Certification Requirements for the Multicontext Treatment Approach

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The certification process for the Multicontext Treatment Approach provides an opportunity for practicing occupational therapists to acquire advanced and in-depth knowledge and expertise in theoretical foundations, assessment, and intervention principles used within the Multicontext Approach. The certified therapist will be proficient in performance analysis, manipulation of functional cognitive activity demands, and metacognitive strategy-based intervention methods including guided learning techniques to promote self-awareness and generalization.

Certification courses require access to or separate purchase of the following book for readings and assignments: *The Multicontext Approach to Cognitive Rehabilitation: A Metacognitive Strategy Intervention to Optimize Functional Cognition*.

Audience

Full certification (completion of *Part 3: Advanced Application and Implementation*) is open to licensed occupational therapists with a minimum of an entry level degree in Occupational Therapy (in the United States this requires a Master's degree and above, or a Bachelor's degree prior to 2008). In addition, therapists outside the United States that have a minimum of a Bachelor's degree in Occupational Therapy or an allied rehabilitation field from a regionally accredited institution where the degree is sufficient for licensure, certification or registration as an Occupational Therapist for clinical practice within that country are also fully eligible for certification. A minimum of 1 year of clinical experience is required as well as completion of prerequisite courses stated below. Courses will be conducted by Dr. Toglia and certified instructors.

Full Certification Involves Completing the Following 3 Steps:

Step 1 Prerequisite Courses: Foundational Knowledge (Intermediate level) – Live Virtual Courses

Foundational knowledge courses (part 1) are presented in a live virtual format ranging from 2.5-3.5 hours. They may be taken independently or without intent to complete certification. **See full descriptions and details at:** https://multicontext.net/vrcourses or **www.multicontext.net**

Session 1: Functional Cognition: Overview of Executive Function, Memory, Self-awareness, and Metacognition (3 hours; Chapters 1-2). This session provides participants with the ability to analyze functional task errors during performance and differentiate between different types of cognitive performance problems and awareness deficits as a foundation for interpretation of assessment results and treatment. Session 1 is a prerequisite for all sessions and is open to all health professionals.

Session 2: Functional Cognitive Performance-Based Assessment: Error Analysis Methods (3 hours, Chapter 5). This course is open only occupational therapists and is a required prerequisite for Part 2. Prerequisite is Session 1.

Session 3 (Optional): Introduction to Cognitive Rehabilitation Treatment Methods and the Evidence (3.5 hours). It is assumed that all participants have general knowledge and familiarity with the range of cognitive rehabilitation intervention methods and evidence available prior to progressing to part 2 below. Otherwise, this session is strongly recommended. This sessions is open to all health professionals. Prerequisite is Session 1.

*Note: Participants who have taken a continuing education workshop with Dr. Toglia within the past 5 years meet the requirement for foundational knowledge. The name of the workshop, date and certificate of completion should be submitted with the application for Part 2.

Step 2 Prerequisite: Fundamentals of the Multicontext Approach (requires Part 1)

This content is presented in a live 2-day in-person workshop (13.5 hours) and is open to interprofessional teams of licensed or registered health professionals that include occupational therapists. Successful completion involves participation in workshop activities (eg. Role-playing, worksheets, group discussions) and completion of a quiz with at least 79% accuracy or 19/24 questions. See course information on p.3-5 and **full course details at** https://multicontext.net/part2 or www.multicontext.net.

Step 3 Certification: Advanced Application and Implementation of the Multicontext Approach (Advanced - requires Prerequisites part 1 and 2 above)

This involves a minimum of 8 hours of synchronous online interaction in a small group plus preparation of a clinical case presentation, real-world clinical practice and application of skills. It is open to occupational therapists only and requires completion of prerequisites within the past 2 years. See p.6 for details.

Instructor Certification: (available in future)

Part 2: Fundamentals of the Multicontext Approach: In-Person Workshop

This workshop builds upon foundational knowledge and skills gained from prerequisite courses and provides an in-depth review and practical guidelines for implementing each of the 3 main components of the Multicontext Approach: (1) strategies, (2) structuring treatment activities to promote transfer and generalization, and (3) metacognitive framework and guided learning methods.

Case examples and videos will show how repeated experiences with a range of activities that present common cognitive challenges provide clients with the opportunity to self-discover patterns of performance errors, anticipate activity conditions that present difficulties, and practice similar strategies across different tasks. Participants will practice case analysis and will be guided in designing and implementing Multicontext intervention, including the use of strategies, guided learning methods, and functional cognitive treatment activities. Participants will also practice documenting and summarizing treatment session results. Clinical examples will focus on adults with stroke and acquired brain injury; however, implications and applications for a wide range of populations will be discussed. Small group hands-on activities including role playing, and problem solving is integrated through the workshop. An assessment passed with 79-80% accuracy is required for satisfactory course completion. Readings from the book *The Multicontext Approach to Cognitive Rehabilitation"* will be assigned prior to the course.

