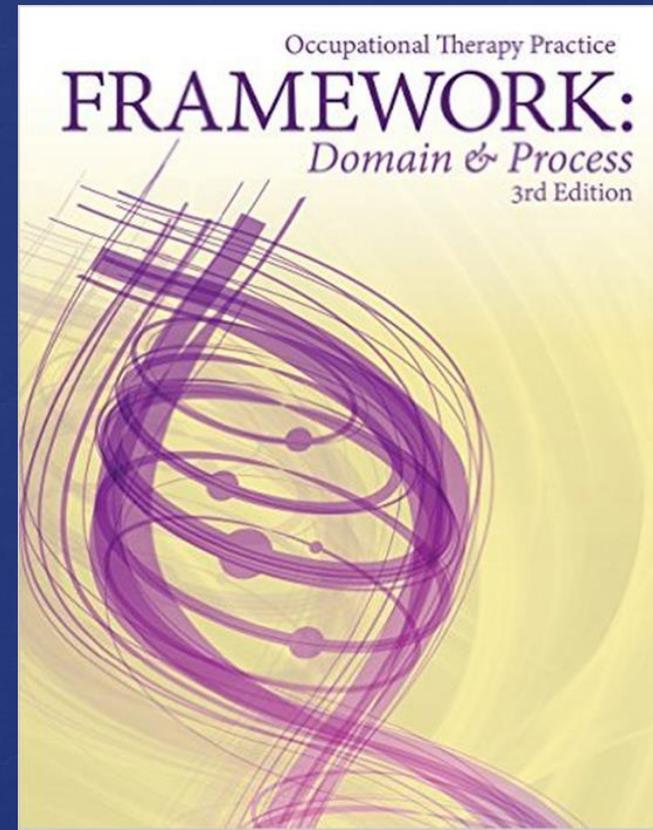


Using the Occupational Therapy Practice Framework to Guide and Revive Practice

H. Thomas, Ph.D., OTR/L
Associate Professor

Contact info:
www.DrHeatherThomas.com

 WEST COAST
UNIVERSITY
Founded 1909



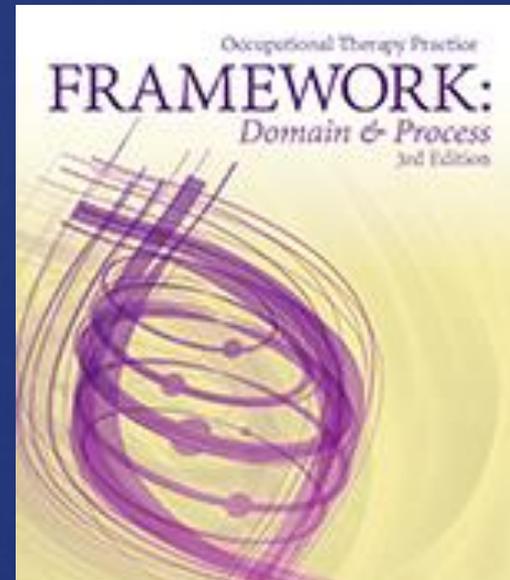
Objectives

- 1) Identify and apply the terminology used within the domain and process of the Occupational Therapy Practice Framework
- 2) Understand the interrelationship between the domain and process in the Framework.
- 3) Recognize how to utilize the Framework to revive one's own practice.

Evolution of The *OT Practice Framework*

- & Created by the American Occupational Therapy Association- The first edition: 2002
- & The *Occupational Therapy Practice Framework*, 3rd Edition: 2014

What we do (Domain)&
How we do it (Process)



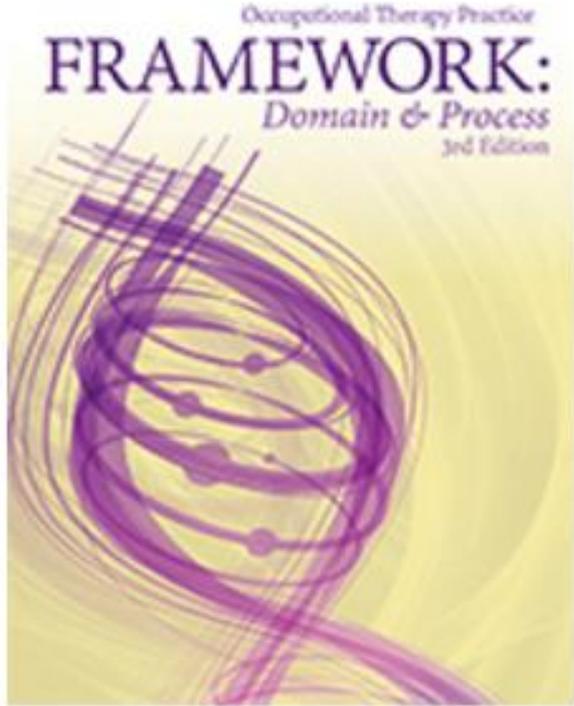
Where Can I Get It?

