

OCCUPATION– Self-care/Maintenance, Productivity and Leisure - PEO CONT'D

Occupations are: person directed daily life activities that match, support or address identified participation goals

Self Care/Maintenance

- Showering/bathing, washing clothes/dishes, cooking, dressing yourself,

Productivity

- Working, studying, volunteering, playing (child - learning through play)

Leisure

- Based on the individual - examples include gardening, reading, sports etc.

Hierarchy of occupations:

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| Roles: | Positions in society having expected responsibilities and privileges |
| | <ul style="list-style-type: none"> • A set of behaviours that have socially agreed upon function and for which there is accepted norms • Shaped by culture and society • Role identification occurs when we see ourselves as students, parents, workers etc. • We recognise that we have certain statuses or positions • This is reinforced when other people recognise and respond to us as having these positions |
| Occupations: | Client-directed daily life activities that match and support or address identified participation goals. |
| | <ul style="list-style-type: none"> • Laundry • Shopping • Cleaning |
| Activities: | Actions designed and selected to support the development of performance skills and performance patterns to enhance occupational engagement. Activities often are components of occupations and always hold meaning, relevance, and perceived utility for clients at their level of interest and motivation. |
| | <ul style="list-style-type: none"> • a set of purposeful actions/behaviours that contribute to the overall performance of the occupation • combinations of actions that share a common purpose • are recognised by the performer • supported by skills/proficiencies |
| Actions | Observable behaviours that are recognisable |
| | <ul style="list-style-type: none"> • Scrubbing • Reaching |

Life Role: Mother

Occupation: Cleaning

Activities / Tasks: Picking up clothes, Washing clothes, hanging clothes up

Actions: Reaching for clothes, Bending, Reaching to hang clothes up

Occupation and Health:

- Health is a recourse that people create in their everyday lives, using either physical capabilities and personal resources
- Health referred to as the ability to engage in activities, fulfil life roles and meet demands of daily life

Occupation and well-being:

- Well – being = a persons subjective perception about their mental, physical, social and spiritual health
- Arising from things that provide meaning, fulfilment, and purpose
- OT's believe people achieve a sense of well-being through engagement in occupation

Maximising the Fit:

Adapt/modify activities, tasks and habits

- Change in usual technique eg. Poach eggs in microwave instead of on the stove top
- Choose easiest technique eg. Tying shoe laces
- Modify the occupation eg. computer for notetaking instead of handwriting, gardening in a raised garden bed

Simplification of tasks

- Reduce task steps/ rest breaks

Education

- Teach clients how to do tasks

Processes that guide PEO MODEL

Occupation Centred Practice:

Occupation-based practice addresses the occupational needs of clients:

- Self Care
- Productivity
- Leisure

Person Centred Practice:

“We focus on what the individual needs, wants and is expected to do”

- This means that they identify their own goals and collaborate in making decisions
- Key to helping people is to understand from their perspective what is important to them
- **Person-First Language:** Language used reflects the client as a person first and the condition second (E.g. NOT “asthmatic” but instead “person with asthma”)
- **Choices:** The person is offered choices and is supported in directing the process
- **Access to intervention:** Intervention is provided in a flexible and accessible manner

How to be person centred?

- **Environment:** the person in the context of their family, friends, socioeconomic status, culture etc.
- **Person:** the person’s identity that is bound up in the enactment of their life roles eg. student, worker, mother, soccer player
- **Occupations:** the activities people need, want and are expected to do Life story: The client’s past, present and future story

What does person centred practice involve?

The Person:

- Life roles, priorities, capabilities – physiological, cognitive, and psychological

The Occupation:

- Steps involved, activities and tasks associated with this occupation, time each task/activity takes, cognitive, physical, psychological demands of the occupation

Environment:

- Elements of context that impact on occupations E.g. social, cultural and physical demands

Evidence based practice:

OT’s engaging in research to further promote the development and knowledge base of occupational therapy. Therapists need to:

- Access
- Evaluate
- Interpret relevant research
- Implement EBP throughout all stages of the OT process

Stages of the OT Process:

- Evaluation
- Intervention
- Re-evaluation

Types of narratives:

- **Restitution:** Client tells a story from a resolved perspective, where their experience with medicine helped them to return to good health. It is often a positive story linked to western medicine.
- **Chaos:** these stories maybe difficult to listen to, as they are out of control with issues unresolved. The client may still be involved in the experience, they've not had an opportunity to reflect and extract positive outcomes from the experience.
- **Quest:** Usually provide the transformation of a persons experience, where the client confronts serious illness or disability. In turn finds themselves empowered by embracing their ability to engage in activities they have control over and their interaction with their community is positive.

