

## Course Schedule in Stockholm, 17 to 19 October, 2023

### **Day 1 — Tuesday**

- 10.00 to 11.15 Introduction to the course  
Transactional Model of Occupation
- 11.15 to 11.40 Break
- 11.40 to 12.30 Developing a common language  
A method for critiquing occupational therapy services
- 12.30 to 13.30 Lunch
- 13.30 to 14.20 A method for critiquing occupational therapy services (continued)
- 14.20 to 14.45 Break
- 14.45 to 17.00 Legitimate occupational therapy interventions (with short stand up pause)

### **Day 2 — Wednesday**

- 8.30 to 8.50 Introduction to the OTIPM  
Evaluation approaches
- 8.50 to 9.30 Case application — Gather initial information
- 9.30 to 10.00 Case application — Document initial information
- 10.00 to 10.25 Break
- 10.25 to 12.30 Case application — Implement performance analysis (motor and process skills)
- 12.30 to 13.30 Lunch
- 13.30 to 14.00 Case application — Implement performance analysis (continued)
- 14.00 to 15.00 Case application — Finalize evaluation: “cluster”, document baseline level of performance, client-centered goals
- 15.00 to 15.25 Break
- 15.25 to 16.15 Case application — Finalize evaluation: speculated reasons for diminished occupational performance
- 16.15 to 17.00 Case application — Intervention and document intervention plan

### **Day 3 — Thursday**

- 8.30 to 8.50 Case application — Reevaluate and document outcomes
- 8.50 to 10.20 Case application — Implement performance analysis (social interaction skills)
- 10.20 to 10:45 Break
- 10.45 to 11.20 Case application — Implement performance analysis (continued)
- 11.20 to 12.20 Case application — Finalize evaluation: “cluster” and document baseline level of performance
- 12.20 to 13.20 Lunch
- 13.20 to 14.05 Case application — Finalize evaluation: client-centered goals, speculated reasons for diminished occupational performance, Intervention, and reevaluation

- 14.05 to 14.50 Framing function from a unique occupational therapy perspective  
Some final thoughts  
Implementing changes in practice — Overcoming obstacles and a call to action
- 14.50 to 15.15 Break
- 15.15 to 17.00 Implementing changes in practice — Overcoming obstacles and a call to action (continued)  
Final reflections

**Note.** The schedule presented here may vary, depending on group interest and needs.

## Selected References

- Fisher, A. G. (2013). Occupation-centred, occupation-based, occupation-focused: Same, same or different? *Scandinavian Journal of Occupational Therapy*, 20, 162–173. <https://doi.org/10.3109/11038128.2012.754492>
- Fisher, A. G. (1998). Uniting practice and theory in an occupational framework — 1998 Eleanor Clarke Slagle Lecture. *American Journal of Occupational Therapy*, 52, 509–521. <https://doi.org/10.5014/ajot.52.7.509>
- Fisher, A. G. (2009). *Occupational Therapy Intervention Process Model: A model for planning and implementing top-down, client-centered, and occupation-based interventions*. Ft. Collins, CO: Three Star Press.
- Fisher, A. G., & Griswold, L. A. (2019). Performance skills: Implementing performance analyses to evaluate quality of occupational performance. In B. B. Schell & G. Gillen (Eds.), *Willard & Spackman's occupational therapy* (13th ed., pp. 335–350). Philadelphia: Wolters Kluwer|Lippincott Williams & Wilkins.
- Fisher, A. G. & Jones, K. B. (2017). Occupational Therapy Intervention Process Model. In J. Hinojosa, P. Kramer, & C. B. Royeen. *Perspectives on human occupation: Theories underlying practice* (2nd ed., pp. 237–286). Philadelphia: Wolters Kluwer|Lippincott Williams & Wilkins.
- Fisher, A. G., & Marterella, A. (2019). *Powerful practice: A model for authentic occupational therapy*. Fort Collins, CO: Center for Innovative OT Solutions.

**Note.** For additional resources, go to <http://www.powerfulpractice.com>