

2016

HOCS 321 Analysis of Occupational Performance

Amber Rice
carpenteran@xavier.edu

Follow this and additional works at: http://www.exhibit.xavier.edu/occupational_therapy_syllabi_fall_2016

Recommended Citation

Rice, Amber, "HOCS 321 Analysis of Occupational Performance" (2016). *Occupational Therapy Syllabi Fall 2016*. 6.
http://www.exhibit.xavier.edu/occupational_therapy_syllabi_fall_2016/6

This Restricted-Access Syllabus is brought to you for free and open access by the Occupational Therapy Syllabi 2016 at Exhibit. It has been accepted for inclusion in Occupational Therapy Syllabi Fall 2016 by an authorized administrator of Exhibit. For more information, please contact exhibit@xavier.edu.



XAVIER UNIVERSITY
College of Professional Sciences

Department Of Occupational Therapy
HOCS 321: Analysis of Occupational Performance (3 Credit Hours)
Fall 2016
Course Syllabus

Time: Lecture 9-9:50; Lab 1 10-11:50; Lab 2 12-1:50; Lab 3 2-3:50; Lab 4 4-550

Room: COH 35 COH 42

Faculty: Amber Rice, OTD, OTR/L

E-mail: Carpenteran@xavier.edu

Telephone: 745-3150

Office: COH 26

Office Hours: Wednesdays 5:50-6:50p (by appointment)

COURSE DESCRIPTION:

Analysis of occupational performance from human and non-human perspectives. Includes consideration of individual, contextual/environmental, and occupational influences on human performance. Introduction of occupation as means vs. occupation as ends, and meaning of objects. Students will conduct activity analyses; learn the principles of adaptation and grading and the therapeutic use of occupation and activities.

ABBREVIATED PROGRAM MISSION STATEMENT:

The Mission of the Department of Occupational Therapy is to graduate competent, caring, and ethical occupational therapy practitioners committed to best practice, lifelong learning, and occupational justice.

ABBREVIATED PROGRAM PHILOSOPHY STATEMENT:

We believe:

- Humans are biopsychosocial beings who are transformed by participation in occupation.
- Meaningful occupations shape human beings and provide a bridge to health and wellness.
- Occupational therapists form a dynamic relationship with service participants to realize their occupational potential.
- Best practice in occupational therapy is client-centered, occupation-based, evidence-based, and grounded in sound ethical principles.

Furthermore, our student centered focus on learning is driven by our belief that students are self-directed, active learners who construct their own knowledge in authentic contexts.

The sequence of our curriculum is based upon a developmental model which builds knowledge and skills to form competent, caring & ethical practitioners.

RELATIONSHIP TO INSTITUTIONAL MISSION:

- ◆ Empowers students to integrate theoretical and applied knowledge with questions of human values and ethical behavior.
- ◆ Encourages genuine engagement with civic, social, cultural, and global issues
- ◆ Respectful of dignity and needs of the individual with regard to diversity

RELATIONSHIP TO CURRICULUM DESIGN:

- ◆ Introduction to the complexity of human occupational performance through the process of analysis using the Occupational Therapy Practice Framework, with differentiation between occupation as ends and occupation as means; also addresses occupational functioning from perspective of individual functioning within a group (family, community, society), and the therapeutic value of activities and occupations.
- ◆ Emphasis on diversity, cultural and spiritual aspects of occupational performance
- ◆ Continue to apply concepts related to narrative reasoning and ethical reasoning
- ◆ Content provides foundation for future roles of educator, practitioner, and researcher.
- ◆ Active and authentic student learning

COURSE OBJECTIVES:

Objective	ACOTE Standard (2011)	Evaluation Method (assignment)	ACOTE Assessment Measure
1. Define and differentiate between activity, purposeful activity, occupation, and occupational performance. Articulate the historical and contemporary relevance of activity analysis, therapeutic activity, and occupation.	B 2.1, 2.2	#7, # 8, #5	3, 8 (Canvas discussion)
2. Describe the relationship between person, occupation, and context during occupational performance.	B 2.2, 2.5, 2.11	#2, , # 7, #8	1, 3,
3. Apply terminology and language from the OTPF to describe and document human occupational performance	B 2.2, B.3.3 B.5.20	#1, # 4	1, 3
4. Observe, analyze, and report observations of human occupational performance, including performance skills, client factors, and performance patterns.	B 2.2, 2.7	#1, #2,	1,
5. Analyze occupational performance in areas of occupation with emphasis on the impact of context, activity demands, performance patterns, and client factors on performance.	B 2.2, 2.7, 4.4	#1, #2, #3	1, 6
6. Articulate and apply principles of adaptation and gradation to optimize occupational performance and participation for diverse individuals.	<u>B.5.23</u>	#1, #3, #7, #8	1, 3, 8 (lab activities)
7. Identify and select therapeutic activities to develop specific performance skills and abilities of diverse individuals.	B 2.6, 2.7, 5.3	#3, #7, #8	3, 6, 8 (lab activities)
8. Identify safety issues inherent in the performance of activities and occupations; adhere to safety regulations during lab activities	B 2.8	#1, #6, #7, #8	1, 3, 7,

*ACOTE Assessment Measure: 1) Assignment; 2) Lab test; 3) Objective test; 4) Essay test; 5) Project; 6) Presentation; 7) Demonstration; 8) Other-please specify

REQUIRED TEXTBOOKS:

Thomas, H. (2015). *Occupation Based Activity Analysis, Second Edition*. Thorofare, NJ: SLACK Incorporated.
 Jacobs, K., & Simon, L. (2015). *Quick reference dictionary for occupational therapy* (6th ed.). Thorofare, NJ: Slack, Inc.

