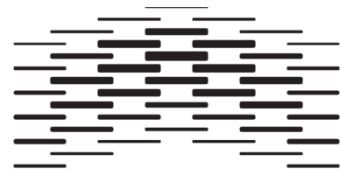


The Intentional Relationship Model and its Utility in Clinical Practice

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Therese Öqvist, Silje Torgrimsen, Knut Vøllestad
and Tore Bonsaksen

Oslo and Akershus University College of Applied Sciences

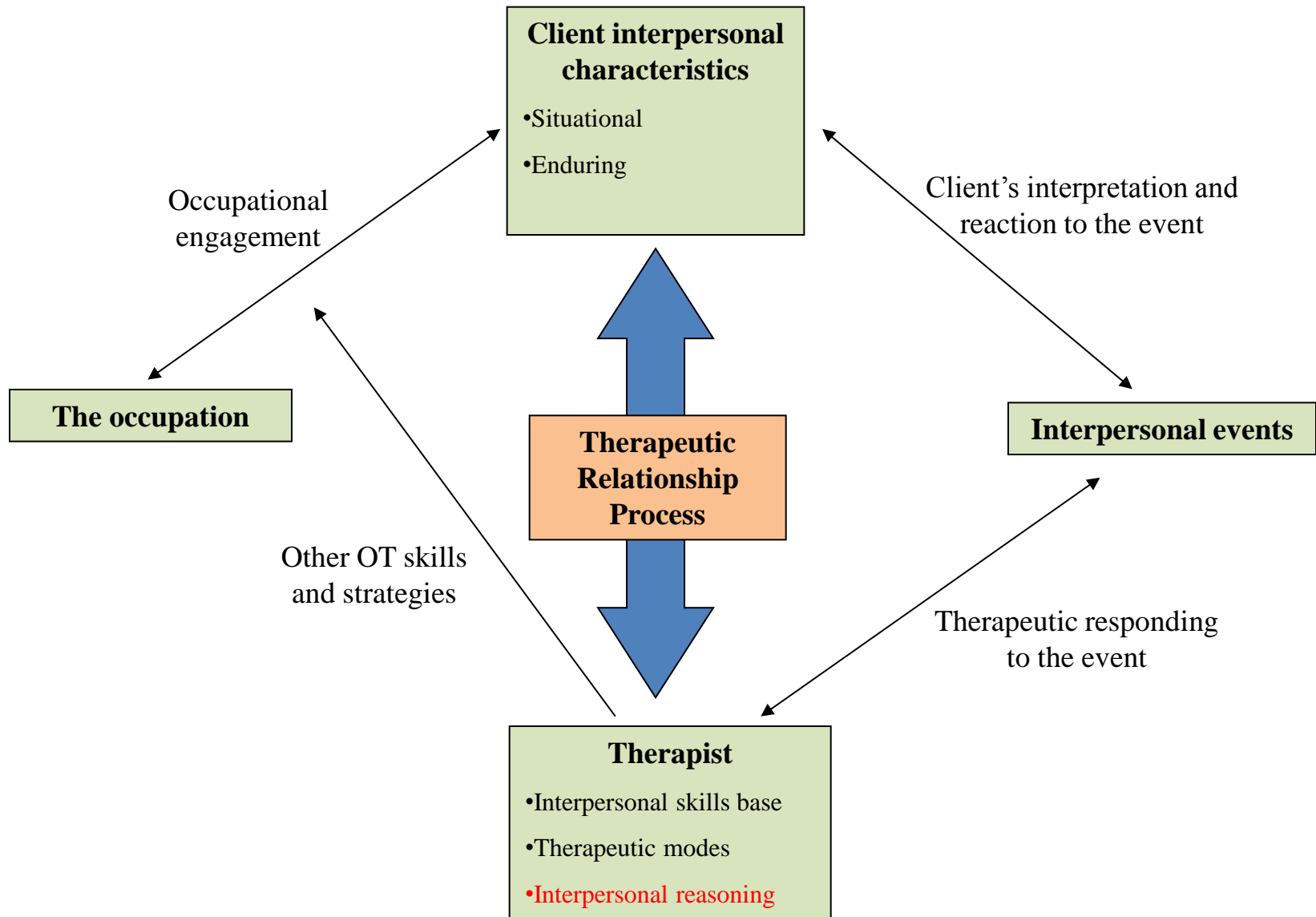


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Background

- Long tradition in occupational therapy to emphasize the therapeutic relationship, but without a consistent theoretical framework
- No consensus regarding *how* the therapeutic relationship can be formed to promote occupation and participation
- The Intentional Relationship Model (IRM) is the first model to systematically address the therapeutic relationship and use of self in occupational therapy

The Intentional Relationship Model



Interpersonal Reasoning

”...a mental vigilance toward the interpersonal aspects of therapy in anticipation that a dilemma might occur and a means of reviewing and evaluating options for responding”

The six steps of interpersonal reasoning

- Anticipate
- Identify and cope
- Determine if a mode shift is required
- Choose a response mode or mode sequence
- Draw upon any relevant interpersonal skills associated with the modes
- Gather feedback

Aim and design

- The initiative aimed at exploring one way of utilizing the IRM as anchoring concepts for interpersonal reasoning during practice placement for occupational therapy students
- Two students (ST & TÖ) would perform IRM-related tasks during their mental health practice placement
 - Take detailed notes from at least one clinical situation weekly, in which the relationship with the client was challenged. The notes would be structured by the six steps of interpersonal reasoning.
 - Meet with the involved teachers (KV & TB) to discuss the situations and their relationship to the IRM concepts at week 3, 6, and 9 during a 10 weeks practice placement period

Case example

- The setting: Expectations and anticipation
- The interpersonal event and my reactions to it
- Need to change therapeutic mode?
- Use of interpersonal skills related to the mode
- Outcomes and experiences

Conclusion - Tore

- One way of integrating students in academic-practice collaboration projects
- The students developed confidence and became more flexible in their use of the various therapeutic modes
- The students became more familiar with the IRM concepts and their use in clinical practice situations

Conclusion - Therese

- Use of the IRM in achieving learning outcomes in clinical placement.
- A valuable, structured tool for reflection about clinical practice situations, about the clients, and about oneself.
- Being part of this project gave us an unique opportunity to participate in learning more about IRM.
- Educational and fun!

References

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