

Person, environment, occupation



Occupational therapy

- Occupational therapy is a **client-centred** health profession concerned with promoting health and well being through occupation.

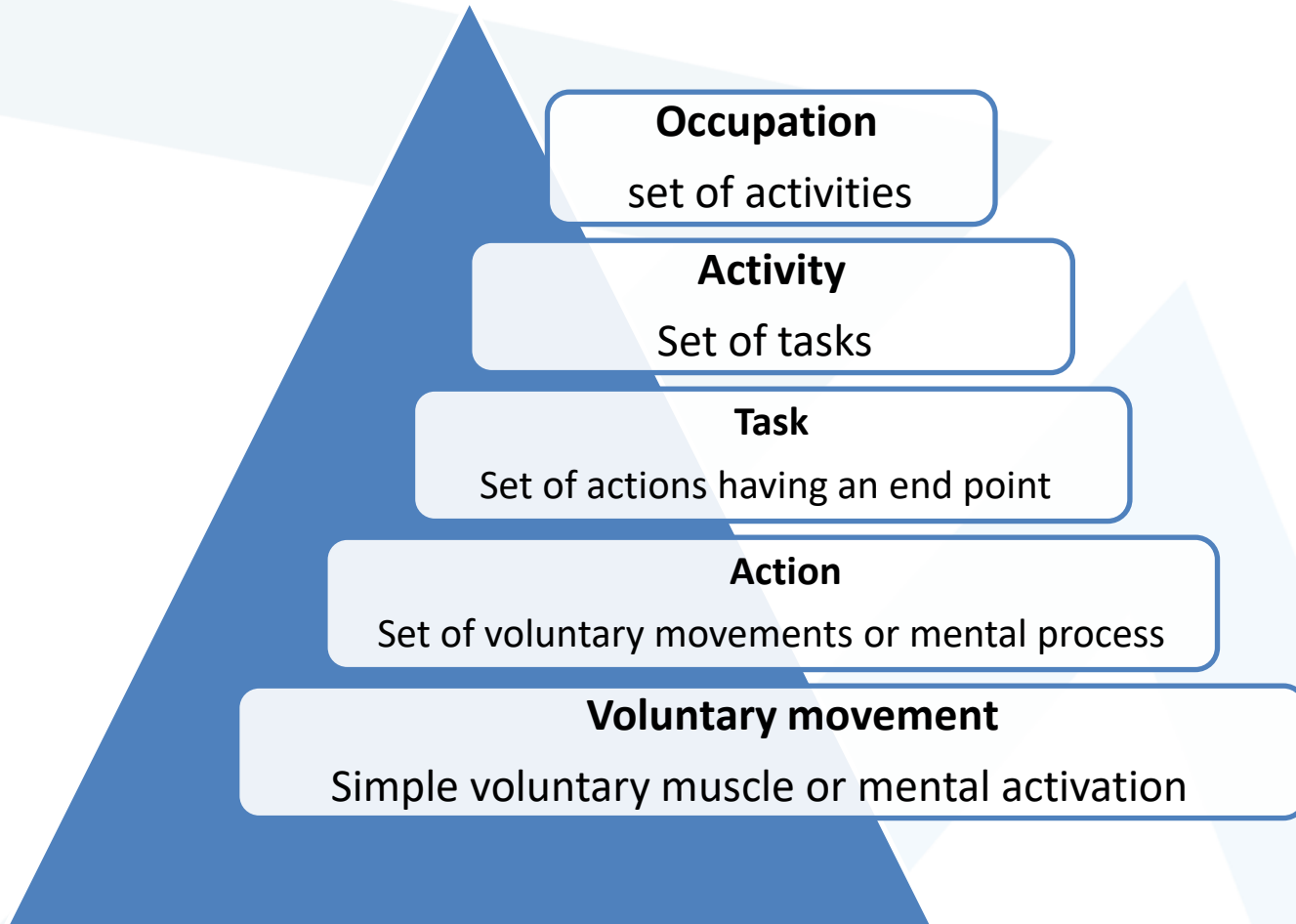
- The primary goal of occupational therapy is to enable people to participate in the activities of everyday life.
- Occupational therapists achieve this outcome by working with people and communities to enhance their ability to engage in the occupations they want to, need to, or are expected to do, or by modifying the occupation or the environment to better support their occupational engagement. (WFOT 2012)

Occupation

What's an occupation?

- group of activities and tasks of every day life, named, organized and given **value and meaning** by individuals and a culture .
- Occupation is **everything people do** to occupy themselves , including looking after themselves (self-care), enjoying life (leisure), and contributing to the social and economic fabric of their communities (productivity)” (CAOT, 1997, p. 34).

Taxonomic Code of Occupational Performance







Meaningful Occupation

- As a source of motivation/volition
- Research showed that better results are obtained by choosing some **SIGNIFICANT ACTIVITIES**, because there is a growing motivation to learn when activity plays an important role in People's life

- Occupational therapists consider meaningful activities of individuals as a contribution to health and apply these meaningful occupation in their treatment
- (Meyer,1977; Townsend, 2002; Wilcock,1998;Yerxa et al.,1989)



Client- centred practice

- To understand which activities are meaningful for a person, Occupational Therapist uses a **CLIENT-CENTRED APPROACH**
- Involving clients in decision-making, supporting clients needs, and recognizing their experience and knowledge

