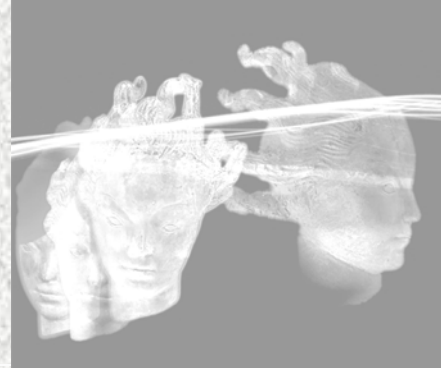


MOHOST



**The Model of  
Human Occupation  
Screening Tool  
(MOHOST)**

# Aims of the MOHOST

- ❖ **To capture occupationally focused information even if clients have limited ability to participate in assessment**
- ❖ **To create a comprehensive understanding of the client in order to support client-centered understanding and treatment planning**

MOHOST

# Data Gathering Methods

- ❖ **The criteria is “getting to know your client”**
  - ⌘ **Observation and/or**
  - ⌘ **Interview and/or**
  - ⌘ **Proxy report and/or**
  - ⌘ **Case notes**

MOHOSI

# What does the MOHOST measure?

## ❖ Volition

- ◆ Belief in Skill, Interest, Values, Goal Behaviour

## ❖ Habituation

- ◆ Routine, Adaptability, Responsibilities, Role Behaviour

## ❖ Environment

- ◆ Physical Spaces, Physical Resources, Social Groups, Occupational Demands

# MOHOST RATING SCALE

<b>F</b>	<b>Facilitates</b>	<b>Facilitates occupational participation</b>
<b>A</b>	<b>Allows</b>	<b>Allows occupational participation</b>
<b>I</b>	<b>Inhibits</b>	<b>Inhibits occupational participation</b>
<b>R</b>	<b>Restricts</b>	<b>Restricts occupational participation</b>

**Language of the scale is designed to reflect client-centered approach**

MOHOST

# Rating Form

Item



Rating



Specific criteria



## Appraisal of ability

understanding of strengths & limitations  
awareness and realism  
belief in skill

F

Realistic, recognizes strengths, aware of limitations, utilizes assets and shows pride

A

Reasonable tendency to under/over estimate own abilities, recognizes some limitations

I

Over/under estimates own abilities leading to inappropriate occupations

R

Does not reflect on skills, fails to realistically estimate or lacks pride in own abilities

*Comments: David tends to overestimate how much he can achieve*



Key concepts

MOHST

# MOHOST Form

<p><b>Client:</b> .....</p> <p><b>Age:</b> ..... <b>Date of birth:</b> ____/____/____</p> <p><b>Sex:</b>        Male                                  Female</p> <p><b>Status:</b>    Inpatient:                                  Outpatient</p> <p><b>Ethnicity:</b> White                                  Black                                  Asian</p> <p>                                Other: .....</p> <p><b>Disabling Condition:</b> .....</p>	<p><b>OT:</b> .....</p> <p><b>Designation:</b> .....</p> <p><b>Signature:</b> .....</p> <p><b>Date of first contact:</b> ____/____/____</p> <p><b>Date of assessment:</b> ____/____/____</p> <p><b>Treatment settings:</b> ..... ..... .....</p>
<p><b>Rating:</b></p> <ul style="list-style-type: none"> <li>• <b><u>Facilitates</u> occupational participation</b></li> <li>• <b><u>Allows</u> occupational participation</b></li> <li>• <b><u>Inhibits</u> occupational participation</b></li> <li>• <b><u>Restricts</u> occupational participation</b></li> </ul>	

