ASSESSING PARTICIPATION IN ACTIVITIES:
ACTIVITY CARD SORT - NL (ACS-NL)
IN PRACTICE, EDUCATION AND RESEARCH

Soemitro Poerbodipoero
Fenna van Nes
Annemieke Jong
Renate Welle

University of Applied Sciences, Occupational Therapy
AIM OF THIS PRESENTATION

• Share some experiences of implementation of the ACS- NL.

• In practice, education and research.

• Foster research and collaboration with professionals, students and clients.

• Inspire you with the power of photos illustrating activities.


INTRODUCTION

• Participation involves active engagement in daily life, in families, in work and in communities (Christiansen et al., 2005)

• Engagement in social activities key determinant for healthy ageing (Piskur, 2012)

• The enablement of engagement in desired and/or needed occupations is core domain OT (Townsend & Polatajko, 2007)

• The Activity Card Sort (ACS) assessment tool covering most Activities and Participation domains on the International Classification of Functioning, Disability and Health (ICF) (Tse et al., 2012)
THE ACS-NL

- Comprises four domains:
  - instrumental activities
  - social activities
  - high-demand leisure activities
  - low-demand leisure activities

- Versions:
  - institutional
  - recovering
  - community

- Provides an activity level (score)
ACS IN PRACTICE

- Cultural evaluation
- Translation
- Expert meetings
- Instrument development and design
- Development ACS-NL course

- Release Dutch guidelines for OT in stroke
- Educate and train OT’s
- Reliable use in practice
ACS IN EDUCATION

• Implement in OT bachelor curricula
• Educate teachers
• Educate students

• Student projects in:
  • Online community platform ACS-NL
  • Activity project nursing homes
  • Course assistance
  • Digital scoring form
  • Ipad / web application
  • ‘Midlife’- version
ACS IN RESEARCH

• Establish clinimetric properties

• Reliability
  • Elderly in rehabilitation
    (De Jong et al., 2012)

• Validity
  • Construct validity
  • Discriminative validity
  • Individuals with Parkisons Disease
    (Sturkenboom et al., 2012)
DISCUSSION & CONCLUSION

• Involving students, professionals and teachers in a learning (online) community of practice is a challenge.

• Creates opportunities to improve the knowledge skills and attitudes regarding (social) participation.

• Shared experience strengthens primary role of OT in analyzing and optimizing engagement in meaningful activities.
QUESTIONS?

S.J.POERBODIPOERO@HVA.NL
REFERENCES


Jong AM, van Nes FA, Lindeboom R. The Dutch Activity Card Sort institutional version was reproducible, but biased against women. *Disabil Rehabil* 2012;34(18):1550-1555