(CAOT, 2002) •

Occupational Therapy











PEO Model: person, environment, occupation



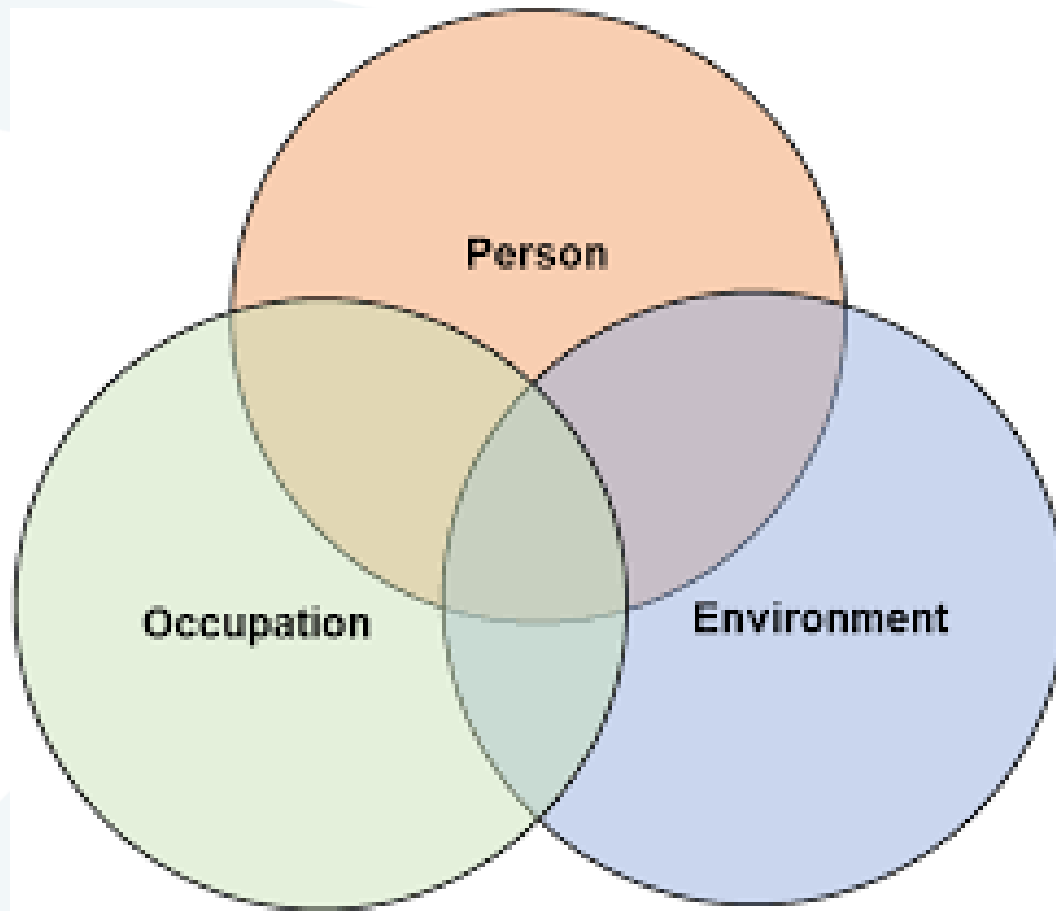
WHAT'S A MODEL?

- It's a **simplified representation** of structures and contents of a phenomenon or system that **describes or explains** complex relationships between concepts within the system and integrates elements of theory and practice

- It gives **general guides** for the practice of occupational therapy, usually applicable to all types of clients or to a large group of them
- A model is defined as a **theoretical simplification of a complex reality** (Fronlick,1993) and consist of several explicitly defined concepts.

1980 	USA: <u>Keilhofner</u>	<u>Model of Human Occupation (MOHO)</u>
1986 	Australia: <u>Chapparo e Rank (OPM)</u>	<u>Occupational Performance Model (OPM)</u>
1992 	USA: <u>Reed & Sanderson</u>	<u>Human Occupations Model</u>
1992 	UK: <u>Stewart</u>	<u>Model for the practice of OT</u>
1997 	Canada: <u>Law & al</u>	<u>Person/ environment/ occupation (PEO)</u>
1997 	USA: <u>Dunn & McClain</u>	<u>The ecology of human performance</u>
1997 	Canada: <u>CAOT</u>	<u>Canadian Model of Occupational Performance (CMOP)</u>
2000 	UK: <u>Hagedorn</u>	<u>Competent Occupational Performance in the Environment (COPE)</u>
2005 	Italia: <u>Cunningham & al</u>	<u>Modello Vivaio (MOVI)</u>
2006 	Canada: <u>Iwama</u>	<u>Kawa River Model</u>