## MOTIVATION FOR OCCUPATION

<p><b>Appraisal of ability</b></p> <p>understanding of strengths &amp; limitations self-awareness and realism belief in skill</p>	<p>F A I R</p>	<p>Realistic, recognises strengths, aware of limitations, shows pride in assets</p> <p>Reasonable tendency to over/under estimate own abilities, recognises some limitations</p> <p>Over/under estimates own abilities leading to inappropriate occupations</p> <p>Does not reflect on skills, fails to realistically estimate or lacks pride in own abilities</p> <p><i>Comments:</i> .....</p>
<p><b>Expectation of success</b></p> <p>optimism self-efficacy sense of control hope</p>	<p>F A I R</p>	<p>Anticipates success and seeks challenges, confident about overcoming obstacles</p> <p>Has some hope for success, adequate self-belief but has some doubts, may need encouraging</p> <p>Requires support to sustain confidence about overcoming obstacles or overly confident</p> <p>Pessimistic, feels hopeless or highly over-confident, gives up in the face of obstacles</p> <p><i>Comments:</i> .....</p>
<p><b>Interest</b></p> <p>expressed enjoyment satisfaction curiosity participation</p>	<p>F A I R</p>	<p>Keen, curious, lively, tries new occupations, expresses pleasure, perseveres, appears content</p> <p>Has adequate interests that guide choices, has some opportunities to pursue interests</p> <p>Difficulty identifying interests, interest is short-lived, ambivalent about choice of occupations</p> <p>Easily bored, unable to identify interests, apathetic, lacks curiosity even with support</p> <p><i>Comments:</i> .....</p>
<p><b>Commitment</b></p> <p>values &amp; standards goals &amp; projects choices &amp; preferences sense of purpose</p>	<p>F A I R</p>	<p>Clear preferences &amp; sense of what is important, motivated to work towards occupational goals</p> <p>Mostly able to make choices, may need encouragement to set and work towards goals</p> <p>Difficulties identifying what is important or setting and working towards goals, inconsistent</p> <p>Cannot set goals, impulsive, chaotic, goals are unattainable or based on anti-social values</p> <p><i>Comments:</i> .....</p>



## PATTERN OF OCCUPATION

<p><b>Routine</b></p> <p>balance structure productivity activity</p>	<p>F A I R</p>	<p>Able to arrange a balanced routine that supports responsibilities and goals (steady)</p> <p>Generally able to maintain an organised and productive daily schedule</p> <p>Difficulty organising routines to meet occupational responsibilities without support</p> <p>Chaotic or empty routine, unable to support responsibilities and goals (erratic/imbalanced)</p> <p><i>Comments:</i> .....</p>
<p><b>Adaptability</b></p> <p>anticipation flexibility response to change frustration tolerance</p>	<p>F A I R</p>	<p>Anticipates change, alters actions or routine to meet demand, (flexible/accommodating)</p> <p>Generally able to modify behaviour, may need time to adjust, hesitant</p> <p>Difficulty adapting to change, reluctant, passive or habitually overreacts</p> <p>Rigid, unable to adapt routines or tolerate change</p> <p><i>Comments:</i> .....</p>
<p><b>Responsibility</b></p> <p>awareness handling expectation fulfilling obligations acceptance</p>	<p>F A I R</p>	<p>Willingly takes on responsibilities and meets expectations (reliable/dependable)</p> <p>Accepts responsibility for most personal actions, can generally utilise constructive feedback</p> <p>Difficulty recognising responsibilities, avoids extra responsibilities or feels over-responsible</p> <p>Unable to recognise responsibilities, denies responsibilities or responds inappropriately</p> <p><i>Comments:</i> .....</p>
<p><b>Roles</b></p> <p>involvement belonging response to demand role variety</p>	<p>F A I R</p>	<p>Has a sense of identity that comes from roles, is committed to their roles and fits in well</p> <p>Generally meets obligations of several roles or maintains one major productive role</p> <p>Limited involvement in roles or has difficulty meeting role demands due to overload/conflict</p> <p>Poor sense of belonging, has negligible role demands, does not identify with any role</p> <p><i>Comments:</i> .....</p>

