

## Hints for Giving an AMPS In-Service

As with any presentation, your audience will be one of the first things to consider when preparing. Different groups of people will want different types of information. Clinicians, for example, will want to know about how the AMPS will help them in their daily practice. Researchers and academics will want to know about research supporting the validity and reliability of the AMPS. The information below will help you think about special considerations to modify your in-service for different types of audiences.

### **Audience: Research Colleagues**

- Encourage them to read published AMPS studies — have copies of the AMPS reference list (available from the CIOTS website, [www.innovativeOTsolutions.com](http://www.innovativeOTsolutions.com))
- Refer them to Chapter 15 in Volume 1 of the AMPS manual (7th revised edition — validity and reliability studies)
- Discuss relative strengths and limitations of existing functional assessments
- Show the computer-generated *AMPS Results Report* and explain how it can be used to objectively measure outcomes

### **Audience: Academicians**

- Incorporate the hints above for targeting an audience of research colleagues
- Explain that the AMPS is a standardized performance analysis
  - Clarify how a performance analysis is different from a task or activity analysis
  - Academicians may be familiar with Fisher and Griswold (2014) who describe how implementing performance analyses can be used to evaluate quality of occupational performance
- Point out that the AMPS is a complex assessment and that students will need to take an AMPS training course to learn to administer and score it
- If you have administered several AMPS observations, consider using a case example to demonstrate how AMPS can be used in the intervention planning process

### **Audience: Occupational Therapy Clinicians**

- Use a case example
- Show your computer-generated reports
- Allow extra time to discuss how you interpreted the person's AMPS results, set goals, and planned intervention

### **Audience: Clinicians from Related Disciplines**

- Include general information about the unique focus of occupational therapy (the conceptual model of the AMPS is useful to illustrate this)
- Give general information about the AMPS
- Focus on what occupational therapists can learn about that person's quality of ADL task performance when we administer the AMPS and how that information differs and may compliment the information we can learn from other assessments
- Have copies of the AMPS reference list available as a handout

### **References**

Fisher, A. G., & Griswold, L. A. (2014). Performance skills: Implementing performance analyses to evaluate quality of occupational performance. In B. A. A. Schell, G. Gillen, & M. E. Scaffa (Eds.), *Willard & Spackman's occupational therapy* (12th ed., pp. 249–264). Philadelphia: Lippincott Williams & Wilkins.