



Figure 4-1. Point of service quantum model.

Learning Activities

1. As a student, does your community (eg, college, cohort, personal friendship group) reflect your culture, purpose, and goals? As a student, what is your point of service to your various communities?
2. As a student, how might your points of service reflect that of your community? As a future occupational therapist, how might you ensure that your point of service decisions facilitate the growth of your organization?

Principle 3: Adding Value to a Part Adds Value to the Whole

With the advent of the Industrial Age, the value of work has been largely quantity based; each person and even each organization judging its worth by the amount produced, be it widgets with physical properties, service, or finance. Thus, the assumption has been that the amount each person creates will contribute to the whole of the organization, whether it be the number of units billed, the number of patients/clients seen, or the amount of therapy provided. All contribute to the whole of the patient/client or the organization. To that end, many organizations have relied on highly specialized processes, such as documentation and skills trainings, to ensure service delivery.

This leads to considerations such as the following: Does quantity add value to the whole of the patient/client or the organization? Is seeing a patient/client for 10 visits more meaningful than 5 visits? In occupational therapy, would 10 sessions following the hip replacement protocol that included exercise and clinic activities have more value than 5 sessions that specifically addressed the patient/client's desired occupations to be able to walk and feed her dog? It is also the value or quality of those visits that matter and contribute to the whole. In a new health care outpatient practice focused on meeting its community needs, would hiring more sales representatives to drum up