

Model of human occupation: moho

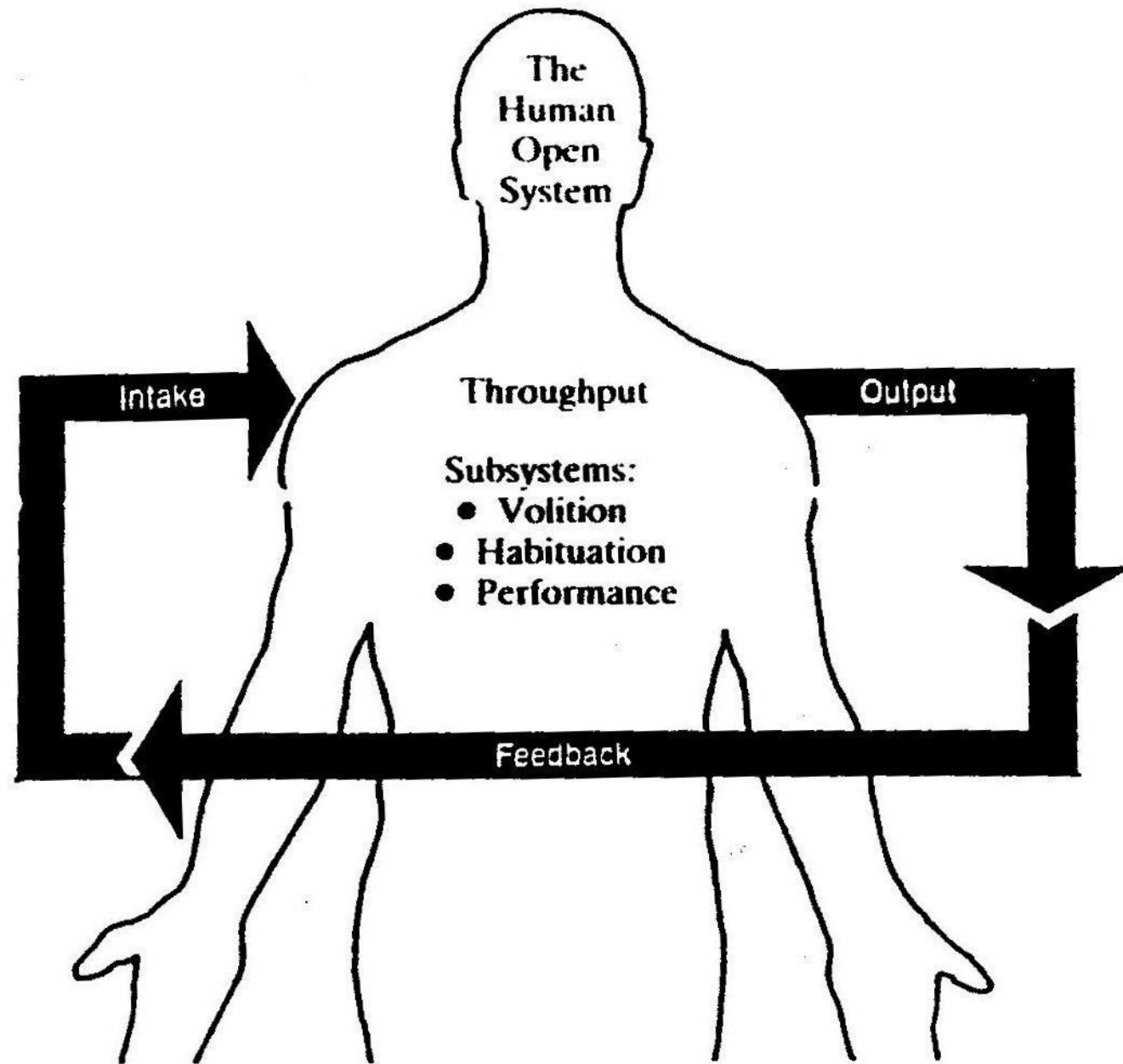


Damascus

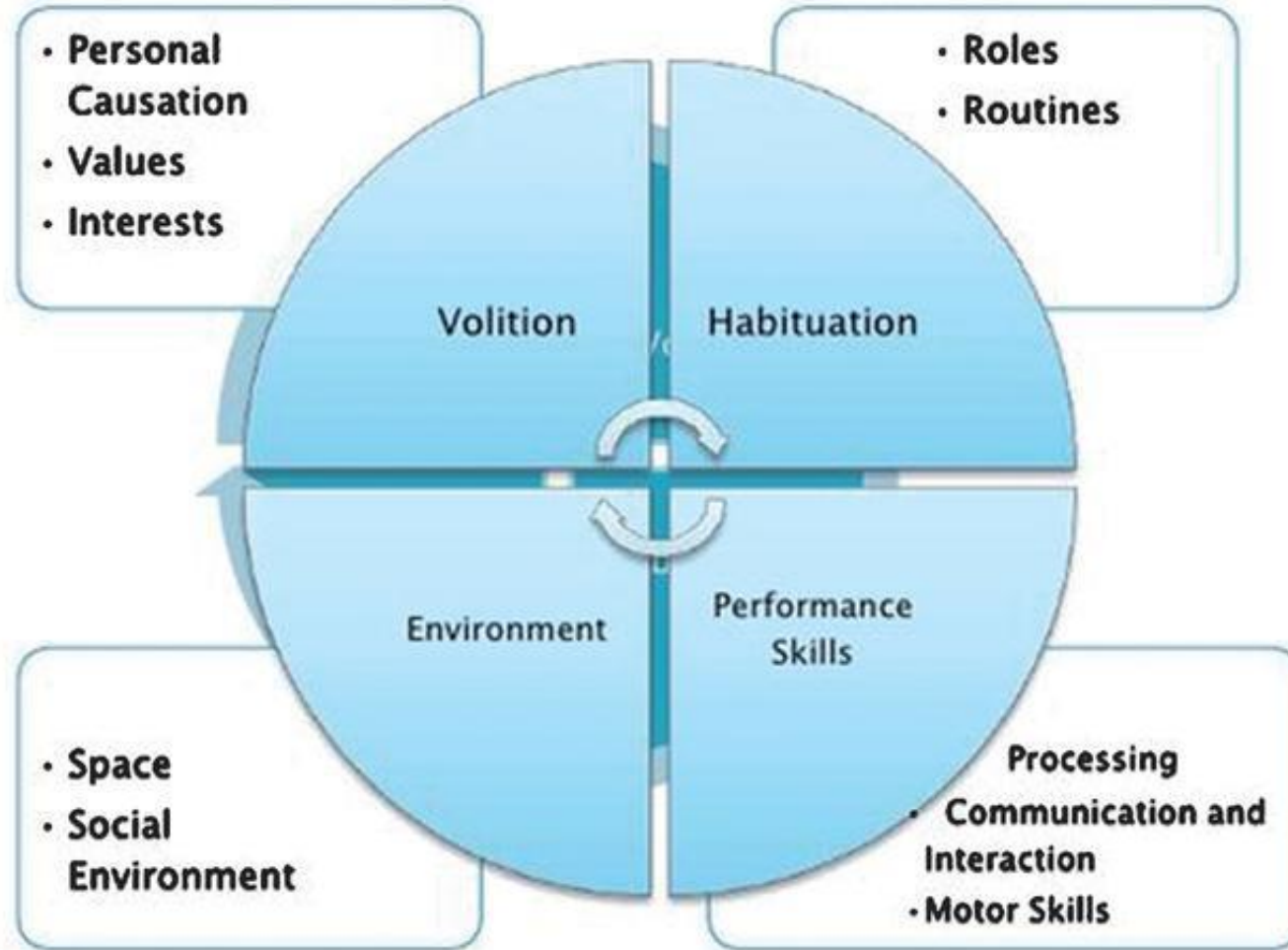
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barbara.volta@unimore.it



Model of Human Occupation



(Kielhofner 2008)

moho

The model of human occupation is a theory developed by Gary Kielhofner of the University of Illinois in Chicago to be used by occupational therapists in their therapeutic intervention. As a theory it offers a conceptual interpretation of people's occupational behavior and occupational dysfunction which can result from illness, trauma, stress and other factors.

