



CAOT Webinar

Webinar 3:
Canadian Occupational Therapy
Inter-relational Practice Process (COTIPP)

An introduction

Gayle Restall & Mary Egan



PROMOTING OCCUPATIONAL PARTICIPATION:
COLLABORATIVE RELATIONSHIP-FOCUSED OCCUPATIONAL THERAPY

Dr. Eileen Mary Egan & Gayle Restall



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Promoting occupational participation: Collaborative relationship-focused occupational therapy

Co-Editors



Dr. Mary Egan



Dr. Gayle Restall



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Promoting Occupational Participation: Relationship-Focused Occupational Therapy
Advisory Panel Members

- Carol McKinstry
- Lilian Magalhaes
- Cybele Sack
- Annette McKinnon
- Shannon Berg
- Katie Lee Bunting
- Laura Yvonne Bulk
- Keri Chambers

- Heidi Cramm
- Maryse Dionne
- Niki Kiepek
- Alexandra Lecours
- Janna MacLachlan
- Angie Phenix
- Barry Trentham
- Kaarina Valavaara
- Brenda Vrkljan



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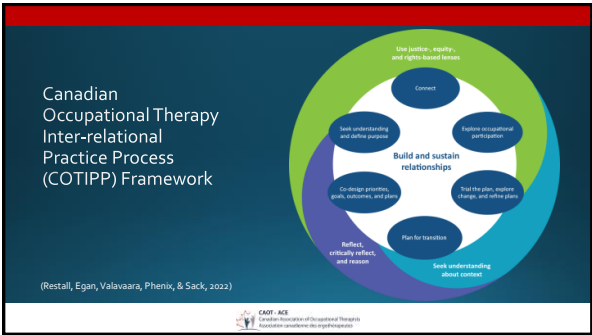
1. Model	Canadian Model of Occupational Participation (CanMOP)	How we think about occupation
2. Approach	Collaborative relationship-focused occupational therapy	How we approach service provision
3. Framework	Canadian Occupational Therapy Inter-relational Practice Process (COTIPP)	Foundational processes and actions for promoting occupational participation
4. Integrating the model, approach, and framework in practice		

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Learning Objectives

- 1 Become familiar with the Canadian Occupational Therapy Inter-relational Practice Process (COTIPP) Framework
- 2 Describe how the COTIPP was developed
- 3 Identify and describe the components of the COTIPP
- 4 Begin to appreciate the relationship between the Canadian Model of Occupational Participation, Collaborative Relationship-Focused Practice and the COTIPP

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COTIPP Development

WHO	HOW	WHY
<ul style="list-style-type: none">Gayle RestallMary EganKaarina ValavaaraAngie PhenixCybele Sack	<ul style="list-style-type: none">Review of literature, practice experienceFeedback from advisory panelConsultationsIterative development, critical reflection and discussion	<ul style="list-style-type: none">Practice 'as it has been' does not work for many individuals and collectivesMany perspectives have been historically underrepresented in the profession



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3 assumptions about doing occupational therapy:

Is different in every context


Often has a defined beginning and end, but sometimes does not


Can follow a step-by-step process, but, more often, uses an iterative process that influences and responds to context and relationship



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Essential Underlying Approach: Collaborative Relationship-Focused Occupational Therapy





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Build and Sustain Relationships


Seek understanding about context

Use justice-, equity-, and rights-based lenses

Three Foundational Processes



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Seek understanding about context

- Therapists seek understanding about multidimensional contexts
- Therapist context:
 - Evolving understanding of their personal histories, identities, and experiences
 - Critical reflexivity and humble self-reflection:
 - Implicit and explicit biases
 - How values, beliefs, and biases are created and sustained by meso- and macro-level systems and structures
 - Resisting complicity in oppressive systems and structures



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Seek understanding about context

- Practice context:
 - Begins as soon as the therapist enters the practice environment
 - Involves consideration of history, rules, procedures, power structures and dominant epistemologies of the organization in which they work
 - Takes into account histories, demographics, resources, networks, power dynamics, and prevailing attitudes and beliefs of the community in which the practice organization is situated
 - Seeks to understand the layers of structural factors that influence the possibilities for health, well-being, and occupational participation



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 Seek understanding about context

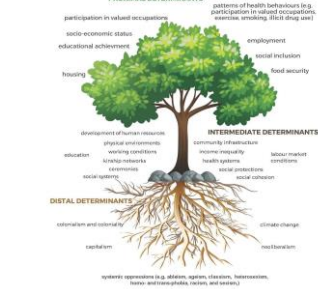
- Context of individuals and collectives that access occupational therapy services:
 - As guided by the Canadian Model of Occupational Participation, therapists seek to understand micro-, meso-, and macro-level contexts, history and relationships





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Seek understanding about context




Adapted from: Reading & Wren-Lewis (2010)


(Trentham, Laliberte Rudman, Smith, & Phenix, 2022, p. 35)

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 Reflect, critically reflect, and reason