& For FREE:

<http://ajot.aota.org/article.aspx?articleid=1860439>

& Or purchase:

https://myaota.aota.org/shop_aota/prodview.aspx?Type=D&SKU=900361&_ga=1.76375773.934713774.1423103651



Occupational Therapy Practice
FRAMEWORK:
Domain & Process
3rd Edition

Member Price: **\$39.00**
Non-Member Price: **\$99.00**
IN STOCK

Defining Current Occupational Therapy



Domain of OT

What do we look at?
What do we care about?

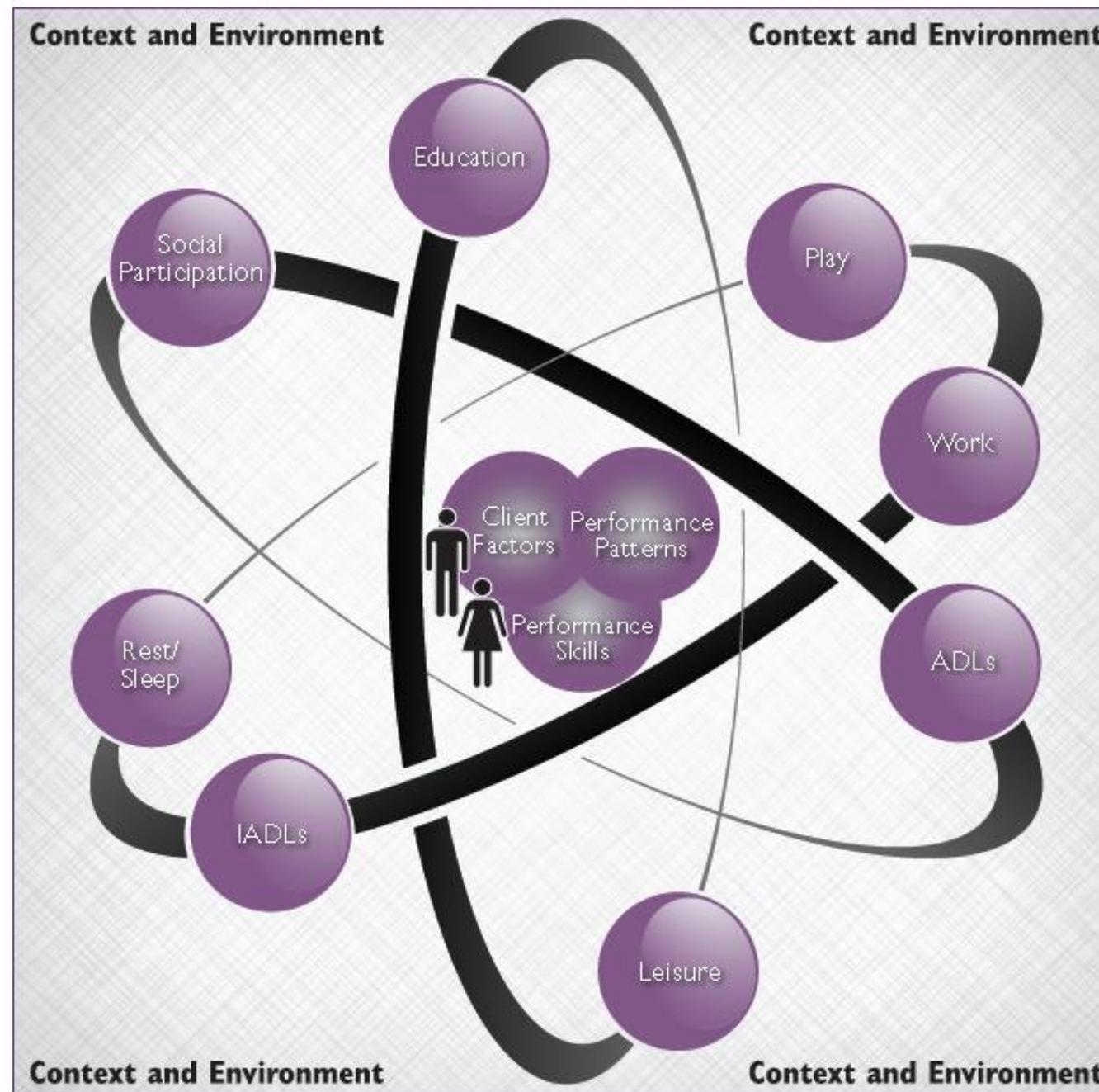


Figure 1. Occupational therapy's domain.

