

Figure 5-2. Peggie wants to plant a tree. Jack has dug a hole but cannot get some old roots out of the hole, so Peggie is giving it a try.



advisable. Before Peggie attempts to do this activity, the OT may collaborate with the couple to discuss possible adaptations for safety and injury prevention to her healing right knee. Clearly, Peggie wants to do this herself and will not accept Jack's offer to do the task for her. Moving to the right side of the spool model, the OT determines that to enable Peggie to do the occupation of gardening, some *adaptations* to the task are needed, and her position for doing the task must be *modified*. To dig the hole deep enough, Peggie cannot squat or kneel; because of her knee replacement, she must lie down on her side to reach into the hole with a trowel. She props herself up with an elbow to add fertilizer to the loosened soil at the bottom of the hole. When Peggie gets ready to stand up, Jack should be on hand to steady her. The tree is too large for one person to lift, so the couple will lower it into the hole together to *prevent injury*. However, the goal is not fully achieved when the tree is planted. The OT's assistance has enabled Peggie to realize she must take some precautions and accept some help if she wishes to continue participating safely in the occupation of gardening. This OT intervention uses an occupation both as a goal and as a means. In terms of productive aging, the OT supports the self-manager role in advising Peggie on ways to manage a chronic health condition, to enlist and accept available social support (Jack), and to adapt or modify the circumstances that will allow her to continue a meaningful, self-fulfilling occupation. For practice, try applying the spool model with the following learning activity.

Learning Activity 35: Applying the Occupational Therapy Spool Model of Intervention

Your home care client, Sara, has low vision that interferes with her ability to cook her own meals, which is a priority occupation for her. Upon evaluation, you discover

that she can see adequately with increased brightness and can read labels with the assistance of a magnifier. She also needs to build confidence that she can still perform these occupations, which she had given up following an unrelated illness.

1. Choose three activities related to meal preparation to focus on with Sara.
 - a.
 - b.
 - c.
2. What preparatory tasks should precede each of these tasks to increase safety and success?
3. What adaptations will Sara need for her work area to enable occupational performance?
4. What education or training can you suggest for Sara when she shops for groceries?
5. What task modifications can you suggest for Sara when cleaning up and storing cooking equipment and supplies?
6. How could you incorporate social participation into this occupation-based intervention?

The OT process clearly includes an ongoing process of therapeutic use of self, analysis of activities, and clinical reasoning, applied throughout the course of intervention. Outcomes that were defined at the outset can be continually evaluated and modified with clients' response to treatment.

Therapeutic Use of Self in Supportive Counseling and Dealing With Emotions

When dealing with clients in various transitional states, the OT needs to find ways to evaluate the clients' motivations, emotions, and abilities to cope and adapt. Clients who have taken responsibility for their own life and aging process make the best collaborators in setting occupational