

# VdTMoCA Refresher

## VdTMoCA Refresher

The **VdTMoCA Refresher** is a reminder of the very basics of creative ability, assessment and characteristics of the Tone to Passive Participation levels of creative ability.

Suitable for Occupational Therapists trained in the VdTMoCA but have not used the model for a long time and need a reminder, and who will revise the more detailed information received during training and within the full text.

Although a reminder, 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  
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07870 646509

**Cost:** £150    **Duration:** over 4 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/ideas, basics of what is assessed and why, purpose of creative ability across the lifespan, relevance of I, IT, THOU to the first 3 levels of creative ability.
- Levelling by volition or action?
- Tone to Passive Participation: reasons for level characteristics (therefore what to look for during assessment) and the manifestation of the transitional phase of Self-differentiation (see detailed info on next pages).



# VdTMoCA Refresher: levels of creative ability

## 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.

## SELF-PRESENTATION AND PASSIVE PARTICIPATION COMPARED

- Reasons for key characteristic of Passive Participation
- Understanding PP in relation to adjacent levels.
- Importance of repetition for mastery.
- Focus on cause and effect.
- Reasons for performance anxiety

## PASSIVE PARTICIPATION

