

Activity Analysis

OVERVIEW: Activity analysis is a breakdown of the component parts of an activity in order to determine its effects and demands on human function. Analysis of activities is a primary tool of occupational therapy, since occupational therapy practitioners are called upon to help their patients and clients resume normal daily activities following disease or disability. In this assignment you will choose from a list of activities, and analyze one, following an outline given in the following pages. This assignment accounts for 15% of your grade for SCO101.

DIRECTIONS: Choose one of the activities given by your instructor (activities are changed each time the course is given). Write your analysis in **essay** (not outline) form, with complete sentences and paragraphs. Some students find it helps them to number the paragraphs in their analysis to correspond to the sections in the outline, but this is not required. Your essay when finally submitted should be at least six (and no more than twelve) double-spaced typewritten pages, in order to address the points in the outline. Please use 12-point type and keep your margins to one inch on each side. Staple the paper in the upper left corner and please DO NOT use any additional covers (plastic covers or hard covers).

REVIEW OF DRAFTS: This is a staged assignment. See the calendar that follows. Your classmates and your instructor will review a partial draft of your analysis in class, in the lecture period one week after the lecture on activity analysis. Peer review by classmates will help you and your classmates improve your papers before the final draft is due. To participate, you must bring two copies of at least three typed pages to class, which must include material at least up to the end of section III. You are asked to bring a brief (around 100 words—a short paragraph) cover note to your instructor and members of the class, describing how you are feeling about your work on the assignment – which parts

you are satisfied with, and which parts you feel need more work. In your cover note, indicate in what way you would like the reviewer(s) to help you. Your draft will be reviewed by at least one other person in class, using a critique form provided by the instructor. Participating in the draft process by providing a paper for review and constructively critiquing a peer's paper is considered in the grade for the assignment. Your instructor will respond to your cover note.

DUE DATE: All final versions of activity analyses are due on the date assigned by the instructor (see separate calendar). Late papers may earn zero credit, at the discretion of the instructor. You are to attach the draft and the critique form to the final version. You must also attach a cover letter to the final draft, stating what you have learned from this assignment, and what feedback you would like from the instructor. Your instructor will respond to this note as well.

CRITERIA FOR GRADING: Your instructor will grade your analysis according to the following criteria:

- Does the analysis show understanding of the terminology and concepts of occupational therapy?
- Do you support statements by giving examples or other evidence?
- Have you covered all the points on the outline?
- Have you explored the activity in depth? For example, have you detailed the joints and motions involved in the activity?
- Have you proofread your paper for errors in grammar and spelling, and corrected these?
- Did you provide the required pages of your draft for peer review and did you participate in the peer review process?

GRADING: See attached grading rubric.

ANALYSIS GUIDELINES: Write your essay following the **Activity Analysis Outline** (see following pages) or another form as assigned by your instructor to analyze an activity similar to those listed below. Your instructor will substitute other activities, so be sure to check with your instructor as to what form to use and what activity to analyze. Your goal is to explore all of the properties of the activity, in order to appreciate what any person might encounter in doing it (in other words, an average person, without disability).

- changing a tire on a bicycle
- shaving face or legs
- shopping for new sneakers
- cleaning a humidifier
- raking and disposing of leaves
- playing kickball

HINTS: Be sure to cover all of the points in the outline, and do them in the order in which they appear. As you address each point, give supporting details for your statements. For example, if you write that shaving legs involves fine motor skills, you are expected to name the specific skills and describe how they are used in the activity.

One of the purposes of this assignment is to help you integrate and use the new vocabulary you have acquired in this course. Try to use these new terms wherever they seem to fit.

Activity Analysis Outline

I. GENERAL FACTORS

- name of activity
- brief description of activity
- space needed per person - special environment or performance contexts?
- equipment needed
- tools needed
- preparation needed before person begins work
- is the activity primarily structured, or is it unstructured?
- relationship of activity to major life occupation(s) and role performance?
- masculine or feminine identification of activity?