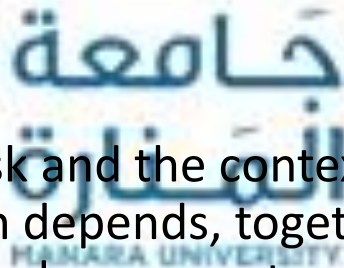
moho

The central points of this model are: motivation for activity, the structuring of occupational behavior in routines and lifestyles, and influence of the environment on occupational behavior.

The main goal of the therapist is the occupational well-being of the patient

moho

The way an action is performed reflects, while the task is completed, a co-operation between internal factors and environmental conditions in which the behavior takes place.

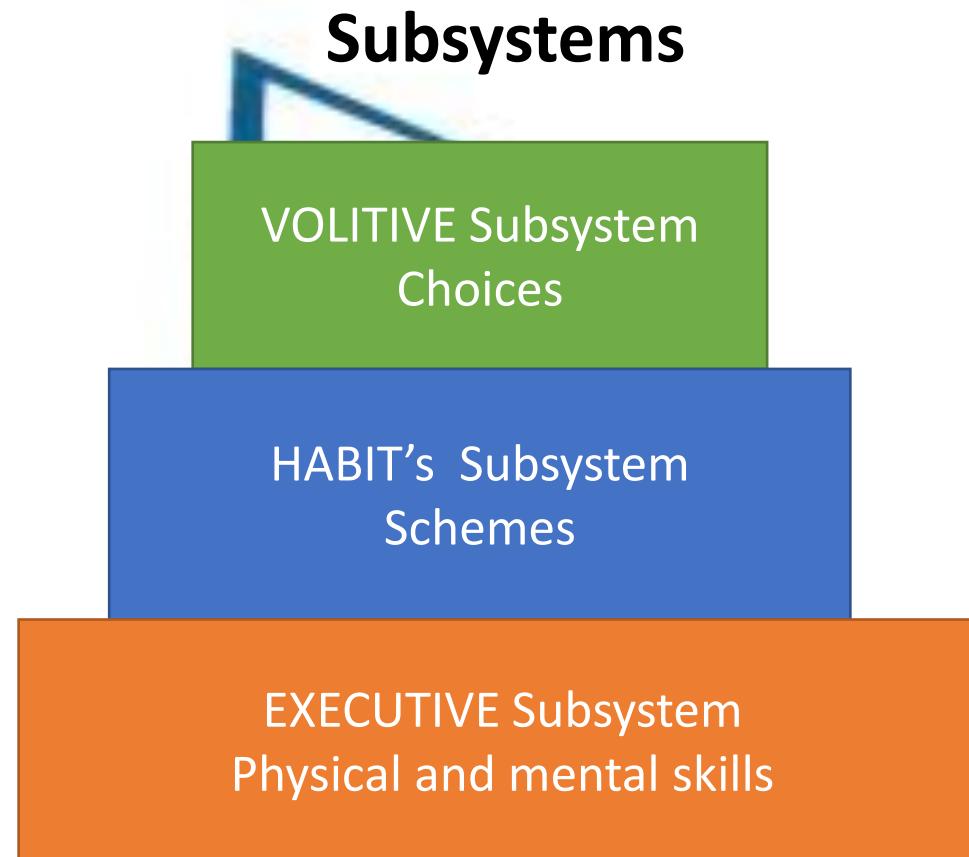


The task and the context conditions under which the execution depends, together with the internal capacities of the human system, determine and shape the execution.

What does MOHO theory address?

