

	Biel Model
Biel	<p style="text-align: center;">Do you know the Biel Model? How a Swiss OT model could contribute to the OT world today</p> <p style="text-align: center;">Franziska Wirz (University of Applied Sciences ZHAW Winterthur)</p> <p style="text-align: center;">Marie-Theres Nieuwesteeg (former School of Occupational Therapy, Biel)</p> <p style="text-align: center;">Brigitta Spiegel-Steinmann (University of Applied Sciences ZHAW Winterthur)</p> <p style="text-align: center;">Franziska Heigl (Inselspital, University Hospital Berne)</p>
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Dear colleagues

I am very pleased to introduce you to the Biel Model and share actual developmental steps with you.

Biel Model (Bieler Modell)

Biel

History

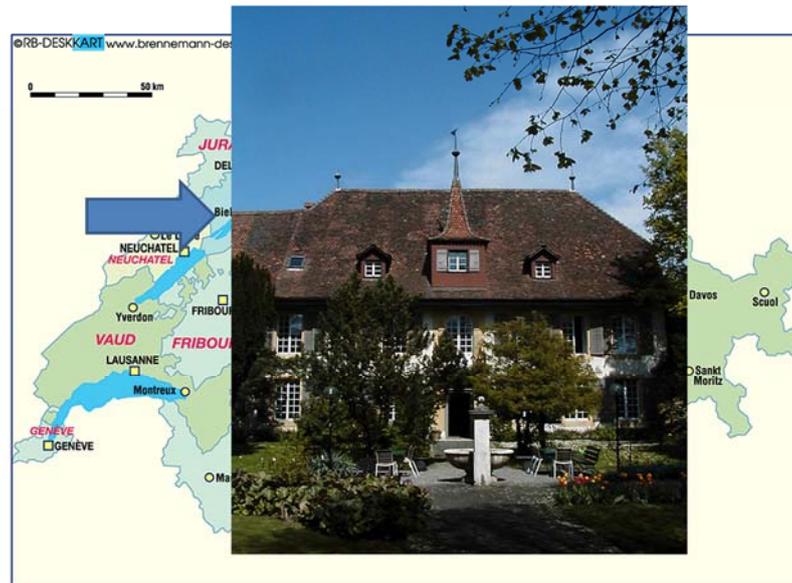
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The Biel Model was initiated in the 90ties in Switzerland at the school of occupational therapy in Biel – a small town in the German speaking part of Switzerland where the 3rd OT school started in 1974. (Folie mit Pfeil)

Due to a shortcoming of OT especially in nursery homes and chronic mental health, a new profession of activation therapy was established in the 70ties. OT had to rethink their foundations and a Swiss project to distinguish between OT and activation therapy (ET-AT) was conducted with describing the two professions for the 1st time - therefore OT was described in depth and 1986 guidelines for education of OTs were outlined. (click to picture)

Based on this work, the OT school in Biel developed field oriented educational goals – the initiation of a systematic debate about the core constructs of OT and hence the start of the Biel model. Already in the very early phase the model focused on occupational competence.

Development	
Biel	<p>Das Bieler Modell - ein Modell zum Entwickeln und Evaluieren ergotherapeutischer Massnahmen</p> <p>Die Autoren beschreiben ein Modell, welches an der Schule für Ergotherapie Biel entwickelt wurde. Es handelt sich dabei um ein Arbeitsinstrument, das es erleichtert, die Vielfalt ergotherapeutischer Problemstellungen und Massnahmen zu erfassen, in die Praxis umzusetzen und die eigene therapeutische Arbeit zu evaluieren. Das Modell bewährt sich bereits seit einigen Jahren in der Grundausbildung. Es könnte für Interessierte auch Grundlagen bieten zur Entwicklung qualitätssichernder Massnahmen.</p> <p><i>Autorenteam der Schule für Ergotherapie Biel (H.Béguin, S.Dreier, M.Nieuwesteeg, U.Mosthaf, H.Schüpbach, M.Somazzi, G.Versümer)</i></p> <p>First publication in 1995 in the journal of the Swiss association of OT</p>
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The discourse, what relevant aspects of OT should be thought in education included lecturers and practitioners of the OT school in Biel and was initiated by Ursula Mosthaf, the head of the OT school Biel from 1975 till 1995. The team of authors included mostly OT's and an educational specialist. The focus was mainly to stimulate students understanding of OT, always by including the view of practitioners of the different fields of practice.

Starting in the late 80ties, the model was actually included in the educational process and became a leading structure throughout the hole three years of the educational process and as a structure to describe OT intervention during fieldwork placements. That was my 1st contact with the model, introduced to us in the early stages – and with my student focus at that time - I unfortunately was not at all aware of the historical importance!

