



Created By: Heather M. Truog, OTR/L, PYT
 Post-professional doctoral student @ University of St. Augustine for Health Sciences
 Capstone Project: The OT’s Role in Women’s Health

OCCUPATIONAL THERAPY MODEL:	BRIEF DESCRIPTION:
<p><i>Occupational Performance Model (AUSTRALIA) (OPMA)</i></p> <p>Chapparo & Ranka (1997)</p>	<p><i>The OPMA addresses occupational performance on three mutually influencing levels – occupational roles, occupational performance areas, and occupational performance components – as well as a fourth level that identifies three core elements of occupational performance: body, mind, and spirit.</i></p>
<p><i>Occupational Adaptation (OA)</i></p> <p>Schkade & Schultz (1992)</p>	<p><i>The OA model aims to provide a framework for conceptualizing the process by which humans respond adaptively to their environments. Focuses upon adaptation rather than performance. This model posits that occupational adaptation is a normal human process that occurs across the lifespan, rather than something that only occurs when illness, stress, or disability requires adaptation.</i></p>
<p><i>Person—Environment—Occupation—Performance (PEOP) Model</i></p> <p>Originated as other works dating to 1991, and evolved into the current model in 2005 by Baum & Christiansen.</p>	<p><i>The PEOP model is described as “a client-centered model organized to improve the everyday performance of necessary and valued occupations of individuals, organizations, and populations and their meaningful participation in the world around them” (Baum & Christiansen, 2005, p. 244). The PEOP model makes explicit that the goal of occupational performance is to enable participation in the social, cultural, financial and political world in which people and organizations exist.</i></p>
<p><i>Person—Environment—Occupation (PEO) Model of Occupational Performance</i></p> <p>Law, Cooper, & Strong (1996)</p>	<p><i>PEO conceptualizes the relationship between the person and the environment as “transactive” rather than interactive (as with PEOP). A transactive approach presents the person and environment as interdependent and proposes that a person’s behavior cannot be separated from the context within which it occurs (including temporal, physical, and psychological factors). Therefore, occupational performance is a context-, person- and occupation-specific process.</i></p>

<p><i>Ecology of Human Performance</i></p> <p>Developed by the Department of Occupational Therapy at the University of Kansas, published by Dunn, Brown, & McGuigan (1994)</p>	<p><i>EHP emphasizes the environment as the primary context within which performance needs to be understood. In the original publication (Dunn et al., 1994), the authors stated, “the primary theoretical postulate fundamental to the EHP framework is that ecology, or the interaction between person and the environment, affects human behaviour and performance, and that performance cannot be understood outside of context” (p. 598). Thus, context is central to human performance.</i></p>
<p><i>Canadian Model of Occupational Performance and Engagement (CMOP-E)</i> as a component of the larger text entitled <i>Enabling Occupation II (EO-II)</i></p> <p>Townsend & Polatajko (2007)</p>	<p><i>The three main components of the CMOP-E model are person, occupation, and environment. Six basic assumptions that underpin the model are: (1) humans are occupational beings; (2) occupation has therapeutic potential; (3) occupation affects health and well-being; (4) occupation organizes time and brings structure to living; (5) occupation brings meaning to life through the combination of cultural and individual influences on the creation of meaning; and (6) occupations are idiosyncratic, in that the specific occupations that a person might engage in will vary from person to person.</i></p>
<p><i>Model of Human Occupation (MOHO)</i></p> <p>Originally published by Kielhofner (1980), the fourth edition was released in 2008.</p>	<p><i>MOHO posits that three concepts are considered to be internal to the person: volition, habituation, and performance capacity; and that human occupation is conceptualized as having three dimensions: participation, performance, and skill. When a person engages in occupation, it creates a change in occupational identity and occupational competence, leading to the concept of occupational adaptation. MOHO also emphasizes that human occupation changes over time as age and circumstances change and that it needs to be understood from a whole-of-life perspective.</i></p>
<p><i>Kawa Model</i></p> <p>Initially presented in various conferences in the early 2000s, published in 2006 by Michael Iwama in conjunction with a group of Japanese occupational therapists.</p>	<p><i>The Kawa model is structured around the metaphor of a river and its elements (i.e., water, rock, driftwood, the river floor, and river walls). It uses the image of the water flowing through a river to represent ‘life energy’ or ‘life flow.’ In this model, the purpose of occupational therapy is to facilitate this life flow in the context of a harmonious balance with all aspects of the river. Each element represents an aspect of the person’s life circumstances. Change can occur in the river by alteration of the position, size, and shape of the elements to increase or decrease the flow of the water. This potential for change is the basis for occupational therapy intervention.</i></p>

(adapted from Turpin & Iwama, 2011)

Reference:

Turpin, M. & Iwama, M. (2011). *Using occupational therapy models in practice: A field guide*. [e-book]. Churchill Livingstone.