MOHO seeks to explain how occupation is motivated, patterned, and performed. By offering explanations of such diverse phenomena, MOHO offers a broad and integrative view of human occupation. Within MOHO, humans are conceptualized as being made up of three interrelated components: **volition, habituation, and performance capacity**. Volition refers to the motivation for occupation, habituation refers to the process by which occupation is organized into patterns or routines, and performance capacity refers to the physical and mental abilities that underlie skilled occupational performance. MOHO also emphasizes that to understand human occupation, we must understand the physical and social environments in which it takes place. Therefore, this model aims to understand occupation and problems of occupation that occur in terms of its primary concepts of volition, habituation, performance capacity, and environmental context. These concepts have been consistent throughout the nearly three decades of development of this model. Theoretical refinement has taken place over the years to achieve a clearer and more accurate explanation of how these four factors interact to influence what people do in their everyday, occupational lives and to explain why problems can arise in the face of chronic illness and impairments and when environmental factors interrupt occupation

Model of Human Occupation



Model of Human Occupation

Volition

Personal influence

Intrenal/external control

Expetancy of success/failure

Belife in skills/belife in efficacy of skills

Values

Meaningfulness of activty

Temporal Orientation

Occupational goals

Personal Standard

Interest

Discrimination

Pattern

Potency

Model of Human Occupation

Habit's subsystem

Habits

Degree of Organization

Social appropriateness

Flexibility/rigidity

Roles

Perceived incumbency

Bilance

Internalized expectation

Model of Human Occupation

Executive subsystem

Skills

Perceptual motor

Process

Interpersonal/communicational

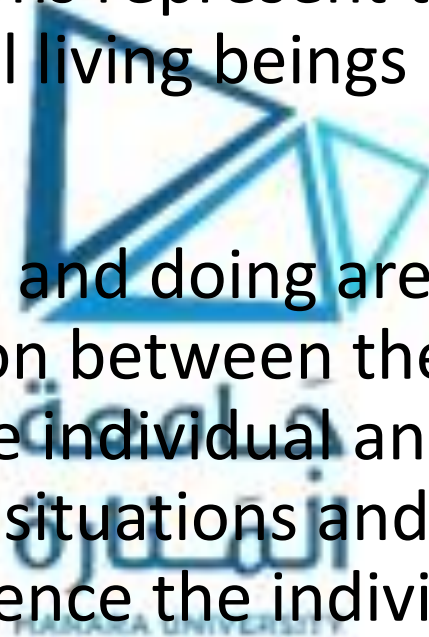
Constituents of capacities

Symbolic

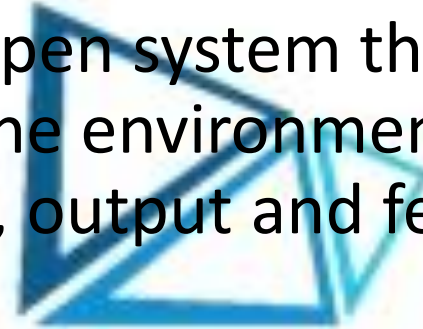
Neurological/musculoskeletal

7 theoretical bases

- 1 Human beings are biologically brought into action. Spontaneous actions represent the main characteristic of all living beings
- 2 Thinking, feeling and doing are influenced by the dynamic interaction between the internal components of the individual and the external environment. The situations and conditions of the environment influence the individual's motivation to act

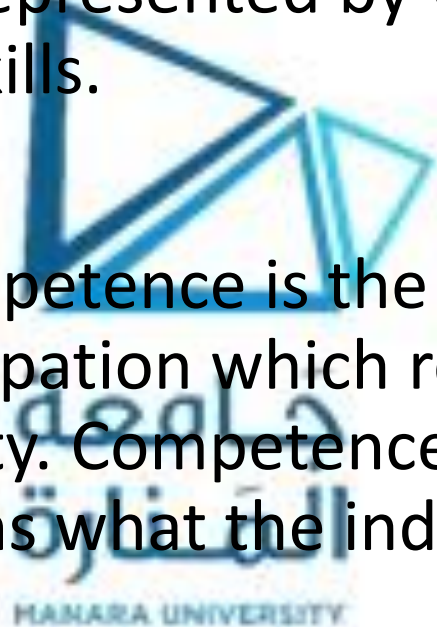


- 3 The human being is an open system that can change and develop through interaction with the environment. The open system cycle includes input, processing, output and feedback.
- 4 Heterarchy is the principle according to which any part of the system interacts with each of the others in ways that depend on the situation, each part contributes to the whole process



