
Abstracts from Hebrew

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**The Use of the COPM as an Outcome Measure
in a Hand Therapy Clinic**

Key words: occupational performance, hand therapy

The Canadian Occupational Therapy Performance Measure (COPM) is a client-centered assessment instrument. It is considered useful for determining relevant functional goals, measuring treatment outcomes and changes in clients' self-perception and satisfaction with respect to their occupational performance. Although the COPM is used world-wide in clinical practice, information is lacking regarding its use in hand rehabilitation clinics in Israel. The purpose of this study was to examine this issue; specifically, the extent of use and the possible contribution of this instrument in determining goals and in measuring treatment outcomes. The study was conducted at a single hand rehabilitation clinic in northern Israel. The sample was composed of the medical records of 86 patients treated in this clinic between the years 2006-2008. The clients' average age was 42.7 years, 67.4% were not Jewish and 32.5% were Jewish. The COPM was used in approximately 30% of clients treated over the course of one year. Of those, 65.5% reported having difficulty in self-care tasks and 67.8% reported having difficulty in work-related tasks. The score in both parts of the COPM was significantly higher at end of treatment in comparison to the score at the beginning. This initial study was limited in that it was conducted in only one clinic and the COPM used for only a relatively small percentage of clients. Nevertheless, the study findings suggest that the COPM can be used in planning and evaluating treatment outcomes in hand rehabilitation clinics.

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The Relationship between Ergonomic Knowledge and the Implementation of Ergonomic Principles within the Learning Environment among Students

Key words: Participatory ergonomics, occupational therapy, computer work station, students

Students have been identified as a population at risk for developing musculoskeletal disorders due to extensive use of computers during their studies. Very little research has been conducted to investigate the risk factors students are exposed to, the impact on their health and their implementation of ergonomic principles. The purpose of this study was to examine whether students' knowledge of ergonomics principles leads to the implementation of those principles within their learning environment. The research sample included: (a) 4th-year occupational therapy students who completed a course in ergonomics during their studies, (b) 3rd-year occupational therapy students who had not yet taken the ergonomics course, (c) students from other faculties who did not take any courses in either ergonomics or in the study of the human body. Each group included 22 participants, resulting in a total of 66 students (14 males and 52 females) between the ages of 22 to 31 ($M=25.44$, $SD=2.084$). The participants completed "The Ergonomic Knowledge and Implementation Questionnaire for Students", a questionnaire developed for the purpose of this study, to examine their knowledge and implementation of ergonomics, and their studying habits. The results of the study indicated that the fourth-year occupational therapy students showed the highest level of ergonomic knowledge, while students from other faculties exhibited the lowest level of ergonomic knowledge. Nevertheless, no statistically significant differences were found between the groups in the implementation of ergonomic principles. The present study supports previous studies that found that the knowledge of ergonomics does not necessarily lead to the implementation of that knowledge. This paper discusses the use of participatory ergonomics principles that enables active acquisition of knowledge and engages the users in setting goals and making decisions concerning their work environment.

This research was conducted as part of a research seminar for undergraduate students, The School of Occupational Therapy of Hadassah and the Hebrew University.

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