REQUIRED READING: readings will be available on Canvas

American Occupational Therapy Association. (2014). Occupational Therapy Practice Framework: Domain and process (3rd ed). *American Journal of Occupational Therapy*, 68, S1-S51.
 Creighton, C. (1992). The origin and evolution of activity analysis. *American Journal of Occupational Therapy*, 46 (1), 45-48.
 Egan, M., & Delaat, M.D. (1994). Considering spirituality in occupational therapy practice. *Canadian Journal of Occupational Therapy*, 61(2), 102-113.
 Flinn, N. (1999). Clinical interpretation of "effect of rehabilitation tasks on organization of movement after stroke". *American Journal of Occupational Therapy*, 53 (4), 345-347.
 Hinojosa, J., & Blount, M.L. (Eds.). (2009). *The texture of life: Purposeful activities in occupational therapy*, (3rded.). Bethesda, MD: American Occupational Therapy Association.
 Hocking, C., Wright-St. Claire, V., & Bunrayong, W. (2002). The meaning of cooking and recipe work for older Thai and New Zealand women. *Journal of Occupational Science*, 19(3), 117-127.
 Hunt, L., Salls, J., Dolhi, C., Goodwin, C., Kratz, D. & Martin, K. (2007, August 27). Putting the Occupational Therapy Practice Framework into practice: Enlightening one therapist at a time. *OT Practice Online*. Retrieved August 21, 2008, from <http://www.aota.org/Pubs/OTP/1997-2007/Features/2007/f082707.aspx>.
 Law, M. (2002). Participation in the occupations of everyday life. *American Journal of Occupational Therapy*, 56(6), 640-649.
 Milazzo, S.M. (2003). A message from T.J. In Labovitz, D.R. (Ed.), *Ordinary miracles: True stories about overcoming obstacles and surviving catastrophes* (251-253). Thorofare, N.J.: SLACK, Inc.
 Russ, R.J. (2003). Traveling light. In Labovitz, D.R. (Ed.), *Ordinary miracles: True stories about overcoming obstacles and surviving catastrophes* (153-154). Thorofare, N.J.: SLACK, Inc.
 Senior, R. (2010). Play time: How OTs can enhance, inspire their patients through leisure. *Advance for Occupational Therapy Practitioners*, 10-12.
 Trombly, C. (2008). Occupation: Philosophy and concepts. In Trombly & Radomski (Eds.), *Occupational therapy for physical dysfunction*, (6th ed., pp 339-357). Baltimore: Lippincott Williams & Wilkins.
 Tubbs, C. & Drake, M. (2007). Woodworking. In C. Tubbs & M. Drake (Eds.), *Crafts and creative media in therapy*, (3rd ed., 235-248) Thorofare, NJ: SLACK Incorporated.
 Watson, D. & Wilson, S. (2003). *Task analysis: An individual and population approach* (2nd ed.). Bethesda, MD: American Occupational Therapy Association.
 Whiteford, G. (2006). The Koru unfurls: The emergence of diversity in occupational therapy thought and action. *New Zealand Journal of Occupational Therapy*, 54(1), 21-25.

COURSE POLICIES:**ACADEMIC HONESTY**

As integrity, honesty, and truthfulness are expected standards of ethical conduct, cheating, plagiarism and collusion will not be tolerated. At minimum, instances of plagiarism will result in a score of "0" on the assignment. As noted in the University catalog, students found to be in violation of the Academic Honesty Policy may receive an "F" for the course and may be considered for expulsion from the University. See the Xavier University Undergraduate Catalog for more information. .

ACCOMMODATIONS**Learning Assistance Center**

The Learning Assistance Center (LAC) provides support services to facilitate learning. The LAC has two main purposes: tutoring and disability services. The tutoring services include subject specific tutoring, drop-in sessions, study skills assistance, and Supplemental Instruction (SI). For students with documented disabilities, services include accommodations such as extended time on exams, reduced distraction testing environment, note-taking assistance, and assistive technology. Services are provided in a positive and encouraging environment, which promotes appreciation for diversity and cura personalis. Students can contact the LAC at 745-3280 to set up an appointment. The LAC is located in the Conaton Learning Commons room 514. <http://www.xavier.edu/lac/>

Students with Disabilities

Any student who feels he/she may need an accommodation based on the impact of a documented disability should notify the course instructor and contact Cassandra Jones in the Learning Assistance Center at 745-3280 or e-mail jonesc20@xavier.edu to coordinate reasonable accommodations.

ATTENDANCE:

Because this class is experiential, attendance and participation in all sessions is essential. Students are expected to attend all scheduled class sessions and be seated before class starts. Class attendance and tardiness will be noted and documented for review in final grade calculation.

- ◆ *Students are to sign-in on the sign-in sheet upon arrival to class (before class begins); in the case of a tardy arrival, the sheet should be signed at the end of class in order to avoid being marked absent.*
- ◆ Promptness for class is expected, as late arrivals cause disruption to the instructor and to the group process. Three unexcused late arrivals will be treated as an unexcused absence. A late arrival is defined as student entering the classroom after the professor has started class (at the beginning of class or after breaks). *Please note-tardiness due to printing an assignment or class handouts is considered to be unexcused*
- ◆ Each unexcused absence from class will result in an automatic two-percentage point reduction from the total grade (for each lecture class and lab missed).
- ◆ Determination of whether an absence is excused or unexcused is up to the professor's discretion. In general, an excused absence is an absence due to an unavoidable emergency, serious illness, or funeral of an immediate family member. Unexcused absences include but are not limited to absences due to vacation or travel, doctor's appointments (except in case of extreme illness), or other non-emergency type events. Students with a chronic illness who require accommodations should register with the LAC (see 'Accommodations' above)
- ◆ In order for a class to be excused, or an exam rescheduled, a doctor's note or other documentation of emergency must be submitted to the instructor *within 7 calendar days of the absence*. Doctor's notes must be signed and dated for each class missed. If appropriate documentation is not received in a timely manner, an otherwise excused absence will convert to an unexcused absence.
- ◆ A student who misses more than the equivalent of two lectures & labs (i.e. 6 contact hours) will be required to drop the class.
- ◆ Students are responsible for obtaining from classmates class materials and information missed due to tardiness or absence, as well as completion of in-class assignments. A student with an unexcused absence will not be permitted to make up missed quizzes or tests, and will be required to turn in Lab Checkouts and Assignments on the due date indicated in the course schedule.
- ◆ In the event of an emergency, sickness, or an unanticipated late arrival to class (such as a traffic or weather delay), please notify the departmental secretary before class starts, or email the instructor as soon as is reasonably possible.

