OPPM and CPPF
An interactive guide to clinical decision-making

McMaster OT Lens

Assessment
1 2 3 4 5
Assessing the Client's Occupational Issues
Assessment of underlying person, environment, and occupation components that are contributing to the client's occupational issues.

Intervention
1 2 3 4 5
Treating the Client's Occupational Issues
Development and implementation of intervention strategies and specific treatment techniques to address the client's occupational goals (i.e., targeted outcomes).
Objectives

- To provide an overview of the Occupational Performance Process Model (OPPM) and the Canadian Practice Process Framework (CPPF)
- To advance viewers’ understanding of similarities and differences between the process models
- To demonstrate the application of these models to practice through the use of a video case study

Comparison of OPPM & CPPF: Similarities

- Provide a structured process of assessment, intervention, and evaluation
- Require identification of theoretical perspectives
- Recognize the importance of collaborative, client-centred relationships
- Can be used with individuals, groups, and organizations
- Recognize the importance of the context in influencing the process

Comparison of OPPM & CPPF: Beginning the Process

<table>
<thead>
<tr>
<th>CPPF</th>
<th>OPPM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and prioritize OIs and OGs</td>
<td>Name, validate and prioritize OPIs</td>
</tr>
</tbody>
</table>

Action points 1 and 2 explicitly include:
- Informed consent of client
- Occupational self-assessment of ability to take on particular client
- Discuss client/therapist expectations, values, and boundaries
- Emphasis on importance of gathering client history and establishing therapeutic rapport

Stage 1 involves:
- Beginning the client-therapist relationship
- Listening to the client’s story
- Learning about client’s history related to occupation
- Attending to the skills needed as a therapist
- Screening for issues in occupational performance
Comparison of OPPM & CPPF: Context of Practice

<table>
<thead>
<tr>
<th>CPPF</th>
<th>OPPM</th>
</tr>
</thead>
</table>
| Describes the **Societal Context** which encapsulates the process:  
  - Therapist and client each perform and engage in diverse environments (Cultural, social, physical, institutional) as distinct individuals | • Societal context is not labeled as a separate element referred to in the process – is described in a separate section/chapter |
| Describes the **Practice Context** which encapsulates the process:  
  - Embedded in societal context  
  - Brings together both individuals’ personal and environmental factors | • Practice context is implied throughout the process but not explicitly labeled – is described in a separate section/chapter. |

Comparison of OPPM & CPPF: The Role of Theory

<table>
<thead>
<tr>
<th>CPPF</th>
<th>OPPM</th>
</tr>
</thead>
</table>
| **“Frames of reference”** includes theories, models of practice, and service delivery | **Theoretical approaches** organized into:  
  - Conceptual models  
  - Models of practice |
| Depicts frames of reference as encapsulating all action points | Enter using an occupation-based conceptual model (e.g., CMOP)  
  • Stage 2 focuses on selection of theoretical approach to guide assessment and intervention  
  • Frames of references are identified in the action point 2 and revisited throughout the process. |
| Frames of references remain constant throughout the practice relationship or may be revisited. | Theoretical approaches remain constant throughout the practice relationship or may be revisited. |

Comparison of OPPM & CPPF: Assessments

<table>
<thead>
<tr>
<th>CPPF</th>
<th>OPPM</th>
</tr>
</thead>
</table>
| Action point 2 involves a client report of potential occupational issues (OIs) | OPIs are selected during Stage 1  
  • Further assessment is carried out during Stage 3 |
| After assessment occurs in action point 3 OIs are confirmed and prioritized |  
  • Suggests flexibility in deciding upon occupational goals  
  • Does not include specific section for identifying strengths and resources (Addressed in societal and practice context)  
  • Stage 4 requires the therapist to identify strengths and resources that may help with the client’s intervention process |

Comparison of OPPM & CPPF: Language/Terminology

<table>
<thead>
<tr>
<th>CPPF</th>
<th>OPPM</th>
</tr>
</thead>
</table>
| Language  
  - OI: Occupational Issue  
  - OG: Occupational Goal  
  - Occupational Engagement | Language  
  - OPI: Occupational Performance Issue  
  - Targeted outcome  
  - Action plan |
| *Frames of reference* | **Theoretical approaches** |
| Proceeds through action points | Proceeds through stages |
| Applies the CMOP-E  
  • Focus on enabling occupational performance and engagement | Applies the CMOP  
  • Focus is on enabling occupational performance |
| Canadian Model of Client-centred Enablement | Embedded in concepts of client-centred practice |
Information is gathered about client & how Occupational Issues (OIs) were identified (e.g. chart review, observations, interview, COPM); list OIs & how OIs were identified (e.g. chart review, observation, interview, COPM); list OIs; identify Assessment findings & document theoretical approaches (Frames of Reference) Identify and document key strengths & resources of client, family, therapist, system

Identify key strengths & resources of client, family, therapist, system

Identify and document the theoretical approaches and models of practice used to plan for further assessment of relevant OI area & environmental conditions

Identify theoretical approaches and models of practice - used to plan for further assessment of relevant OI area & environmental conditions

Document intervention strategies

Document targeted outcomes and intervention plan to address OI issues

Document targeted outcomes and intervention plan to address OI issues

A OPPM Template

A CPPF Template

Comparison of OPPM & CPPF: Intervention/Conclusion

<table>
<thead>
<tr>
<th>OPPM</th>
<th>CPPF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action point 6 requires the therapist to review and monitor progress, adapting plans as necessary until final evaluation.</td>
<td>No specific stage for monitoring progress of the client before final evaluation of OP outcomes.</td>
</tr>
<tr>
<td>Includes a conclusion stage (action point B) with specific objectives.</td>
<td>Last stage (stage 7) leads intervention to either “resolved” or “unresolved” state, but does not identify a separate stage for conclusion.</td>
</tr>
</tbody>
</table>

Comparison of OPPM & CPPF: Process Pathway

<table>
<thead>
<tr>
<th>OPPM</th>
<th>CPPF</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Does not openly state how a practitioner might want to loop back to earlier stages if new OIs arise during therapy but is intended to be flexible and dynamic (CAOT, 1997, p. 33).</td>
<td>• Depicts different pathways: options for alternate or abbreviated pathways that may be utilized in certain situations.</td>
</tr>
<tr>
<td>• Alternate pathways are discussed in the description of the OPPM but not explicitly in the process framework.</td>
<td>• Action point 7 provides the option of going back to action point 4 if OIs have not been met or new OIs have arisen.</td>
</tr>
</tbody>
</table>

A CPPF Template

A OPPM Template