

UNIFORM TERMINOLOGY OF OCCUPATIONAL THERAPY

❖ OT terminology

Glossary (AOTA, 2008)

Adaptive equipment: equipment designed to help persons with disabilities compensate for functional limitations; equipment ranges from simple, such as a long-handled reacher for those unable to bend over, to complex, such as computerized environmental control systems.

Critical review: a synthesis of published outcome studies concerning a particular topic or intervention in which the strength of the evidence is critiqued and a summary judgment is made concerning whether the evidence supports or negates the use of the intervention under study.

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Habit training: a regimen wherein patients hospitalized with mental illness were expected to follow a rigid daily schedule that included responsibility for personal hygiene, making one's bed, and attending treatment sessions at prescribed times; regimens were designed to help patients develop good habits as an aid to restoration of good mental health and for the therapeutic value of work and routine.

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Meta-analysis: a statistical synthesis of published outcome studies concerning a particular research question or intervention. Meta-analysis is a set of statistical procedures for comparing and combining results from different studies.

The outcome of the meta-analysis expresses the effect of the intervention being studied in statistical terms and may also allow an estimate of the degree of relationship between the treatment and the outcome.

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Moral treatment: treatment approach for mental illness that focused on work as a therapeutic agent rather than restraint and isolation.

Purposeful activity: activity used as treatment that is goal directed and that the patient perceives as meaningful or purposeful.

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Rehabilitation: an approach to treatment for the person who has a permanent disability; **focuses on training in the use of special equipment or techniques to facilitate independence** rather than on remediation or correction of underlying deficits.

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Activities of daily living (ADL): Activities oriented toward taking care of one's own body (adapted from Rogers & Holm, 1994, pp. 181–202). ADL also is referred to as *basic activities of daily living (BADL)* and *personal activities of daily living (PADL)*. These activities are “fundamental to living in a social world; they enable basic survival and well-being” (Christiansen & Hammecker, 2001, p. 156) (see Table 1 for definitions of terms).

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Activity (Activities): A class of human actions that are goal directed.

Activity analysis: “...addresses the typical demands of an activity, the range of skills involved in its performance, and the various cultural meanings that might be ascribed to it” (Crepeau, 2003, p. 192).

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Activity demands: The aspects of an activity, which include the objects and their physical properties, space, social demands, sequencing or timing, required actions or skills, and required underlying body functions and body structures needed to carry out the activity (see Table 3)

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Adaptation: The response approach the client makes encountering an occupational challenge. “This change is implemented when the individual’s customary response approaches are found inadequate for producing some degree of mastery over the challenge” (Schultz & Schkade, 1997, p. 474).

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Advocacy: The “pursuit of influencing outcomes—including public policy and resource allocation decisions within political, economic, and social systems and institutions—that directly affect people’s lives” (Advocacy Institute, 2001, as cited in Goodman-Lavey & Dunbar, 2003, p. 422).

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Analysis of occupational performance: Part of the evaluation process. Collecting information via assessment tools designed to observe, measure, and inquire about selected factors that support or hinder occupational performance.

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Areas of occupations: Various kinds of life activities in which people engage, including the following categories: ADLs, IADLs, rest and sleep, education, work, play, leisure, and social participation (see Table 1).

Assessment: “Specific tools or instruments that are used during the evaluation process” (AOTA, 2005, p. 663).

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Belief: Any cognitive content held as true by the client (Moyers & Dale, 2007).

Body functions: “The physiological functions of body systems (including psychological functions)” (WHO, 2001, p. 10) (see Table 2).

Body structures: “Anatomical parts of the body such as organs, limbs, and their components [that support body function]” (WHO, 2001, p. 10) (see Table 2).

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Client: The entity that receives occupational therapy services. Clients may include (1) **Individuals** and other persons relevant to the individual's life, including family, caregivers, teachers, employers, and others who also may help or be served indirectly; (2) **organizations** such as business, industries, or agencies; and (3) **populations** within a community (Moyers & Dale, 2007).

Client-centered approach: An orientation that honors the desires and priorities of clients in designing and implementing interventions (adapted from Dunn, 2000a, p. 4).

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Client factors: Those factors residing within the client that may affect performance in areas of occupation. Client factors include values, beliefs, and spirituality; body functions; and body structures (see Table 2).

Clinical reasoning: “Complex multi-faceted cognitive process used by practitioners to plan, direct, perform, and reflect on intervention.” (Crepeau et al., 2003, p. 1027).

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Communication and social skills: Actions or behaviors a person uses to communicate and interact with others in an interactive environment (Fisher, 2006).

Cognitive skills: Actions or behaviors a client uses to plan and manage the performance of an activity.

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Context: Refers to a variety of interrelated conditions within and surrounding the client that influence performance. Contexts include cultural, personal, temporal, and virtual (see Table 6).

Co-occupations: Activities that implicitly involve at least two people (Zemke & Clark, 1996).

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Cultural: “Customs, beliefs, activity patterns, behavior standards, and expectations accepted by the society of which the [client] is a member. Includes ethnicity and values as well as political aspects, such as laws that affect access to resources and affirm personal rights. Also includes opportunities for education, employment, and economic support” (AOTA, 1994, p. 1054).

Domain: A sphere of activity, concern, or function (*American Heritage Dictionary*, 2006).

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Education: Includes learning activities needed when participating in an environment (see Table 1).

Emotional regulation skills: Actions or behaviors a client uses to identify, manage, and express feelings while engaging in activities or interacting with others.

Engagement: The act of sharing activities.

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Environment: The external physical and social environment that surrounds the client and in which the client's daily life occupations occur (see Table 6).

Evaluation: "The process of obtaining and interpreting data necessary for intervention. This includes planning for and documenting the evaluation process and results" (AOTA, 2005, p. 663).