ELECTRONIC MEDIA USAGE

As a professional courtesy, all electronic devices should be turned off and stored out of sight during class. Electronic distractions and text messaging are NOT permitted during class. Exceptions maybe approved on a case-by-case basis with prior notification; e.g., due to a family emergency it may be necessary to have your cell phone turned on vibrate during a specific class. Use of laptops during lecture/lab is permitted for class related purposes

ONLY. Classroom activities may be recorded by a student for personal use by that student or for all students presently enrolled in the class with instructor permission, but may NOT be further copied, distributed, published or used for any purpose.

EMAIL ACCOUNTS:

All students are required to use their Xavier email account. It is the responsibility of the student to check this email on a daily basis for course and department communications. The course instructor will answer all emails received during normal business hours by the end of the day received. E-mails received during evening or weekend hours will be answered at minimum at the beginning of the next business day and sooner if able.

ESSENTIAL FUNCTIONS:

To pass this course students must meet all expectations, with or without LAC generated and instructor approved accommodations, that might arise in this class as identified on the Department of Occupational Therapy Essential Functions document. Please see the Department of Occupational Therapy website for the most recent updates to this document.

GRADE DISCREPANCY POLICY:

Any student who feels the grade received from the class instructor is in error (but not due to difference of opinion) may request the grade be reconsidered within one week of receiving the assigned grade. To do so, a **written statement** of the specific area of discrepancy needs to be submitted to the course instructor. Such a statement needs to include documented and sound justification. Verbal requests for change of grade consideration will not be considered. It is understood that a closer look at a previously assigned grade will have the potential to change that grade in either direction (i.e. additional points may be deducted for issues not detected in 1st write). All discrepancies must be resolved no later than the last class day of the semester.

GRADE "ROUNDING UP" POLICY:

Grades for assignments and exams will be calculated out to two decimal points (e.g. 89.36). Upon calculation of the final score, all grade percentages will be weighted as indicated and added together, and trimmed to two decimal points. At that time, and only at that time, grades will be rounded up to the nearest whole number (e.g. 92.56% will be rounded to 93%; 84.51 will be rounded to 85%). A grade lower than 0.5 of a percentage point will not be rounded up e.g. 92.49% will not be rounded up. In such a case the final percentage grade will be 92%. NOTE: Canvas rounds up the final weighted score (instead of trimming to two decimal points), therefore, students are responsible for keeping their own grade calculations (as calculated) to ensure the accuracy of the grade.

ON-LINE SOCIAL NETWORKING

On-line social networking (e.g., Facebook, MySpace, Twitter, blogs, etc.) must be considered public information and postings containing certain information are illegal. Violations may expose the offender to criminal and civil liability. Avoid disclosing any HIPAA- or academic- protected information regarding others. Keep all postings and photographs professional; and, avoid inflammatory or unflattering information on yours or another's site. Make every effort to present yourself as mature, responsible, and professional. For further details see the advisory opinion published by the American Occupational Therapy Association's Ethics Commission at: Estes, J., & Cheny, L. (2010). On-line social networking: Advisory Opinion. In D. Slater (Ed.) *Reference Guide to Occupational Therapy Code of Ethics and Ethics Standards* (pp. 213-217). Bethesda, MD: AOTA Press

PARTICIPATION, PROFESSIONAL BEHAVIOR AND LAB SAFETY:

Professional behavior is expected within the classroom as well as with communications and interactions outside of the classroom. Students are expected to be dependable & reliable, attend classes; respond to departmental communications in a timely manner; arrive on time (i.e. be seated with class materials available at the start of class); actively participate in class discussions; not participate in side conversations during class; stay in the room while class is in session; follow through on tasks; and, accept responsibility for actions. Professional dress is expected for all presentations, guest speakers and community activities. Additionally, students must wear appropriate lab attire to ensure safety standards are maintained. Four percent of the total class grade is earned through adherence to Student Participation, Professional Behavior and Lab Safety standards (see attached grading

criteria). Student will receive feedback at midterm and the end of the semester. Failure to adhere to the stated policies, procedures, and standards will result in points being deducted in the appropriate category. If the student demonstrates consistent problems in any area, he or she will be required to meet with the instructor to determine a plan of action to remedy the behavior. A handout with specific safety instructions and lab policies will be passed out at the first session.

TIMELY SUBMISSION OF ASSIGNMENTS:

*All assignments are to be turned in electronically via Canvas unless otherwise directed by professor. Assignments are due no later than the start of class on the due date specified in the syllabus. Please note that Canvas flags assignments that are turned in after the 9am deadline. Unexcused late turn-ins will result in an automatic 8-percentage point reduction in grade, with an additional 5-percentage point reduction each calendar day thereafter. If a student has an excused absence on the day an assignment is due, the students will have 48 hours to turn in the assignment before late turn-in points are deducted. Assignments not turned in within 7 calendar days of the due date will receive a grade of "0". Please turn in a copy of each assignment to canvas, unless alternative arrangements have been made with the instructor.

EVALUATION METHODS:

- # 1 30% Analysis of Occupational Performance (3 x 10% each)
- #2 10% Impact of Context and Environment on Occupational Performance & Participation
- #3 10% Craft Analysis
- #4 5% Terminology Quiz
- #5 6% Discussion Board (3 x 2% each)
- #6 4% Participation, Professional Behavior and Lab Safety
- #7 15% Midterm exam
- #8 20% Final exam
- #9 P/F Mini Task Analyses

GRADING SCALE:

A	B	C	D	F
93-100	85-92	77-84	69-76	68 and below

ASSIGNMENTS:

Analysis of Occupational Performance:

Students will complete 3 analyses of occupational performance. Format and details posted to Canvas.