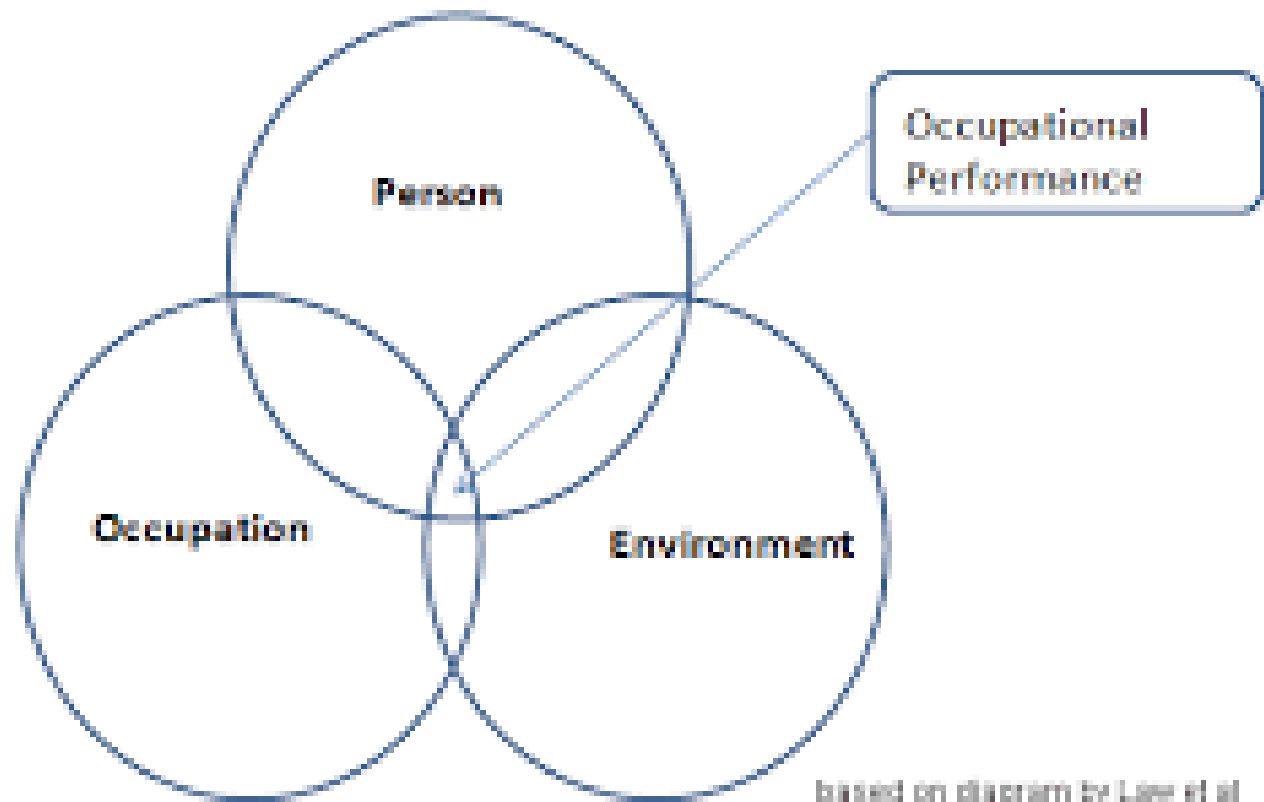
Person- Environment- Occupation



the interaction between the person, the environment and the occupation results in occupational performance (P-E-O)

The model is a framework that guides clinical reasoning in analysis and understanding of the interdependent interaction and therefore can form a foundation for application in practice.

- This model **does not prescribe a set of assessments or provide intervention guidelines**, therefore allows use of other occupational therapy assessment tools and interventions.
- These elements are **dynamic** and they continue throughout the lifespan.



based on diagram by Lee et al

Person

The person is a unique (attributes, skills, knowledge and experience)

- Roles differ and vary
- Behaviour vary:
 - Motivation: interests, cultural relevance of activity
 - Consider situations/conditions that precipitate emotional responses: failure, stress, distraction
 - Degree of autonomy
 - The basic assumptions of the model are that person is continually developing and is intrinsically motivated.

Person

- Approaches the person from an holistic point of view (mind, body and spirit)
- The “person” can be individual, organization, group or community.
- Performance components:
 - Motor-sensory
 - Cognitive-perceptual
 - Emotional-relational

Environment



The environment is defined as the context within which occupational performance takes place and it is categorized into cultural, socioeconomic, institutional, physical and social.

Environment



- **physical** – including natural and built surroundings
- **social** – including social groupings, common interests, attitudes
- **socioeconomic**-finances
- **cultural** – including ethnic, routine practices based on value systems
- **institutional/organizational** – including societal institutions including policies, decision- making processes, accessibility, legal funding arrangements

Occupation



This is defined as self directed meaningful tasks and activities engaged in throughout a lifespan

The areas of occupation:

self care, productivity and leisure.

Occupation



- activities, tasks and occupations that make up everyday life
- everything people do to occupy themselves, including
 - looking after themselves (self care)
 - enjoying life (leisure)
 - and contributing to the social and economic fabric of their communities (productivity)



