

Occupational therapists' change agent role: supporting clinical reasoning with an advocacy / planning model

Annie Carrier^{1,2}, Andrew Freeman^{3,4}, Damien Contandriopoulos^{5,6}

¹*École de réadaptation, Université de Sherbrooke, Sherbrooke, Québec, Canada,*

²*Centre de recherche sur le vieillissement, CIUSSS de l'Estrie-CHUS, Sherbrooke, Québec, Canada,*

³*Département de réadaptation, Université Laval, Québec, Québec, Canada,*

⁴*Équipe RIPOST (Recherche sur les Interrelations Personnelles,*

Organisationnelles et Sociales du Travail), CIUSSS de la Capitale-Nationale,

Québec, Québec, Canada,

⁵*Chaire Politiques, Connaissances, Santé (PoCoSa), Université de Montréal, Montréal, Québec, Canada,*

⁶*Institut de recherche en santé publique (IRSPUM), Université de Montréal, Montréal, Québec, Canada*

Introduction. Entry-level occupational therapy programs focus on the development of students' clinical reasoning (CR), an essential competency for fulfilling professional roles. The emerging role of change agent includes interventions to influence organizational and policy decision-makers. Although few studies have focused on developing the CR underlying these advocacy interventions, it is possible to optimize teaching the change agent role by supporting CR.

Objectives. The aim is to facilitate the teaching of change agent advocacy interventions by using a model congruent with the underlying CR.

Methods. Using the conceptualization of the change agent role, advocacy interventions were identified. Based on the competencies required for these interventions, a focused review of the literature was subsequently conducted regarding (1) evaluation-intervention models; (2) intervention contexts; and (3) communication strategies. Finally, a model structuring the CR underlying change agent interventions was developed.

Results. The model supporting the CR underlying advocacy interventions involves eight iterative steps: (1) Determine the content to be shared; (2) Analyze and determine the type of context linked to the content; (3) Determine specific objectives; (4) Identify a process for assessing the effects of interventions; (5) Target partners; (6) Select and plan interventions according to context; (7) Plan data collection methods for evaluation; (8) Evaluate and adjust interventions.

Conclusion. While awaiting the knowledge development about the CR underlying advocacy interventions, a model supporting this CR could optimize teaching. Such a model could help occupational therapy programs to meet standards regarding the change agent role.