



UNIVERSITY OF  
**SOUTH DAKOTA**  
SCHOOL OF HEALTH SCIENCES

Using Ikiugu's Eclectic Framework for Combining  
Theoretical Conceptual Practice Models as a Guide for  
Theory-Based Clinical Decision-Making in Occupational  
Therapy

Lana Van Niekerk, PhD, Moses N. Ikiugu, PhD OTR/L, and  
Nicola Plastow, PhD



# Background

- Occupational therapists use a variety of theoretical models to guide their therapeutic decision-making (Boniface & Seymour, 2012; Ikiugu & Smallfield, 2011; Kielhofner, 2009)
- Ikiugu (2007) developed an eclectic framework to guide combination of strategies from multiple theoretical models
- Ikiugu and Smallfield (2011) found that the model was effective in improving students' level of confidence and skills in use of theory during clinical decision-making



# Purpose

- The purpose of this study was to replicate Ikiugu and Smallfield's study with a group of occupational therapists in Cape Town, South Africa
- Purpose – To investigate:
  - The effectiveness of the eclectic framework in helping a small group of South African occupational therapists improve their skills in combining strategies from multiple practice models during therapeutic reasoning; and
  - How the theoretical reasoning process qualitatively changed after a workshop on the eclectic method



# Methods

- *Design*
  - Mixed methods: Repeated measures and grounded theory
- *Participants*
  - 9 occupational therapists
    - Clinicians, fieldwork educators, academics
  - Experience – 5 to 30 years
  - One male, 8 female



# Methods

- *Research Instruments*
  - Theory Application Assessment Instrument (TAAI)
    - Part 1 – Participants watched case on a video
      - Identified salient occupational performance issues of the client and suggested assessments and interventions
    - Part 2 – Identified theoretical model(s) guiding proposed assessments and interventions
    - Part 2 – Theoretical model combination skills scored based on case notes and interview transcripts



# Procedure

- Pretest
- A workshop on theoretical conceptual practice models
- Posttest 1
- A workshop on the eclectic method
- Posttest 2
  - Data Analysis
    - Friedman repeated measures analysis of variance (ANOVA)
    - Parametric ANOVA
    - Grounded theory procedures (for interview data)





# Findings

- There was a statistically significant change in the ability to choose an Organizing Model of Practice (OMP) after participants completed the study activities,  $\chi^2(2, N=9)=6.40, p=.04$ .
- No statistically significant change in ability to choose Complementary Models of Practice (CMPs),  $\chi^2(2, N=9)=2.08, p=.35$
- No statistically significant change in client-centeredness skills,  $\chi^2(2, N=9)=1.45, p=.49$ .
- Statistically significant change in ability to explain how the OMP and CMP(s) were related to the clients' OPIs and complemented each other,  $\chi^2(df=2, N=9)=7.04, p=.03$ .
- Significant improvement in overall ability to combine strategies from multiple theories,  $F(2, 16)=7.0, p=.007, \text{partial } \eta^2=.47$  (See Table 1 for the Means)
- Quantitative findings collaborated by qualitative findings (see Figure 1)



Table 1.

*Means and Standard deviations of the Theory Application Assessment Instrument (TAAI)*

*Aggregate Scores at Pre-test, Post-test 1, and Post-test 2 (n=9).*

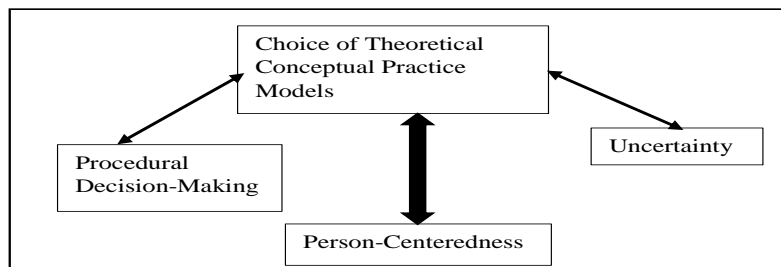
<b>Variable</b>	<b>M</b>	<b>SD</b>
Pre-test TAAI Scores	10.56	2.30
Post-test 1 TAAI Scores	11.00	2.12
Post-test 2 TAAI Scores	13.44	3.09

Notes: Post-test 1=TAAI administration after workshop on theoretical conceptual practice models; Post-test 2=TAAI administration after workshop on the eclectic method of combining practice models during therapeutic reasoning.

