

Occupation-Activity-Tasks

- Occupation:
 1. There are definitive start and end points. The participant can choose to begin and to end.
 2. Occupations are intentionally executed and repeatable, such that something that is outside of the person's control of repeating, such as an illness or accident, are not considered occupations.
 3. Occupations are meaningful to the person and bring meaning to who they are as a person.
 4. Occupations are labelled by our culture. New occupations are created every day, and the occupations people engage in change over time.

1. Any goal-directed pursuit in which one works for a wage, salary, or other income
2. Any goal-directed use of time
3. Any activity or pursuit in which one is engaged outside of one's work

That occupations comprise a greater, more personalized definition of activities, within which smaller tasks

- **Activity:** Making a peanut butter and jelly sandwich.
- **Occupation:** Lisa making a peanut butter and jelly sandwich for her daughter at home.
- **Tasks:** Taking a plate out of the cupboard, getting the peanut butter out of the refrigerator, etc.

Activity analysis

Occupation-based activity analysis

- Activity analysis, involves analysing an activity as it is typically done, without a particular person in mind.

This is helpful when looking at different activities and how they might be therapeutic.

- Occupation-based activity analysis is very individualized as it looks at an activity that has meaning and contextual influences for a particular individual.

- The first step to your analysis is to determine if you will be conducting an occupation-based activity analysis or just an activity analysis. Both are done within the process of OT evaluation and intervention.
- After you have determined this, if it is too large, it needs to be broken down into smaller activities or tasks. To decide whether this is necessary, think about the following:
 - Are there more than 10 to 15 steps? If so, break the activity up into separate activities to analyze.
 - Are there multiple criteria for successful completion?
 - Are there different objects or space demands for different parts of the activity?



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ACTIVITY	KEEP AS IS	SEPARATE ACTIVITIES
Washing a car		
Sewing a button on a shirt		
Cleaning the kitchen		
Making scrambled eggs		
Gardening		
Taking care of cats		

The areas of occupation

- The most common life activities are categorized into eight areas:
 1. ADL (Activities of Daily Living).
 2. IADL (Instrumental Activities of Daily Living).
 3. Rest and sleep.
 4. Education.
 5. Work.
 6. Play.
 7. Leisure.
 8. Social participation.

Activities of Daily Living ADL

“Activities that are oriented toward taking care of one’s own body”

- ADL are the basic self-care skills required for daily living. These activities are often part of the routines built into our daily lives.
- ADL are often called personal activities of daily living, and for good reason: many of the activities are very personal or have to do with care of the body. For example, requiring assistance with tasks such as cleaning and wiping the body after using the toilet may be seen as embarrassing and difficult to accept. Thus, independence in these private areas of self-care often becomes a priority.

ADL areas

1. Bathing and showering
2. Toileting and toilet hygiene
3. Dressing
4. Swallowing/eating
5. Feeding
6. Functional mobility
7. Personal device care
8. Personal hygiene and grooming
9. Sexual activity

Bathing and showering

- “Obtaining and using supplies; soaping, rinsing, and drying body parts; maintaining bathing position; and transferring to and from bathing positions”
- This defines bathing, which can be done in a tub, shower, bed, sink, or other setting, while sitting, standing, or lying down. The Framework does not specify that bathing or showering must be completed in a particular environment or with specific equipment or objects, but it does specify the tasks that the person should complete in order to bathe the body.

- The first task is obtaining all supplies, including towels, soap, shampoo, or whatever the individual client requires for safe and complete cleaning of the body. The client must soap the entire body, rinse the soap off, and dry all body parts. While bathing, the client must maintain the position and move to and from bathing positions needed to clean all areas of the body.

