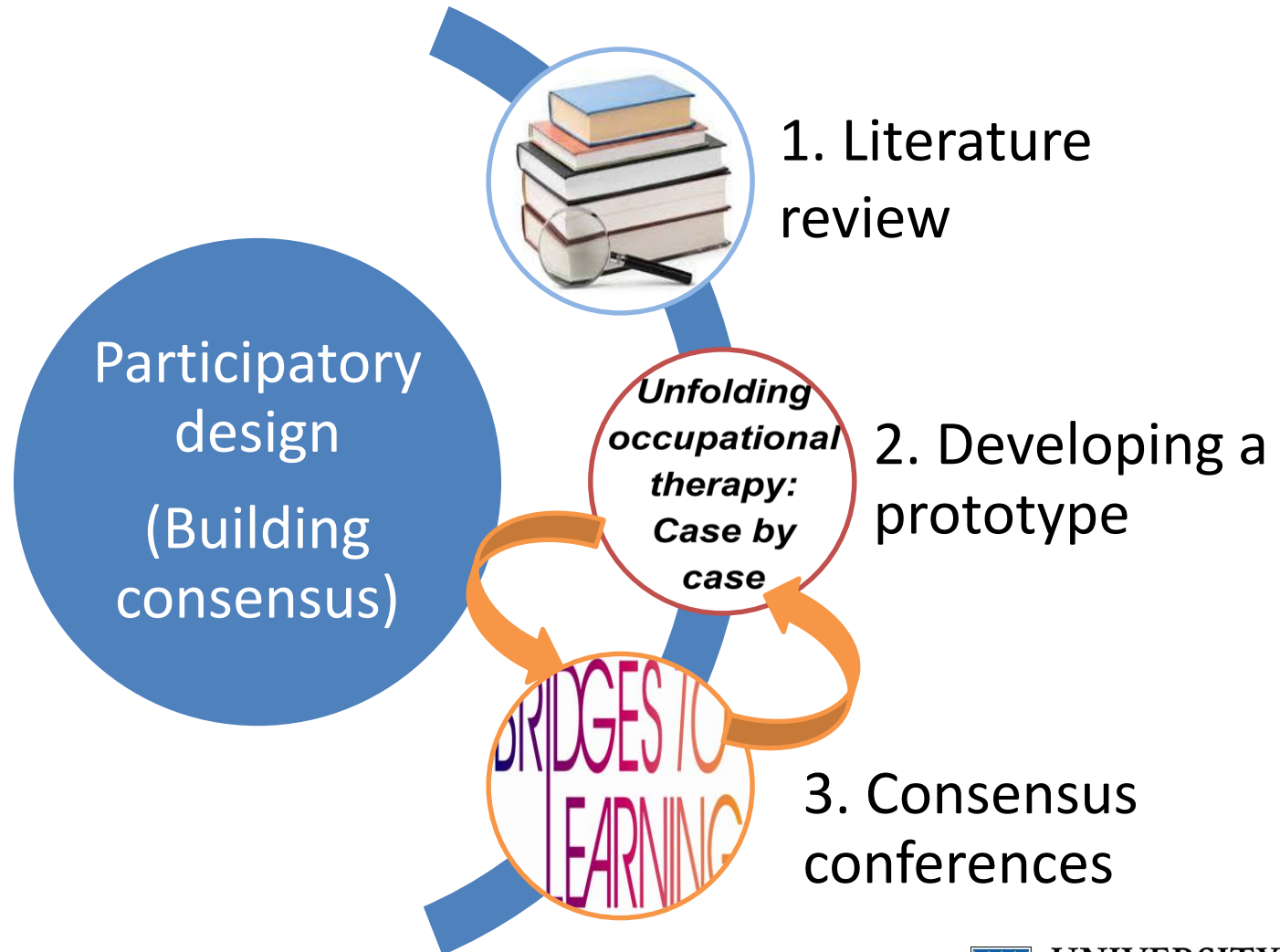
<sup>5</sup>Fishman (2000); <sup>6</sup>Fishman (2001)



# Aim

To create 'a common framework' for systematically documenting case studies in occupational therapy