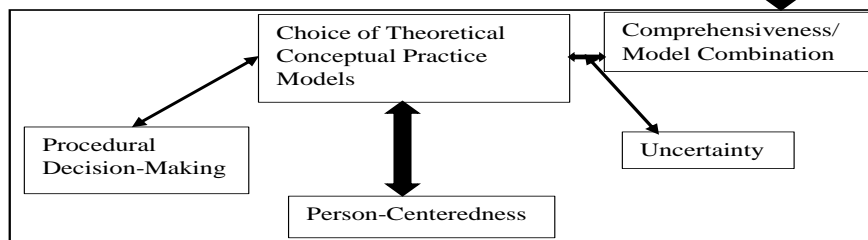




**Pre-test: Fuzziness in theoretical choices**



**Post-test 1: Decreasing Fuzziness-Blending of Theoretical Choices**



**Post-test 2: Improved Clarity-Less Blending/use of OMP**

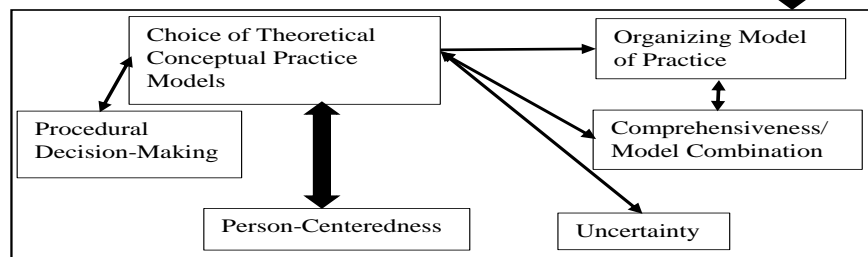


Figure 1. Changes in the theoretical reasoning process as study participants progressed through the research study.



