

HØGSKOLEN I OSLO  
OG AKERSHUS


## Exploring the utility and relevance of activity analysis teaching materials in a clinical context

Brian Ellingham, Oslo and Akershus University College  
Ellen Gjertsen Clark, Diakonhjemmet Sykehus  
Liv Annerløv, Lovisenberg Diakonale Sykehus  
Lene Fogtmann Jespersen, Sykehuset Asker og Bærum  
Hege Bentzen, Diakonhjemmet Sykehus (supervisor)

1

## Background – OT programme - Oslo

- Occupational analysis as a fundament for OT.
- EVA (Virksomhetsanalysesystem for ergoterapi) occupation/activity analysis. Based on conceptual models and terminologies.
- Need for updating.
- EVA system is not evaluated for clinical utility.
- Questions about the relevance of teaching to practice.



HØGSKOLEN I OSLO  
OG AKERSHUS

2

## Background – clinical field

- Need for accessible standard assessment tools and consistent terminology and documentation.
- Some clinicians using the Oslo college occupational analysis system (EVA).



3

## The project

- Participants
  - Oslo OT program
  - Three hospital trusts
- Aims
  - Explore clinical utility of selected EVA analysis forms.
    - Focus on motor, process and communication skills.
  - Investigate the relevance to and compatibility of teaching materials with clinical practice.



4

## EVA – occupational/activity analysis system

- Teaching tool
  - Analysis of person-occupation-environment system
  - Used in workshops and clinical placement
- Analysis of Occupational forms and observation of Occupational performance



5

## Method

- Systematic trials using EVA during 2<sup>nd</sup> year students clinical placements.
- Evaluation
  - Questionnaire
  - Evaluation seminar
- Two trials – Autumn 2011 and Spring 2012



6

## Preliminary results - questionnaire

### Questionnaire

n= 14 (7 students, 7 OTs)

	Agree		Neutral		Disagree
1. EVA systemet er et nyttig verktøy for observasjon av aktivitetsutførelse	13		1		
2. Det er nyttig å bruke et graderings system for de enkelte ferdigheter på EVA skjemaene	6	8			
3. Det er nyttig å gradere oppsummering av ferdighetene ... nederst på skjema	4	6	3	1	
4. Bruk av den modifiserte VAS skalaen er en hensiktsmessig metode for å gradere observasjoner	3	7		3	1
5. Kommentarfeltene for de enkelte ferdighetene på EVA skjemaet er nyttige	11	2	1		
6. Det er nyttig å oppsummere ferdighetskategorier samlet nederst på skjema	6	2	3		
7. Det er nyttig å vurdere motoriske ferdigheter for pasientgruppen ved min arbeidsplass	13	1			
8. Det er nyttig å vurdere prosess-ferdigheter for pasientgruppen ved min arbeidsplass	14				
9. Det er nyttig å vurdere interaksjons- og kommunikasjonsferdigheter ved min arbeidsplass	8	4	1		
10. Det er nyttig å analysere aktivitetsform med trinnanalyseskjemaet	5	2	2	2	
11. Tidsbruk på å fylle ut Eva skjemaer står i forhold til utbyttet	5	5	3	1	
12. Jeg bruker mindre tid på å fylle ut EVA skjemaer nå enn jeg gjorde i starten	8	2	3		
13. Jeg har hatt nytte av å bruke hjelpeskortet	10	2	1		1
14. EVA systemet er nyttig som grunnlag for dokumentasjon	14				
15. Mine samarbeidspartnere har gitt uttrykk for at EVA – basert dokumentasjon er nyttig for dem	2	1	9		
16. EVA-basert dokumentasjon øker bevissthet om ergoterapi blant mine samarbeidspartnere	4	2	6	1	
17. Bruk av EVA systemet har bidratt til enhetlig begrepsbruk i dokumentasjon på min arbeidsplass	4	4	1	2	2



7

## Preliminary analysis - texts

### Criteria for judging clinical utility

- Cost
  - Time
  - Energy and effort
  - Portability
  - Acceptability
- (Fawcett 2007)



8

## **Preliminary analysis:**

### Clinical utility of selected EVA analysis forms

#### Cost

- Purchase: user manual and laminated reference card (€20?).
- Training: One or two half - day seminars?
- Supplies: no extra costs, used in activity observation situations.



9

## **Preliminary analysis:**

### Clinical utility of selected EVA analysis forms

#### Time

- Administration:
  - Informants mostly agree that time use is reasonable.
- Documentation:
  - Observation forms easier and faster to fill out with practice.
  - Report writing is easier and takes no extra time - adapted into the existing electronic documentation system.
- Training:
  - Requires some training and practice.



10

## **Preliminary analysis:**

### Clinical utility of selected EVA analysis forms

#### Energy and Effort

- Ease of learning/aquisition:
  - "Familiar" for students and recently qualified Ots.
  - User manual easily accessible.
  - Generally well defined terms.
- Administration:
  - Easy to integrate into existing practice.
  - Reference cards helpful for structuring observations and documentation.
  - Alternative to more demanding assessments.
  - Some issues in connection with scoring.



11

## **Preliminary analysis:**

### Clinical utility of selected EVA analysis forms

#### Portability

- Tools:
  - Requires no special equipment
  - Forms can be filled out during or after observations
  - Reference cards useful
- Context:
  - Flexible, can be used in a wide range of activity observations



12

## Preliminary analysis:

### Clinical utility of selected EVA analysis forms

#### Acceptability

- Fit with OT thinking:
  - Focuses on occupational/activity perspective
  - More consistent terminology use.
- Client:
  - No data
- Co-workers and other stakeholders:
  - Early days - need time for documentation to filter through the system and become familiar.
  - Some issues with OT terminology



13

## Discussion

- All informants agree that the selected EVA forms contribute to consistency in terminology and documentation.
- Some indication (anecdotes) that EVA may communicate and promote OTs' occupation/activity focus in multiprofessional contexts. However it is too early to tell.
- The forms would seem to have clinical utility – however their reliability and validity needs to be established.
- EVA may lack the rigor of other instruments but has the advantage of breadth of applicability and accessibility.
- The system seems to be useful in both physical and mental health settings. It will be interesting to see utility of the system in community settings.



14

## Conclusion

- The selected EVA forms and report structure:
  - is usable and easy accessible.
  - Is relevant in clinical contexts.
  - promotes consistant use of terminology and documentation in different clinical settings.
- A basis for for further systematic development and validation of these and other parts of the EVA system.



15

## References

- Ellingham, B., & Opsahl, K. (2003). Virksomhetsbasert Aktivitetsanalyse-system for Ergoterapi (EVA), from <http://www.hf.hio.no/ergo/eva>
- Fawcett, A. J. L. (2007). *Principles of Assessment and Outcome Measurement for Occupational Therapists and Physiotherapists*. Chichester: John Wiley & Sons Ltd.
- Fisher, A. G., & Bray Jones, K. (2010). *Assessment of Motor and Process Skills. Vol. 1: Development, Standardization, and Administration Manual* (7th ed.). Fort Collins, CO: Three Star Press.
- Forsyth, K., Salmey, M., Simon, S., & Kielhofner, G. (1998). *A User's Guide to the Assessment of Communication and Interaction Skills (ACIS). Version 4*. Chicago: University of Illinois.
- Hagedorn, R. (1997). *Foundations for Practice in Occupational Therapy* (2 ed.). Edinburgh: Churchill Livingstone.
- Kielhofner, G. (1995). *A Model of Human Occupation, Theory and Application* (2 ed.). Baltimore: Williams & Wilkins.



16