Learning Objectives of this Session

1. Define IRM modes and their application to the fieldwork context;
2. Describe methods to facilitate therapeutic use of self between fieldwork students and education personnel, students, and families;
3. Identify inevitable interpersonal events which occur in school based practice.

Fieldwork
“Fieldwork education is a crucial part of professional preparation” (ACOTE, 2012)

“Adequately Prepared” Fieldwork Educators (ACOTE, 2012)

- Continuing education
  - Clinical area
  - Fieldwork education
    - AOTA Fieldwork Educator Certificate Program (FWECP)
  - Fieldwork councils/consortiums
  - Self-assessment
    - Self-Assessment Tool for Fieldwork Educator Competency (SAFE-COM) (AOTA, 2009)

Role Competencies for Fieldwork Educators

- Knowledge
- Critical reasoning
- Interpersonal skills
- Performance skills
- Ethical reasoning
  (Dickerson, 2006)

The Intentional Relationship Model (IRM) (Taylor 2008)

- Therapeutic relationships promoted through:
  - Social interactions
  - Verbal and non-verbal communication
  - Occupational therapy engagement
IRM and Fieldwork Education in School-Based Practice, VOTA SSS

**Pilot Program for Fieldwork Educators**

Three modules:

1. What is IRM?
2. Facilitating Student/Client Relationships Using IRM
3. Therapeutic Relationships in Fieldwork Education Using IRM

**Outcomes Of Pilot Program**

Fieldwork educators demonstrated improved:

- Knowledge
- Confidence
- Application

**Fieldwork in School-Based Practice**

Unique interaction challenges:

- A variety of education personnel, students, and families
- Multiple teams and schools

(Shepherd & Hanft, 2016)

**IRM and Fieldwork In School-Based Practice**

- Common language
- Help fieldwork students develop
  - Self awareness
  - Flexibility
  - Ability to manage difficult situations

**IRM Modes**

How therapists relate to clients (Taylor, 2008)

- Advocating
- Collaborating
- Empathizing
- Encouraging
- Instructing
- Problem-solving

**Advocating**

To encourage, support, and negotiate for the rights of the client

(Taylor, 2008)
Collaborating
To share responsibilities and goals; each member of the relationship is an equal partner in decision-making (Taylor, 2008)

Empathizing
To show awareness and respect for client feelings. The therapist must have insight into the client’s feelings and respond in a way that conveys caring and understanding (Taylor, 2008)

Encouraging
To facilitate confidence through supporting, motivating, and/or inspiring clients (Taylor, 2008)

Instructing
To provide direct information, or teach a protocol and/or skill (Taylor, 2008)

Problem Solving
To facilitate working through a challenging situation or event using both pragmatic and analytic cognitive strategies (Taylor, 2008)

Student Mode Use
Facilitate intentional mode use
• Self-Assessment of Modes Questionnaire – Version II
• Mode worksheet
Inevitable Interpersonal Events (IIE)

- Expression of strong emotion
- Intimate self disclosures
- Power dilemmas
- Nonverbal cues
- Crisis points
- Resistance and reluctance
- Boundary testing
- Empathetic breaks
- Emotionally charged therapy tasks and situations
- Limitations of therapy
- Contextual inconsistencies

Expression of Strong Emotion


Intensive emotional reactions, either positive or negative (Taylor, 2008)

Intimate Self Disclosures

Provision of information that is private or sensitive in nature about the person divulging or those close to them (Taylor, 2008)

Power Dilemmas

Beliefs or feelings related to the imbalance of the hierarchical relationship (Taylor, 2008)

Nonverbal Cues

Communication without language; movement, facial expressions, body position, tone, touch (Taylor, 2008)

Crisis Points

Stressful events that may cause disengagement (Taylor, 2008)
Resistance and Reluctance
Refusal to participate; it can be active or passive
[Taylor, 2008]

Boundary Testing
Therapist is asked to divulge information or the client makes statements that are inappropriate in the therapeutic relationship
[Taylor, 2008]

Empathetic Breaks
When a client interprets a therapist’s interactions to be harmful or insensitive
[Taylor, 2008]

Emotionally Charged Therapy Tasks And Situations
Circumstances during therapy, which lead to overwhelming feelings of humiliation or disgrace
[Taylor, 2008]