Discussion Board Questions:

Students will provide a response for 3 separate Discussion Board Questions that are posted to Canvas under "Discussion".

Mini Task Analyses

Students will be given a mini task analysis to be completed in the last 15 minutes of each lab and turned in prior to leaving. These will be a reflection of an activity performed in lab that day. They will be reviewed and given a (+) or (-) based on basic comprehension of activity in relationship to the OTPF. If three (3) (-) are given throughout the semester, the student's final grade will be reduced by two (2) percentage points.

Impact of Contexts and Environments on Occupational Performance & Participation Paper

Students will write a 3-4 page paper to describe the effects of activity limitations and participation restrictions on the areas of work, leisure and social participation in American society. Students will choose one disability group and describe the effect of this disability on performance skills, performance patterns, and client factors. Discuss how this disability typically affects participation in work, social activities, and leisure with an emphasis on the role

that contexts and environments might play (use available literature to support statements). What barriers and/or facilitators to participation might the cultural, personal, physical, social, temporal and/or virtual contexts provide? If you know a person with this type of disability, you may interview him/her and include this perspective in your paper. Arguments should be supported by available evidence from reputable sources (journal articles, statistical and disability information). All sources should be cited using APA style. A reference list of no less than four sources should be supplied (see Grading Criteria for more details).

Craft Analysis:

Students will be divided into pairs. Each group will be responsible for developing two crafts, and teaching one craft to the class in 15 minutes. Target ages for the crafts will be assigned to each group. The group will give a brief analysis of the craft, discuss what skills the craft can be used to develop, and describe how the craft can be graded to accommodate two of the following impairments: decreased strength, low vision, impaired social skills, impaired cognition, ataxia/tremors, or wheelchair use. A 1-2 page analysis of each craft will be submitted by each group via Canvas so that each student can download the craft and have a collection of ideas for future use. Each group must present a different craft. See Craft Analysis Grading Criteria for more details.

XAVIER UNIVERSITY
COLLEGE OF PROFESSIONAL SCIENCES
DEPARTMENT OF OCCUPATIONAL THERAPY
HOCS 321: Analysis of Occupational Performance
Fall 2016

COURSE SCHEDULE

This course schedule is subject to change at the discretion of the instructor as necessary to meet the learning needs of all students.

WK 1

August 24

LAB

Welcome and Introduction to course.

Lab safety information

Analysis of Occupational Performance in Occupational Therapy: An Introduction (ppt)

A Framework for Viewing Occupational Performance: Person-environment-occupation model of human performance (ppt)

World Health Organization (ppt)

Hinojosa, Ch. 1; Ch. 17 pp 483-484

Creighton, 1992, The origin and evolution of activity analysis

The Occupational Therapy Practice Framework, pp S1-S51

Watson & Wilson chapter 2, Historical Perspectives, pp 9-15

OCCUPATION: Scavenger hunt/quiz & Terminology assignment

WK 2

August 31

LAB

ADL Lab

The Occupational Therapy Practice Framework (ppt.): A framework for analysis

Analysis of Occupations (ppt)

Sequencing and timing (ppt)

OT Practice Framework

Thomas 1,2, 3, 4

Law 2002, Participation in the Occupations of Everyday Life

Hocking, 2002, The meaning of cooking and recipe work

OCCUPATION: Introduction to OPA Forms and ADL's.

****Discussion Board Question #1 Response Due**

WK 3

Sept 7

****Quiz on Terminology****

Objects, space, and social demands (ppt)

Thomas Ch 5

OCCUPATION: Identify and engage in a leisure activity

ONLINE LAB: Intro to Activity Analysis, Terminology Assignment, 1 paragraph reflection (see Canvas for details)

FRIDAY

September 11 ****Online Lab Activities Due****

WK 4

Sept 14

LAB

Analysis of performance skills, performance patterns, and client factors

Thomas, Ch. 6, 7, 8

OCCUPATION: Sewing

WK 5

Sept 21

LAB

Analysis of contexts and environments; occupation-based activity analysis

Thomas, Ch, 9

Flinn, 1999, Clin. int. of "effect of rehabilitation tasks on organization of movement after stroke"

Egan & Delaat, 1994, Considering Spirituality

Whiteford, 2006, The Koru unfurls...

OCCUPATION: Sewing

****Analysis 1 (on ADL activity) due**

WK 6

Sept 28

LAB

****MIDTERM EXAM****

OCCUPATION: Finish Sewing Project

WK 7

Oct 5

LAB

Lecture: TBD: Open lab to finish sewing project vs. case studies

Watson & Wilson Ch 7, Play as Occupation pp. 53-62

OCCUPATION: Children's Play and Games

****Analysis 2 (on shopping for milk) due**

WK 8

Oct 12

ADL LAB

Adaptation and Grading Occupations

Thomas, Ch 9

Russ, 2003, "Traveling Light"

OCCUPATION: Cooking Lab

****Discussion Board Question #2 Response due**

WK 9

Oct 19

LAB

Therapeutic Use of Activities

Milazzo, 2003, "A Message from T.J."