Note. ADLs = activities of daily living; IADLs = instrumental activities of daily living.

Occupational Therapy's Domain

<i>OCCUPATIONS</i>	<i>CLIENT FACTORS</i>	<i>PERFORMANCE SKILLS</i>	<i>PERFORMANCE PATTERNS</i>	<i>CONTEXTS AND ENVIRONMENTS</i>
Activities of daily living (ADLs)*	Values, beliefs, and spirituality	Motor skills	Habits	Cultural
Instrumental activities of daily living (IADLs)	Body functions	Process skills	Routines	Personal
Rest and sleep	Body structures	Social interaction skills	Rituals	Physical
Education			Roles	Social
Work				Temporal
Play				Virtual
Leisure				
Social participation				

*Also referred to as *basic activities of daily living (BADLs)* or *personal activities of daily living (PADLs)*.

Exhibit 1. Aspects of the domain of occupational therapy. All aspects of the domain transact to support engagement, participation, and health. This exhibit does not imply a hierarchy.

The Areas of Occupation

- ⌘ Table 1 of OTPF: Occupations
- ⌘ 8 (areas of) occupation
- ⌘ This classification of occupations helps by:
 - ⌘ Clarifying our scope of practice- for us and others!
 - ⌘ Serving as a cue for practitioners
 - ⌘ Giving examples of what may be in an occupation

The 8 Areas of Occupation



- Activities of Daily Living (ADL)
- Instrumental Activities of Daily Living (IADL)
- Rest and sleep
- Education
- Work
- Play
- Leisure
- Social participation

Activities of Daily Living (ADL)

& “Taking care of
one’s own body”
(AOTA, 2014)



9 Categories Under ADL

& Bathing/showowering

& Dressing

& Swallowing/eating

& Feeding

& Functional mobility



9 Categories Under ADL (cont.)

& Personal device care

& Hygiene and grooming

& Sexual activity

& Toileting and toilet hygiene



12 Categories Under IADL

- Care of others
- Care of pets
- Child rearing
- Communication management
- Driving and Community mobility
- Financial management



12 categories under IADL (cont.)

- Health management & maintenance
- Home establishment & management
- Meal preparation & cleanup
- Religious and spiritual activities and expression (observance)
- Safety & emergency maintenance
- Shopping



Rest and Sleep

& Rest



& Sleep Preparation

& Sleep Participation



Education

& Formal education participation

& Informal personal educational
needs/interests **exploration**

& Informal personal education
participation



Work



& Employment interests and pursuits

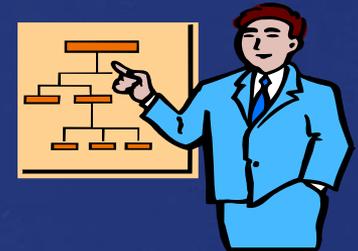
& Employment seeking and acquisition

& Job performance

& Retirement preparation and adjustment

& Volunteer exploration

& Volunteer participation



Play

& Play exploration

& Play participation



Leisure

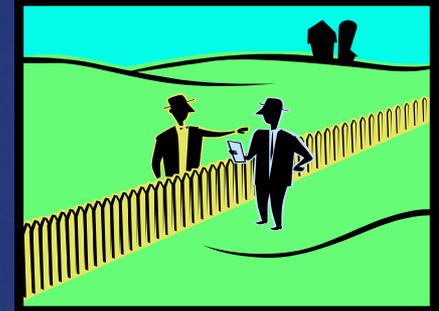
& Leisure exploration

& Leisure participation



Social Participation

& Community



& Family



& Peer, friend



Occupational Therapy's Domain

<i>OCCUPATIONS</i>	<i>CLIENT FACTORS</i>	<i>PERFORMANCE SKILLS</i>	<i>PERFORMANCE PATTERNS</i>	<i>CONTEXTS AND ENVIRONMENTS</i>
Activities of daily living (ADLs)*	Values, beliefs, and spirituality	Motor skills	Habits	Cultural
Instrumental activities of daily living (IADLs)	Body functions	Process skills	Routines	Personal
Rest and sleep	Body structures	Social interaction skills	Rituals	Physical
Education			Roles	Social
Work				Temporal
Play				Virtual
Leisure				
Social participation				

*Also referred to as *basic activities of daily living (BADLs)* or *personal activities of daily living (PADLs)*.