## COMMUNICATION AND INTERACTION SKILLS

<p><b>Non-verbal skills</b></p> <p>physicality eye contact gestures orientation</p>	<p>F A I R</p>	<p>Appropriate (possibly spontaneous) body language given culture and circumstances</p> <p>Demonstrates questionable ability to display or control appropriate body language</p> <p>Difficulty controlling/displaying appropriate body language (delayed/limited/disinhibited)</p> <p>Unable to display appropriate body language (absent/incongruent/unsafe/violent)</p> <p><i>Comments:</i> .....</p>
<p><b>Conversation</b></p> <p>disclosing initiating &amp; sustaining speech content language</p>	<p>F A I R</p>	<p>Appropriately initiates, discloses and sustains conversation (clear/direct/open)</p> <p>Demonstrates questionable ability to use language or signing to effectively exchange information</p> <p>Difficulty initiating, disclosing or sustaining conversation (hesitant/abrupt/limited/irrelevant)</p> <p>Uncommunicative, disjointed, bizarre or inappropriate disclosure of information</p> <p><i>Comments:</i> .....</p>
<p><b>Vocal expression</b></p> <p>intonation articulation volume pace</p>	<p>F A I R</p>	<p>Assertive, articulate, uses appropriate tone, volume and pace</p> <p>Demonstrates questionable ability in vocal expression</p> <p>Difficulty with expressing self (mumbling/pressured speech/monotone)</p> <p>Unable to express self (unclear/too quiet or loud/too fast or too passive)</p> <p><i>Comments:</i> .....</p>
<p><b>Relationships</b></p> <p>co-operation collaboration rapport respect</p>	<p>F A I R</p>	<p>Sociable, supportive, aware of others, sustains engagement, friendly, relates well to others</p> <p>Demonstrates questionable social skills</p> <p>Difficulty with co-operation or makes few positive relationships</p> <p>Unable to co-operate with others or make positive relationships</p> <p><i>Comments:</i> .....</p>

## PROCESS SKILLS

<p><b>Knowledge</b></p> <p>seeking &amp; retaining info. use of knowledge including use of objects understanding, orientation</p>	<p>F A I R</p>	<p>Seeks and retains relevant information, selects tools appropriately, shows understanding</p> <p>Demonstrates questionable ability to seek and retain information and use tools</p> <p>Difficulty selecting &amp; using tools, difficulty in asking for help (forgetful/unaware/confused)</p> <p>Unable to complete occupation, disoriented or lacking knowledge or ability to use tools</p> <p><i>Comments:</i> .....</p>
<p><b>Planning</b></p> <p>thinking through from beginning to end timing concentration</p>	<p>F A I R</p>	<p>Plans ahead, sustains concentration, starts and completes occupation at appropriate times</p> <p>Demonstrates questionable ability to plan for and during occupations</p> <p>Difficulty planning, fluctuating concentration or distractible, difficulty initiating &amp; completing</p> <p>Unable to plan ahead, unable to concentrate, unable to initiate or complete occupations</p> <p><i>Comments:</i> .....</p>
<p><b>Organisation</b></p> <p>arranging space and objects neatness preparation</p>	<p>F A I R</p>	<p>Efficiently searches for, gathers &amp; restores tools/objects needed in occupation (neat)</p> <p>Demonstrates questionable ability to search, gather and restore needed tools/objects</p> <p>Difficulty searching for, gathering and restoring tools/objects, appears disorganised/untidy</p> <p>Unable to search for, gather and restore tools and objects (chaotic)</p> <p><i>Comments:</i> .....</p>
<p><b>Problem-solving</b></p> <p>judgement adaptation decision-making responsiveness</p>	<p>F A I R</p>	<p>Shows good judgement, anticipates difficulties and generates workable solutions (rational)</p> <p>Demonstrates questionable ability to make decisions based on difficulties that arise</p> <p>Difficulty anticipating and adapting to difficulties that arise, seeks reassurance</p> <p>Unable to anticipate and adapt to difficulties that arise and makes inappropriate decisions</p> <p><i>Comments:</i> .....</p>