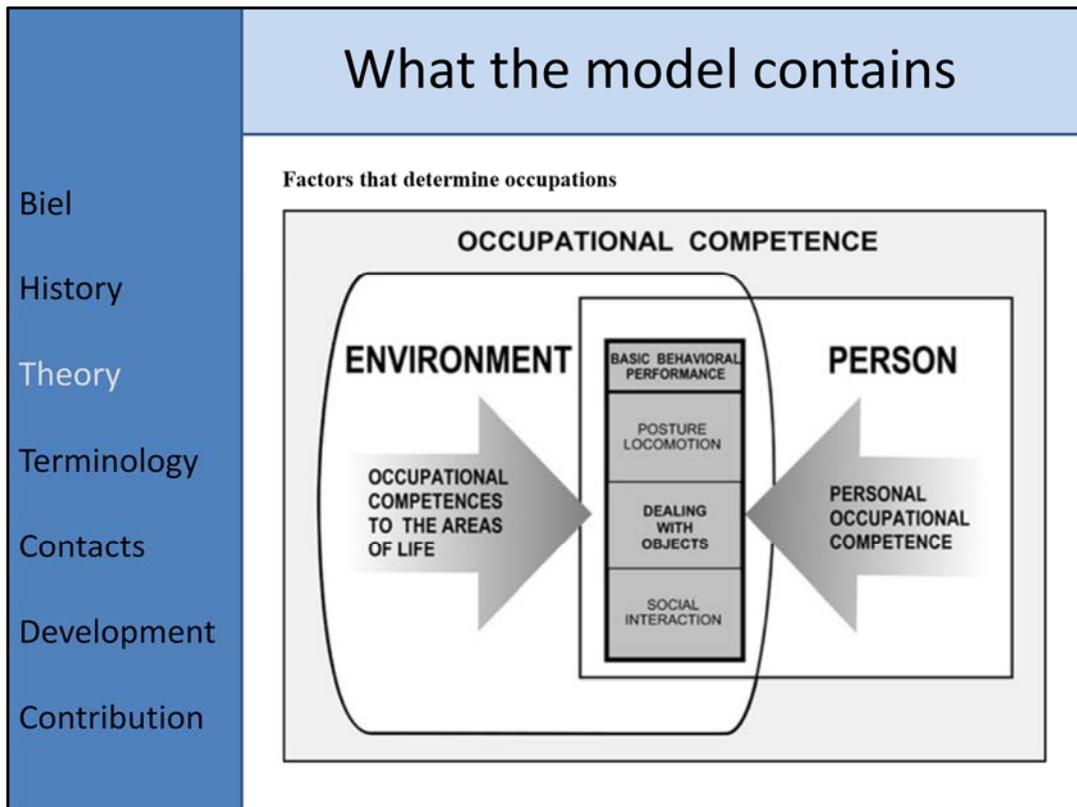
After a long phase of discussions in the surroundings of the OT school Biel, that also included active discussion with representatives of referencing sciences such as sociology and psychology, the model was 1st published in CH in 1995 in the Swiss OT association journal as you see on the slide. In the 90ties there was a debate about the foundation in the action theory, the first version of an OT process and the first graphic design of the model were described.

In 1996 the model was presented at an international German-speaking conference in Vienna and at a congress 1998 in Karlsruhe – and the discourse expanded to the German speaking part of Europe.

Later on, several German and Austrian schools included the Biel model in their curricula. In Switzerland it remained the “Biel not Swiss” model – all OT schools at the time had a different focus and there was no common further development.

Interestingly, other models of OT originated at the same time in the Anglo-Saxon context - MOHO, Canadian and Australian model and also the ICF formed at the same time.

So, regarding the development one can see the Biel model as the 1st documented process of how German speaking Europeans understood occupation at that time to gain a more in-depth theoretical understanding of occupational therapy.



By now the ones amongst you that do not know the Biel model must be waiting for a short introduction!

On the slide you see the translated graphic that represents the basic understanding of occupational competence with the associated constructs.

Based on the terminology used in existing action theories, the Biel Model refers to the occupational competence of a human being, of action and of actions. In action theories, activities are referred to as occupations with which humans influence their environment in a conscious and goal-oriented way.

(click to abbreviated graphic)

A person's occupational competence is determined by personal factors and factors related to areas of life

In the diagram of the Biel Model, the personal factors and the factors related to areas of life overlap. This overlapping area, the so called - basic behavioral performances determine occupational competence. They are a visible kind of behavior that can be observed from a person's own and from an outsider's perspective and are determined both by the environment and the individual him/herself.

The model also includes the description of an OT process and a standard related and individual action analyses, both so far not translated into English.

Terms and definitions

Biel

History

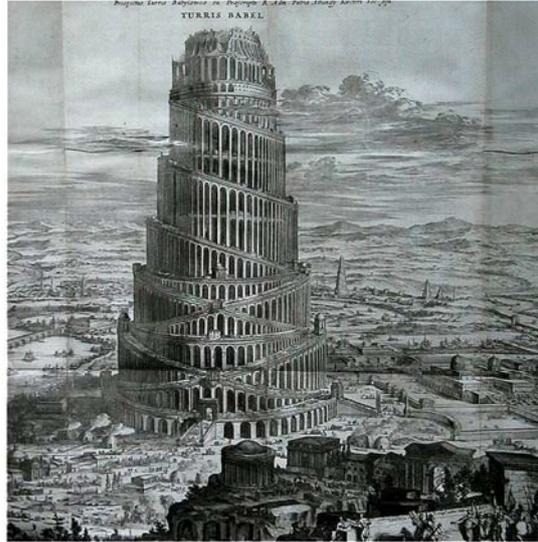
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The German term "handeln" (to do/to act/to occupy) cannot literally be translated into English, but is a central component for the understanding of the model and based on action theory. Handeln means more than occupation, to do or to act. Handeln is a comprehensive expression for everything people do, how they think about their activities and the meaning they give to their occupations.