Hinojosa, Ch. 12

Senior, 2010, "Play Time"

OCCUPATION: Adult leisure activity & sports (balloon volleyball & cards)

****Discussion Board Question #3 Response due**

**** Impact of Contexts and Environments on Occupational Performance & Participation Paper Due**

WK 10

Oct 26 **Occupation as Means; Occupation as Ends**

LAB *Hinojosa, Ch. 10 & 11*
Trombly, 6th ed. Ch. 12
OCCUPATION: IADLs

WK 11

November 2 **Crafts in Occupational Therapy**

LAB Tubbs & Drake, 2007 Ch. 2 & 5
OCCUPATION: Introduction to power tools, woodworking

WK 12

Nov 9 **Application of Occupations to Practice/Using Occupations**

LAB *Hinojosa, Ch. 8 & 18*
Hunt 2007
Tubbs & Drake, 2007, Ch 19, pp. 235-248
OCCUPATION: Woodworking
***** ANALYSIS 3 (ON COOKING TASK) DUE**

WK 13

Nov 16 **Practical Application of Occupational Analysis**
LAB **OCCUPATION:** Woodworking (Painting/staining)

WK 14

Nov 23 *****NO CLASS! Happy Thanksgiving!*****

WK 15

November 30 **Case Studies**
LAB **OCCUPATION:** Group Craft Analysis Project
****Craft Analysis Project Due****

WK 16

Dec 7 **Catch-up and Review**
LAB **OCCUPATION:** Review

December 16 **FINAL EXAM:

HOCS 321: Analysis of Occupational Performance
Student Participation, Professional Behavior and Lab Safety Criteria

	1 point	0 points	Mid	Final
PARTICIPATION				
Verbal participation	Provides insightful comments, questions, clarifies concepts, shares experiences and ideas on topic several times t/o class.	Only occasionally provides comments, questions, insights, and shares experiences. Seldom participates, very quiet, withdrawn from discussion.		
Task completion	Completes all assigned lab tasks by pacing self and making appropriate use of time	Routinely fails to complete lab activities due to poor pacing and use of time. Alternatively, rushes through lab activities with disregard for quality.		
Preparation	Student is prepared for class and shows evidence of having completed the assigned readings	Student is unable to participate in class discussion or complete assigned tasks due to failure to complete assigned readings		
Cell phones	Student turns cell phone off prior to class	Cell phone rings, or is used during class		
PROFESSIONAL BEHAVIOR				
Interpersonal skills and body language	Alert, interested in lecture/activity, positive facial expressions, good eye contact, appears to be listening	Occasionally looks bored or uninterested, body language is closed, i.e., hands crossed on chest. Falls asleep in class, has poor body language, rolls eyes, looks bored, uninterested, or distracted		
Overall appearance	Appearance is appropriate for classroom situation, e.g., no tattoos showing; no cleavage; hair clean and styled; clothing is clean and neat; modest amount of jewelry worn; no hats in the classroom.	Routinely shows disregard for one or more dress code standards.		
LAB SAFETY				
Safety procedures	Adheres to all posted and verbal safety procedures and instructions as they apply to specific tools, equipment and lab activities	Routinely fails to follow posted or verbal safety procedures and/or instructions		
Workspace organization	Is able to organize tools and materials and keep workspace clean and tidy during class. Student picks up items from the floor and/or wipes up spills immediately.	Workspace is cluttered and disorganized. Student fails to pick up items dropped on floor, or fails to wipe up spills in timely fashion.		
Clean-up	Routinely cleans up workspace and tools at the end of class. Helps with overall lab clean-up when necessary.	Student leaves class without cleaning up workspace or helping with overall lab clean-up.		
Lab attire	Student consistently arrives to class with correct lab attire (closed flat shoes, no dangling clothing or jewelry, no shorts, hair pulled back)	Student wears unsafe clothing in lab environment.		
TOTAL				



HOCS 321: Analysis of Occupational Performance
OPA 1: Grading Criteria

Name: _____

Date: _____

This assignment is worth 100 points for 10% of your total course grade. It is due September 21st.

Learning Objective: After completing assignment, the student will be able to describe an occupation and analyze the requirements to perform it as would be expected by a person without deficits.

Directions: Analyze the activity of donning a button down shirt and fill out the Occupational Performance Analysis Long Form. Complete ALL parts of the form. It is assumed that YOU are the person completing the activity, so your own responses should be identified, described, and reported. Do not exceed 13 pages, 12 point font. You will be graded on quality of content and understanding of each section and how it applies to the activity.

Be prepared to discuss the top three most important Client Factors and Performance Skills in class.

Point distribution (100 points possible):

- 1. Section 1: Occupations (5 Points) _____
- 2. Section 2: Client Factors (25 Points) _____
- 3. Section 3: Performance Skills (40 Points) _____
- 4. Section 4: Performance Patterns (20 Points) _____
- 5. Grammar/spelling/formatting (10 Points) _____

Total points: _____

Comments:



**Department of Occupational Therapy
Xavier University
HOCS 321 Analysis of Occupational Performance**

Occupational Performance Analysis Long Form

Achieving Health, Well-Being and Participation Through Engagement in Occupation

Please refer to the Occupational Therapy Practice Framework (3rd ed) (AOTA, 2014) and the Texture of Life Chapter 4 (Hinojosa & Blount, 2009) for detailed definitions and descriptions of the terms used in this activity analysis. Failure to refer to these texts will result in automatic point deductions.

SECTION 1: AREAS OF OCCUPATION

Performance of this activity is usually part of which area(s) of occupation?

Areas of Occupation	Yes	No	If 'yes', identify the specific item(s) and explain:
Activities of Daily Living (ADL)			
Instrumental Activities of Daily Living (IADL)			
Rest and Sleep			
Education			
Work			
Play			
Leisure			
Social Participation			

SECTION 2: CLIENT FACTORS

A. Values, Beliefs, Spirituality:

Does this activity have relevance in terms of the individual's values, beliefs, or spirituality? Explain.