II. TIME FACTORS

- length of entire process
- number of major stages in process
- length of each stage
- necessary delays in process
- sequence of stages - is sequence fixed or flexible?
- rhythm, beat or pattern in the process?
- speed of performance - is this fixed or flexible?

III. SENSORY FACTORS

- visual input or need for discrimination of color, texture, tone, etc.
- auditory input or need for discrimination of sounds or language
- tactile input or need for discrimination of temperature, texture, etc.
- olfactory input or need for discrimination of different smells
- gustatory input or need for discrimination of different tastes

IV. PERCEPTUAL FACTORS

- spatial relationships
- size or color matching
- visual patterns
- eye-hand coordination
- figure-ground discrimination
- stereognosis

V. POSITIONING

- usual position for performing the activity
- other possible positions for performing the activity
- how the **activity** (tools and materials) is usually positioned
- other possible ways to position the **activity**
- most comfortable posture for performing the activity (height of table, for example)
- bilateral or unilateral activity?
- is sitting or standing balance necessary?
- can the activity be done lying down?

VI. MOTOR ASPECTS

- is this primarily a gross motor activity? or a fine motor activity? Explain.
- list the **joints** that move during the activity (e.g., shoulder, knee)
- identify any movement that is repeated
- identify any resistance to movements during the activity (specify which movement)
- identify the need for any fine motor or manual skills such as pinch, pinch and release, isolated finger movements, etc.

VII. COGNITIVE ASPECTS

- are the directions simple or complex? Explain.
- how many different steps are involved?
- to what extent is memory important in this activity?
- how much concentration and/or attention span is needed?
- which cognitive motor skills are needed?
- is problem solving ability needed? Explain.

VIII. SOCIAL AND INTERPERSONAL ASPECTS

- opportunity for dependence or independence
- opportunity to learn from others
- opportunity to cooperate with others
- opportunity to compete with others
- opportunity to socialize with others while performing the activity
- describe ways in which the activity could be adapted to promote or encourage more group relatedness

IX. EMOTIONAL AND PSYCHOLOGICAL ASPECTS

- are coping skills needed?
- is frustration tolerance needed?
- is time management relevant?
- does activity provide for expression of values and interests
- is there any opportunity to express different feelings such as love or anger?
- does the activity permit expression of obsessive-compulsive drives?
- does the activity allow the expression of narcissism?
- is this a creative activity, or does it require reproduction from a model?

X. SUMMARY

- again briefly describe or define the activity.
- what function does this activity serve in daily life?
- how does activity analysis expand our understanding of this activity?

Calendar of Stages in Submitting Activity Analysis

<u>Date</u>	<u>Class Session</u>	<u>Activity or Item Due</u>
April 11, 2002	Lecture 4	Directions for assignment are distributed
April 18, 2002	Lecture 5	Activity analysis lecture
April 25, 2002	Lecture 6	Bring at least three typed pages, up to at least the end of section III for peer review. Also bring a cover note (see directions)
May 9, 2002	Lecture 8	Hand in completed activity analysis. Attach draft and the peer critique(s) you received from classmates. Include a final cover note to instructor (see directions)

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Peer Critique of Activity Analysis Partial Draft

Author reviewed _____ **By reviewer** _____

- Does the analysis show understanding of the terminology and concepts of occupational therapy?
- Do the statements made by the writer make sense, in your experience of the analyzed activity?
- Does the writer support statements by giving examples or other evidence?
- Has the writer covered all the points on the outline? (in a partial draft, the writer should have covered the points in order, up to a certain point in the outline)
- Has the writer explored the activity in depth? For example, are details given about the joints and motions involved in the activity?

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Activity Analysis – Grading Guide

<i>Element</i>	<i>Possible points</i>	<i>Your points</i>
Accurate use of the terminology and concepts of occupational therapy	25	
Statements consistent with average experience of the analyzed activity	10	
Statements supported by examples or other evidence	15	
Coverage of all points on the outline	15	
Depth of analysis — for example, are details given about the joints and motions involved in the activity?	15	
Evidence of proofreading and attention to grammar and spelling	10	
Participation in peer review by providing required pages and reviewing at least one other student's work	10	

TOTAL POINTS _____