

**de las Heras de Pablo, C. G. / Promotion of Occupational Participation: Integration of
the Model of Human Occupation in Practice**

Table 1

Expanded Levels of Doing.

Expanded Levels of Doing	*Feeling, Thinking and Acting	Examples
Occupational Participation Participation in roles and in their whole spectrum of activities.	FEELING, THINKING, ACTING	Homemaker Expresses satisfaction with goal accomplishment by enacting the role of homemaker
<i>Participation in one or few activities of a role</i>	FEELING, THINKING, ACTING	Doing laundry, <i>making dinner</i> , cleaning the house. Shows pride and recognizes self as useful in collaborating at home.
Occupational Performance Performing one or few occupational forms/tasks of an activity.	FEELING, THINKING, ACTING	<i>Preparing salad</i> , preparing dessert, preparing juice. Expresses self- worth in being able to accomplish

		some tasks needed for self and other family members.
<i>Performing one or few steps of an occupational form/task</i>	FEELING, THINKING, ACTING	<p>Washing vegetables, <i>pouring dressing over salad.</i></p> <p>Looks at others and smiles when finishing steps.</p>
Occupational Skills Performing some actions of one step of an occupational form	FEELING, THINKING, ACTING	<p>Holding and moving dish while other person pours dressing on salad.</p> <p>Increases attention and blushes while holding and moving the dish.</p>
<i>Experiencing through feelings the occupational context in relation to oneself.</i>	FEELING	Smiles while being in the kitchen with others who prepare a meal.

* Words which are marked in bold are predominant at a particular level of doing.

Table 2

Most useful intervention for each population.

POPULATION	*MOST USEFUL ASSESSMENTS	MOST USEFUL METHODS	ENVIRONMENTAL SETTINGS
1. <i>People/population with diverse occupational needs.</i>	Role Checklist, Modified Interest Checklist; Occupational Questionnaire (OQ); Occupational Performance History Interview (OPHI-II); Work Environment Impact Scale (WEIS), School Setting Interview (SSI), Short Children Occupational Participation Profile (SCOPE), Assessment of Communication & Interaction Skills (ACIS) (self application).	Individual/group occupational counseling/orientation Individual/group evaluation process Participative education on MOHO	Occupational Settings (work, school, home, neighborhoods) Community Centers
2. <i>People/population at risk of occupational dysfunction</i>	Occupational Self Assessment (OSA), Children Occupational Self Assessment (COSA); Role	Individual/group vital occupational projects Exploration and development of new occupational roles	Occupational Settings (work, school, home,

	checklist; Occupational Performance History Interview (OPHI-II), Volitional Questionnaire (VQ), Pediatric Volitional Questionnaire (VQ), Model of Human Occupation Screening Tool (MOHOST), Short Children Occupational Participation Profile (SCOPE)	Self-help educational groups Self-help groups Individual/group occupational counseling/orientation Active participation on searching social networks, educating and negotiating with relevant social groups and organizations	neighborhoods) Community Centers
<i>3. People/population who experience occupational adaptation problems due mainly to environmental factors impact</i>	Non structured methods with clients and social environments (observant participant, informal conversations) OPHI-II (individual and group applications) Role Checklist, Modified Interest Checklist, VQ,	Individual/group vital and advocacy occupational projects Exploration and development of new occupational roles Self-help educational groups Self-help groups Individual/group occupational	Occupational Settings (work, school, home, neighborhoods) Community Centers Justice Department

	PVQ, SSI, WEIS, WEIS (adaptation to educational settings).	counseling/orientation Active participation in searching social networks, in formal and informal education and in negotiation with relevant social groups and organizations Environmental impact evaluation process Remotivation Process	Settings
4. <i>People/population who experience occupational adaptation problems due to disability.</i>	MOHO structured and non structured methods prioritized according to personal/population occupational needs.	Combination of strategies, methods and Remotivation Process as needed	Occupational Settings (work, school, home, neighborhoods) Community Centers and Organizations Hospitals

* Occupational Performance History Interview (OPHI/OPHI-II; Kielhofner, Mallinson, Crawford, Nowak, Rigby, Henry, & Wallens, 1997), Volitional Questionnaire (VQ; de las Heras, Geist, Kielhofner, & Li, 2007), Pediatric Volitional Questionnaire (PVQ; Basú, Kafkes, Geist, & Kielhofner, 2002), Assessment of Communication and Interaction Skills (ACIS;

