

OTAT-1310: TASK ANALYSIS

Cuyahoga Community College

Viewing: OTAT-1310 : Task Analysis

Board of Trustees:

2018-01-25

Academic Term:

2018-01-16

Subject Code

OTAT - Occupational Therapy Assisting

Course Number:

1310

Title:

Task Analysis

Catalog Description:

Enables students to perform task analysis of varied activities addressing occupational performance areas of self-maintenance, play/leisure, and productivity. Covers selection of adaptive devices, adapting/grading and use of assistive technology.

Credit Hour(s):

2

Lecture Hour(s):

1

Lab Hour(s):

3

Other Hour(s):

0

Requisites

Prerequisite and Corequisite

BIO-2331 Anatomy and Physiology I or concurrent enrollment, and departmental approval.

Outcomes

Course Outcome(s):

Apply the Occupational Therapy Practice Framework to various task analysis.

Objective(s):

1. Explain the domain and process of the Occupational Therapy Practice Framework.
2. Articulate the language of the Occupational Therapy Practice Framework
3. Write an analysis that is different from any practiced in class by using information from the Occupational Therapy Practice Framework.
4. Practice problem-solving skills in selecting activities to meet the specific needs of a client receiving occupational therapy intervention.

Course Outcome(s):

Explain how occupational therapy practitioners use task analysis in the context of health promotion and injury prevention initiatives.

Objective(s):

1. Discuss the vital relationship between occupation and quality of life.
2. Recognize the importance of using meaningful everyday activities as the basis for intervention
3. Explain an appreciation of occupation as the philosophical root of occupational therapy.
4. Identify the many ways the life roles can influence the client's occupational therapy

Course Outcome(s):

Apply task analysis concepts using performance patterns, process, performance skills, and client factors that are challenged during participation in a basic activity of daily living.

Objective(s):

1. Analyze a task as it would be expected to be performed.
2. Describe how occupational therapy practitioners apply task analysis as an evaluation and intervention tool to develop intervention strategies that enable clients to participate in life occupations.
3. List the steps included in the task analysis process.
4. Prepare for and teach at least one of each type of activity (self-care, work-related, leisure) to a classmate, another individual, or a group.
5. Explain how the Occupational Therapy Practice Framework is utilized as a basis for understanding task analysis
6. Define task analysis
7. Describe the difference between occupation based activity and task analysis.
8. Identify the role that task analysis plays in the clinical reasoning process.

Course Outcome(s):

Grade and adapt the environment, tools, materials, occupations, and intervention to reflect the changing needs of the client and the sociocultural context

Objective(s):

1. Analyze, grade, and adapt activity demands and context of purposeful activities to meet client's needs.
2. Explain how grading and/or adapting activities can contribute to improving client's occupational performance.
3. Describe how to grade an activity up or down and when each is relevant.
4. Give examples of a graded activity in each of the occupational performance areas.
5. Give examples of adaptations in each of the occupational performance areas.
6. Explain how adapting and grading of activities are used to reach common outcomes in OT practice.
7. Grade an activity to decrease or increase motor, sensory, interpersonal and cognitive component of an activity.
8. Describe the concept of scaffolding and how it is used in OT practice.
9. Define what grading and adapting of an activity means and how it is used in occupational therapy practice.

Course Outcome(s):

Explain principles of and demonstrate strategies with assistive technologies and devices (e.g. electronic aids to daily living, seating and positioning systems) used to enhance occupational performance and foster participation and well-being.

Objective(s):

1. Define assistive technology.
2. Delineate the characteristics of assistive technologies.
3. List the major initiatives that have affected the application of assistive technology.
4. Differentiate between low-and-high-tech assistive technology.
5. State the role of occupational therapist in the prescription of assistive technologies.
6. Define the role of the occupational therapy assistant in the provision of assistive technology.

Methods of Evaluation:

1. Oral presentation
2. Objective testing
3. Activities analysis
4. Class participation
5. Special project

Course Content Outline:

1. What is Activity Analysis?
 - a. Occupations versus activities
 - b. Importance of analyzing activities and occupations
 - c. The Occupational Therapy Practice Framework: The Basis for Activity Analysis
 - d. The Activity Analysis Process
2. What are we Analyzing?