This 2 day in-person workshop is 13 direct contact hours (not including lunch or breaks). Class size is limited to 40 participants. Content: Intermediate

Learning Objectives:

Participants will be able to…
1. Apply knowledge of the Multicontext approach to analysis and critique of at least 2 treatment videos or case scenarios.
2. Choose effective cognitive strategies for at least 2 different functional cognitive problems or performance errors.
3. Analyze and determine at least 2 obstacles to effective strategy use.
4. Select, modify and manipulate activity characteristics of at least one functional cognitive activity, to place demands on 2 different aspects of executive functioning.
5. Select and arrange at least 4 functional cognitive treatment activities along a horizontal continuum to promote generalization of strategy use.
6. Apply use of a metacognitive framework within the context of a functional cognitive activity.
7. Select and judge at least 3 metacognitive questions and prompts based on written case scenarios.
8. Evaluate therapist adherence for at least one metacognitive treatment component through analysis of video, audio or written case scenario.
9. Interpret and summarize results of at least one Multicontext treatment session.
10. Analyze and use an assessment summary to select and prioritize Multicontext treatment goals and activities for at least one clinical case.
11. Select at least 2 outcome measures to assess the effectiveness of treatment.

Course Schedule

Fundamentals of the Multicontext Approach (part 2 prerequisite)

In-Person 2 Day Workshop

Day 1: 8:30 am – 4:30 pm

8:30–10:00 **Overview of the Multicontext Approach: Promoting Strategy Use across Functional Activities (Chapters 6-7)**
- Metacognitive strategy approaches
- Functional cognitive activities and strategy analysis
- Types of strategy training
- Video illustrations and discussion of MC treatment
- The MC Approach: Summary of key components

10:00-10:15 **Break**

10:15–11:15 **Strategy Use continued (Chapter 7)**
- Strategy-based intervention and types of strategies
- Obstacles to strategy use
- Observing and analyzing strategy use
- An interprofessional team approach to strategy-based intervention

11:15–12:00 **Analyzing and Expanding Functional Cognitive Activities (Chapters 4 & 8)**
- Functional cognitive activities: Using the same materials in different ways
- Practice manipulating activity characteristics and demands

12:00–1:00 **Lunch** (included)

1:00–3:00 **Analyzing and Expanding Functional Cognitive Activities** *continued*
- Practice manipulating activity characteristics to increase or decrease executive function and motor demands
- The role and use of structured functional cognitive activities
- Use of activity themes and modules to promote transfer and generalization
- Structuring activities horizontally to promote transfer and generalization
- Tailoring functional cognitive activities to the client's interests and goals

3:00–3:15 **Break**

3:15–4:00 **Promoting Metacognition and Strategy Use within Functional Activities (Ch. 9)**
- Role play activity
- Comparison of cueing methods
- Guided mediation versus direct learning methods

4:00–4:30 **Discussion: Clinical Indications and Applications to Different Practice Settings**

Day 2: 8:00 am – 4:00 pm

8:00–9:45   Metacognitive Framework (Chapters 9-10)
- Overview of the MC metacognitive framework and phases
- Guidelines for using mediation and prompts before, during, after activities
- Cue scenarios within the context of activities (What if?)
- Analysis and critique of cueing methods and feedback (videos, audio)\

9:45–10:00   Break

10:00–11:30   Metacognitive Framework continued (chapter 10)
- Mediation role play within a functional cognitive activity
- End of session methods to enhance transfer and generalization across activities.
- Treatment Fidelity: Analysis and critique of a therapist-client interaction script
- Additional methods to promote self-awareness and metacognitive skills.
- Goal setting and goal adjustment
- Building self-efficacy and maintaining a positive and supporting atmosphere

11:30–12:00   Assessing Client Response and Measuring Functional Outcomes (Chapter 11-12)
- Methods for summarizing, and tracking client progress within sessions
- Documenting treatment program outcomes

12:00-1:00   Lunch (on your own)

1:00-2:30   Practice in Case Analysis and Application   (Chapter 15)
- Practice in analyzing, documenting and summarizing an MC treatment session
- Case analysis and treatment planning