B. Body Functions: which specific body functions are required to execute/complete this activity?
****Select only the items that are involved in this activity. Use the scale to rate the influence of the item and then explain its influence**
***Rating: 4- point scale used to rate influence of each item on ability to do activity:**
 1-minimal effect, 2-moderate effect, 3-significant effect, 4-major effect

Mental functions

<i>Specific mental functions</i>	Y	N	Rating	Explain
<input type="radio"/> Higher level cognitive (judgment, concept formation, metacognition, executive functions, praxis, cognitive flexibility, insight)				
<input type="radio"/> Attention (sustained, selective, divided attention)				
<input type="radio"/> Memory (Sustained shifting and divided attention, concentration, distractibility)				
<input type="radio"/> Perception (<i>discrimination</i> of sensations- i.e. auditory, tactile, visual, olfactory, gustatory, vestibular, proprioceptive)				
<input type="radio"/> Thought (control and content of thought, awareness of reality vs. delusions, logical and coherent thought)				
<input type="radio"/> Mental functions of sequencing complex movement (Mental functions that regulate the speed, response, quality, and time of motor production, such as restlessness, toe tapping, or hand wringing, in response to inner tension)				

o Emotional (Regulation and range of emotions; appropriateness of emotions, including anger, love, tension, and anxiety; lability of emotions)				
o Experience of self & time (Awareness of one's identity, body, and position in the reality of one's environment and of time)				
<i>Global mental functions</i>				
o Consciousness (State of awareness and alertness, including the clarity and continuity of the wakeful state)				
o Orientation (Orientation to person, place, time, self & others)				
o Temperament & personality (Extroversion, introversion, agreeableness, conscientiousness, emotional stability, openness to experience, self-control, self-expression, confidence, motivation, impulse control, appetite)				
o Energy & drive (Energy level, motivation, appetite, craving, impulse control)				
o Sleep (Physiological process, quality of sleep)				
Sensory functions	Y	N	Rating	Explain
o Visual functions (Quality of vision, visual acuity, visual stability, and visual field functions to promote visual awareness of environment at various distances for functioning)				
o Hearing functions (Sound detection and discrimination; awareness of location and distance of sounds)				
o Vestibular functions (Sensation related to position, balance, and secure movement against gravity)				

o Taste functions (Association of taste qualities of bitterness, sweetness, sourness, and saltiness)				
o Smell functions (Sensing odors and smells)				
o Proprioceptive functions (Awareness of body position and space)				
o Touch functions (Feeling of being touched by others or touching various textures, such as those of food; presence of numbness, paresthesia, hyperesthesia)				
o Pain (e.g. diffuse, dull, sharp, phantom) (Unpleasant feeling indicating potential or actual damage to some body structure; sensations of generalized or localized pain)				
o Sensitivity to temperature and pressure (Thermal awareness (hot and cold), sense of force applied to skin)				
Neuromusculoskeletal and movement-related functions	Y	N	Rating	Explain
Functions of joints and bones				
o Joint mobility (Joint range of motion)				
o Joint stability (Maintenance of structural integrity of joints throughout the body; physiological stability of joints related to structural integrity)				
Muscle functions				
o Muscle power (Strength)				
o Muscle tone (Degree of muscle tension- e.g. flaccidity, spasticity, fluctuation)				
o Muscle endurance (Sustaining muscle contraction)				

Movement functions				
o Motor reflexes (Involuntary contraction of muscles automatically induced by specific stimuli- e.g. stretch, ATNR, STNR)				
o Involuntary movement reactions (Postural reactions, body adjustment reactions, supporting reactions)				
o Control of voluntary movement (Eye-hand and eye-foot coordination, bilateral integration, crossing of the midline, fine and gross motor control, and oculomotor function- e.g. saccades, pursuits, accommodations, binocularity)				
o Gait patterns (Gait and mobility considered in relation to how they affect ability to engage in occupations in daily life activities; for example, walking patterns and impairments, asymmetric gait, stiff gait)				
Cardiovascular system functions Hematological and immunological system functions (Maintenance of blood pressure functions (hypertension, hypotension, postural hypotension), heart rate and rhythm)				
Respiratory system functions (Rate, rhythm, and depth of respiration)				
Additional functions and sensations of the cardiovascular and respiratory systems (Physical endurance, aerobic capacity, stamina, fatigability)				
Voice and Speech functions (Fluency and rhythm, alternative vocalization functions)				

<p>Digestive, metabolic, and endocrine system functions (Digestive system functions, metabolic system and endocrine system functions)</p>				
<p>Genitourinary and reproductive functions (Urinary functions, genital and reproductive functions)</p>				
<p>Skin and related structure functions (Protection (presence or absence of wounds, cuts, or abrasions), repair (wound healing))</p>				

<p>C. Body Structures (Anatomical parts of the body, such as organs, limbs, and their components that support body function): *Indicate/list the most important body parts used for this activity</p>	
<ul style="list-style-type: none"> o Structure of the nervous system o Eyes, ears, and related structures o Structures involved in voice & speech o Structures of the cardiovascular, immunological, respiratory systems o Structures related to the digestive, metabolic, endocrine systems o Structures related to the genitourinary & reproductive systems o Structures related to movement o Skin & related structures 	

SECTION 3: PERFORMANCE SKILLS

Observable actions the individual uses to engage in activities and occupations. Typically involves numerous body functions and structures working together to enable performance.

****List and explain the most essential skills required to complete this activity and then rate those skills using the 4-point scale**

***Rating: 4-point scale used to rate influence of each item on ability to do the activity:**

1=minimal effect, 2=moderate effect, 3=significant effect, 4=major effect

Motor Skills (“Occupational performance skills observed as the person interacts with and moves task objects and self around the task environment” (E.g. aligns, stabilizes, adjusts, positions, reaches, bends). See OTPF-3, Table 3 for full list and definitions of Motor Skills.

Process Skills “Occupational performance skills [e.g., ADL process skills, school process skills] observed as a person (1) selects, interacts with, and uses task tools and materials; (2) carries out individual actions and steps; and (3) modifies performance when problems are encountered” (E.g. paces, attends, heeds, chooses etc). See OTPF-3, Table 3 for complete list and definitions of Process Skills.