Forsyth, Salamy, Simon, & Kielhofner, 1998), Work Environment Impact Scale (WEIS; Moore-Corner, Kielhofner, & Olson, 1998), School Setting Interview (SSI; Hemmingsson, Egilson, Hoffman, & Kielhofner, 2005), Short Children Occupational Profile (SCOPE; Bowyer, Ross, Schwartz, Kielhofner, & Kramer, 2008), Model of Human Occupation Screening Tool (MOHOST; Parkinson, Forsyth, & Kielhofner, 2006), Occupational Self Assessment (OSA; Baron, Kielhofner, Iyenger, Goldhammer, & Wolenski, 2006), Child Occupational Self Assessment (COSA; Keller, Kafkas, Basu, Federico, & Kielhofner, 2005), Modified Interest Checklist (Kielhofner & Neville, 1983), Role Checklist (Oakley, Kielhofner, & Barris, 1985), Occupational Questionnaire (OQ; Smith, Kielhofner, & Watts, 1986).

Table 3

Intervention methods.

Intervention Method	Description	Conditions
1. Evaluation process	MOHO structured and non structured evaluation methods used as means to establishing rapport and collaborative relationship, empowering clients, exploring and clarifying occupational strengths and weaknesses, volitional process development, planning/organizing and monitoring occupational participation and performance.	Appropriately selected methods according to clients volition, performance capacities, educational level, and environmental variables Maximum use of methods selected
2. Participation in meaningful occupations	Engaging in exploration of occupations. Engaging in planning and implementation of activities and tasks of personal or group occupational projects in order to achieve specific life goals. Performing significant roles and activities of daily life routines (work,	Occupational opportunities should be/offered: Meaningful - to life in progress Consistent with clients' physical and social environments of choice/need Maximum benefit for person/group. Openness to

	leisure, ADL)	<p>diverse levels of doing</p> <p>Normalized dynamics of participation</p> <p>Diversity, Flexibility, Continuity</p>
3. Individual/group occupational counseling	<p>Exploring , analyzing, and revising together with occupational therapist, personal assessment process, goals, problem solving, and decision making related to own volitional process development, acquisition and negotiation of new habits, roles, skills, and management of participation in different occupational settings.</p>	<p>Counseling should be a complement of living occupational participation, facilitating the living and telling own history.</p> <p>Planned and organized on time according to personal/group needs.</p>
4. Self-help educational groups	<p>Educational groups with active participation of members by receiving and giving advise around occupational topics and experiences, selected with occupational therapist.</p>	<p>Teaching MOHO and linking it with topics and personal experiences</p> <p>Promoting active participation in discussions, giving and taking information and advise</p> <p>Centered on occupational life issues, self knowledge, goal setting with MOHO</p> <p>Complementing occupational</p>

		participation experiences
5. Self-help initiatives and groups	Clients as facilitators of peers' occupational participation. Meetings of clients who share similar occupational goals to share achievements, problem solving, self help and planning group projects to attain common goals.	Organized and lead by clients If needed, occupational therapist participates as a member, and facilitates the active participation of clients.
6. Environmental Education/Negotiation	Sharing relevant information, orienting/negotiating with families, friends, neighbors and relevant social/political organizations around procedures for optimal facilitation of occupational participation. MOHO, its tools and procedures are usually shared.	Participative education. Follows MOHO principles, emphasis on empathy, respect, team work and developing sense of control and autonomy of facilitators of change. Active participation of clients
7. Environmental management	Provide/change/adapt physical organization of space and objects, grading tasks and social expectations, and offering occupational opportunities that are significant and challenging enough.	Revision and understanding of each environmental dimension and correspondent variables and the degree of compatibility with person/population skills, performance capacity, motivation and occupational patterns of performance.
8. Direct skills teaching	Teaching skills and coaching in real	Significant to relevant

	occupational situations.	environments Possible to be learned According to personal/group goals Promotes initiative, decision making, problem solving during process.
9. Role development facilitation	Exploration, and progressive participation and integration in activities, functions and responsibilities of significant roles, in different occupational areas and contexts of choice/need.	Use of Remotivation Process Competency and Achievement Modules Flexible process of integration and internalization of significant roles according to clients' needs and environmental challenges
10. Remotivation Process	Protocol of progressive intervention to facilitate volitional process.	Follow standardized manual.