2:30–2:45   Break

2:45–3:15 pm   Continuation of case discussions and debriefing

3:15-4:00 pm   Implementing the MC Approach (Chapters 13-14)
- Steps in implementation and achieving proficiency.
- Implementation challenges and recommendations
- Research and evidence
- Clinical indications and applications to different practice settings
- Implementation strategies and course summary

Part 3 (certification): Advanced Application and Implementation of the Multicontext Approach
(Online only; requires completion of prerequisites)

Part 3 (certification course) will build upon knowledge and skills gained in prerequisite courses and will focus on proficiency in clinical application and implementation within therapists' practice settings. Advanced skills in analyzing functional cognitive performance and error patterns, synthesizing information, applying guided learning methods to cognitive functional activities, and using methods to promote self-awareness, transfer and generalization will be emphasized. Group discussions are designed to deepen understanding, clinical reasoning, and self-reflection during application of the Multicontext Approach. Part 3 involves a total of four live virtual group meetings (8 hours total), and completion of a written and oral case presentation with video or audio recording as outlined below. Participation in part 3 should begin within 15 months of attendance at the 2 day workshop, *Fundamentals of the Multicontext Approach* and should be completed within 12 months.

- **Participation in two 2-hour small groups (4-8 people) coaching/mentoring sessions with a certified MC instructor**. These group sessions will include a brief review and address questions and clinical challenges. Therapists will bring case examples such as assessment data or treatment session documentation summaries, and they will be coached through the design and implementation of an MC intervention program for a client or group program. Documentation summaries or journaling, guided reflections, and group discussion around case applications involving practice challenges and clinical reasoning will be utilized.

- **Participation in at least 2 two hour small group meeting and discussion that involves case or group program presentations and discussions.**

- **One of the above small group meetings should involve presentation of a case illustrating the MC approach to group participants and a certified MC Instructor (approximately 30 minutes**). The case presentation should include a PowerPoint presentation and video or audio clips. The case must include self-analysis with the MC Treatment Fidelity Tool, a written self-reflective critique, and sample documentation or a summary of the treatment that follows the case summaries format in Chapter 15 of the MC manual. A signed permission form for audio or videotaping and viewing the video for educational purposes is required.

To receive full certification, a therapist must actively participate in virtual group sessions, and demonstrate advanced clinical reasoning and proficiency in the implementation of the Multicontext Approach through a selected in-depth case presentation, analysis and critique. Each of the below course competencies or learning outcomes is rated by the instructor based on a PowerPoint case presentation with audio or video examples of treatment implementation and a written case summary.

- Analyze and synthesize assessment data from 2 or more sources and demonstrate clinical reasoning in assessment interpretation of functional cognitive performance.
- Choose, design, and implement appropriate strategy guiding methods to manage at least 1 cognitive performance challenge across 2 or more activities.
- Demonstrate and explain clinical reasoning in designing and implementing the MC approach with 1 client or group program, including the metacognitive framework, guided learning methods, and use of appropriate functional cognitive treatment activities (eg. just right challenge, functionally relevant, engaging, targeted towards performance problems).

- Demonstrate the ability to design and structure functional cognitive treatment activities horizontally to promote transfer and generalization across at least 4 or more treatment sessions.
- Select, prioritize, and explain clinical reasoning for Multicontext treatment focus, targets, and goals.
- Choose, apply, and evaluate the effectiveness of methods to foster self-awareness and generalization of strategies or bridging across activities. Choose, apply, and evaluate the effectiveness of methods to foster self-awareness and generalization of strategies or bridging across activities.
- Document, track client progress, and evaluate outcomes within and across treatment sessions as demonstrated by a synthesis of objective and subjective results.
- Self-assess, reflect, and critique Multicontext treatment delivery of 1 treatment session through use of the treatment fidelity tool.
- Demonstrate ability to implement and self-assess general therapeutic methods outlined in the Multicontext Approach during treatment to create a non-threatening and supportive atmosphere that promotes client success and self-efficacy.

Once all course competencies or learning outcomes have been achieved or graded as "pass" by the certifying MC instructor(s), the Occupational Therapist will receive a certificate from MC CogRehab Resources with a certification number, stating that they are now a certified therapist. If competencies are not met, a certification is not provided. The instructor will meet with the participant to provide feedback and discuss an improvement plan. If minor revisions are needed in 1 or 2 areas, materials for the same case may be resubmitted and revised within 1 month for review. If areas require significant revisions, the improvement plan may include attendance at 2-4 additional meetings or case presentations (no charge) and one additional opportunity will be provided to present a new case to achieve all competencies.

See https://multicontext.net/part3 for additional information.