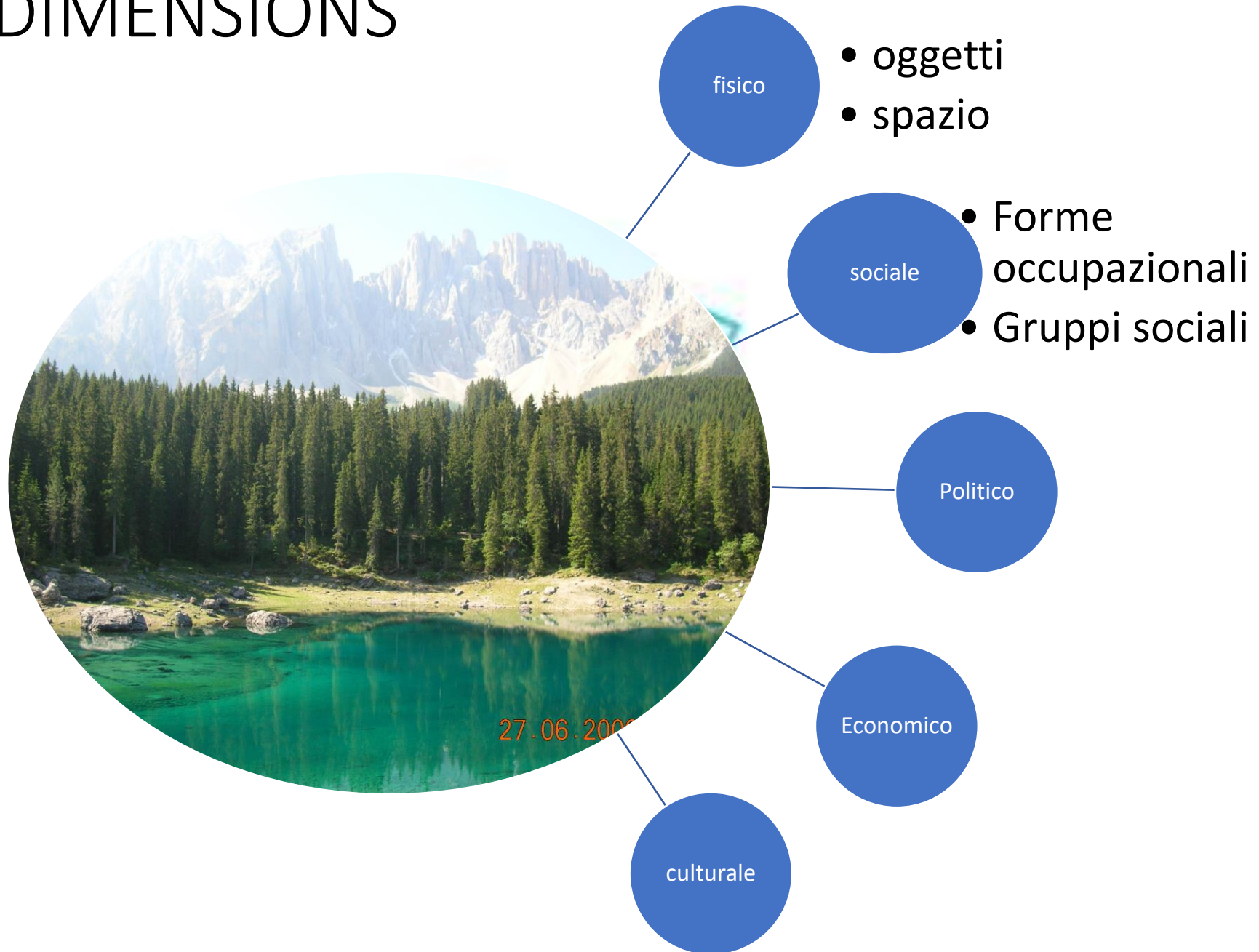
5 Participation through occupation creates our occupational identity, which is made up of structures within the person represented by volition, habituation and performance skills.

