**Chapter 1: The Complexity of Occupation**

1. Which of the following concepts was the main focus of early communications amongst the founders of the occupational therapy profession?

A. Leisure occupation

B. Occupation work

C. Primary modality

D. Exploratory learning

ANS: B

2. The authors state, “Occupation is the defining concept of occupational therapy.” From the choices below, which best defines *occupation* as viewed by the founders and early scholars of the profession?

A. Activities related to paid work

B. Leisure activities of the upper class

C. Daily life tasks and recreation

D. Activities for the purpose of diversion

ANS: C

3. What are the three reasons for the use of occupation in treatment identified by Dr. William Rush Dunton, Jr.?

A. Divert the patient’s attention from disturbing thoughts, provide a potential hobby that may prevent further mental anguish, and provide a potential means for future livelihood

B. Divert the patient’s attention from lost function, provide a safe and nurturing environment for purposeful activity, and provide a potential means for future livelihood

C. Encourage a patient’s analysis of the basis for disturbing thoughts, provide a potential hobby that may prevent further mental anguish, and provide patient education

D. Encourage a patient’s analysis of the basis for disturbing thoughts, provide a nurturing environment for purposeful and functional activity, and provide patient education

ANS: A

4. Adolf Meyer and Eleanor Clarke Slagle supported a mental health treatment approach believed to improve functioning that has been limited by the development of faulty habits over time. What is the specific name of this treatment approach?

A. Occupational therapy

B. Work therapy

C. Habit training

D. Productivity training

ANS: C

5. The onset of which of the following events caused occupational therapy to experience a shift from a focus on occupation to more physical and medically based intervention approaches to practice?

A. World War I

B. World War II

C. The Great Depression

D. The Balanced Budget Act

ANS: B

6. During this period what were the preferred terms that were used in the professional literature instead of *occupation*?

A. Work and functional performance

B. Activity and daily living tasks

C. Work and daily living tasks

D. Activity and functional performance

ANS: D

7. The profession’s use of “occupation” following the above period began again during the early 1960s. During her 1962 Eleanor Clarke Slagle lecture, Mary Reilly predicted this shift as she spoke of the impact of occupational behavior. Which model was developed from this concept of occupational behavior?

A. Model of Human Occupation

B. Person-Environment-Occupation

C. Biomechanical Model

D. Model of Creative Activity

ANS: A

8. The thought that restoring function through the use of participation in specific tasks that are from the patient’s everyday life is the basis for which of the following?

A. Physical rehabilitation

B. Moral treatment

C. Activity approach

D. Authentic occupational therapy

ANS: B

9. What term did Yerxa use in the mid-1960s to describe a scenario of an occupational therapist using light housework as an intervention with someone who typically cleaned his or her own home as a means for improving muscle strength, overall stamina, and range of motion?

A. Physical rehabilitation

B. Moral treatment

C. Activity approach

D. Authentic occupational therapy

ANS: D

10. The profession’s re-embrace of the term *occupation* as its primary focus has produced what the authors describe as a duality of the concept that furthers its ambiguity and confusion. What are the two ways in which this term is used that causes this “paradox” according to the authors?

A. Occupation is used to describe the primary means of occupational therapy intervention as well as its desired therapeutic outcomes.

B. Occupation is used to describe the history and roots of occupational therapy as a profession as well as its desired therapeutic outcomes.

C. Occupation is used to describe the primary means of occupational therapy intervention as well as its desired public perception.

D. Occupation is used to describe the history and roots of occupational therapy as a profession as well as its desired public perception.

ANS: A

11. According to the *Framework*, 3rd edition, which of the following terms is defined as “actions designed and selected to support the development of performance skills and performance patterns to enhance occupational engagement”?

A. Activity

B. Occupation

C. Patterns

D. Habits

ANS: A

12. According to the *Framework*, 3rd edition, which of the following terms is defined as “daily life activities in which people engage in multiple activities in context”?

A. Activity

B. Occupation

C. Patterns

D. Habits

ANS: B

13. One of the objectives of the *Framework*, 3rd edition, was to better align the profession’s internal language with that of the globally accepted International Classification of Functioning, Disability, and Heath (ICFDH) from the World Health Organization. What, however, has been the international criticism of the ICFDH?

A. The term *occupation* is used to both represent a means as well as an end.

B. It fails to address adequately the person’s subjective experience during activity.

C. The terms *functioning, disability,* and *health* are ambiguous and not generalizable.

D. It fails to include occupational therapy as an accepted rehabilitation profession.

ANS: B

14. However, the authors contend that the terminology should be further clarified locally, globally, and for the benefit of consumers and third-party payers. What is the suggestion that the authors put forth to accomplish this?

A. Occupation and its related activities should represent the tools of intervention and occupational performance, the outcome of this process.

B. Activities, including purposeful activities, should represent the tools of intervention and occupation, the outcome of this process.

C. Occupational performance should represent the tools of intervention, and occupation and its related activities, the outcome of this process.

D. Client-centeredness and its related activities should represent the tools of intervention and purposeful activities, the outcome of this process.

ANS: A

15. The chapter suggests distinguishing the use of the terms *occupation* and *activity*. Which of the following would NOT be considered part of the definition of *occupation* that is proposed by the authors?

A. An activity plus meaning

B. An activity without meaning

C. Transformational

D. Doing without purpose

ANS: B

16. Occupational therapists in the United States and other countries often use the terms *activity* and *occupation* differently. Moreover, international scholars have struggled in defining *occupation* as the core concept of occupational therapy practice. From the choices below, what is the main reason for this struggle according to the authors?

A. The inherent complexity of the term *occupation*

B. Variations in entry-level educational standards

C. Inconsistent language translation across countries

D. Varying continental advocacy and political priorities

ANS: A

17. Which of the following is an Australian practice model that focuses on the complex factors that influence occupational performance rather than occupation?

A. Person-Environment-Occupation-Performance Model

B. Vona Du Toit Model of Creative Activity

C. Ayurvedic Model of Human Occupation

D. Occupational Performance Model

ANS: D

18. Which of the following is a South African theoretical model that focuses on occupational performance and the client’s abilities to bring about change?

A. Person-Environment-Occupation-Performance Model

B. Vona Du Toit Model of Creative Activity

C. Ayurvedic Model of Human Occupation

D. Occupational Performance Model

ANS: B

19. Which of the following is an Asian module for intervention that primarily employs yoga as its primary intervention modality?

A. Person-Environment-Occupation-Performance Model

B. Vona Du Toit Model of Creative Activity

C. Ayurvedic Model of Human Occupation

D. Occupational Performance Model

ANS: C

20. What did the Bologna Declaration of June 1999 call for across the European Higher Education Area?

A. The development of clear, comparable, and competitive educational standards

B. The creation of a universally accepted definition of *occupational performance*

C. The development of educational standards on par with the United States

D. The creation of a global distinction between *occupation* and *activity*

ANS: A

21. How is the term *occupational performance* defined in the chapter?

A. Observable outcome of engaging in occupation

B. Observable outcome of engaging in participation

C. Nonobservable outcome of engaging in occupation

D. Nonobservable outcome of engaging in participation

ANS: A