# Method: 3 Stages





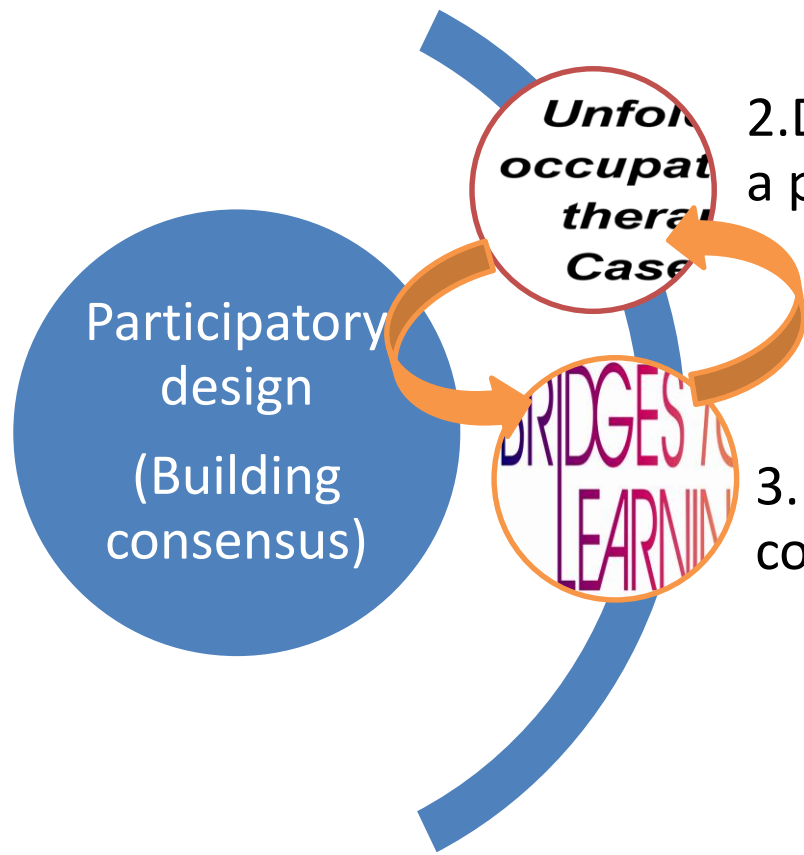
Participatory  
design  
(Building  
consensus)



## 1. Literature review

- a. **Case study research** – Not a clinical case study
  - Systematic so can be ‘pooled’
  - Explanatory – outcome focussed
  - Limitations
  
- b. **Goal setting** – Writing occupational goals
  - Occupation focus
  - SMART goals
  
- c. **Outcome measurement** – Goal Attainment Scale (Light)
  - copyright free
  - different ages
  - various conditions
  - range of service settings
  - more options for therapists
  
- d. **Occupational therapy** – What does an occupational therapist do?<sup>6</sup>

<sup>7</sup>Creek (2014)



Participatory design  
(Building consensus)

Unfold occupational therapy Case

BRIDGES TO LEARNING

2. Developing a prototype

3. Consensus conferences

- a. **Developing a prototype** – Literature used to draft a common framework
- b. **Consensus conferences** – Five conferences hosted by Bridges to Learning & Devon Partnership Trust with occupational therapists (n>150)
  - Common framework → manual
  - Step by step process in main body of manual
  - Refined content (Version 1.4)
  - Debated and agreed measure
  - Database to capture data



# Findings: A manual and a database



## *Unfolding occupational therapy: Case by case*



[@KatrinaBannigan](#)  
[#IHCplymCaseStudy](#)



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### THE IHC CASE STUDY RESEARCH PROJECT DATABASE

This database is for occupational therapists documenting case studies about their practice.

Please see the manual "Unfolding occupational therapy: Case by case" for more information.

If you do not have a copy of the manual please contact [IHCplymCaseStudy@plymouth.ac.uk](mailto:IHCplymCaseStudy@plymouth.ac.uk)

- I have read and understood the information about the research
- I understand that personal identifiable information cannot be added to the database.
- I know that I can stop taking part in the study at any time.

Please Tick



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# Findings: A manual and a database



Manual v.1.4

- 2. Start date** (Please record the date you started working with the person in your case study highlighted in red in the screenshot below).