Limitations Of Therapy
Restrictions to the therapeutic process (e.g. payment, policies and procedures, personality differences between client and therapist, environmental constraints)
[Taylor, 2008]

Contextual Inconsistencies
Changes that occur during therapy in the physical or interpersonal context
[Taylor, 2008]
Case Study - Nick

Barb, a therapist new to school based practice sees Nick an 8-year-old child with autism spectrum disorder. Barb has identified a number of sensory problems in Nick which has a negative impact on his school performance. She explains them to Nick’s teacher, Mrs. Powers, and recommends a fidget box be used in the classroom. As Barb begins to describe what would be involved, Mrs. Powers who is about 10 years older than Barb, gives her a nervous and incredulous look and says, “Have you ever recommended this to other teachers and if so did they do it?” and then chuckles nervously and says, “Assuming you have worked with kids before?” (adapted from Taylor, 2008, p. 131)

Questions

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References


References


Modes

Advocating: to encourage, support, and negotiate for the rights of the client

Collaborating: to share responsibilities and goals; each member of the relationship is an equal partner in decision-making

Empathizing: to show awareness and respect for client feelings. The therapist must have insight into the client/student’s feelings and respond in a way that conveys caring and understanding

Encouraging: to facilitate confidence through supporting, motivating, and/or inspiring, clients

Instructing: to provide direct information, or teach a protocol and/or skill

Problem-solving: To facilitate working through a challenging situation or event using both pragmatic and analytic cognitive strategies

Inevitable Interpersonal Events

Strong Emotion: intense emotional reactions, either positive or negative

Intimate self-disclosures: provision of information that is private or sensitive in nature about the person divulging or those close to them

Power dilemmas: beliefs or feelings related to the imbalance of the hierarchical relationship

Nonverbal cues: communication without language; movement, facial expressions, body position, tone, touch

Crisis points: stressful events that may cause disengagement (outside the therapeutic relationship)

Resistance and reluctance: refusal to participate; it can be active or passive

Boundary testing: therapist is asked to divulge information or the client makes statements that are inappropriate in the therapeutic relationship

Empathetic breaks: when a client interprets a therapist’s interactions to be hurtful or insensitive

Emotionally charged tasks and situations: circumstances during therapy, which lead to overwhelming feelings of humiliation or disgrace

Limitations of therapy: restrictions to the therapeutic process (e.g. payment, policies and procedures, personality differences between client and therapist, environmental constraints)

Contextual inconsistencies: changes that occur during therapy in the physical or interpersonal context

Modes Example Worksheet
Provide 4 examples for each mode

1. **Advocating**
   - An OT speaks up at an IEP meeting to recommend a student be included in a class play or fieldtrip.
   - 
   - 
   - 
   - 

2. **Collaborating**
   - An OT empowers a high school student to develop therapy goals related to their vocational interests.
   - 
   - 
   - 
   - 

3. **Empathizing**
   - An OT consoles a child who forgot to bring his project to school.
   - 
   - 
   - 
   - 

4. **Encouraging**
   - An OT complements a teacher after they communicate how they were able to successfully work motor breaks into their testing schedule.
   - 
   - 
   - 
   - 

5. **Instructing**
   - An OT teaches a high school student to use a new piece of AT.
   - 
   - 
   - 
   - 

6. **Problem-solving**
   - An OT works with a student to develop a homework calendar to avoid handing in assignments late.
   - 
   - 
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<thead>
<tr>
<th>Describe and label the event</th>
<th>Describe the impact on therapy/fieldwork</th>
<th>Describe impact on therapeutic relationship</th>
<th>Describe your response and label your mode use</th>
<th>Reflect on your approach</th>
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<tbody>
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<td>Client example</td>
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Adapted from:
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<th>Brief Description of Event</th>
<th>Expression of strong emotion</th>
<th>Intimate self-disclosures</th>
<th>Power dilemmas</th>
<th>Non-verbal cues</th>
<th>Crisis points</th>
<th>Resistance &amp; reluctance</th>
<th>Boundary testing</th>
<th>Emotionally charged therapy tasks &amp; Limitations of therapy</th>
<th>Contextual inconsistencies</th>
<th>Mode used (circle)</th>
<th>Mode change? (circle)</th>
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Reflection:

*A= advocating, C= collaborating, Em= empathizing, En= encouraging, I= instructing, PS= problem solving*