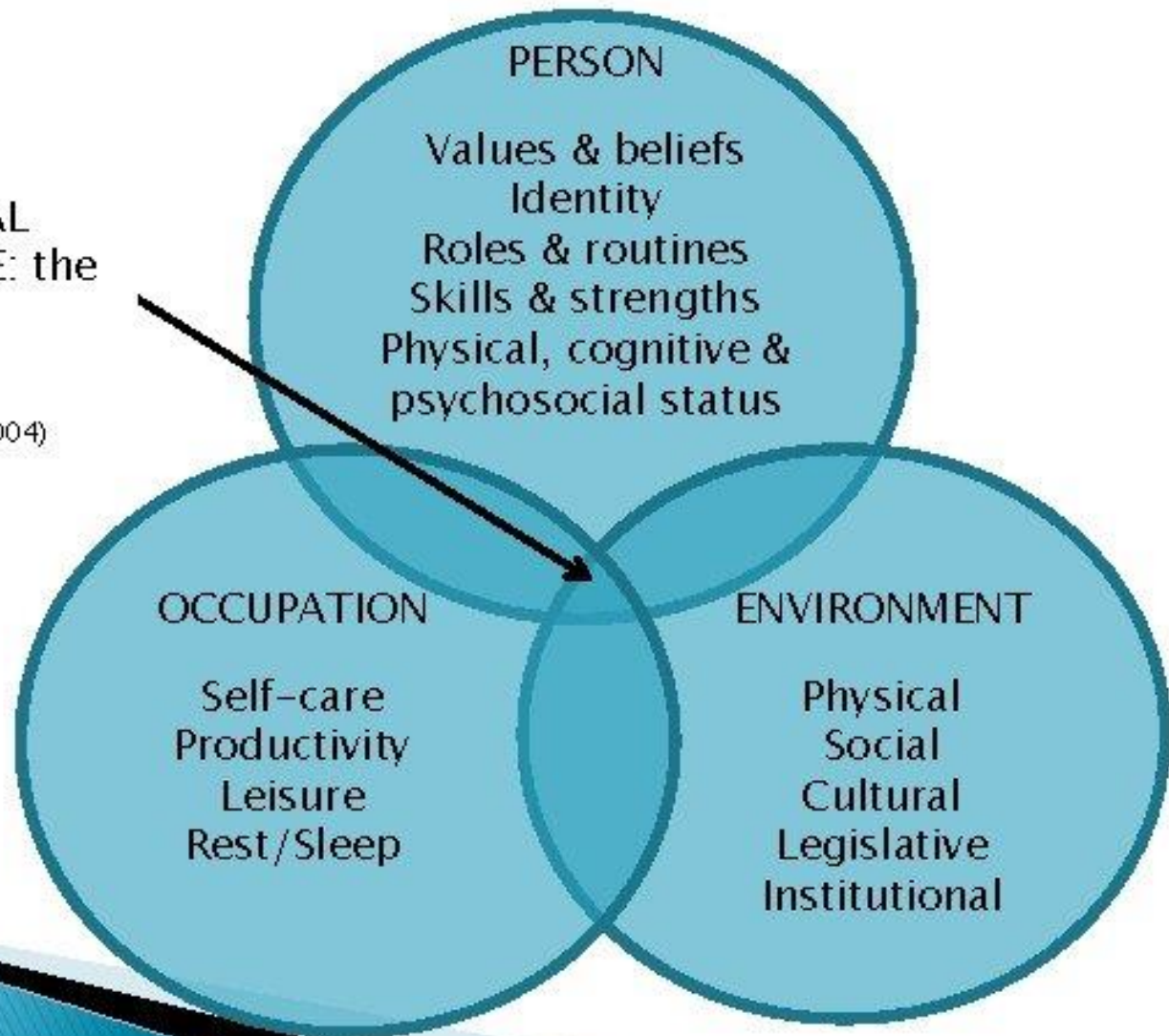
Occupation performance

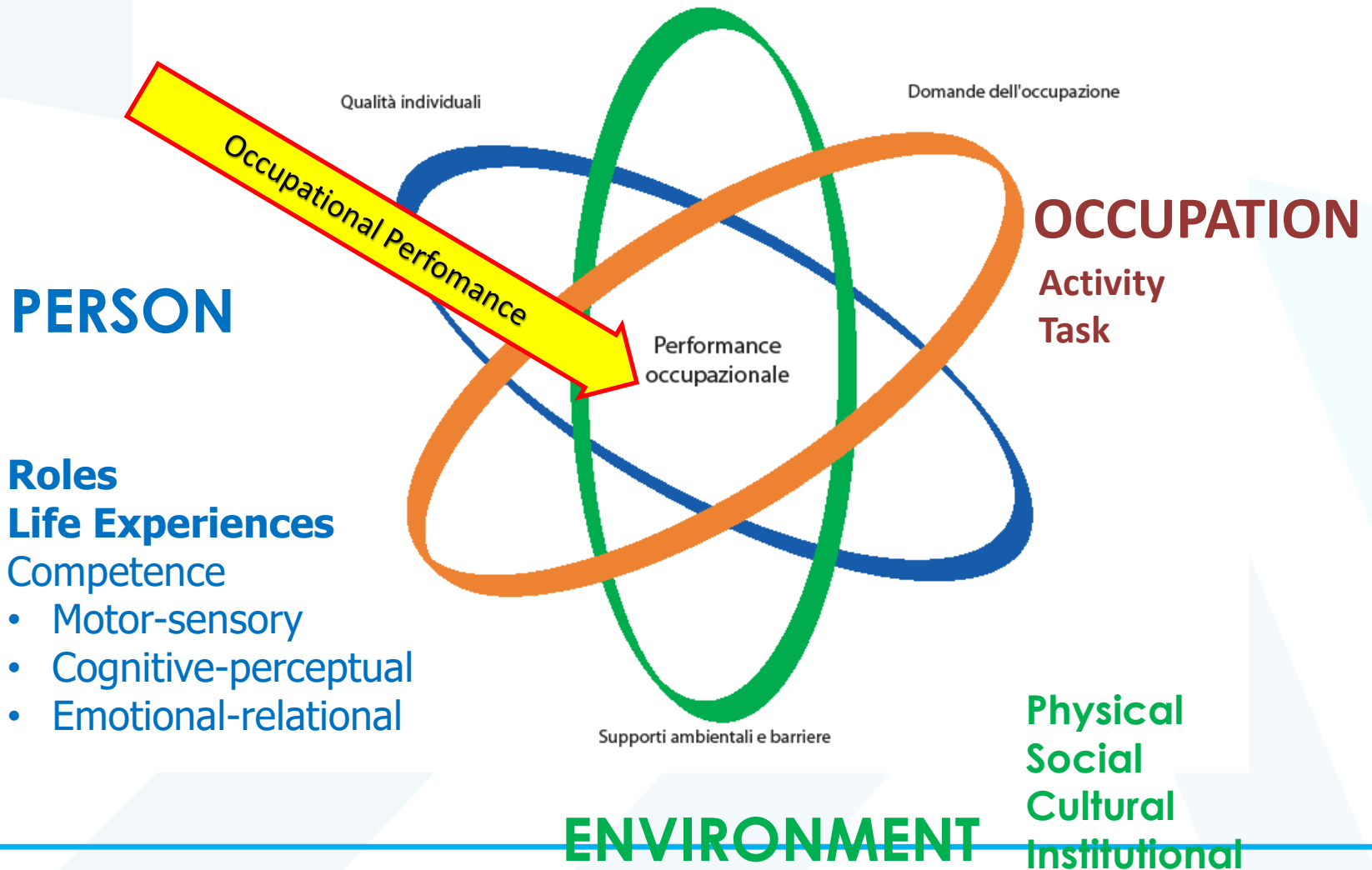
- “the doing of occupation”
- “the outcome of the transaction of the person, the environment and the occupation”
- “the ability to choose, organize, and satisfactorily perform meaningful occupations that are culturally defined and age appropriate for looking after one-self, enjoying life, and contributing to the emotional, social and economic fabric of the community”

