

Position Statement no. 1

Assessment of creative ability using the Creative Participation Assessment tool

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Assessment is defined as:

A process of collecting and interpreting information about people's functions and environments, using observation, testing and measurement, in order to inform decision-making and to monitor change (Consensus definition from European Network of Occupational Therapy in Higher Education (ENOTHE) 2004).

The Creative Participation Assessment (CPA):

- The Creative Participation Assessment tool (CPA) was developed by Dain van der Reyden, a South African occupational therapist. The copyright is held by Dain van der Reyden who has given permission for the form to be copied and distributed via approved training. Information on approved training is available by contacting wendysherwood@vdtmocaf-uk.com. It is noted that a forthcoming text on the VdTMoCA may publish the CPA together with detailed explanation of how to undertake the assessment. A new tool is also under development by Dain van der Reyden and Wendy Sherwood.
- The CPA tool consists of short descriptors as prompts regarding an aspect of creative ability. It is presented in a table format with brief descriptors of different aspects of creative ability as manifested at each level of creative ability.
- The CPA is not an assessment in itself, but a tool for recording and analysing assessment findings in order to identify a client's level of creative ability, and clinically reason how the components of creative ability are influencing the clients' performance.
- The CPA has been found to be valid and reliable (Casteleijn 2002).

Recommendations:

1. Assessment of creative ability

- 1.1 Assessment of creative ability should be undertaken as per the guidance provided by de Witt (2005, 2014), using the assessment methods of interview (formal and/or informal), observation, social evaluative groups and task assessments (familiar and unfamiliar tasks/activities). These assessments may be combined with assessments not specific to, but compatible with the VdTMoCA e.g., assessments provided by compatible occupational therapy models; sensory, cognitive, motor assessments.
- 1.2 Identification of a client's overall level of creative ability should be established by correct use of the Creative Participation Assessment tool (CPA), and also by analysing the results of assessment of creative ability across all four occupational performance areas as described by de Witt (2005, 2014).

2. Use of the Creative Participation Assessment tool.

- 2.1 The Vona du Toit Model of Creative Ability Foundation (UK) encourages the use of the Creative Participation Assessment (CPA) tool to record assessment findings and to identify a client's level of creative ability.
- 2.2 This tool should be used following prescribed procedures. Without accruing data following these procedures to identify the level of creative ability, intervention according to the VdTMoCA is likely to be problematic and lack clear clinical reasoning and theoretical justification. If interventions are not correctly matched to the client's level of creative ability, their potential outcomes may be compromised, reducing cost efficiency and effectiveness of the service.
- 2.3 The conditions/situations/activities producing the assessment results recorded on the CPA should be made clear on the form. There is not a designated section for this information on the form, but the therapist should state the information according to where s/he considers it to be best placed.
- 2.4 The CPA should only be completed by occupational therapists, although occupational therapy assistants or other disciplines may provide information to inform its completion.
- 2.5 Occupational therapists should understand the components of creative ability and the descriptors in the CPA; the differentiation between them across the levels of creative ability, and to how apply this understanding. Competent use of the CPA is in accordance with the College of Occupational Therapists' Code of Ethics and Professional Conduct (COT 2015), section 5.1:

You must only provide services and use techniques for which you are qualified by education, training and/or experience. These must be within your professional competence, appropriate to the needs of the service user and relate to your terms of employment (p. 32).

- 2.6 Improved use of the CPA requires the routine inclusion of training materials for students, greater availability of training for practitioners and support from managers.
- 2.7 Training in the use of an assessment recording tool can be seen as a valid part of continuing professional and service development, if it is going to meet the requirements of the service or the needs of the service user.

Further information may be obtained from wendysherwood@vdtmocaf-uk.com

The Creative Participation Assessment is a tested tool, subject to copyright and intellectual property law. The tool should not be altered in any way without expressed permission of Dain van der Reyden, who can be contacted via wendysherwood@vdtmocaf-uk.com

Recommended reading:

de Witt P (2005) Creative ability: a model for psychosocial occupational therapy, IN R. Crouch and V. Alers (2005) *Occupational Therapy in Psychiatry and Mental Health*. 4th edition. London: Whurr Publishers Limited.

de Witt (2014) Creative ability: a model for individual and group therapy for clients with psychosocial dysfunction IN R. Crouch, V. Alers (2014) *Occupational Therapy in Psychiatry and Mental Health*. 5th edition. London: Wiley Publishers.

Hosier B, O'Connell J, Tebutt L (2011) Occupational Therapy Input for Adolescents with Developmental Disabilities in Secure Settings, IN E. Gralton (2011) (Ed) *Forensic issues in Adolescents with Developmental Disabilities*. London: Jessica Kingsley.

Sherwood W, White B, Wilson S (2015) *The Vona du Toit Model of Creative Ability: a practical guide for acute mental health occupational therapy practice*. London: Vona du Toit Model of Creative Ability Foundation (UK).