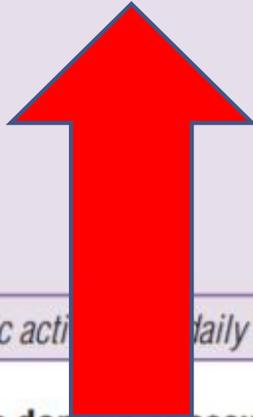


Exhibit 1. Aspects of the domain of occupational therapy. All aspects of the domain transact to support engagement, participation, and health. This exhibit does not imply a hierarchy.

Client Factors

What are “client factors”?

RESIDE WITHIN THE CLIENT-

& Values, Beliefs, and Spirituality

& Body Functions

& Body Structures

Client Factors

& Body Functions

∅ Categories:

- ∅ Specific mental functions
- ∅ Global mental functions
- ∅ Sensory Functions
- ∅ Neuromusculoskeletal and movement related
- ∅ Muscle functions
- ∅ Movement functions
- ∅ Cardiovascular, hematological immunological, and respiratory
- ∅ Voice & speech functions; digestive, metabolic and endocrine functions; genitourinary & reproductive
- ∅ Skin & related structure



How does this apply to my practice setting?

- ⌘ What client factors do you assess?
- ⌘ What client factors do you consider when determining limitations in engagement in occupations?
- ⌘ Are you considering all of these as elements demanded of activities?

Occupational Therapy's Domain

<i>OCCUPATIONS</i>	<i>CLIENT FACTORS</i>	<i>PERFORMANCE SKILLS</i>	<i>PERFORMANCE PATTERNS</i>	<i>CONTEXTS AND ENVIRONMENTS</i>
Activities of daily living (ADLs)* Instrumental activities of daily living (IADLs) Rest and sleep Education Work Play Leisure Social participation	Values, beliefs, and spirituality Body functions Body structures	Motor skills Process skills Social interaction skills	Habits Routines Rituals Roles	Cultural Personal Physical Social Temporal Virtual
*Also referred to as <i>basic activities of daily living (BADLs)</i> and <i>personal activities of daily living (PADLs)</i> .				



Exhibit 1. Aspects of the domain of occupational therapy. All aspects of the domain transact to support engagement, participation, and health. This exhibit does not imply a hierarchy.

Performance Skills

- “Goal-directed actions”
- Performance skills are observable, concrete.
- Small units of activity or engagement
- Developed over time