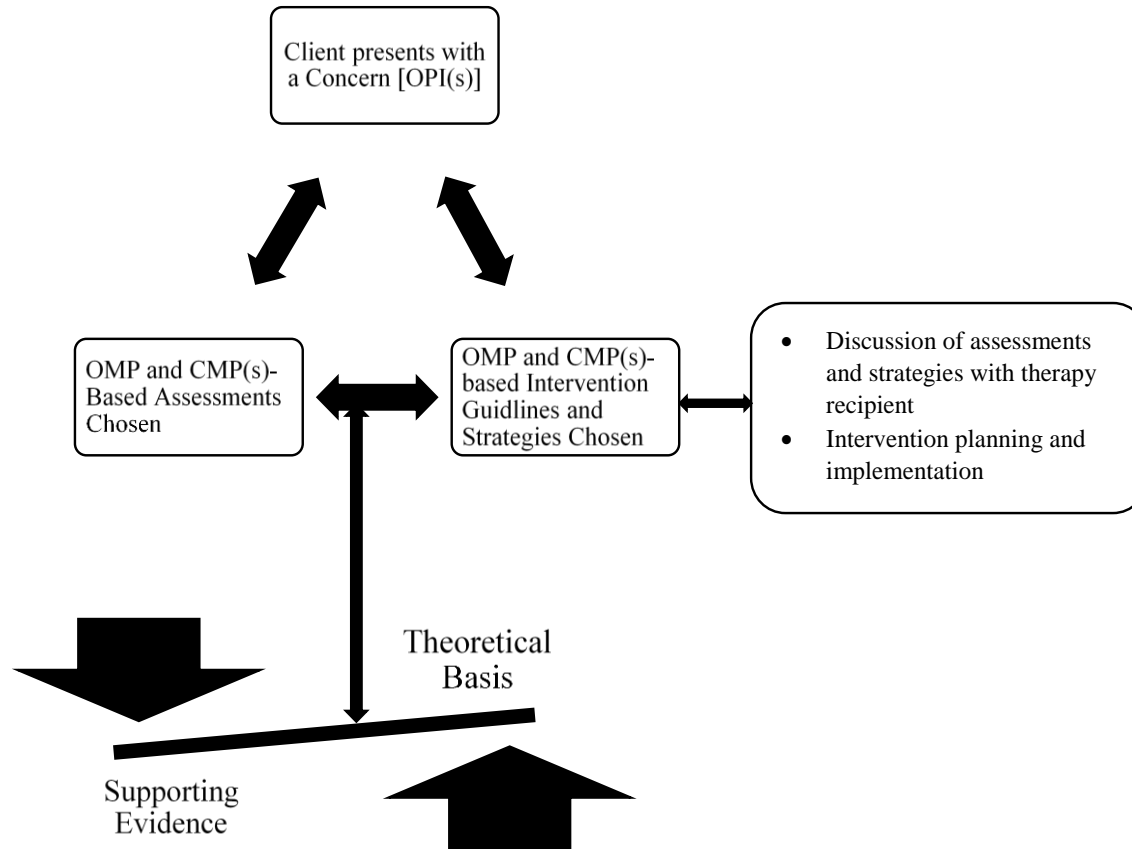
# Discussion

- Findings consistent with what has been found in other studies, that understanding theoretical models increases the likelihood of using them (Elliott, Velde, & Wittman, 2002; Law & McColl, 1989; Leclair et al., 2013; Lee et al., 2009; Storch & Eskow, 1996), and that using the eclectic framework improves theory combination skills (Ikiugu & Smallfield, 2011)



# Conclusion

- Use of Ikiugu's eclectic framework could help occupational therapy practitioners improve theory application skills, hopefully leading to better intervention outcomes
- The eclectic framework should be part of a comprehensive theory-based, occupation-based, evidence-based, and person-centered practice (see Figure 2)



*Figure 2.* Illustration of theory-based, evidence-based, and Person-centered intervention using the eclectic method.



# References

- Boniface, G., & Seymour, A. (Eds.). (2012). *Using occupational therapy theory in practice*. Ames, Iowa: Wiley.
- Elliott, S. J., Velde, B. P., & Wittman, P. P. (2002). The use of theory in every day practice: An exploratory study. *Occupational Therapy in Health Care, 16*(1), 45–62. DOI: 10.1080/J003v16n01\_04
- Ikiugu, M., & Smallfield, S. (2011). Ikiugu's eclectic method of combining theoretical conceptual practice models in occupational therapy. *Australian Occupational Therapy Journal, 58*, 437–446.
- Ikiugu, M. N. (2007a). Psychosocial conceptual practice models in occupational therapy: Building adaptive capability. St. Louis, MO: Elsevier/Mosby.
- Kielhofner, G. (2009). *Conceptual foundations of occupational therapy practice* (4th ed.). Philadelphia: F. A. Davis
- Law, M., & McColl, M. A. (1989). Knowledge and use of theory among occupational therapists: A Canadian survey. *Canadian Journal of Occupational Therapy, 56*, 198–204.
- Leclair, L. L., Ripat, J. D., Wener, P. F., Cooper, J. E., Johnson, L. A., Davis, E. L., & Campbell-Rempel, M. A. (2013). Advancing the use of theory in occupational therapy: A collaborative process. *Canadian Journal of Occupational Therapy, 80*(3), 181-193. DOI: 10.1177/0008417413495182
- Lee, S. W., Taylor, R., & Kielhofner, G. (2009). Choice, knowledge, and utilization of a practice theory: A national study of occupational therapists who use the model of human occupation. *Occupational Therapy in Health Care, 23*, 60–71. DOI:10.1080/07380570802455540
- Storch, B. A., & Eskow, K. G. (1996). Theory application by school-based occupational therapists. *American Journal of Occupational Therapy, 50*, 662–668.