\_\_\_\_/\_\_\_\_/\_\_\_\_  
DD MM YYYY

YOUR UNIQUE ID IS: 20778932

SHAPING HEALTH AND COMMUNITIES WITH PLYMOUTH UNIVERSITY

**Start date** (Please enter the date you started working with the person in this case study)

**Location** (Please indicate the response which reflects your situation where you are delivering the intervention with the person in your case study. Use the terms according to local norms.)

**Work setting** (Please indicate the response which reflects your main work setting)

**Country** (Please select the country where you are working with the person in this case study)

**The people you work with** (Please indicate the response which reflects the people you mainly work with)

**Area of practice** (Please indicate the response which reflects the area of practice you mainly work at)

Day services  Community based services  
 Hospital care (inpatient)  Independent practice  
 Hospital care (outpatient)  Schools  
 Specialist services  Ambulatory care  
 Other - please state

Rural  Urban

Please Select

Neonatal  Infants  
 Children and young people  Adult  
 Older adult  Other - please state

Children and young people  Education  
 HIV, AIDS, oncology and palliative care  Housing  
 Learning disability  Mental health  
 Independent practice  Social care  
 Work/occupational rehabilitation  Service delivery / Consultancy  
 Public health

Physical health and disability

Neurological practice  Older people  
 Rheumatology  Trauma and orthopaedics  
 Other - please state



# Next steps

- Pilot study with Devon Partnership NHS Trust
  - Road test manual and database
  - Ethics and governance
- Finalise manual and database
- Make all materials available open access

Devon Partnership

NHS Trust



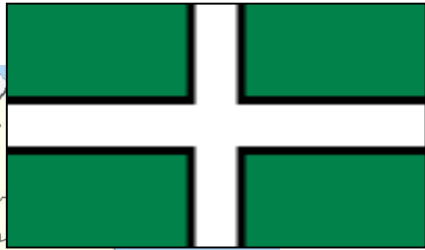
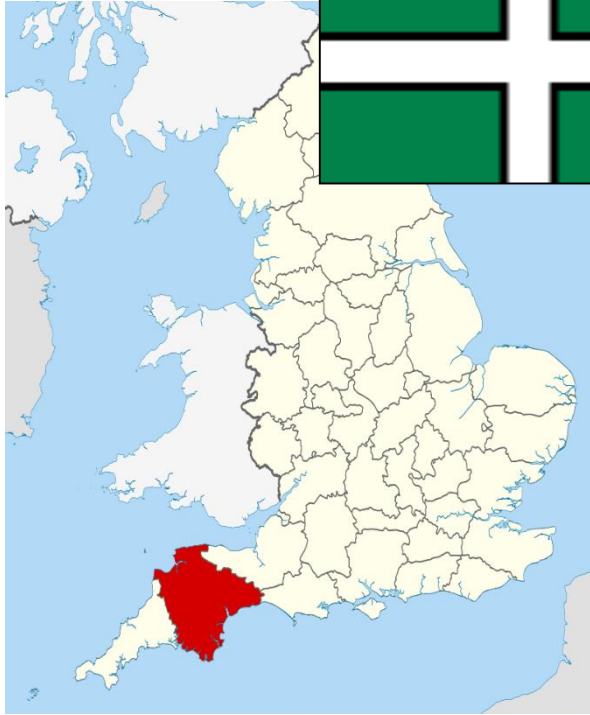
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# Some practical considerations



- Children's version
- Open access - Data access procedures
- 'Train the trainer': Podcasts to increase numbers who can be involved?
- N=1,000,000 a possibility?

# Today Devon...



COTEC

Council of Occupational Therapists  
for the European Countries



DOING WELL TOGETHER  
KA RAWE! AWESOME!



# ...Tomorrow the World?



ASSOCIATION  
OF CARIBBEAN



OCCUPATIONAL  
THERAPISTS



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**Thank you for listening**

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**@PIELRes**

**@OTPlymouthUni**



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# References

- <sup>1</sup>Bannigan K, Boniface G, Doherty P, Nicol M, Porter-Armstrong A, Scudds R (2008) Priorities for Occupational Therapy Research in the United Kingdom: Executive Summary of the POTTER Project, *British Journal of Occupational Therapy*, 71 (1), 13-16
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- <sup>7</sup>Creek J (2014) What does an occupational therapist do? *The Northern & Yorkshire BAOT/Unison Regional Conference, held in association with Bridges to Learning, on 17<sup>th</sup> October 2014.*

