



## Model of Human Occupation

### Archived List Serv Discussion

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#### Writing Treatment Plans

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**April 28, 2009**

Hi

My department within an inpatient neuro-rehab setting is trying to develop a format for writing patient treatment plans following assessment. We have tried and tested several formats- including a modified format of the one suggested in Chapter 10 of the MOHOST which my colleagues found the language complicated. Any suggestions?

Briony Foote

**April 28, 2009**

Dear Briony-

Sometimes other professionals find the "FAIR" scale difficult to relate to. There is a documentation chapter in the 4th edition of the MOHO text book that gives various examples of how therapists working in different settings modified the presentation of the MOHOST so that it was more meaningful and easier to interpret given their work context.

Best of luck to you-

Jessica

**May 1, 2009**

Hi Briony,

Negotiating treatment goals is a tricky issue. Many occupational therapists end up writing aims rather than measurable goals, or documenting the interventions that they are planning rather than identifying the change the service user is seeking. Even when you've done a really great assessment it can be difficult to articulate clear goals - your assessment might throw up lots and lots of issues that need addressing, but it's hard for most of us to hold more than 3 or 4 goals in our heads!

I used to really struggle with negotiating measurable goals, but in recent years I've been fortunate to work with Prof Kirsty Forsyth through her work with the UK Centre of Outcomes Research and Education, (UK CORE). She has helped occupational therapists in my organisation to write measurable goals by following the principles laid out in chapter 11 of the MOHO book. This states that there is a stage inbetween assessment and

goal-setting (step 3 page 149). It basically involves painting a picture of the service-users situation, thinking about how volition, habituation performance and the environment influence the person's self-care productivity and leisure, and organising this information to prioritise 3 or 4 key areas to work on. The goals come easily after this.

I do hope that future editions of the MOHO book will expand on this as it's a fantastically useful process. In the meantime, Prof. Forsyth is continuing to work with organisations to embed the process into practice and I recommend investigating the possibilities of working in partnership with UK CORE.

Best wishes,

Sue Parkinson