

**Using theoretical models to enhance the therapeutic relationship between practitioners, children and youth.**

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The Model of Human Occupation (MOHO) (Kielhofner, 2008) provides practitioners with a systematic way to organize one's thoughts when evaluating the occupational performance of children and planning intervention. An extensive body of evidence including conceptual evidence, intervention and case examples, and assessment development exists to support the use of this model in practice with children and youth. MOHO is the most widely used occupation-based model in practice worldwide (Haglund et al., 2000; NBCOT, 2004). Kielhofner and colleagues provide a variety assessments for children and youth to help practitioners objectively measure and understand those aspects of human occupation defined in the model.

The Intentional Relationship Model (IRM) (Taylor, 2008) provides practitioners with a model to view therapeutic relationships. This model identifies 6 therapeutic modes: advocating, collaborating, empathizing, energizing, instructing, and problem solving. Practitioners use multiple modes, but may have a preference for one particular mode. Taylor describes each mode and outlines the strengths and challenges practitioners may face when using a given mode. Understanding the therapeutic relationship using IRM helps practitioners better meet the needs of children and youth.

The authors of this 1.5 hour workshop will use videotaped case studies, powerpoint lecture, and worksheets to illustrate how understanding and using the concepts of MOHO and IRM inform and enhance occupational therapy practice with children and youth.

Learning Objectives: Participants will learn: 1. how to apply MOHO theory to plan intervention with children and youth; 2. concepts of the IRM and how to apply these concepts to one's own interaction style; 3. techniques to promote therapeutic use of self when working with children and youth as described in IRM; and 4. Participants will share and reflect on the practical application of MOHO and IRM in pediatric practice.

Maximum number of participants: 100

Haglund, L., Ekbladh, E., Thorell, L., & Hallberg, I. R. (2000). Practice models in Swedish psychiatric occupational therapy. *Scandinavian Journal of OT*, 7(3), 107-113.

Kielhofner, G. (2008). *Model of human occupation: theory and application (4<sup>th</sup> ed.)*. Philadelphia: FA Davis.

NBCOT. (2004). A practice analysis study of entry-level occupational therapists registered and certifies occupational therapy assistant practice. *OTJR*, 24(Suppl. 1), s1-s31.

Taylor, R. (2008). *The intentional relationship: occupational therapy and use of self*. Philadelphia: FA Davis.