Toileting and toilet hygiene

“Obtaining and using toileting supplies; clothing management; maintaining toileting position; transferring to and from toileting position; cleaning body; and caring for menstrual and continence needs (including catheters, colostomies, and suppository management) as well as completing intentional control of bowel movements and urinary bladder and, if necessary, using equipment or agents for bladder control”

Dressing

“Selecting clothing and accessories appropriate to time of day, weather, and occasion; obtaining clothing from storage area; dressing and undressing in a sequential fashion; fastening and adjusting clothing and shoes; and applying and removing personal devices, prosthetic devices, or splints”

Swallowing/eating

“Keeping and manipulating food or fluid in the mouth and swallowing it; swallowing is moving food from the mouth to the stomach”

Feeding

“The process of setting up, arranging, and bringing food [or fluid] from the plate or cup to the mouth; sometimes called self-feeding”

- The terms eating and feeding are often misunderstood and used interchangeably, which is incorrect. Feeding includes the tasks that occur from the plate to the mouth, and eating/swallowing includes the tasks that follow, once the food reaches the mouth.

Functional mobility

“Moving from one position or place to another (during performance of everyday activities), such as in-bed mobility, wheelchair mobility, transfers (wheelchair, bed, car, tub, toilet, tub/ shower, chair, floor). Includes functional ambulation and transporting objects”

Personal device care

- “Using, cleaning, and maintaining personal care items, such as hearing aids, contact lenses, glasses, orthotics, prosthetics, adaptive equipment, glucometers and contraceptive and sexual devices”

Personal hygiene and grooming

“Obtaining and using supplies; removing body hair (use of razors, tweezers, lotions); applying and removing cosmetics; washing, drying, combing, styling, brushing, and trimming hair; caring for nails (hands and feet); caring for skin, ears, eyes, and nose; applying deodorant; cleaning mouth; brushing and flossing teeth; and removing, cleaning, and reinserting dental orthotics and prosthetics”

Sexual activity

“Engaging in activities that result in sexual satisfaction and/or meet relational or reproductive needs”

IADL (Instrumental Activities of Daily Living)

“Activities to support daily life within the home and community that often require more complex interactions than self-care used in ADL”

IADL areas:

1. Care of others.
2. Child rearing.
3. Care of pets
4. Communication managements.
5. Driving and community mobility.
6. Financial management
7. Health management
8. Home management.
9. Meal preparation and clean up.
10. Religious and spiritual activity.
11. Safety and emergency maintenance.
12. Shopping.

- Care of others:
“Arranging, supervising, or providing the care for others”
- Child rearing
“Providing the care and supervision to support the developmental needs of a child”
- Care of pets
“Arranging, supervising, or providing the care for pets and service animals”

- Communication managements

“Sending, receiving and interpreting information using a variety of systems and equipment including writing tools, telephones (cell phones/smart phones), keyboards, audio-visual recorders, computers/tablets, communication boards, call lights, emergency systems, Braille writers, telecommunication devices for the deaf, augmentative communication systems, and personal digital assistants”

- Driving and community mobility

“Planning and moving around in the community and using public or private transportation, such as driving, walking, bicycling, or accessing and riding buses, taxi cabs, or other public transportation systems”

- Financial management

“Using fiscal resources, including alternate methods of financial transaction and planning and using finances with long-term and short term goals”

- Health management

“Developing, managing, and maintaining routines for health and wellness promotion, such as physical fitness, nutrition, decreasing health risk behaviours, and medication routines”

- Home management

“Obtaining and maintaining personal and household possessions and environment (e.g., home, yard, garden, appliances, vehicles), including maintaining and repairing personal possessions (e.g., clothing, household items) and knowing how to seek help or whom to contact”

- Meal preparation and clean up

“Planning, preparing, serving well-balanced, nutritional meals and cleaning up food and utensils after meals”

- Religious and spiritual activity

“Participating in religion, an organized system of beliefs, practices, rituals, and symbols designed to facilitate closeness to the sacred or transcendent and engaging in activities that allow a sense of connectedness to something larger than oneself or that are especially meaningful, such as taking time out to play with a child, engaging in activities in nature, and helping others in need”

- Safety and emergency maintenance

“Knowing and performing preventive procedures to maintain a safe environment; recognizing sudden, unexpected hazardous situations and initiating emergency action to reduce the threat to health and safety; examples include ensuring safety when entering and exiting the home, identifying emergency contact numbers, and replacing items such as batteries in smoke alarms and light bulbs”

- Shopping

“Preparing shopping lists (grocery and other); selecting, purchasing and transporting items; selecting method of payment; and completing money transactions; included are Internet shopping and related use of electronic devices such as computers, cellular telephones, and tablets”



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