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Exploring the utility of activity analysis teaching materials as an assessment tool in a clinical context




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Background

- Changes in health care delivery system in Norway
- Need for accessible activity based assessment tools
- Need for consistent terminology and documentation in hospital settings
- Students use "EVA" activity analysis forms to develop analytic skills and acquire terminology
- Clinical interest



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Project



- Establishing the project
- Aims of the project
 - Explore clinical utility of selected EVA analysis forms.
 - Investigate the relevance to and compatibility of teaching materials with clinical practice
 - Establish a basis for further development of the analysis system as a clinical assessment tool

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Method

- Participants (n=40)
 - Clinicians (n=24)
 - Students (n=16)
 - Student supervisors
- Trials
 - Two fieldwork placement periods (10 weeks)
 - Physical and mental health departments
 - Three seminars per trial periode
- Data collection
 - Questionnaires
 - Evaluation seminars

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Materials: EVA – activity analysis forms

- Teaching tool
 - Analysis of person-occupation-environment system
 - Used in workshops and clinical placement
- Used in analysis of occupational forms and observation of occupational performance
- Materials
 - User manual
 - Selected forms: motor, process and communication skills
 - Reference cards
 - Documentation template

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Data analysis

- Questionnaires
 - 34 items
 - Themes
 - Materials: manual, forms, reference cards
 - Clinical utility
 - Documentation and terminology
 - Student supervision
 - 5 point Likkert scale
 - Open text
- Analysis
 - Quantitative
 - Qualitativ text analysis

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Results: Clinical Utility - Administration

«It takes time, but this can be defended when the final product is good occupational therapy documentation»

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Results: Clinical Utility -Documentation

«We get access to a vocabulary and terms that are

«It emphasises the activity perspective.

«Documentation and professionalism goes hand in hand»

« It has become much clearer for colleagues what we actually assess when we 'take a patient into the kitchen' »

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Results: Student Supervision

«EVA is something tangible to use, making the supervisors more confident allowing the students to act more freely. It also strengthens the students to the degree that they have the possibility to communicate with the other professions and be concise about their findings».

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Discussion

- EVA supports structured observation of patients in activities
- Indications that EVA communicates and promote OTs' activity focus in multiprofessional contexts.
- Perhaps the value lies not in the forms but making explicit activity analysis as a core skill in occupational therapy.
- EVA lacks the rigor of other instruments but has breadth of applicability and accessibility.
- EVA has clinical utility in hospital settings – reliability and validity needs to be established.

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Conclusion

- The selected EVA forms and report structure:
 - is usable and accessible.
 - Is relevant in clinical contexts.
 - promotes consistent use of terminology and documentation in different clinical settings.
- Students
 - benefit for being able to directly apply tools they have used in the school setting
- A basis for further systematic development and validation of these and other parts of the EVA system.

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Thank you for your attention

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