OPPM and CPPF
An interactive guide to clinical decision-making
McMaster OT Lens

- Occupation
- Spirituality
- Development
- PEO
- Theoretical Approach
- Assessment
- Fine Tuning
- Treatment
- Outcome
Assessment

Assessment of underlying person, environment, and occupation components that are contributing to the client’s occupational issues.
Intervention

Treating the Client’s Occupational Issues

1.  Development and implementation of intervention strategies and specific treatment techniques to address the client’s occupational goals (i.e., targeted outcomes)
OPPM
Enabling Occupation, 1997
CPPF
Enabling Occupation II, 2007
CAOT 2009... CPPF & OPPM

OPPM & CPPF
An interactive guide to clinical decision-making

Jacquie Ripat, Mary Law, Leanne Leclaire, Lori Letts, & Brenda Vrkljan
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
Application to Practice: Comparison of the OPPM and CPPF
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>
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<tbody>
<tr>
<td>Identify and prioritize OIs and OGs</td>
<td>Name, validate and prioritize OPIs</td>
</tr>
<tr>
<td><strong>Action point s 1 and 2 explicitly include:</strong></td>
<td><strong>Stage 1 involves:</strong></td>
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<tr>
<td>• Informed consent of client</td>
<td>• Beginning the client-therapist relationship</td>
</tr>
<tr>
<td>• Occupational self-assessment of ability to take on particular client</td>
<td>• Listening to the client’s story</td>
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<tr>
<td>• Discuss client/therapist expectations, values, and boundaries</td>
<td>• Learning about client’s history related to occupation</td>
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<tr>
<td>• Emphasis on importance of gathering client history and establishing therapeutic rapport</td>
<td>• Attending to the skills needed as a therapist</td>
</tr>
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<td></td>
<td>• Screening for issues in occupational performance</td>
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</table>
Figure 9.1  Canadian Practice Process Framework (CPPF)

## Comparison of OPPM & CPPF: Context of Practice

<table>
<thead>
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| **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.** |
NAME - VALIDATE - PRIORITIZE

OCCUPATIONAL PERFORMANCE (OP)

1. ISSUES

2. SELECT THEORETICAL APPROACHES

3. IDENTIFY OP COMPONENTS & ENVIRONMENTAL CONDITIONS

4. IDENTIFY STRENGTHS & RESOURCES

5. NEGOTIATE TARGETED OUTCOMES AND DEVELOP ACTION PLANS

6. IMPLEMENT PLANS THROUGH OCCUPATION

7. EVALUATE OP OUTCOMES

RESOLVED

UNRESOLVED

RESOLUTION
Comparison of OPPM & CPPF: The Role of Theory

<table>
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| •“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. | •Theoretical approaches remain constant throughout the practice relationship or may be revisited. |
## Comparison of OPPM & CPPF: Assessments

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| • Action point 2 involves a client report of potential occupational issues (OIs)  
  • After assessment occurs in action point 3 OIs are confirmed and prioritized  
  • Suggests flexibility in deciding upon occupational goals | • OPIs are selected during Stage 1  
  • Further assessment is carried out during Stage 3 |
| • 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 |
Figure 9.1  Canadian Practice Process Framework (CPPF)

Legend

- Client
- Therapist
- Basic
- Alternate

## Comparison of OPPM & CPPF: Language/Terminology

<table>
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<tr>
<td><strong>Language</strong></td>
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</tr>
<tr>
<td>• OI: Occupational Issue</td>
<td>• OPI: Occupational Performance Issue</td>
</tr>
<tr>
<td>• OG: Occupational Goal</td>
<td>• Targeted outcome</td>
</tr>
<tr>
<td>• Occupational Engagement</td>
<td>• Action plan</td>
</tr>
<tr>
<td><strong>Frames of reference</strong></td>
<td><strong>Theoretical approaches</strong></td>
</tr>
<tr>
<td><strong>Proceeds through action points</strong></td>
<td><strong>Proceeds through stages</strong></td>
</tr>
<tr>
<td>• Applies the CMOP-E</td>
<td>• Applies the CMOP</td>
</tr>
<tr>
<td>• Focus on enabling occupational performance and engagement</td>
<td>• Focus is on enabling occupational performance</td>
</tr>
<tr>
<td><strong>Canadian Model of Client-centred Enablement</strong></td>
<td><strong>Embedded in concepts of client-centred practice</strong></td>
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### Comparison of OPPM & CPPF: Intervention/Conclusion

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<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>
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<td>• Includes a conclusion stage (action point 8) 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>
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# Comparison of OPPM & CPPF: Process Pathway

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<td>• Depicts different pathways: options for alternate or abbreviated pathways that may be utilized in certain situations</td>
<td>• Alternate pathways are discussed in the description of the OPPM but not explicitly in the process framework</td>
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<tr>
<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>
<td>• Does not openly state how a practitioner might want to loop back to earlier stages if new OPI’s arise during therapy but is intended to be flexible and dynamic (CAOT, 1997, p. 59)</td>
</tr>
</tbody>
</table>
Identify and document theoretical approach(es) and model(s) of practice used to plan for:
• further assessment of relevant OP area
• assessments of OP components & environmental conditions

Identify and document assessment findings & confirm theoretical approaches

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

Document targeted outcomes and intervention plan to address OP issues

Evaluate OP outcomes after intervention

Document intervention strategies

AN OPPM TEMPLATE
Law & Vrkljan, McMaster University, 2007

Information is gathered about client & how OP issues were identified (e.g. chart review, observation, interview, COPM); list OP issues

Relate outcome results back to OP issues
A CPPF Template
(Vrkijan, Forhan, & Law, 2010)

Frames of Reference (Theory)

Identify and document theoretical approach(es) and consider model(s) of practice - used to plan for:
- Assessment of relevant OI area, components, and environment (context)
- Interventions

Enter/Initiate

Set the Stage

Assess/Evaluate

Agree on objectives/Plan

Identify Assessment tools and document assessment findings

Document occupational goals & intervention plan to address OIs

List OIs

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

Information is gathered about client(s) & how Occupational Issues (OIs) were identified (e.g. chart review, observation, interview, COPM);

Modify/Monitor as necessary

Evaluate outcomes after intervention

Carry out Interventions

Implement Plan

Evaluate Outcome

Evaluate/Exit

Relate outcome results back to OIs

Modify/Monitor as necessary

Evaluate outcomes after intervention

Carry out Interventions

Implement Plan

Evaluate Outcome

Evaluate/Exit

Relate outcome results back to OIs

Frames of Reference (Theory)