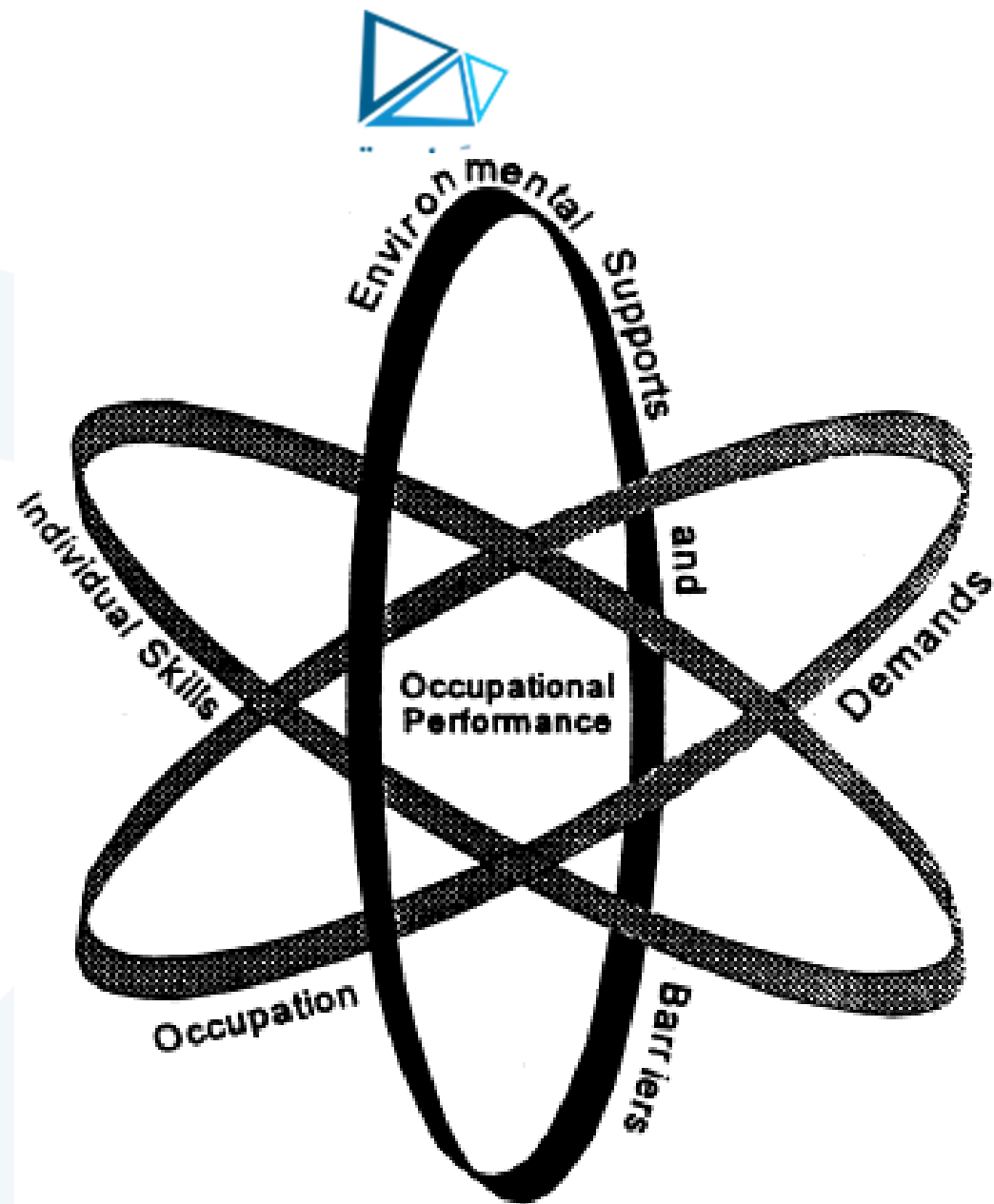
OT Perspective: P-E-O Model

OCCUPATIONAL
PERFORMANCE: the
“doing of
occupation”

(Meriano & Latella, 2004)

