

ACTIVITY PARTICIPATION ASSESSMENT (APA): THE DEVELOPMENT OF AN ASSESSMENT OF ACTIVITY PARTICIPATION FOR THOSE SUFFERING FROM MENTAL ILLNESS

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Dissertation submitted to the Faculty of Health
Sciences, University of the Witwatersrand,
Johannesburg, in fulfillment of the requirements for the
degree of Master of Science in Occupational Therapy



INTRODUCTION

- Quality of health care has been a focal point in recent years in South Africa.
- A lack of resources and variation of services are two elements that play a role in the quality of service provision.
- Occupational therapists use different assessment methods and instruments during the assessment phases of the occupational therapy process.

- This research study aimed to compile a performance-based assessment which can be used to assess activity participation in those suffering from mental illness.
- The Activity Participation Outcome Measure was used as the measurement tool for rating observations made from the Activity Participation Assessment.
- The Activity Participation Outcome Measure has an established scoring system for eight domains of activity participation, which are based on Vona du Toit's Model of Creative Ability

- The objectives of the study were as follows:
 - To generate assessment activities for the eight domains of the Activity Participation Outcome Measure
 - To create guidelines for use of the Activity Participation Assessment.
 - To investigate the content validity of the Activity Participation Assessment.

OVERVIEW OF THE APOM

Domain	Items
Process skills	Attention, Pace, Knowledge, Skills Task concept, Organising space and objects Adaptation
Communication/ interaction skills	Physicality: physical contact, eye contact, gestures, use of body Information exchange: speech and articulation, expressing needs, conversation Relations: forming relationships and rapport
Life skills	Personal care, grooming Personal safety, care of medication, use of transport Domestic skills, child care, money and budgeting skills Assertiveness, stress and conflict management Pre-vocational and vocational skills, problem-solving

Self esteem	Commitment to task or situation Using feedback , attitude towards self Awareness of good qualities , confidence in self Social presence, self worth , pursuing goals
Role performance	Awareness of roles, role expectations and balance Role competency
Balanced life style	Time use and routines, habits Mix of areas (physical, mental, social, spiritual, rest)
Affect	Repertoire of emotions Control of emotions and mood.
Motivation	Active involvement, motives and drives Shows interest, goal-directed behaviour Locus of control

RESEARCH PLAN

- **Phase 1:** Determine activities for the Activity Participation Assessment
 - **Stage 1:** Literature appraisal
 - **Stage 2:** Clinical contribution
- **Phase 2:** Compile guidelines for Activity Participation Assessment use
- **Phase 3:** Examination of the content validity for the Activity Participation Assessment

