Unit 4

Activity Analysis for Expected Performance

OBJECTIVES

Upon completion of this unit, the student will be able to:

✶ Demonstrate a good working knowledge of the Occupational Therapy Practice Framework and apply it to activity analysis (AOTA, 2002).

✶ Analyze an activity as it would be expected to be performed.

ACTIVITY ANALYSIS FOR EXPECTED PERFORMANCE

According to Rogers (1982), the occupational therapy practitioner needs to have an in-depth understanding of the health-enhancing nature of occupation to use occupation or purposeful activity effectively in treatment. This understanding does not come about through reading or rote memory. It evolves from experiencing "normal" occupational performance and from knowing the therapeutic properties of occupation and the impact that performance deficits have upon occupation.

How, then, does this conceptualization of occupational performance occur? It involves a step-by-step dissection of an activity, whereby the student experiences the activity, uncovers the obvious, analyzes the skills required to perform the activity, and discovers its therapeutic characteristics. The intent of the Activity Analysis for Expected Performance Form (Form 3) is to provide the framework upon which this thought process of occupational performance could begin to develop. It is a systematic and comprehensive tool used to analyze a single activity.

An Overview

This third form is divided into four sections: Activity Summary, Analyzing Performance Areas of Occupation, Analyzing Performance Skills and Client Factors, and Analyzing Performance Patterns and Contexts.

Section 1: Activity Summary

Six areas of information are to be identified and described in this section and include the following:

1. Name and brief description of the activity.
2. Sequence of major steps and time requirements for each.
3. Precautions.
4. Special considerations such as age, educational requirements, and cultural and gender relevance.
5. Acceptable criteria for a completed activity.
6. Activity demands related to objects and their properties, including tools/equipment, materials/supplies, and space and social demands.

Section 2: Analyzing Performance Areas of Occupation

In this section, the dissection of the activity is studied according to seven broad areas of occupation. These performance areas are categories that are typically part of everyday life and include activities of daily living (ADL), instrumental activities of daily living (IADL), education, work, play, leisure, and social participation.