Therefore, a definition of occupational competence within the Biel model relates to the underlying theories and varies in detail from definitions of occupational performance in other OT models. The basic behavioural performance is a term unique in the Biel Model (German Verhaltensgrundformen) and a definition as well as an update regarding new theoretical findings is needed for the use in the international context today.

All Biel-Students were trained to use the Biel model in theory and practice , meaning that they were used to think in this structure to shape their professional identity and the analysis of occupational competence. Over the three years of study they wrote client reports over all fieldwork placements and beginning in 2000 began to compare the Biel model with the Anglo-Saxon models. By using the Biel model there was a consistent terminology and a common understanding, disregarding the field of practice. I will refer to this when I will share some actual findings of our evaluation study with you.

To summarize so far: there is a difficulty of translation and therefore challenging regarding discussions in the international context.



Starting in the mid 90ties, Marie-Theres Nieuwesteeg, the head of the OT school from 1995 till 2010 stimulated the discussion of the model at meetings and congresses.

During a seminar in Osnabrück Germany in 1998 she met with Gary Kielhofner (MOHO) and later on she invited J. Ranka & Ch. Chapparo (Australien model) and H. Polatajiko CMOP-E) between 1998 and 2005 to discuss and further develop the model regarding new findings within OT.

Additionally there was an active discourse with several German and Austrian schools, for example Hildesheim, Osnabrück, Berlin, Wien and Krems only to mention some.

The discussions at that time were oral and not published and till today, the model is not published in English. Some aspects of the model are translated and accessible through the website.

In 2015 we revived the tradition of open discussion an organised a symposium to discuss the Biel model – and had the great chance to welcome Anne Fisher and Irene Illot as our guests.

	<h2>Ongoing process of development</h2>
Biel	 <p>Expert discussion among Irene Illot, Marie-Theres Nieuwesteeg and Anne Fisher at the symposium February 2015</p>
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In 2006 OT in Switzerland became a Bachelor study program. Due to this changing process, the two German speaking schools were closed and the newly established Bachelor program started at Zurich University of Applied Sciences in Winterthur.

Marie-Theres Nieuwesteeg and Mario Somazzi published an in depth description of the model in 2010, but with the closure of the OT school in Biel the model lost its host.

To guarantee further access to the model, an Association Biel Model (Arbeitskreis Bieler Modell) was founded to host the website and stimulate subsequent development.

The mentioned symposia in February 2015 was the starting point for a study to evaluate the actual relevance and significance of the model by starting the discussion with international experts.

Quotes of Anne and Irene

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We now conducted the 1st phase of the study with the analyses of the focus group interviews held at the symposia, the document and the literature analyses.

Additionally we organized an expert group discussion with professionals from practice, education and science to discuss the basic behavioural performance as a term and central construct within the model.

In autumn we will start an online survey to complete the study.

Within the association we stimulate further discussion by organising courses and translate as well as update more relevant documents based on the actual literature of the action theories.

The first results of our interims report show, that for example the basic behavioural performance is seen as unique and helpful and at the same time challenging in the definitions. An overall finding was, that for persons educated on the base of the Biel model, it shaped professional identify and is seen as helpful to explain OT to others.

There will be quite a lot to do over the next years - so everybody is warmly invited to join us for further specification of the terminology. Redefinition and translation!

Contribution to OT world today	
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What can we contribute?

Seen from the perspective of the model, occupational competence as core construct has an actual relevance and furthermore, the open structure allows combination with other theories.

Seen from the perspective of the development of the model, the participatory process has great potential. By being open for a critical approach and the discussion also with referencing sciences an active update of the model with different stakeholders will be ensured.

The association Biel Model (Arbeitskreis Bieler Modell) allows every interested member to be a part of the development and because there is no formal institution to - so to speak - 'own' the Biel Model, there is as well a freedom of decisions within the group of interested members out of practice, education und science.

Folie Hände/Welt

If you are interested in the model itself you find more information – also in English – on the website and you can contact me via the official Biel model Mail address on the next slide.

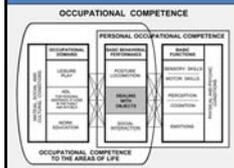
Biel Model



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Thank you very much for your attention and I am happy to answer questions and replays.

Literature

Nieuwesteeg-Gutzwiller M.-Th. & Somazzi M. (2010).
Handlungsorientierte Ergotherapie. *Das Bieler
Modell als Grundlage für Ausbildung und Praxis*.
Verlag Hans Huber.

www.bielermodell.ch