RESULTS – PHASE 1

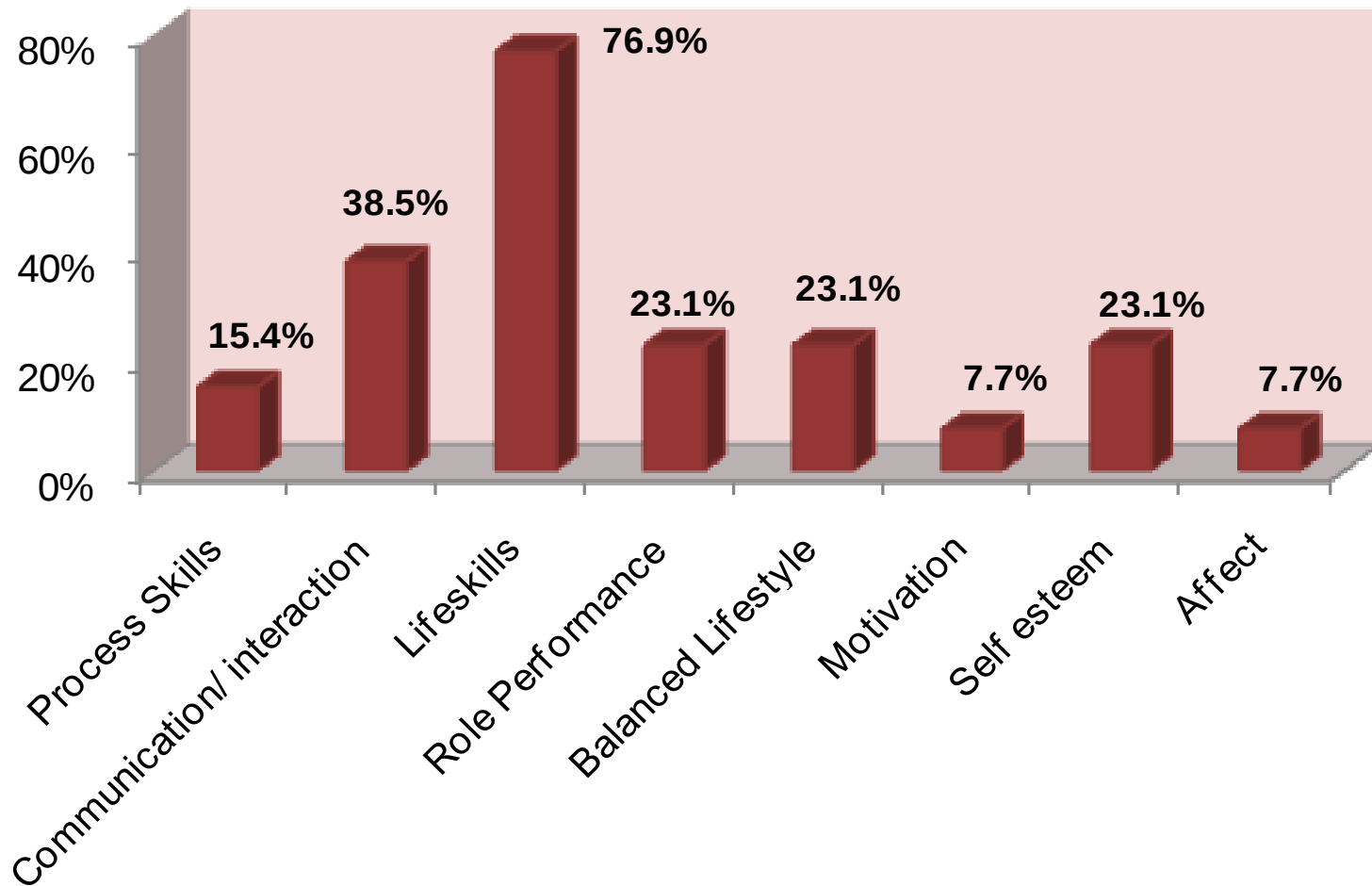
- The data collection procedure for this stage included an appraisal of current literature surrounding the use of activities in assessment from the performance-based assessments.
- The 13 performance instruments that satisfied review criteria are described in table below

Bay Area functional Performance evaluation	BaFPE
Independent living scale	ILS
Kholman evaluation of living skills	KELS
Performance test of activities of daily living	PADL
Personal and social performance scale	PSP Scale
Social skills performance assessment	SSPA
UCSD performance-based skills assessment	UPSA
Performance assessment of self care skills	PASS
Medication management ability assessment	MMAA
Worker role interview	WRI
Worker environment impact scale	WEIS
The role checklist	Role checklist
Assessment of Motor and Process Skills	AMPS