Performance Skills



Motor



Process



Social Interaction

Motor Skills

Aligns

Stabilizes

Positions

Reaches

Bends

Grips

Manipulates

Coordinates

Moves

Lifts

Walks

Transports

Calibrates

Flows

Endures

Paces

Motor Skills

Aligns

Stabilizes

Positions



Related to body
position

Motor Skills

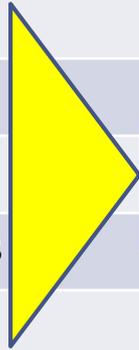
Reaches

Bends

Grips

Manipulates

Coordinates



Related to obtaining
and holding objects

Motor Skills

Moves

Lifts

Walks

Transports

Calibrates

Flows



Related to moving self
and objects

Motor Skills

Endures
Paces



Related to sustaining
performance

Process Skills

Paces

Attends

Heeds

Chooses

Uses

Handles

Inquires

Initiates

Continues

Sequences

Terminates

Searches/locates

Gathers

Organizes

Restores

Navigates

Notices/responds

Adjusts

Accommodates

Benefits

Process Skills

Paces

Attends

Heeds



Related to energy

Process Skills

Chooses

Uses

Handles

Inquires



Related to applying
knowledge

Process Skills

Initiates

Continues

Sequences

Terminates



Related to temporal organization

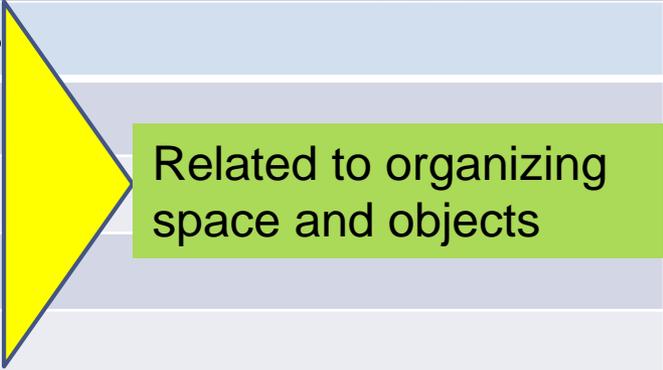
Searches/locates

Gathers

Organizes

Restores

Navigates



Related to organizing
space and objects

Notices/responds

Adjusts

Accommodates

Benefits



Related to adapting performance

Social Interaction Skills

Approaches/ starts

Concludes/disengages

Produces speech

Gesticulates

Speaks fluently

Turns toward

Looks

Places self

Touches

Regulates

Questions

Replies

Discloses

Expresses emotion

Disagrees

Thanks

Transitions

Times response

Times duration

Takes turns

Matches language

Clarifies

Acknowledges and encourages

Empathizes

Heeds

Accommodates

Benefits

Social Interaction Skills

Approaches/ starts

Concludes/disengages

Produces speech



Related to initiating
and terminating social
interaction

Social Interaction Skills

Produces speech

Gesticulates

Speaks fluently



Related to
producing social
interaction

Social Interaction Skills

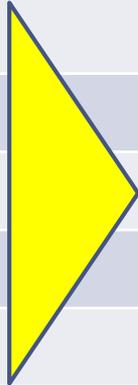
Turns toward

Looks

Places self

Touches

Regulates



Related to physically supporting social inter.

Social Interaction Skills

Questions

Replies

Discloses

Expresses emotion

Disagrees

Thanks



Shaping the content of
social interaction

Transitions

Times response

Times duration

Takes turns



Related to maintaining
flow of social interact.

Matches language

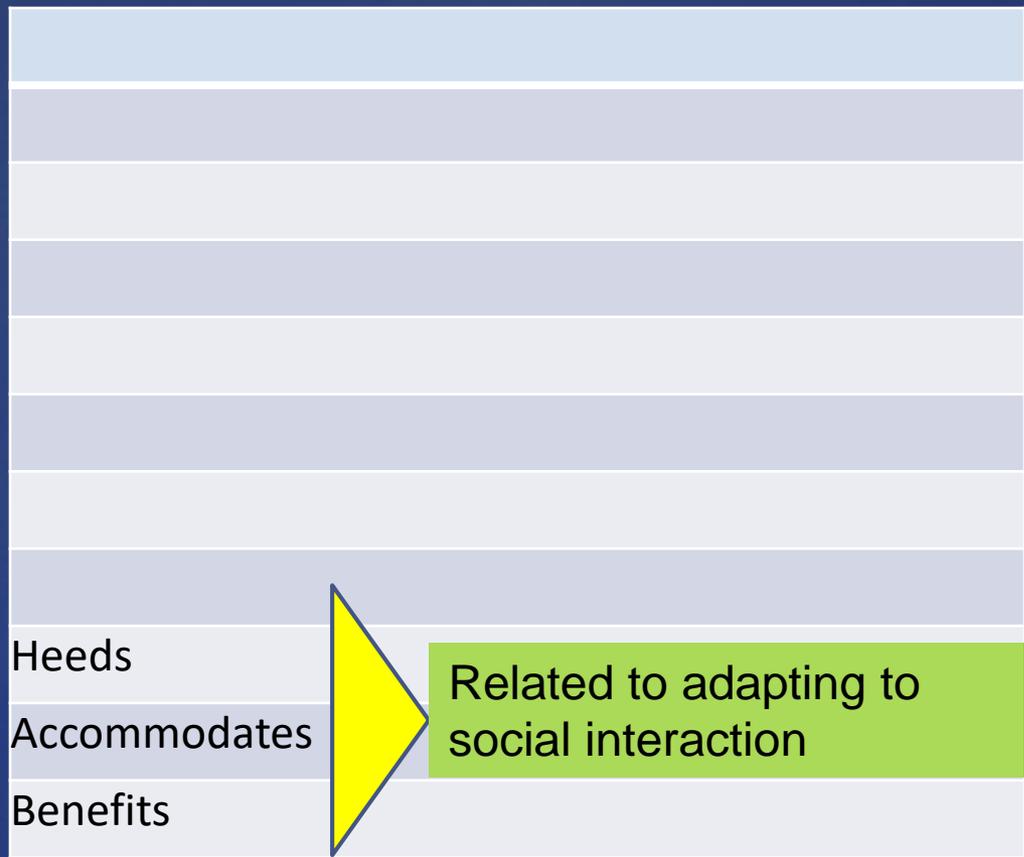
Clarifies

Acknowledges and encourages

Empathizes



Related to verbally supporting social interact.



Heeds

Accommodates

Benefits

Related to adapting to social interaction

How does this apply to my practice area?