Comparison of Models

| | PEO | CMOP-E | OPMA | PEOP | MOHO |
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| FEATURES & FOCUS | <ul style="list-style-type: none"> - Occupation centred - Person Centred | Occupation doesn't exist without person and environment | Four tiered 'internal context' surrounded by 'external context' <ul style="list-style-type: none"> - Occupational Roles - Occupational Performance Areas (Occupation) - Occupational Performance Capacities (Person) - Core Elements (Body, Mind, Spirit) - Primary focus of the model is the lifelong person-environment relationship and it's activation through occupation - Broader context determines need and choice of engagement in occupational roles - Interconnectedness of roles and performance areas | A client centred model organised to improve the everyday performance of necessary and valued occupations of individuals, organisation and populations and their meaningful participation in the world around them. | <ul style="list-style-type: none"> - From the perspective of Occupational Behaviour (not performance or engagement) - Champions not only objective but subjective performance capacity - Objective competence - the degree to which a person can sustain a pattern of doing - Volition - Adaptation |
| HOW DO PEO INTERACT | All factors are interdependent - can not separate. | Occupation is the bridge between person and environment - occupation does not exist in isolation Person is embedded within environment to indicate unique environmental context which affords occupational possibilities Individuals act on the environment through occupation | Internal 'context' of person and occupation with external 'context' of environment + time & space <ul style="list-style-type: none"> - Expectations formed by social/cultural environment and also the person - Occupational roles are the interface between internal and external environment | The person and environment are joined through occupation, performance and participation. Occupation is the medium through which person and environment are connected. | PEO all interact for the purpose of occupational adaptation |
| HOW IS OCCUPATION VIEWED | <ul style="list-style-type: none"> - Arising from the things people do that provide meaning, fulfilment, and purpose. - Occupation and well-being are linked. | <ul style="list-style-type: none"> - Occupation is the bridge between person and environment - Occupation does not exist in isolation. | <ul style="list-style-type: none"> - Occupation is viewed as occupational performance areas - Part of the internal context along with roles, capacities (person), and core elements of occupational performance (body, mind, spirit) | <ul style="list-style-type: none"> - Occupation occurs when people act with intention within environments - Occupation is viewed as having multiple tasks and meaning to the performer. - Occupations are goal oriented | <ul style="list-style-type: none"> - Occupational adaptation is the focus of the model, developed from the perspective of occupational behaviour - Occupations are performed in a setting made up of spaces and objects which can act as a barrier or enabler - Occupations are value driven |

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| <p>OCCUPATIONAL PERFORMANCE</p> | <ul style="list-style-type: none"> - Outcome of person, environment, and occupation - Defined as “The dynamic experience of a person engaged in purposeful activities and tasks within an environment” - Occurs optimally when the fit among the person, occupation and environment is maximised - Occupational performance cannot be separated from contextual influences, temporal factors and person factors | <ul style="list-style-type: none"> - Depicts the relationship of the person, occupation and the environment. - Conceptualises occupational performance and engagement as the dynamic interaction of person, occupation and environment - Focuses on performance and engagement - Supported by participation and well-being | <ul style="list-style-type: none"> - People fulfil their occupational roles through occupational performance - Occupation roles are developed by a unique interaction between the person, environment and the performance - Occupational Roles influenced by both the individual performing and the social expectation of role performance | <ul style="list-style-type: none"> -Performance may not be end goal - participation can also be viewed as the goal depending on client - Model emphasises the meaning of occupational performance in the context of client's life roles - The model also emphasises Occupational participation - Occupational performance leads to participation which leads to well-being or performance itself can lead to well-being (which consists of satisfaction and quality of life) | <p>Developed from an occupational behaviour perspective, not performance. Looks at skill, performance and participation, which work together for the purpose of occupational adaptation.</p> |
| <p>ASSUMPTIONS</p> | <ul style="list-style-type: none"> - Life roles vary across time, context and in their importance - Person is viewed holistically - People assume a variety of changing & simultaneous life roles - Person is continually developing - Person is intrinsically motivated - Occupations are complex & necessary for quality of life & well-being, meeting intrinsic needs - The environment is often more open to change than the person | <ul style="list-style-type: none"> -Humans are occupational beings -Occupation has therapeutic potential -Occupation affects health and well-being (positive and negative) -Occupation organises time and brings structure to living -Occupation brings meaning to life through the combination of cultural and individual influences on the creation of meaning (SPIRITUALITY - "what gives us personal meaning") -Occupations are idiosyncratic (and not always positive) | <ul style="list-style-type: none"> - View of people from holistic perspective (mind, body, spirit) - Health not absence of disease, competence/satisfaction in performance of occupational roles, routines and tasks - Actively creating occupational being: Intrinsicly driven by choice, want and need - Humans expressed by occupational performance - Performance is more than just 'doing - Incorporates knowing and being - Behavior is dynamic: humans made up of multidimensional systems (dynamic/non-linear) - Occupational roles developed through need/choice and consist of knowing, doing & being | <ul style="list-style-type: none"> - People are naturally motivated to explore their world and demonstrate mastery within it. - People set and achieve goals that contribute to their development throughout life - Settings in which people experience success positively affects self esteem - this often leads to motivate a person to face new challenges in life - A good environment will allow a person to feel comfortable, perform to best of their ability and challenge themselves - Optimal performance or challenges facilitates a higher level of performance/participation than what a person may be comfortable with - Environment facilitates occupational performance and enables someone to achieve at optimal level - Through occupations, people develop sense of identity and sense of fulfilment | <ul style="list-style-type: none"> - Behaviour is dynamic and context dependent - Occupation is essential to self-organisation - strong link between occupation and health/well-being |
| <p>INDIVIDUAL /POPULATION</p> | <p>Individual</p> | <p>Individual</p> | <p>Individual</p> | <p>Both</p> | <p>Individual - mainly mental health</p> |