6 Occupational competence is the ability to support occupational participation which reflects one's occupational identity. Competence is the ability to translate into actions what the individual considers significant



7 Occupational adaptation is the result of a positive occupational identity and the achievement of occupational competence. It is a dynamic and context-dependent process which, through motivation, structured routines and performances, gives rise to the individual's behavior in the workplace, in his/her leisure time and in self care

THE 5 ENVIRONMENT'S DIMENSIONS



VALUTAZIONE

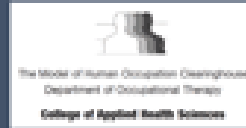
- Intervista sulla storia della performance occupazionale (OPHI)
- Questionario sull'occupazione giornaliera
- Questionario del tempo libero
- Questionario di ruolo
- Autovalutazione per il funzionamento occupazionale
- Intervista sul ruolo lavorativo



- <https://www.moho.uic.edu/default.aspx>




Assessment
Manual



Model of Human Occupation Screening Tool (MOHOST)

Sue Parkinson, BA, OT, DipCOT
Kirsty Forsyth, PhD, SROT, OTR
Gary Kielhofner, DrPH, OTR, FAOTA

THE
UNIVERSITY OF
ILLINOIS
AT
CHICAGO


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Model of Human Occupation Screening Tool Self-Assessment

The MOHOST Self-Assessment (MOHOST-SA) was originally designed by an occupational therapist in the UK who was adept at using the MOHOST to provide feedback to her clients regarding their progress. Some of her clients were interested in evaluating their own progress and so she worked with them to adapt the MOHOST Single Observation Form (MOHOST-SOF).

After a while, it was realised that other occupational therapists were starting to offer the MOHOST-SA to their clients, because it provided a useful tool:

- for clients to feedback to occupational therapists about their occupational participation;
- for clients to increase their awareness about how others perceived them;
- for clients and occupational therapists to discuss any differences in perception regarding their occupational participation.

The MOHOST-SA is considered to be particularly useful in secure settings, when occupational therapists are already providing detailed feedback using the MOHOST, and are working with their clients to enhance self-awareness and encourage greater autonomy.

Please note that the MOHO-SA is a non-standardised assessment.

Model of Human Occupation Screening Tool Self-Assessment

Name:		Group/Activity/Session:					
Date of birth:		Signature of service user:					
ID code:		Date:					
Rating Scale:	F Facilitated participation in occupation	I did this well / This was good					
	A Allowed participation in occupation	I managed this most of the time / This was OK					
	I Inhibited participation in occupation	I had difficulties / This could have been better					
	R Restricted participation in occupation	This prevents me from achieving my aims / This was poor					
	N/A Not applicable						
Please rate your experience according to whether you:		Rating				Comments	
Motivation	Learned about your strengths and skills?	N/A	F	A	I	R	
	Felt positive about being able to manage?	N/A	F	A	I	R	
	Were able to maintain your interest in things?	N/A	F	A	I	R	
	Were able to use the session to meet your needs?	N/A	F	A	I	R	
Pattern of occupation	Came prepared having fitted the session in with your daily routine?	N/A	F	A	I	R	
	Coped with any changes to the planned session/activities?	N/A	F	A	I	R	
	Practised behaviours that are necessary for valued roles?	N/A	F	A	I	R	
	Fulfilled everything that was expected of you in the session?	N/A	F	A	I	R	
Comm. & Interaction	Expressed yourself well, using gestures/eye contact/body language?	N/A	F	A	I	R	
	Initiated and carried on conversation with other people?	N/A	F	A	I	R	
	Changed how you spoke according to the needs of the situation?	N/A	F	A	I	R	
	Related to, showed respect and worked with other people?	N/A	F	A	I	R	
Process skills	Knew what needed to be done or asked as necessary?	N/A	F	A	I	R	
	Followed the tasks and concentrated from beginning to end?	N/A	F	A	I	R	
	Planned how to approach tasks, organised workspace & materials?	N/A	F	A	I	R	
	Dealt with problems that arose and adapted if necessary?	N/A	F	A	I	R	
Motor skills	Were able to stand and move (walk, bend and reach) easily?	N/A	F	A	I	R	
	Handled any equipment, tools or objects securely and easily?	N/A	F	A	I	R	
	Used appropriate strength and effort for the task?	N/A	F	A	I	R	
	Maintained your energy levels throughout?	N/A	F	A	I	R	
Environment	Found the environment comfortable?	N/A	F	A	I	R	
	Found the resources/equipment adequate and safe to use?	N/A	F	A	I	R	
	Found the social interaction supportive?	N/A	F	A	I	R	
	Found the demands of the tasks matched your abilities/needs?	N/A	F	A	I	R	