& Are you assessing these performance skills?

& Are you helping to establish these skills?

& Help to adapt for decreased skill?

Performance Patterns

Patterns of behavior that are habitual or routine

⌘ Habits: Automatic behaviors- can be useful, dominating or impoverished

⌘ Routines: Patterns of behavior

⌘ Rituals: Symbolic actions

⌘ Roles: Set of behaviors expected

How does this apply to my practice?

- & Are you assessing these performance patterns?
- & Are these patterns influencing your client's engagement?
- & Are your own routines or habits influencing your practice?

Context & Environment

- ▶ Conditions that surround the client
- ▶ Some are external: Physical, social, virtual, cultural, temporal
- ▶ Some are internal: Personal
- ▶ Can inhibit or promote performance

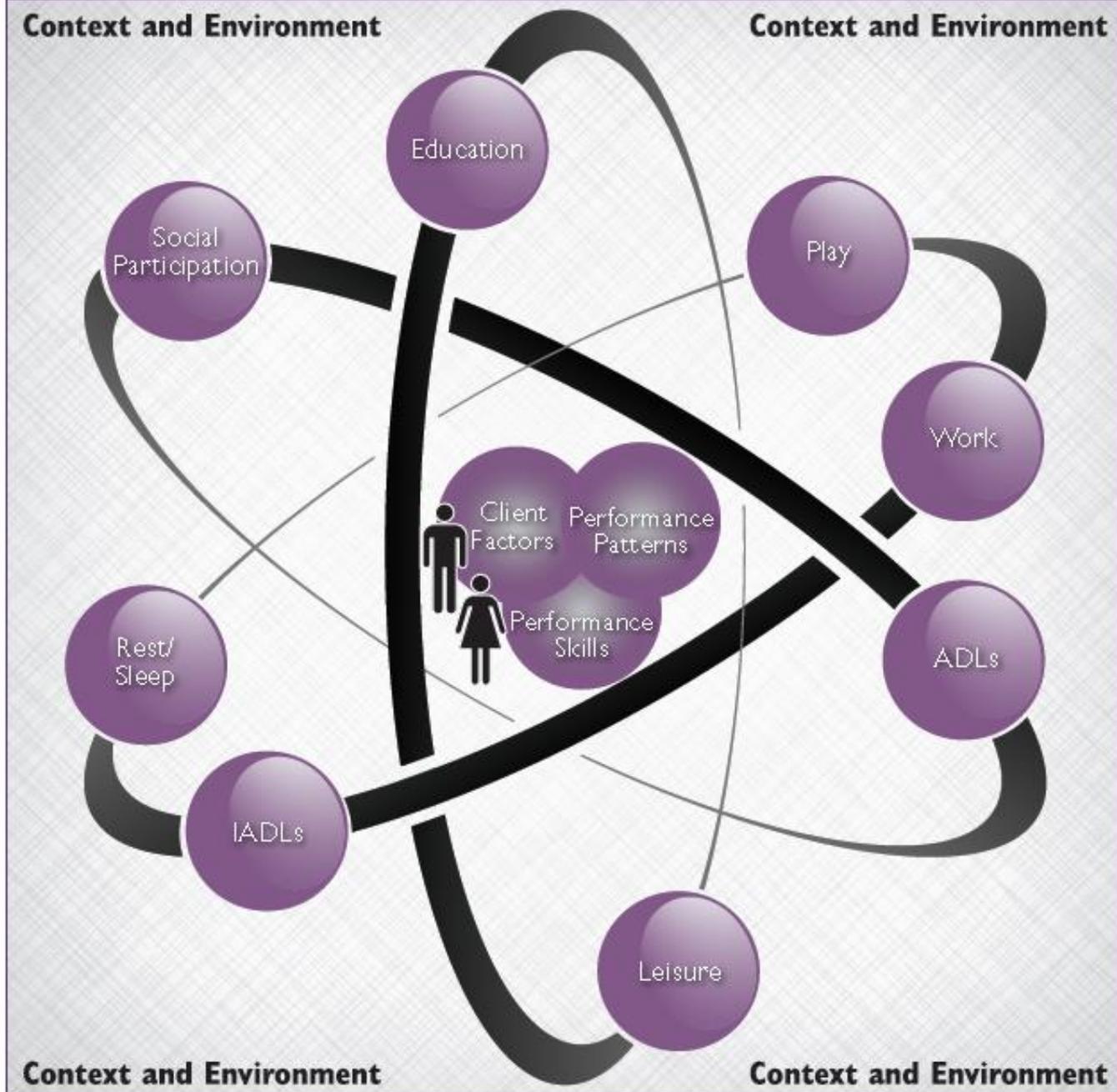


Figure 1. Occupational therapy's domain.

