

TEACHING THE INTENTIONAL RELATIONSHIP MODEL TO OCCUPATIONAL THERAPY STUDENTS

Lone Decker¹, Henrik Hansen¹, Silje Torgrimsen² and Tore Bonsaksen³

¹ *Bachelor's Degree Programme in Occupational Therapy, Metropolitan University College, Copenhagen Denmark. lode@phmetropol.dk.*

² *Oslo Fountainhouse, Oslo, Norway*

³ *Department of Occupational Therapy, Prosthetics and Orthotics, Faculty of Health Sciences, Oslo and Akershus University College of Applied Sciences, Oslo, Norway*

Background:

Worldwide, occupational therapy has emphasized the importance of a positive client-therapist relationship for the outcomes of therapy. A consistent theoretical framework for addressing the relational aspects of occupational therapy practice was published with Taylor's Intentional Relationship Model (IRM) (1).

Educational Philosophy or theory:

The IRM acknowledges that all occupational therapists prefer certain types of therapeutic responding, whereas other ways of responding is less developed and may feel uncomfortable. However, the therapist's therapeutic responding needs to be in accordance with the client's current needs. Thus, occupational therapists and students are challenged to develop their skills in therapeutic responding to be able to provide better assistance to more clients.

Pedagogy/educational approach(-es) used:

During the last years, the IRM has been taught to occupational therapy students in Oslo and Copenhagen. Furthermore the students complete the Self-Assessment of Modes Questionnaire to become familiar with their personal therapeutic style when becoming occupational therapists.

Evaluation:

The students showed interest in using the model in subsequent fieldwork and the clinical supervisors has also shown interest in learning more about the IRM.

Application to Education and /or practice:

The IRM is expected to have an increased impact on practice, as students and clinical supervisors become familiar with the model. This could also be supported by further research in the topic.

References

1. Taylor, RR. *The Intentional Relationship*. Philadelphia: FA Davis; 2008

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