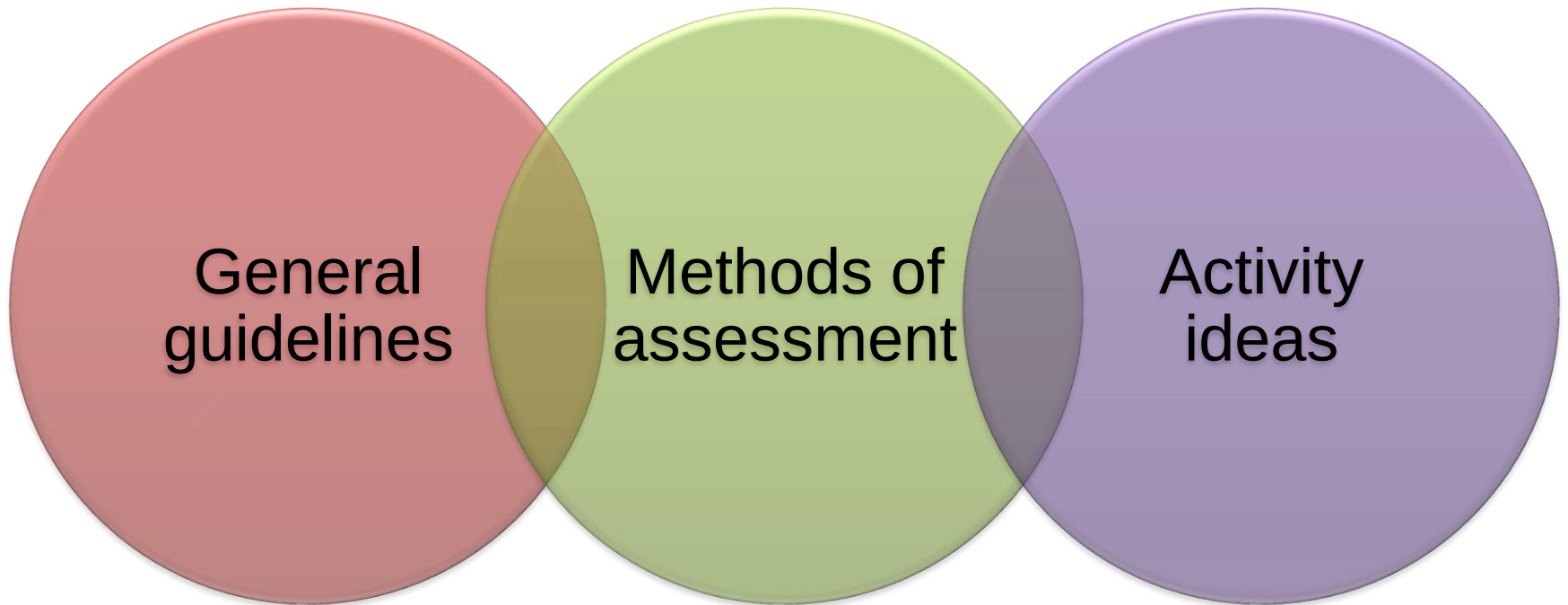
- Each of the instruments in the table was subjected to an in-depth examination of assessment and administration content. The reason for this was to establish which of the domains and items (of the Activity Participation Outcome Measure) the instrument in question did in fact assess.

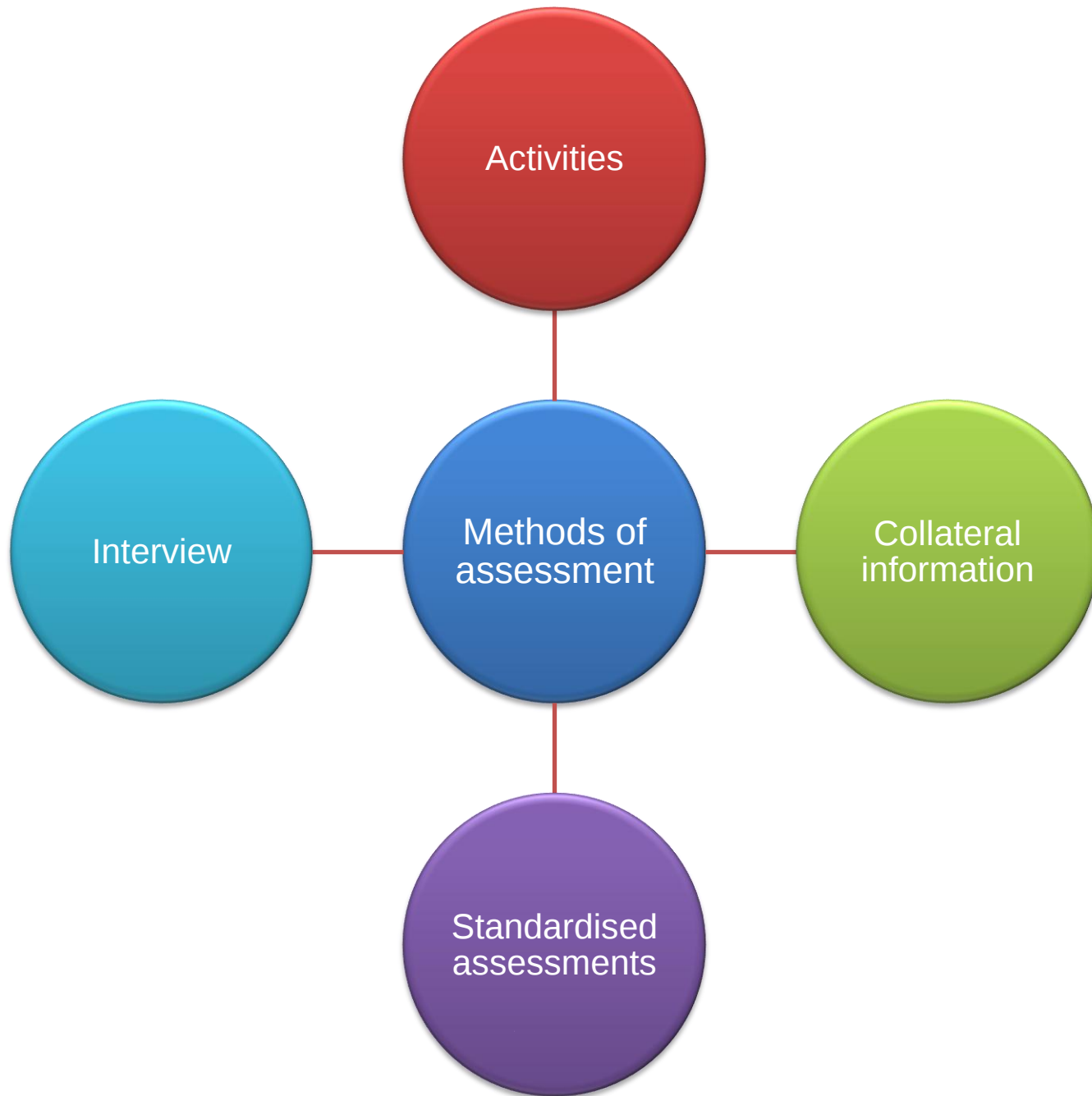
	BaFPE	ILS	KELS	PADL	PSP Scale	SSPA	UPSA	PASS	MMAA	WRI	WEIS	Role Checklist	AMPS
Process Skills	X												X
Communication/ social interaction	X	X			X	X	X						
Lifeskills		X	X	X	X		X	X	X	X	X		X
Role Performance			X							X		X	
Balanced Lifestyle					X					X		X	
Motivation										X			
Self esteem	X	X								X			
Affect					X								