Note. ADLs = activities of daily living; IADLs = instrumental activities of daily living.

Contexts

& Cultural

& Personal

& Temporal

& Virtual

Environments

& Physical

& Social

How does this apply to my practice?

- ⌘ Evaluate contexts- they either hinder or support engagement
- ⌘ Address contexts in intervention
- ⌘ Practice contexts

Process

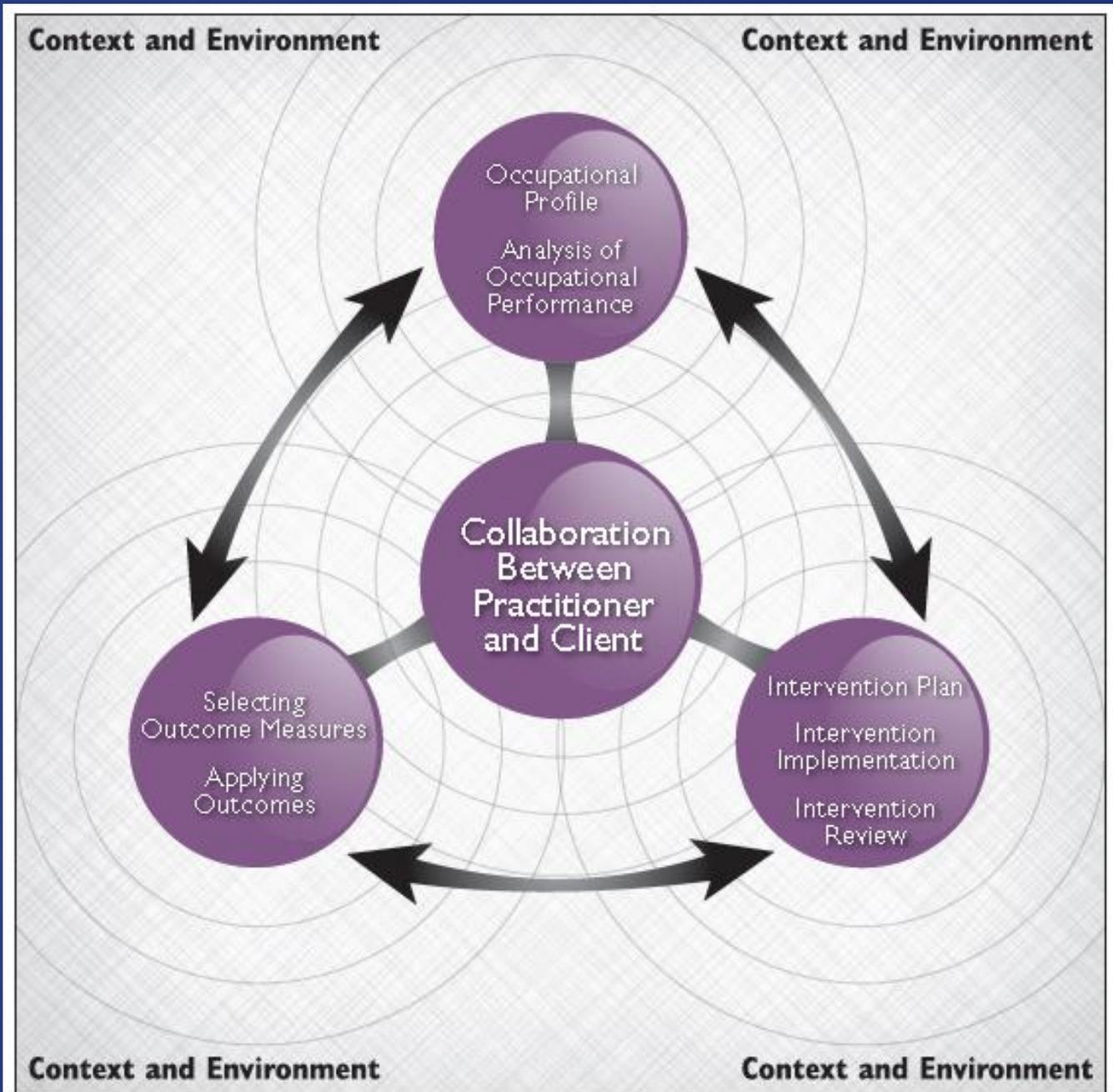


Figure 2. Occupational therapy's process.