Social Interaction Skills: “Occupational performance skills observed during the ongoing stream of a social exchange”, includes verbal and non-verbal interactions (E.g. approaches/starts, concludes/disengages, produces speech, gesticulates). See OTPF-3, Table 3 for complete list and definitions of Social Interaction Skills

SECTION 4: PERFORMANCE PATTERNS

Is the activity part of the person’s habits, routines, rituals?
How does the activity relate to the person’s roles?

Habits: (specific, automatic behaviors performed repeatedly, relatively automatically, and with little variation)

Is the activity part of the person’s habits? If so, is this habit useful, impoverished, or dominating?
Does it support or interfere with performance of occupations?

Routines: (patterns of behavior that are observable, regular, and repetitive and that provide structure for daily life.

Is this activity part of the person’s routines? If so, is it satisfying, promoting or damaging? Does it support or hinder performance?

Rituals: (symbolic, actions with spiritual, cultural, or social meaning that contribute to the client's identity and reinforce client's values and beliefs)

Is this activity part of a ritual?

Roles: (a set of behaviors expected by society, shaped by culture and context)

How does this activity relate to the person's roles?

SECTION 5: ACTIVITY DESCRIPTION, DEMANDS & CONTEXT

Brief Description of the Activity: (concise description of the activity in 1 or 2 sentences)

Steps, Sequencing & Timing: (List the major steps required to complete the activity in 12 steps or less. Specify timing for a step if it is vital for successful completion of the activity, e.g. 'steep teabag for 3 minutes')

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

Total time:

Rate the Activity Demands in Relation to the Following Properties:

High social & interaction	5 — 4 — 3 — 2 — 1	Low social & interaction
High cultural relevance	5 — 4 — 3 — 2 — 1	Low cultural relevance
Participant	5 — 4 — 3 — 2 — 1	Observer
Active/energetic	5 — 4 — 3 — 2 — 1	Inactive/slow-moving
Structured	5 — 4 — 3 — 2 — 1	Unstructured/free expression
High gross motor skills	5 — 4 — 3 — 2 — 1	Low gross motor skills
High fine motor skills	5 — 4 — 3 — 2 — 1	Low fine motor skills
High sensory-perceptual	5 — 4 — 3 — 2 — 1	Low sensory-perceptual skills
High cognitive skills	5 — 4 — 3 — 2 — 1	Low cognitive skills

Safety Precautions/Hazards/Concerns:



HOCS 321: Analysis of Occupational Performance
OPA 2: Grading Criteria

Name: _____

Date: _____

This assignment is worth 100 points for 10% of your total course grade. It is due October 5th.

Learning Objective: After completing assignment, the student will be able to describe an occupation and analyze the requirements to perform it as would be expected by a person without deficits.

Directions: Analyze the activity of shopping for milk and fill out the Occupational Performance Analysis Short Form #1. Complete ALL parts of the form. It is assumed that YOU are the person completing the activity, so your own responses should be identified, described, and reported. Do not exceed 3 pages, 12 point font.

Point distribution (100 points possible):

- | | |
|-----------------------------------------------------------------|-------|
| 1. Activity Description and Relevance to the client (5 Points) | _____ |
| 2. Objects used, their properties and space demands (10 Points) | _____ |
| 3. Social demands (20 Points) | _____ |
| 4. Sequencing and Timing (5 Points) | _____ |
| 4. Required Actions and Performance skills (30 Points) | _____ |
| 5. Required Body functions and structures (10 Points) | _____ |
| 7. Safety Hazards and concerns (10 Points) | _____ |
| 8. Grammar/spelling/formatting (10 Points) | _____ |
| Total points: | _____ |

Comments:



**Department of Occupational Therapy
Xavier University
HOCS 321 Analysis of Occupational Performance**

Occupational Performance Analysis Short Form #1

Achieving Health, Well-Being and Participation Through Engagement in Occupation

Describe Activity: (1 or 2 sentences)	
Relevance and importance to client:	
Objects Used and their Properties: (tools, materials, and equipment)	
Space Demands: (natural or built environment, layout, placement of furniture/structures/equipment, light, noise, temperature, smell?)	
Social demands: (presence, availability and expectations of others; relationships, interaction required, norms/rules; cultural relevance & meaning)	
Steps, Sequence & Timing: (list the major steps for completion in 12 steps or less)	
Required Actions & Performance Skills (motor, process, and social skills): List and describe the top 10 MOST essential performance skills.	
Required Body Structures and Functions: (underlying capacities of a person which are typically required to perform this activity). List the body structures & functions most essential for performance of this activity.	
Safety Hazards and Concerns: (potential safety hazards)	



HOCS 321: Analysis of Occupational Performance
OPA 3: Grading Criteria

Name: _____

Date: _____

This assignment is worth 100 points for 10% of your total course grade. It is due November 9.

Learning Objective: After completing assignment, the student will be able to describe an occupation and analyze the requirements to perform it as would be expected by a person without deficits.

Directions: Analyze baking chocolate chip cookies from “ready mix” and fill out the Occupational Performance Analysis Short Form #2. Complete ALL parts of the form. It is assumed that YOU are the person completing the activity, so your own responses should be identified, described, and reported. Do not exceed 4 pages, 12 point font.