- Reflect deeply in, and on, practice
- Reflection in practice
 - What is working or not working in-the-moment
- Reflection on practice
 - Reflect on what they need to do to improve their own practices
- Reflection requires:
 - Humility
 - Problem solving
 - Commitment





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Reflect, critically reflect, and reason

- Critically reflect on systems and structures
- Involves:
 - Examining how systems and structures influence therapists themselves, the people they work with, and the possibilities individuals and collectives have for occupational participation
 - Questioning how systems and structures were, and continue to be, created and sustained
 - Critical reflectivity on therapists' own complicity in oppressive systems and structures
- Requires a commitment to act for social transformation

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Reflect, critically reflect, and reason

- Therapists reason throughout their practice
- Practice reasoning:
 - The thinking and decision-making processes that guide therapists toward high quality and ethical decisions and behaviours
 - Guides what therapists say or don't say and what they do or don't do
 - Is complex and context dependent and is influenced and constrained by the therapist's values, beliefs, and personal styles

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Use justice-, equity-, and rights-based lenses

- A moral and ethical responsibility
- Promote justice, equity and rights and act by:
 - Critically reflecting on micro-, meso- and macro-levels of practice
 - Recognizing occupational rights as human rights
 - Acknowledging that opportunities to make choices about an individual's or a collective's occupations stem primarily from possibilities afforded by political, social, and economic contexts, not only internal abilities
 - Taking action to remove barriers to occupational participation

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 Use justice-, equity-, and rights-based lenses


- Actions by occupational therapists to uphold the inherent rights of individuals and collectives can occur through:
 - Individual acts of resisting and disrupting injustices, inequities, and denial of rights
 - Collective action to protest injustice
 - Contribute to more just and equitable occupational possibilities





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Canadian Occupational Therapy Inter-relational Practice Process (COTIPP) Framework

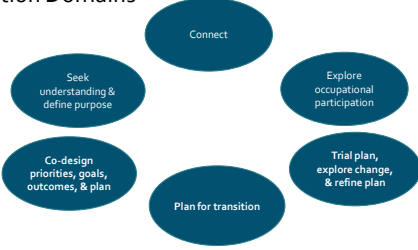



(Restall, Egan, Valavaara, Phenix, & Sack, 2022)




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Action Domains







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Connect

- Start to build a collaborative relationship
- Create an equitable first point of connection
- Learn the expectations for occupational therapy
- Initiate a mutual dialogue with the individual or collective about the potential benefits of occupational therapy
- Obtain meaningful and well-informed consent to continue, which may include community protocols for consent



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Seek Understanding & Define Purpose

- Continue to build and sustain the relationship
- Make space for the individual or collective to share their stories, desires, and priorities
- Mutually identify ideas for occupational therapy and what occupational therapy could involve
- Listen deeply to the individual's or collective's thoughts and feelings about this vision and mutually consider modifications



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Explore Occupational Participation

- Co-assess and co-evaluate occupational participation
- Co-analyze occupational participation concerns and co-develop priorities for addressing the concerns
- Document the findings mindfully and with transparency, avoiding oppressive language and interpretations



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Co-design Priorities, Goals, Outcomes, & Plans

- Co-create the conditions for collaboratively developing priorities, goals, and outcomes through mutual sharing of perspectives about occupational participation concerns
- Co-design plans while carefully supporting autonomy and rights-based self-determination
- Explore barriers to justice and equity








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Trial the Plan, Explore Change, & Refine Plans

- Co-create the conditions for sharing perspectives about outcomes of occupational therapy
- Monitor understanding and perspectives of progress
- Co-design new plans as needed
- Document changes to the plan
- Examine potential barriers to equitable access and quality of therapy








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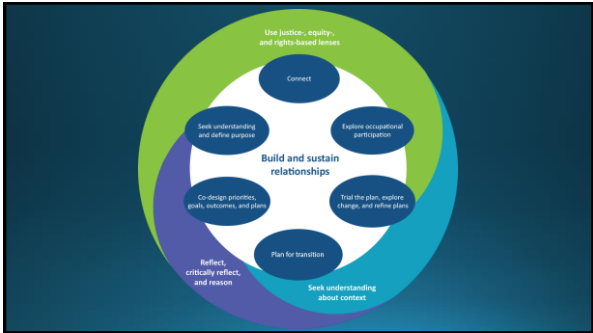
Plan for Transition

- Elicit, listen to, and seek to understand perspectives on the transition from occupational therapy
- Intentionally co-create a transition plan
- Document and share information related to transition





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References

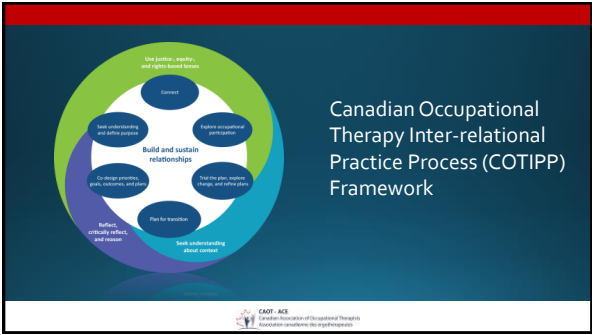
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