Process: Evaluation

& Occupational Profile

& Analysis of Occupational Performance

Occupational Profile

Identify the following:

- Why is the client seeking service, and what are the client's current concerns relative to engaging in activities and occupations?
- In what occupations does the client feel successful, and what barriers are affecting his or her success?
- What aspects of the contexts or environments does the client see as supporting and as inhibiting engagement in desired occupations?
- What is the client's occupational history?
- What are the client's values and interests?
- What are the client's daily life roles?
- What are the client's patterns of engagement in occupations, and how have they changed over time?

AOTA OCCUPATIONAL PROFILE TEMPLATE

“The occupational profile is a summary of a client’s occupational history and experiences, patterns of daily living, interests, values, and needs” (AOTA, 2014, p. S13). The information is obtained from the client’s perspective through both formal interview techniques and casual conversation and leads to an individualized, client-centered approach to intervention.

Each item below should be addressed to complete the occupational profile. Page numbers are provided to reference a description in the *Occupational Therapy Practice Framework: Domain and Process, 3rd Edition* (AOTA, 2014).

Client Report	Reason the client is seeking service and concerns related to engagement in occupations	Why is the client seeking service, and what are the client’s current concerns relative to engaging in occupations and in daily life activities? (This may include the client’s general health status.)	
	Occupations in which the client is successful (p. S5)	In what occupations does the client feel successful, and what barriers are affecting his or her success?	
	Personal interests and values (p. S7)	What are the client’s values and interests?	
	Occupational history (i.e., life experiences)	What is the client’s occupational history (i.e., life experiences)?	
	Performance patterns (routines, roles, habits, & rituals) (p. S8)	What are the client’s patterns of engagement in occupations, and how have they changed over time? What are the client’s daily life roles? (Patterns can support or hinder occupational performance.)	
Environment	What aspects of the client’s environments or contexts does he or she see as:		
		Supports to Occupational Engagement	Barriers to Occupational Engagement
	Physical (p. S28) (e.g., buildings, furniture, pets)		

Print out and start using
this with EVERY client!

↳ [https://www.aota.org/~media/Corporate/Files/
Practice/Manage/Documentation/AOTA-
Occupational-Profile-Template.pdf](https://www.aota.org/~media/Corporate/Files/Practice/Manage/Documentation/AOTA-Occupational-Profile-Template.pdf)

Analysis of Occupational Performance

- Use information from occupational profile
- Gather data using assessments: what is impacting occupational performance?
- Focus assessment and subsequent intervention plan based on DOMAIN

Outcomes

& Occupational Performance

 & Improvement

 & Enhancement

& Prevention

& Health and Wellness

& Quality of Life

& Participation

& Role Competence

& Well-being

& Occupational Justice

Interventions Types

⌘ Occupations & Activities

- ⌘ Occupations

- ⌘ Activities

⌘ Preparatory Methods & Tasks

- ⌘ Splints

- ⌘ Assistive Technology

- ⌘ Wheeled mobility

- ⌘ Preparatory tasks

⌘ Education & Training

- ⌘ Education

- ⌘ Training

⌘ Advocacy

- ⌘ Advocacy

- ⌘ Self-advocacy

⌘ Group Interventions

Approaches

- & Create/promote
- & Establish/restore
- & Maintain
- & Modify
- & Prevent

Conclusion

- ‡ The OTPF provides a framework from which to define what we do- THIS IS WHO WE ARE
- ‡ It helps us define OT to others
- ‡ It reminds us of what we are to do- from evaluation to intervention to discontinuation
- ‡ It reflects the expanding areas of our profession

References

- ⌘ American Occupational Therapy Association.(2014).Occupational therapy practice framework: Domain and process (3rd ed.).*American Journal of Occupational Therapy*, 68(Suppl.1), S1–S48.<http://dx.doi.org/10.5014/ajot.2014.682006>
- ⌘ Butts, D. & Nelson, D. (2007). Agreement between Occupational Therapy Practice Framework classifications and occupational therapists' classifications. *American Journal of Occupational Therapy*, 61(5), 512-518.
- ⌘ Gutman, S., Mortera, M., Hinojosa, J.& Kramer, P. (2007). Revision of the Occupational Therapy Practice Framework. *American Journal of Occupational Therapy*, 61(1), 119-126.
- ⌘ Thomas, H. (2015). *Occupation-based activity analysis*. Thorofare, NJ: Slack.
- ⌘ Youngstrom, M. (2012). The Occupational Therapy Practice Framework: The evolution of our professional language. *American Journal of Occupational Therapy*, 56(6), 607-608.

Contact:

www.DrHeatherThomas.com