Percentage representation of domains



- Discussion groups with clinicians were held.
- Through the *thematic content analysis* the data was classified into codes, categories and themes.
- *Constant comparison* was initially used as a technique to compare the data between the literature appraisal and the discussion groups.
- Three major themes were found for each domain





RESULTS – PHASE 2

MAIN SECTIONS	SOURCE OF THIS INFORMATION
The definition of each domain as defined by Casteleijn	Casteleijn's research study [9]
The items that make up each domain as defined by Casteleijn	
General guidelines to be aware of when assessing each domain	Themes located under <i>General guidelines</i> from results in the previous section
General requirements of the activities that can be used to assess each domain	
Important elements to observe when assessing each domain	
Methods that are suitable for assessment	Themes located under <i>Methods for assessment</i> from the previous results section

RESULTS – PHASE 3

- Six experts reviewed each division.
- Total the number of reviewers for the tool was 12.
- The description response forms contained a rating scale
- Results were analysed to determine the CVI of the tool

Literature notes that the CVI for new instruments should not be below 0,80.

Process skills	1.00
Communication and social interaction	1.00
Life skills	0.91
Role performance and balanced lifestyle	0.92
Self esteem	0.92
Motivation	0.92
Affect	0.94
Scale-level content validity index	0.94

CONCLUSION

- Occupational therapy clinicians and experts were invited to participate in the study. This served to ensure the clinical utility and practicality in the development.
- Built on other research in the occupational therapy profession and is meant to augment existing strategies in outcome measurement which is a much needed in occupational therapy.

- Useful tool for undergraduate teaching, as it is practical, illustrative and explanatory. Further to this newly appointed therapists may find it helpful in directing them to practical, as well as valid assessment methods.
- Will serve as a complimentary tool for the assessment of activity participation that can be measured using the already familiar outcome measure.
- As a guideline for psychiatric occupational therapy departments in establishing resources that are required for assessment activities.

- Research dissertation is still under examination
- The APA is complete and awaiting editing and compilation onto a CD
- Almost ready for use!!

ACKNOWLEDGMENTS

- Dr Casteleijn (research supervisor) for the continued guidance and support given throughout this research study.
- The Momentum Fund Bursary Programme for granting funding for perusal of this research study in 2010.
- To all the occupational therapy clinicians and experts who contributed to this study – your contributions were fundamental in the research process.

Thank you