## MOTOR SKILLS

<p><b>Posture &amp; Mobility</b></p> <p>stability      walking alignment      reaching positioning      bending balance      transfers</p>	<p>F A I R</p>	<p>Stable, upright, independent, flexible, good range of movement (possibly agile)</p> <p>Demonstrates questionable ability to maintain posture and mobility in occupation</p> <p>Unsteady at times, slow or manages with difficulty</p> <p>Extremely unstable, unable to reach and bend or unable to walk</p> <p><i>Comments:</i> .....</p>
<p><b>Co-ordination</b></p> <p>manipulation ease of movement fluidity fine motor skills</p>	<p>F A I R</p>	<p>Co-ordinates body parts with each other, uses smooth fluid movements (possibly dextrous)</p> <p>Some awkwardness or stiffness</p> <p>Difficulty co-ordinating movements (clumsy/tremulous/awkward/stiff)</p> <p>Unable to co-ordinate, manipulate and use fluid movements</p> <p><i>Comments:</i> .....</p>
<p><b>Strength &amp; Effort</b></p> <p>grip      lifting handling      transporting moving      calibrating</p>	<p>F A I R</p>	<p>Grasps, moves &amp; transports objects securely with adequate force/speed (possibly strong)</p> <p>Demonstrates questionable ability in strength and effort</p> <p>Has difficulty with grasping, moving, transporting objects with adequate force and speed</p> <p>Unable to grasp, move, transport objects with appropriate force and speed (weak/frail)</p> <p><i>Comments:</i> .....</p>
<p><b>Energy</b></p> <p>endurance pace attention stamina</p>	<p>F A I R</p>	<p>Maintains appropriate energy levels, able to maintain tempo throughout occupation</p> <p>Demonstrates questionable energy, (whether low or high)</p> <p>Difficulty maintaining energy (tires easily/evidence of fatigue/distractible/restless)</p> <p>Unable to maintain energy, lacks focus, lethargic, inactive or highly overactive</p> <p><i>Comments:</i> .....</p>

## ENVIRONMENT

<p><b>Physical space</b></p> <p>home &amp; neighbourhood work &amp;/or leisure facilities privacy &amp; accessibility stimulation &amp; comfort</p>	<p>F A I R</p>	<p>Affords a range of opportunities, supports &amp; stimulates valued occupations</p> <p>OT questions whether the physical space adequately supports valued occupations</p> <p>Affords a limited range of opportunities and curtails performance of valued occupations</p> <p>Restricts opportunities and prevents performance of valued occupations</p> <p><i>Comments:</i> .....</p>
<p><b>Physical resources</b></p> <p>finance equipment &amp; tools possessions &amp; transport safety &amp; independence</p>	<p>F A I R</p>	<p>Allow occupational goals to be achieved safely, easily and independently</p> <p>Have questionable impact on ability to achieve occupational goals</p> <p>Restrict ability to achieve occupational goals safely, easily and independently</p> <p>Have major impact on ability to achieve occupational goals, lead to high risks</p> <p><i>Comments:</i> .....</p>
<p><b>Social groups</b></p> <p>family dynamics friends &amp; social support work climate expectations &amp; involvement</p>	<p>F A I R</p>	<p>Offer practical support, values and attitudes support optimal functioning</p> <p>OT questions the support of social groups due to under or over involvement</p> <p>Offer reduced support, or detracts from functioning, supported in some groups but not others</p> <p>Do not support functioning due to lack of interest or inappropriate involvement</p> <p><i>Comments:</i> .....</p>
<p><b>Occupational demands</b></p> <p>social &amp; leisure activities daily living tasks work &amp;/or domestic responsibilities</p>	<p>F A I R</p>	<p>Match well with abilities, interests, energy and time available</p> <p>OT questions whether the demands are consistent with abilities, interest, energy or time</p> <p>Some inconsistencies with abilities and interest, or energy and time available</p> <p>Inconsistent with abilities and motivation, under or over-demanding</p> <p><i>Comments:</i> .....</p>

Client: ..... Age: ..... Date of birth: ____/____/____ Sex: Male <input type="checkbox"/> Female <input type="checkbox"/> Status: Inpatient <input type="checkbox"/> Outpatient <input type="checkbox"/> Ethnicity: White <input type="checkbox"/> Black <input type="checkbox"/> Asian <input type="checkbox"/> Other: ..... Disabling Condition: .....	Assessor: ..... Designation : ..... Signature: ..... Date of first contact: ____/____/____ Date of assessment: ____/____/____ Treatment settings : ..... .....
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

- F Facilitates** Facilitates occupational participation
- A Allows** Allows occupational participation
- I Inhibits** Inhibits occupational participation
- R Restricts** Restricts occupational participation

**ANALYSIS OF STRENGTHS & LIMITATIONS**

.....