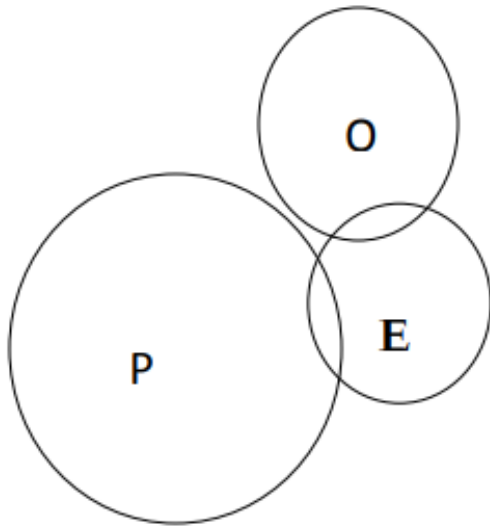




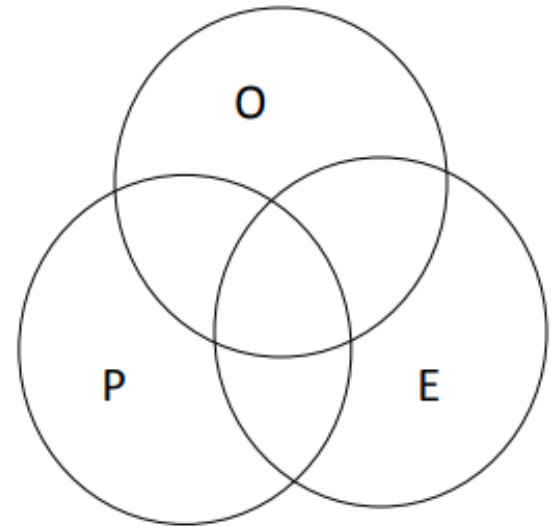


Occupation fit

Poor Fit



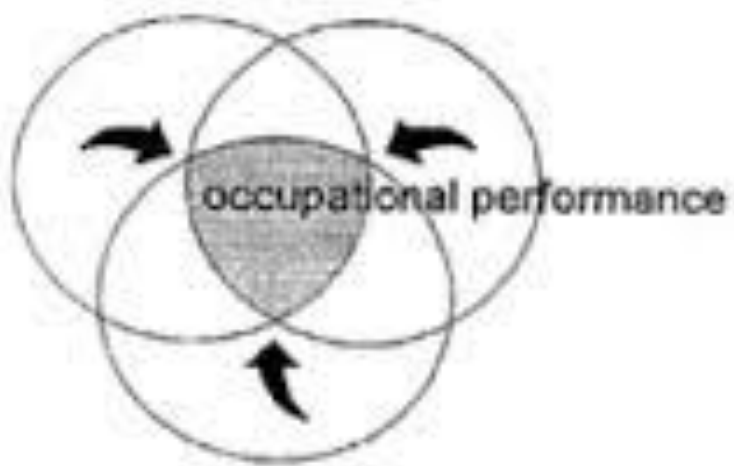
Good Fit





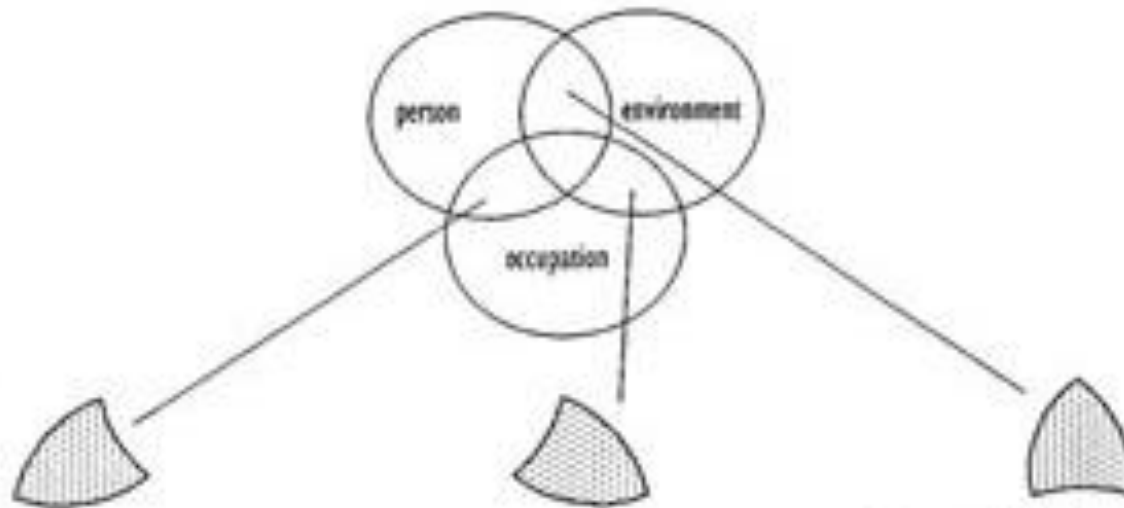
Function- dysfunction continuum

- Optimal function or occupational performance results from a **good fit** between the three components (P-E-O).
- Maximum fit relates to optimal occupational performance, whereas minimum fit relates to minimum occupational performance, hence dysfunction.
- Disability can be associated with a minimum or poor person-environment fit rather than the impairment itself.