Points distribution (100 points possible):

- 1. Activity Description and Relevance to the client (5 Points) _____
- 2. Objects used and their properties and Space demands (5 Points) _____
- 3. Social demands (22 Points) _____
- 4. Sequencing and Timing (5 Points) _____
- 4. Required Actions and Performance skills (22 Points) _____
- 5. Required Body functions and structures (10 Points) _____
- 7. Safety Hazards and concerns (10 Points) _____
- 8. Adaptability to Promote Participation and Grading (16 Points) _____
- 9. Grammar/spelling/formatting (10 Points) _____

Total points: _____

Comments:



**Department of Occupational Therapy
Xavier University
HOCS 321 Analysis of Occupational Performance**

Occupational Performance Analysis Short Form #2

Achieving Health, Well-Being and Participation Through Engagement in Occupation

Describe Activity: (1 or 2 sentences)	
Steps, Sequence & Timing: (list the major steps for completion in 12 steps or less)	
Objects Used and their Properties: (tools, materials, and equipment)	
Space Demands: (natural or built environment, layout, placement of furniture/structures/equipment, light, noise, temperature, smell?)	
Social & Cultural Demands: (presence, availability and expectations of others; relationships, interaction required, norms/rules; cultural relevance & meaning)	
Required Performance Skills (motor, process, and social skills): List and describe the top 5 - 10 MOST essential performance skills.	
Required Body Structures and Functions: (underlying capacities of a person which are typically required to perform this activity). List the body structures & functions most essential for performance of this activity.	
Safety Hazards and Concerns: (potential safety hazards)	

<p>Adaptability to Promote Participation: Describe how to adapt the activity so that an individual with the following impairments could participate:</p> <ol style="list-style-type: none"> 1. Low vision 2. One-handed 3. General weakness 	
<p>Grading: Give 3 examples of how to make activity easier and 3 examples of how to make activity more difficult.</p>	

HOCS 321 Analysis of Occupational Performance
Impact of Context and Environment on Occupational Performance and Participation
Grading Criteria Form

This assignment is worth 100 points for 10% of your total course grade. Refer to course schedule in syllabus for due date.

Learning Objective: After completing this assignment, the student will be able to describe the impact of activity limitations and participation restrictions on the areas of work, leisure and social participation, with an emphasis on the role played by contexts and environments.

Directions: Choose one disability group.

1. Briefly describe the disability and its effect on performance skills, performance patterns, and client factors.
2. Explain how this disability typically affects performance in work, leisure, and social participation.
3. Describe the barriers and facilitators to participation in American society, with emphasis on contexts and environments.
4. If you know a person with this type of disability you may interview him/her and include this personal perspective in your paper.

This should be a 3-4 page paper, double-spaced, use 12-point font. Support all arguments with available literature from reputable sources (journal articles, statistical, and disability information). All sources should be cited using APA style. A reference list of no less than four sources must be supplied.

Points Distribution:

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 1. Work demonstrates full knowledge and understanding of the disability, how it affects performance skills, performance patterns, and client factors | _____/25 |
| 2. Accurate analysis of the effect of the disability on performance of work/leisure/social participation | _____/20 |
| 3. Accurate, insightful analysis of the barriers or facilitators to participation for this disability group | _____/25 |
| 4. Writing style: concise, clear in thought and expression, logical and interesting sequence of information related to topic | _____/15 |
| 5. Neatly typed, evidence of proof reading, correct spelling, punctuation, and grammar | _____/10 |
| 6. Proper citations given using APA format, grammar, spelling | _____/5 |

TOTAL _____/100

Comments:



HOCS 321 Analysis of Occupational Performance
Craft Analysis Grading Criteria
 (Page 1 of 2)

This assignment is worth 100 points for 10% of your total course grade. See course syllabus for due date.

Learning Objective: After completing this assignment, the student will be able to describe an activity appropriate for a specific age group. The student will be able to identify the therapeutic purpose of the activity, the materials needed, the performance skills and body functions the activity promotes, and how the activity can be graded to accommodate performance skills and body functions.

Directions: Students will be paired and will be assigned one of the following age groups: infant, child, adolescent, young adult, adult, or geriatric. Each pair will develop **TWO** different crafts for their target population, one of which will be taught within a 15 minute time frame to the rest of the class. The presentation should include a discussion of the target population, the performance skills and body functions needed to complete the craft, and how the craft can be graded to accommodate two impairments (see below). No craft may be duplicated. Each craft idea will be posted on Canvas beginning the week of November 4 so that groups can eliminate duplicates. Points will be deducted if a craft is duplicated for any group that chooses the same craft that a previous group has already chosen. An analysis of each craft will be due on December 2. This analysis will include a 1-2 page paper with a materials list, step-by-step instructions of the craft, the target population, the performance skills and body functions required to complete the craft, and how the craft can be graded for two of the following impairments: decreased strength, low vision, impaired social skills, impaired cognition, ataxia/tremors, or wheelchair level. The analyses will be available to all students on Canvas to download and keep for future clinical use. It is highly encouraged that students add to this file frequently throughout their academic careers.

Include the following information on each analysis:

1. **Craft:** Materials list, and step-by-step instructions
2. **Target Population:** State the age range and list diagnoses/population groups who may benefit from engaging in this craft.
3. **Target Performance Skills:** which performance skills will this craft promote or improve if used with a client? (Note-do not list everything; this should be a *concise list* of target performance skills that can be developed or improved by using this activity with a client)
4. **Target Body Functions:** which body functions will this activity promote or improve if used with a client? (Note-do not list everything; this should be a *concise list* of target body functions that can be developed or improved by using this activity with a client)
5. **Gradation:** Choose two of the following limitations and explain how this craft can be graded to accommodate the limitations: decreased strength, low vision, impaired social skills, impaired cognition, ataxia/tremors, or wheelchair use.

(Page 2 of 2)**Points Distribution:**

- | | |
|------------------------------------------------------------------------------------|-----------|
| 1. Crafts are appropriate for the target population | _____ /15 |
| 2. Essential performance skills targeted by this activity are correctly identified | _____ /20 |
| 3. Essential body functions targeted by this activity are correctly identified | _____ /20 |
| 4. Crafts are appropriately graded for two impairments | _____ /20 |
| 5. Activity directions are concise, clear, and easy to follow | _____ /5 |
| 6. Analyses are complete, and free of grammatical and spelling errors | _____ /10 |
| 7. Teaching of the craft is clear and concise, with equal participation | _____ /10 |

Points will be deducted for the 'kitchen sink approach'- i.e. the student lists everything in the hope of including something correct. Student needs to correctly identify those performance skills and body functions that are essential to the task, as well as appropriate gradation in order to receive credit

Total: _____ /100

Comments: