
Lana Van Niekerk, PhD, Moses N. Ikiugu, PhD OTR/L, and Nicola Plastow, PhD
Background

• Occupational therapists use a variety of theoretical models to guide their therapeutic decision-making (Boniface & Seymour, 2012; Ikiugu & Smallfield, 2011; Kielhofner, 2009)

• Ikiugu (2007) developed an eclectic framework to guide combination of strategies from multiple theoretical models

• Ikiugu and Smallfield (2011) found that the model was effective in improving students’ level of confidence and skills in use of theory during clinical decision-making
The purpose of this study was to replicate Ikiugu and Smallfield’s study with a group of occupational therapists in Cape Town, South Africa.

Purpose – To investigate:
- The effectiveness of the eclectic framework in helping a small group of South African occupational therapists improve their skills in combining strategies from multiple practice models during therapeutic reasoning; and

- How the theoretical reasoning process qualitatively changed after a workshop on the eclectic method.
Methods

• **Design**
  – Mixed methods: Repeated measures and grounded theory

• **Participants**
  – 9 occupational therapists
    – Clinicians, fieldwork educators, academics
  – Experience – 5 to 30 years
  – One male, 8 female
Methods

• **Research Instruments**
  – Theory Application Assessment Instrument (TAAI)
    • Part 1 – Participants watched case on a video
      – Identified salient occupational performance issues of the client and suggested assessments and interventions
    • Part 2 – Identified theoretical model(s) guiding proposed assessments and interventions
    • Part 2 – Theoretical model combination skills scored based on case notes and interview transcripts
Procedure

• Pretest
• A workshop on theoretical conceptual practice models
• Posttest 1
• A workshop on the eclectic method
• Posttest 2
  – Data Analysis
    • Friedman repeated measures analysis of variance (ANOVA)
    • Parametric ANOVA
    • Grounded theory procedures (for interview data)
Findings

• There was a statistically significant change in the ability to choose an Organizing Model of Practice (OMP) after participants completed the study activities, $\chi^2(2, \text{N}=9)=6.40, p=.04$.

• No statistically significant change in ability to choose Complementary Models of Practice (CMPs), $\chi^2(2, \text{N}=9)=2.08, p=.35$.

• No statistically significant change in client-centeredness skills, $\chi^2(2, \text{N}=9)=1.45, p=.49$.

• Statistically significant change in ability to explain how the OMP and CMP(s) were related to the clients’ OPIs and complemented each other, $\chi^2(\text{df}=2, \text{N}=9)=7.04, p=.03$.

• Significant improvement in overall ability to combine strategies from multiple theories, $F(2, 16)=7.0, p=.007$, partial $\eta^2=.47$ (See Table 1 for the Means).

• Quantitative findings collaborated by qualitative findings (see Figure 1).
Table 1.

*Means and Standard deviations of the Theory Application Assessment Instrument (TAAI)*

Aggregate Scores at Pre-test, Post-test 1, and Post-test 2 (n=9).

<table>
<thead>
<tr>
<th>Variable</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test TAAI Scores</td>
<td>10.56</td>
<td>2.30</td>
</tr>
<tr>
<td>Post-test 1 TAAI Scores</td>
<td>11.00</td>
<td>2.12</td>
</tr>
<tr>
<td>Post-test 2 TAAI Scores</td>
<td>13.44</td>
<td>3.09</td>
</tr>
</tbody>
</table>

Notes: Post-test 1=TAAI administration after workshop on theoretical conceptual practice models; Post-test 2=TAAI administration after workshop on the eclectic method of combining practice models during therapeutic reasoning.
Pre-test: Fuzziness in theoretical choices

Post-test 1: Decreasing Fuzziness-Blending of Theoretical Choices

Post-test 2: Improved Clarity-Less Blending/use of OMP

Figure 1. Changes in the theoretical reasoning process as study participants progressed through the research study.
Discussion

• Findings consistent with what has been found in other studies, that understanding theoretical models increases the likelihood of using them (Elliott, Velde, & Wittman, 2002; Law & McColl, 1989; Leclair et al., 2013; Lee et al., 2009; Storch & Eskow, 1996), and that using the eclectic framework improves theory combination skills (Ikiugu & Smallfield, 2011)
Conclusion

• Use of Ikiugu’s eclectic framework could help occupational therapy practitioners improve theory application skills, hopefully leading to better intervention outcomes

• The eclectic framework should be part of a comprehensive theory-based, occupation-based, evidence-based, and person-centered practice (see Figure 2)
Figure 2. Illustration of theory-based, evidence-based, and Person-centered intervention using the eclectic method.