جامعة
المنارة



Person-Occupation

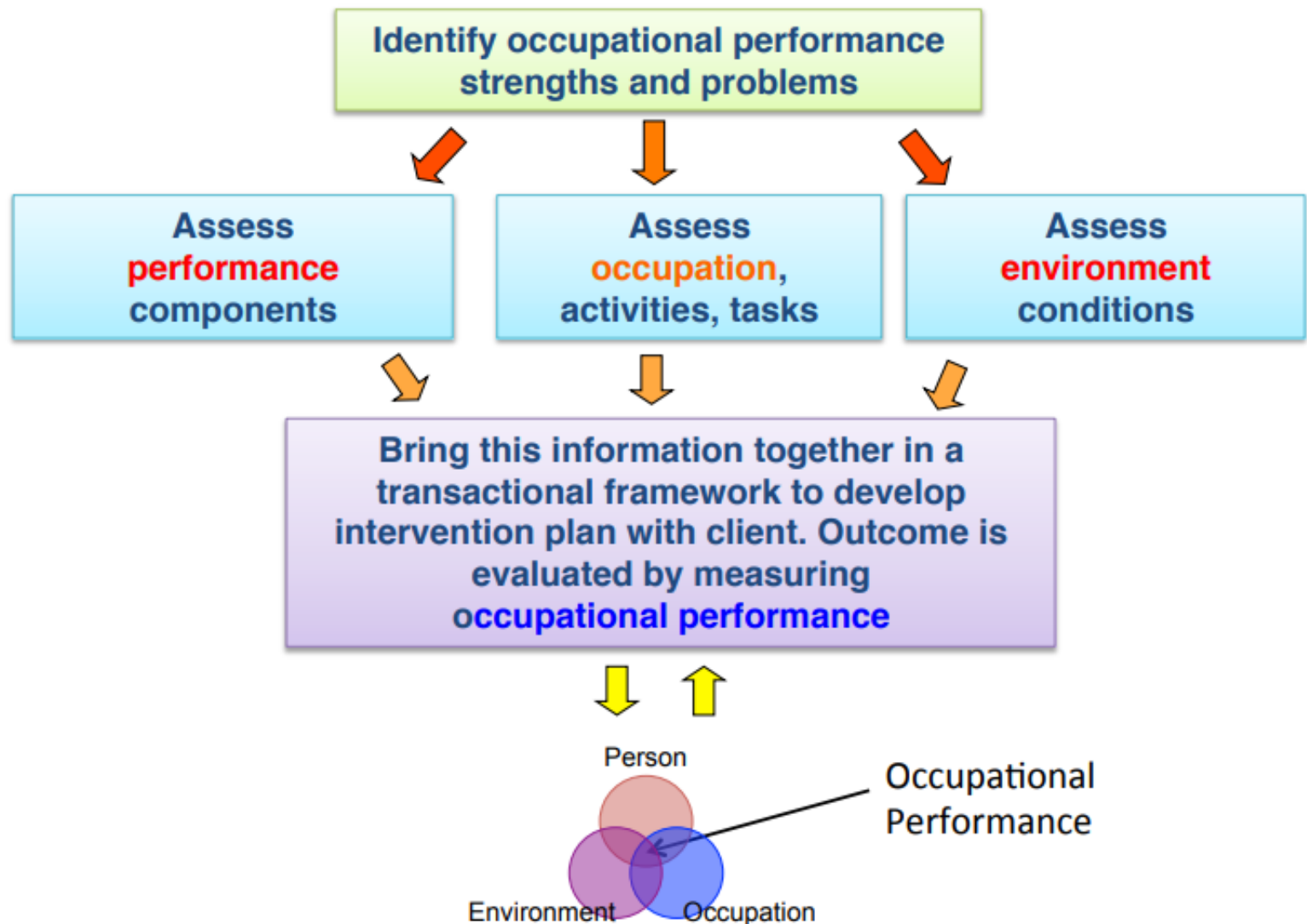
- Skills/abilities: match requirements of meal preparation
- Desire for autonomy
- Enjoyment of food/ cooking
- Nutritional needs