- a. Occupation based activity analysis versus a standard activity analysis
- b. Activities of Daily Living
 - i. Bathing/showering
 - ii. Bowel and bladder management
 - iii. Toilet hygiene
 - iv. Dressing
 - v. Eating and feeding
 - vi. Functional mobility
 - vii. Personal device care
 - viii. Personal hygiene and grooming
 - ix. Sexual activity
- c. Instrumental Activities of Daily Living
 - i. Care of others
 - ii. Child rearing
 - iii. Care of pets
 - iv. Communication device use
 - v. Community mobility
 - vi. Financial management
 - vii. Health management and maintenance
 - viii. Home establishment and management
 - ix. Meal preparation and clean up
 - x. Religious observance
 - xi. Safety Procedures and emergency maintenance
 - xii. Shopping
- d. Rest and Sleep
 - i. Rest
 - ii. Sleep
 - iii. Sleep preparation
 - iv. Sleep participation
- e. Education
 - i. Formal educational participation
 - ii. Exploration of informal personal education
- f. Informal personal education participation
- g. Work
 - i. Employment interests and pursuits
 - ii. Employment seeking and acquisition
 - iii. Job performance
 - iv. Retirement preparation and adjustment
 - v. Volunteer exploration
 - vi. Volunteer participation
- h. Play
 - i. Play exploration
 - ii. Play participation
- i. Leisure
 - i. Leisure exploration
 - ii. Leisure participation
- j. Social participation
 - i. Community
 - ii. Family
 - iii. Peer, friend
- 3. Activity Gradation and Adaptation
 - a. Grading
 - b. Scaffolding
 - c. Adaptation
 - d. Outcomes and the use of grading and adapting
- 4. Activity analysis required body functions

- a. Organization of the body function categories
 - i. Mental functions
 - 1. Attention
 - 2. Perception
 - 3. Thought functions
 - 4. Mental functions of sequencing complex movements
 - 5. Global mental functions
 - 6. Temperament and personality
 - ii. Sensory Functions and Pain
 - 1. Modulation
 - 2. Integration of sensation from body and environment
 - 3. Visual awareness at various distances
 - 4. Hearing functions
 - 5. Vestibular functions
 - 6. Taste functions
 - 7. Smell functions
 - 8. Proprioception functions
 - 9. Touch functions
 - 10. Pain
 - 11. Temperature and pressure
 - iii. Neuromusculoskeletal and Movement Related Functions
 - 1. Functions of joints and bones
 - 2. Joint stability
 - 3. Muscle tone
 - 4. Muscle endurance
 - 5. Motor reflexes
 - 6. Control of voluntary movement
 - iv. Functional or Cardiovascular, Hematological, Immunological, and Respiratory Systems
 - 1. Cardiovascular system function
 - 2. Hematological and Immunological Systems Function
 - 3. Additional functions and sensations of the cardiovascular and respiratory systems
 - v. Voice and Speech, Digestive, Metabolic, Endocrine, Genitourinary, Reproductive, Skin and Related Structure Functions
- 5. The Client: The Key to Conducting an Occupation-Based Activity Analysis
 - a. Occupation awareness
 - b. The occupational profile
 - c. Contexts
 - i. The physical
 - ii. The social
 - iii. The cultural
 - iv. The personal
 - v. The temporal
 - vi. The virtual
 - d. Performance patterns
 - i. Habits
 - ii. Routines
 - iii. Rituals
 - iv. Roles
- 6. Assistive Technology in Occupational Therapy
 - a. Therapeutic Foundation
 - b. Evaluation of clients, tasks, devices and environments
 - c. Augmentative and alternative communication
 - d. Powered mobility
 - e. Electronic aids for daily living
 - i. Telephones
 - ii. Monitoring Systems
 - f. Computers

- i. Evaluation
 - ii. Intervention
 - iii. Modification
7. Teaching and Learning
- a. Theories of adult learning
 - b. Mosey's teaching-learning process
 - c. Learning with a cognitive disability
 - d. Application of learning theories

Resources

Christiansen, Charles. (2008) *Ways of Living: Self-Care Strategies for Special Needs*,The American Occupational Therapy Association.

Davis, Carol M. *Patient Practitioner Interaction*. 4th ed. Slack, 2012.

Lamport, N. E., M. S. Coffey, and Gayle I. Hersch. *Activity Analysis and Application to Occupation*. 5th ed. Slack, 2006.

Wagenfeld Amy. (2015) *Foundations of Theory and Practice for the Occupational Therapy Assistant*,Wolters Kluwer, Baltimore.

Thomas, Heather. (2012) *Occupation-Based Activity Analysis*,Thorofare: Slack Incorporated.

Evetts, C.L. Peloquin S.M. (2017) *Mindful Crafts as Therapy/Engaging More Than Hands*,Philadelphia: F.A. Davis Company.

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