OCCUPATIONAL QUESTIONNAIRE

Developed by N.Riopel Smith with assistance from G.Kielhofner and J.Hawkins Watts (1986).¹

INSTRUCTIONS:

In this questionnaire you will be asked to record your usual daily activities, and to answer some questions about these activities.

PART ONE:

Please think about how you have been spending your days the past few weeks. Try to decide what you do on a usual weekday (Monday - Friday). Using the worksheet that begins below, record your activities from the time you wake up. Each row represents a half hour. For each half hour record the main activity that you would be doing during that half hour. An activity can be anything from talking to a friend, to cooking, to bathing. If you do an activity for longer than a half hour, write it down again for as long as you continue to do that activity.

PART TWO:

After you have listed your activities, answer all four of the questions for each activity by circling the number of the most appropriate answer. Notice that the questions ask you to consider whether your activities are work, daily living tasks, recreation, or rest, and to consider how well you do the activities, how important they are to you, and how much you enjoy them. In the first question, work does not necessarily mean that you are paid for the activity. Work can include productive activities that are useful to other people, like volunteering at a hospital. Daily living tasks are activities that are related to your own self care, such as housekeeping and shopping. Rest includes taking a nap and not doing anything in particular. Even if a question does not seem appropriate for some of your activities, please try to respond to each one as accurately as possible. Your answers to every question are important!

¹ This instrument was first published in: Smith, N.R., Kielhofner, G., & Watts, J.H. (1986). The relationships between volition, activity pattern, and life satisfaction in the elderly. *American Journal of Occupational Therapy*, 40, 278-283.

OCCUPATIONAL QUESTIONNAIRE

Developed by N.Riopel Smith with assistance from G.Kielhofner and J. Hawkins Watts (1986).

Today's date _____

Name _____

Age _____

TYPICAL ACTIVITIES	QUESTION 1	QUESTION 2	QUESTION 3	QUESTION 4
	I consider this activity to be: 1 - work 2 - daily living work 3 - recreation 4 - rest	I think that I do this: 1 - Very well 2 - Well 3 - About average 4 - Poorly 5 - Very poorly	For me this activity is: 1 - Extremely important 2 - Important 3 - Take it or leave it 4 - Rather not do it 5 - Total waste of time	How much do you enjoy this activity: 1 - Like it very much 2 - Like it 3 - Neither like it nor dislike it 4 - Dislike it 5 - Strongly dislike it
For the half hour beginning at:				
5:00am	1 2 3 4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5:30	1 2 3 4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6:00	1 2 3 4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6:30	1 2 3 4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
7:00	1 2 3 4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
7:30	1 2 3 4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
8:00	1 2 3 4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
8:30	1 2 3 4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
9:00	1 2 3 4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
9:30	1 2 3 4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
10:00	1 2 3 4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
10:30	1 2 3 4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
11:00	1 2 3 4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
11:30	1 2 3 4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
12:00	1 2 3 4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

OCCUPATIONAL QUESTIONNAIRE (CONTINUED)

TYPICAL ACTIVITIES	QUESTION 1	QUESTION 2	QUESTION 3	QUESTION 4
For the half hour beginning at:	I consider this activity to be: 1 - work 2 - daily living work 3 - recreation 4 - rest	I think that I do this: 1 - Very well 2 - Well 3 - About average 4 - Poorly 5 - Very poorly	For me this activity is: 1 - Extremely important 2 - Important 3 - Take it or leave it 4 - Rather not do it 5 - Total waste of time	How much do you enjoy this activity: 1 - Like it very much 2 - Like it 3 - Neither like it nor dislike it 4 - Dislike it 5 - Strongly dislike it
12:30pm	1 2 3 4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
1:00	1 2 3 4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
1:30	1 2 3 4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2:00	1 2 3 4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2:30	1 2 3 4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3:00	1 2 3 4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3:30	1 2 3 4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4:00	1 2 3 4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4:30	1 2 3 4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5:00	1 2 3 4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5:30	1 2 3 4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6:00	1 2 3 4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6:30	1 2 3 4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
7:00	1 2 3 4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
7:30	1 2 3 4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
8:00	1 2 3 4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
8:30	1 2 3 4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
9:00	1 2 3 4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
9:30	1 2 3 4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
10:00	1 2 3 4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
10:30	1 2 3 4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
11:00	1 2 3 4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
11:30	1 2 3 4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

ROLE CHECKLIST

NAME _____ AGE _____ DATE _____

SEX: MALE FEMALE ARE YOU RETIRED? YES NO

MARITAL STATUS: SINGLE MARRIED SEPARATED DIVORCED WIDOWED

The purpose of this checklist is to identify the major roles in your life. The checklist, which is divided into two parts, presents 10 roles and defines each one.

PART I

Beside each role, indicate, by checking the appropriate column, if you performed the role in the past, if you presently perform the role, and if you plan to perform the role in the future. You may check more than one column for each role. For example, if you volunteered in the past, do not volunteer at present, but plan to in the future, you would check the past and future columns.

ROLE	PAST	PRESENT	FUTURE
STUDENT: Attending school on a part-time or full time basis.			
WORKER: Part-time or full-time paid employment.			
VOLUNTEER: Donating services, at least once a week, to a hospital, school, community, political campaign, and so forth.			
CARE GIVER: Responsibility, at least once a week, for the care of someone such as a child, spouse, relative, or friend.			
HOME MAINTAINER: Responsibility, at least once a week, for the upkeep of the home such as housecleaning or yard work.			
FRIEND: Spending time or doing something, at least once a week, with a friend.			
FAMILY MEMBER: Spending time or doing something, at least once a week, with a family member such as a child, spouse, or other relative.			
RELIGIOUS PARTICIPANT: Involvement, at least once a week, in groups or activities affiliated with one's religion (excluding worship).			
HOBBYIST/AMATEUR: Involvement, at least once a week, in a hobby or amateur activity such as sewing, playing a musical instrument, woodworking, sports, the theater, or participation in a club or team.			
PARTICIPANT IN ORGANIZATIONS: Involvement, at least once a week, in organizations such as the American Legion, National Organization for Women, Weight Watchers, and so forth.			
OTHER: _____ A role not listed which you have performed, are presently performing, and/or plan to perform. Write the role on the line above and check the appropriate column(s).			

PART II

The same roles are listed below. Next to each role, check the column which best indicates how valuable or important the role is to you. Answer for each role, even if you have never performed or do not plan to perform the role.

ROLE	NOT AT ALL VALUABLE	SOME WHAT VALUABLE	VERY VALUABLE
STUDENT: Attending school on a part-time or full time basis.			
WORKER: Part-time or full-time paid employment.			
VOLUNTEER: Donating services, at least once a week, to a hospital, school, community, political campaign, and so forth.			
CARE GIVER: Responsibility, at least once a week, for the care of someone such as a child, spouse, relative, or friend.			
HOME MAINTAINER: Responsibility, at least once a week, for the upkeep of the home such as housecleaning or yard work.			
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HOBBYIST/AMATEUR: Involvement, at least once a week, in a hobby or amateur activity such as sewing, playing a musical instrument, woodworking, sports, the theater, or participation in a club or team.			
PARTICIPANT IN ORGANIZATIONS: Involvement, at least once a week, in organizations such as the American Legion, National Organization for Women, Weight Watchers, and so forth.			
OTHER: _____ A role not listed which you have performed, are presently performing, and/or plan to perform. Write the role on the line above and check the appropriate column(s).			