.....

.....

.....

**SUMMARY OF RATINGS**

Motivation for Occupation				Pattern of Occupation				Communication & Interaction skills				Process skills				Motor skills				Environment				
Appraisal of ability	Expectation of success	Interest	Commitment	Routine	Adaptability	Responsibility	Roles	Non-verbal skills	Conversation	Vocal expression	Relationships	Knowledge	Planning	Organisation	Problem-solving	Posture & Mobility	Co-ordination	Strength & Effort	Energy	Physical space	Physical resources	Social groups	Occupational demands	
F	F	F	F	F	F	F	<input type="checkbox"/>	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	F	F	<input type="checkbox"/>	F	F	
A	<input type="checkbox"/>	A	A	A	<input type="checkbox"/>	A	A	<input type="checkbox"/>	A	A	A	A	A	A	A	A	A	A	<input type="checkbox"/>	A	A	A	A	A
<input type="checkbox"/>	I	<input type="checkbox"/>	I	<input type="checkbox"/>	I	<input type="checkbox"/>	I	I	I	I	I	I	I	I	<input type="checkbox"/>	I	I	I	I	<input type="checkbox"/>	I	<input type="checkbox"/>	I	I
R	R	R	<input type="checkbox"/>	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	<input type="checkbox"/>

# Andrew: Using the MOHOST to achieve client-centered practice

- ❖ In his late thirties
- ❖ Diagnosed with schizophrenia 10 years ago
- ❖ Completed an art degree but he has never had a job or formed any major relationships.
- ❖ Likely had impairments related to his mental illness for some time before he came to the attention of the psychiatric services.
- ❖ Living in the community due to the substantial help from his parents

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## Andrew:

- ❖ Multiple psychiatric hospitalizations
- ❖ Generally admitted in an extremely distressed and agitated state, voicing paranoid delusions of a religious nature.
- ❖ Never responded very well to medical treatment
- ❖ Over the years, his symptoms had become more florid, and he attempted to commit suicide on several occasions



# MOHOSI

Andrew heard voices telling him to kill himself and that he had identified himself as living inside other people, he was thought to present a considerable risk both to himself and to the general public

# Andrew: Previous Hospitalization

- ❖ When OT attempted to interview him during a previous hospitalization, Andrew answered most of the questions with "I don't know" or "I've never thought about it."
- ❖ He had also assaulted staff when they questioned him regarding his symptoms or when they have simply been in his way
- ❖ For much of his last inpatient admission he was uncommunicative and hostile.

# Andrew: Current Hospitalization

- ❖ Neglected hygiene and diet but spent long periods of time writing furiously (mostly illegibly).
- ❖ Eventually, made some improvement
- ❖ Started to attend the Open Art session on the ward for up to 10 minutes
- ❖ Expressed interest in attending further OT
- ❖ After deliberation, team agreed that he could be accompanied to groups in the main day therapy area.
- ❖ Initial program was based on simple occupational forms that Andrew valued art, yoga stretches, gardening and table tennis

# Occupational Therapist:

- ❖ Decided to use MOHOST to evaluate his progress and gain insight as to how to continue with him.
- ❖ Completed the MOHOST based on her knowledge of Andrew from observing him in the groups and on the ward

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# ANDREW'S MOHOST

## ANALYSIS OF STRENGTHS & LIMITATIONS

Andrew does not express his feelings but has clear interests. He has also proved able to tolerate new situations and to demonstrate a degree of responsibility. His interactions remain limited but improve when there is a practical focus, and he is able to plan and organize activities with support. He continues to be restless and distractible, and has difficulty coping with a marked hand tremor.

