

VdTMoCA Refresher PLUS

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The **VdTMoCA Refresher PLUS** is for Occupational Therapists who want to build upon their knowledge of the theory of creative ability, refresh the very basics of assessment, build on their knowledge of the manifestation of the Tone-Active Participation levels of creative ability in relation to each other, and build on their knowledge of the relevance and application of the treatment principles.

The content is an expansion of knowledge gained through formal training due to the trainer being a South African expert in the VdTMoCA - and who has an exquisite way of explaining creative ability and the levels of creative ability.

Easy read infographics and copies of all training slides are provided.

Available from 10 March 2023

To book a place, download and complete the ICAN CPD EVENTS BOOKING FORM available at <https://www.ican-uk.com/>

or contact Wendy Sherwood
wendy@ican-uk.com
07870 646509

Cost: £250 **Duration:** Over 8 hours of videos plus infographics.
Accessible 24/7, undertaken in own time, at own pace within a 4-week period (from the 10th of one month until the 8th of the next).

Trainees can undertake the whole refresher course or select individual modules to create their own CPD programme.

Method of delivery:

- Recorded video teaching
- Easy reference infographics

Content:

- Core theory, key principles of assessment, creative ability across the lifespan.
- Tone to Active Participation: reasons for level characteristics (what to look for during assessments), reasons for the treatment principles, and examples of activities for intervention.
- Grading for destructive and incidentally constructive action.
- Manifestation of transitional phase, Self-differentiation.
- Understanding treatment for Self-presentation in relation to Passive Participation.



VdTMoCA Refresher PLUS: key learning points

TONE

- Enmeshment in Tone
- Key characteristics of Tone
- Observation and collateral assessment information.
- Indicators of Tone.
- Cardinal principles for treatment.
- Potential activities for treatment.
- Core principles and rules of sensory stimulation intervention.

SELF-DIFFERENTIATION

- What does it mean to self-differentiate during the lifespan?
- What is destructive action for?
- The relevance of duality to Self-differentiation.
- Characteristics of the Self-differentiation level.
- Key characteristics evident in assessment
- Why Self-differentiation is sometimes difficult to deal with.
- Why Self-differentiation is an essential level for psychosocial well-being.

TRANSITIONING FROM SELF-DIFFERENTIATION TO SELF-PRESENTATION

- Self-differentiation is the birthplace of courage
- The [possible] process and experience of transitioning from Self-differentiation into Self-presentation (SP)
- Activity for destructive and incidentally constructive action.
- 'disappearing' during transition
- Increasing odds of person staying in SP.
- Incidentally constructive action as the bridge to SP.

SELF-PRESENTATION

- The centrality of the question: "Do YOU like?"
- Link between volition to explore, poor task completion and affordances.
- Why never completing in SP is different to perfectionism.
- Partial task concept and norm awareness in action.
- Relevance of duality of emotions.

- The key differences between SP and PP.
- Manifestation of SP and PP in assessment activities.
- Examples of the difference in designing an activity for SP and PP

SELF-PRESENTATION AND PASSIVE PARTICIPATION COMPARED

- Importance of repetition for mastery.
- Focus on cause and effect.
- Effect of things and people not adhering to the rules/norms.
- Reasons for performance anxiety and link to treatment principles.
- Why interrupting a client during activity engagement is unhelpful.
- Being perplexed and regression.
- Importance of logical layout of materials and tools.
- Example of art activity

PASSIVE PARTICIPATION



VdTMoCA Refresher PLUS: key learning points

IMITATIVE PARTICIPATION AND ACTIVE PARTICIPATION

- Imitative Participation (IP) understood as a long transition from Passive to Active Participation (AP).
- Recognising IP in adolescence.
- The shift from the dependent states of previous levels to independent state and conscious shift.
- Why constant grading is required
- How to provide the crutch needed for IP to transition to AP.
- The importance of identifying and attending to gaps in skills.
- Importance of solution-focused treatment.

Core theory content

- Recaps: core theory, key principles of assessment
- Creative ability across the lifespan.
- Relevance of I, IT, THOU to the first 3 levels of creative ability.
- Levelling by volition or action?

Bonus resources

- Full list of VdTMoCA published, unpublished literature and conference presentations and posters.
- Bibliography for reading about levels of creative ability.
- Seeing a level of creative ability in a child (video footage).