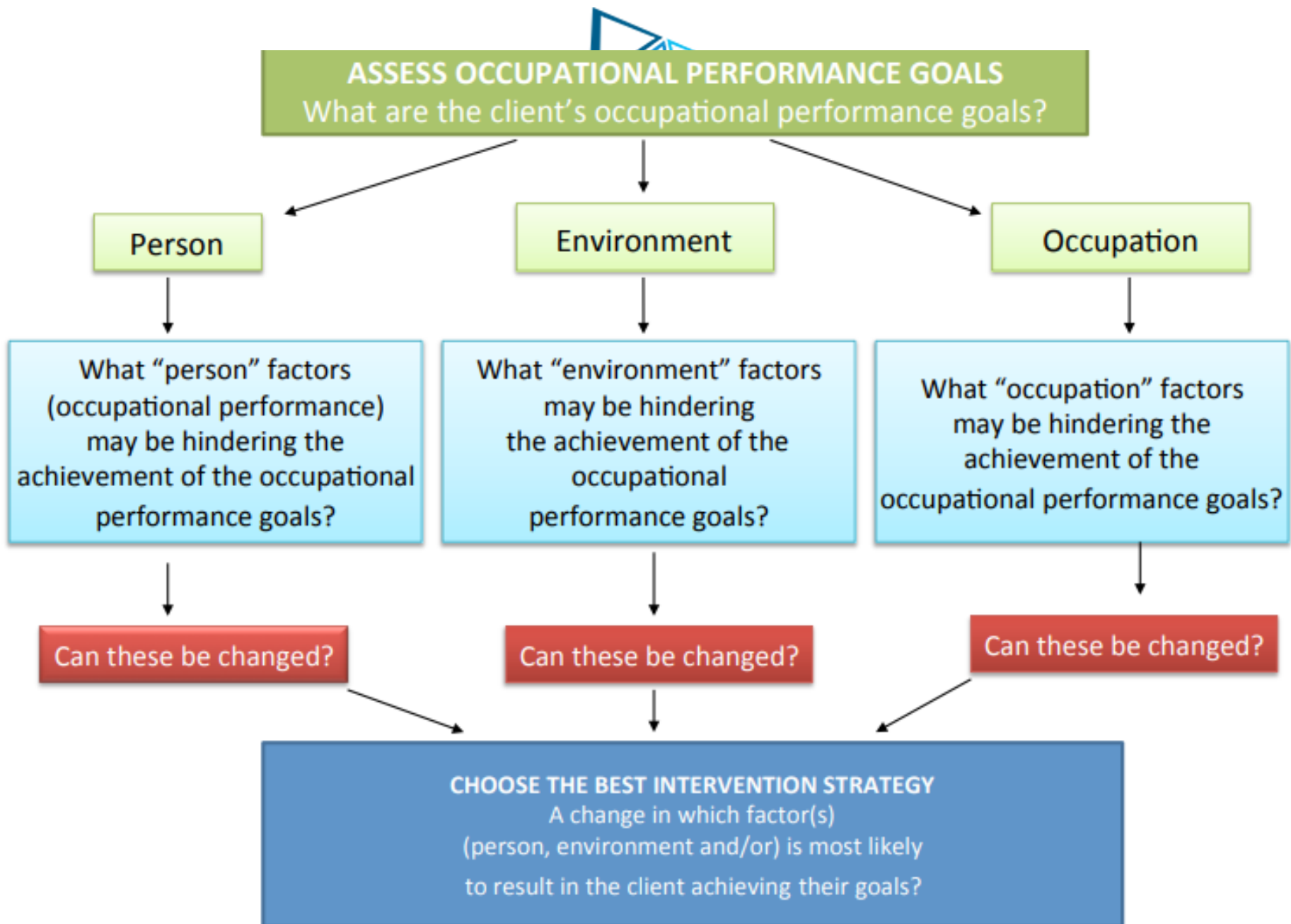
Occupation-Environment

- Layout & space in kitchen for meal preparation
- Tools/ingredients available
- Community resources available for shopping, meal preparation

Person-Environment

- Safety issues
- Family support
- Resources favored by Norman; reliability of resources
- Eligibility criteria for community resources





PEO example:

Search 108,835,104 papers from all fields of science

PERSON	ENVIRONMENT	OCCUPATION
<ul style="list-style-type: none"> • 48 years old widow for 11 months • Functional independent • Lives alone • Congenital hipoacusy • Second child in her family • Roles played during different life stages: wife, widow, mother, friend, neighbour, student • Housewife who raised her child • Likes shooting, gardening, flowers, nature, open spaces • Difficulty in starting and finishing projects, concentrating, remembering • Confused <p><u>Personality</u></p> <ul style="list-style-type: none"> • Good abilities to adapt to different situations • Sociable and reliable • Helps the ones in need • Feeling of lose: lost the desire for doing things she used to do, lost her confidence and her social role • Conscientious student, highly motivated, with sense of advanced purpose 	<p><u>Physical</u></p> <ul style="list-style-type: none"> • 2 rooms private owned flat in the city quiet area, near the forest • Modern facilities (current water, electricity, advanced equipment) <p><u>Social</u></p> <ul style="list-style-type: none"> • One daughter • Relatives • Neighbours • Friends <p><u>Institutional</u></p> <ul style="list-style-type: none"> • Medical and social services (social assured) <p><u>Cultural</u></p> <ul style="list-style-type: none"> • University background • Artistic and scientific resources 	<p><u>Self-care</u></p> <ul style="list-style-type: none"> • Independent for all self-care activities: personal hygiene, dressing, eating, toileting <p><u>Leisure</u></p> <ul style="list-style-type: none"> • Found of flower photography • Spends time alone with her thoughts • Walks in the park • Reads art reviews and speciality books in the field of botany, especially those chapters dedicated to flowers • Watches TV documentaries in the domain of visual arts, Discovery Channel • Used to play intellectual games (chess, Sudoku) together with her daughter, do homework and supervise learning tasks <p><u>Productivity</u></p> <ul style="list-style-type: none"> • Domestic tasks: cooking and meal preparation, cleaning, washing the dishes, laundering • Goes shopping for daily products

Table 2 Analysis of the Person – Environment – Occupation transaction for flower shooting

P – O	O – E	P – E
<ul style="list-style-type: none"> • Skills/abilities for activity of flower shooting • Motivation for flower shooting • Manual dexterity • Visual acuity • Flower shooting techniques (for example, use of multiple exposure technique) • Physical resistance • Physical integrity • Concentration • Patience (for example, press the shooting button when wind stops blow) • Specialized knowledge for combining lights, backgrounds and angles • Creativity in taking photos • Intuition • Attention to details • Sense of observation • Botanical knowledge 	<ul style="list-style-type: none"> • Photo studio with modern facilities • Shooting instruments or equipment: camera, lenses, supporting/stabilising the camera, camera body • Use of different composition and angles • Natural light • Flash • Flash brackets and diffusers • Gardens, parks, landscapes • Visit floral exhibitions and greenhouses • Specialty shops • Financial resources for shopping and travelling • Photo galleries and exhibitions • Flower shooting courses, even on-line • Flower shooting workshops • Flower shooting groups discussions • Flower shooting contests • Read books, albums, catalogues and reviews on flower photography • Botanical flower atlas 	<ul style="list-style-type: none"> • Family support • Own studio/room • Access to gardens, parks • Social relationships (direct and virtual socialisation networks – Facebook, Twitter, Hi5) • Communication through participation in group discussions on the theme of flower shooting • Personal expectations • Availability of flower shooting teacher • Respect safety issues regarding flower shooting • Obtain resources for flower shooting activities • Sponsorship for her own flower shooting exhibition • Inspiring people to make a change in their lives and follow their hobbies and passions



OCCUPATIONAL
THERAPY



Thank you

**I ♥
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