### SUMMARY OF RATINGS

Motivation for Occupation				Pattern of Occupation				Communication & Interaction skills				Process skills				Motor skills				Environment			
Appraisal of abilities	Expectation of success	Interest	Commitment	Routine	Adaptability	Responsibility	Roles	Non-verbal skills	Conversation	Vocal expression	Relationships	Knowledge	Planning	Organisation	Problem-solving	Posture & Mobility	Co-ordination	Strength & Effort	Energy	Physical space	Physical resources	Social groups	Occupational demands
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	<b>F</b>	F	F	F	F	F
A	A	<b>A</b>	A	A	<b>A</b>	A	A	A	A	A	A	<b>A</b>	A	A	A	<b>A</b>	A	A	A	<b>A</b>	A	<b>A</b>	<b>A</b>
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	<b>R</b>	R	R	R	<b>R</b>	R	R	R	R

F: Facilitates

A: Allows

I: Inhibits

R: Restricts

# MOHOST

**Using MOHOST OT created  
the following client-centered  
account of Andrew's  
occupational performance**

## Volition:

- ❖ Unaware of his limitations
- ❖ Did not voice any difficulties in performance despite his overt impairments.
- ❖ Made no spontaneous reference to his future
- ❖ Was able to make choices within structured situations (e.g. choosing art materials, or making a drink when thirsty).
- ❖ Needed prompting to manage personal activities of daily living

## Volition (continued):

- ❖ Long-held interest in art had recently resurfaced.
- ❖ Could be readily engaged in selected activities related to art and express satisfaction in these activities
- ❖ Enjoyed physical exercise and pursued activities independently
- ❖ Continued to express no clear interest in his general surroundings.



## Habituation:

- ❖ Ability to follow a routine was much better
- ❖ Aware of times and appointments
- ❖ Could cope with a certain amount of imposed structure
- ❖ Responses had become much less unpredictable
- ❖ Able to tolerate new situations
- ❖ Interactions with the staff and his parents continued to center on his immediate needs

## Communication Skills:

- ❖ Accepted feedback
- ❖ Made appropriate requests (e.g. for permission to take some art materials to the ward)
- ❖ Regularly thanked the occupational therapy staff for their support.
- ❖ Had begun to make eye contact, but his gaze still tended to be fixed and his facial expressions and use of gestures continued to be limited.
- ❖ Improved ability to initiate and sustain conversation, respond to greetings and disclose information appropriately, and listen
- ❖ Speech clearer and of a more normal rate and flow

## Process Skills:

- ❖ Dependent on others to anticipate difficulties and make appropriate decisions
- ❖ Retained information given to him and from evidence
- ❖ Initiated tasks but was unable to sustain concentration when undirected.
- ❖ With encouragement, he would return to tasks in order to complete them, and he had been able to cope with a half-hour long yoga session.
- ❖ Able to follow verbal instructions, but disorganized.
- ❖ Required prompts to tidy up

## Motor Skills:

- ❖ Balance was reasonable
- ❖ Rigidity in his gait and posture.
- ❖ Movements lacked fluidity and appeared awkward and clumsy at times.
- ❖ Hands shook uncontrollably when he was not engaged in activities
- ❖ No evident problems with strength and effort
- ❖ Able to calibrate force sufficiently well to play table tennis.
- ❖ Restless, and had periods of over-activity when he would dance or perform press-ups
- ❖ Continued to write or draw at a furious pace

# MOHOST

## Impact of Using the MOHOST

- ❖ Helped not only the occupational therapist but also the multi-disciplinary team to look at Andrew's skills afresh
- ❖ Highlighted some strengths, providing a clear indication of Andrew's improvement

# MOHOST

## MOHOST also highlighted importance of employing the following client-centered strategies:

- ❖ Encouraging Andrew's interest and values
- ❖ Discussing Andrew's progress with him at regular reviews in order to help him to build on his success
- ❖ Supporting Andrew to rebuild a satisfying routine
- ❖ Introducing consideration of some occupational goals