**FIRST IN-COURSE EXAMINATION: RHS 435**

**COURSE TITLE: OCCUPATIONAL THERAPY EVALUATION TECHNIQUES**

**FIRST SEMESTER, LEVEL VIII**

**DATE OF EXAMINATION: ………………………………….**

**TOTAL MARKS: 20**

**TIME ALLOTTED: 1 HOUR**

NAME OF STUDENT: ………………………………………………………………………………….

STUDENT’S NO.: …………………………………………………………………………………………

SIGNATURE OF THE STUDENT: …………………………………………………………………..

SIGNATURE OF THE INVIGILATOR: ……………………………………………………………

**KING SAUD UNIVERSITY**

**COLLEGE OF APPLIED MEDICAL SCIENCES**

**DEPARTMENT OF HEALTH REHABILITATION**

**(OCCUPATIONAL THERAPY)**

**Section I: Fill in the Blanks with appropriate word/words provided.**

**Instruction: answer all question and all carries equal marks [10×01marks=10marks]**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the specific methods or techniques used to collect information during the evaluation stages.
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ assessment involves using norms to measure and compare performances for the purpose of diagnosis, placement, or establishing the level of function in comparison to the normative group.
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is a demonstration that the items of a test are drawn from the domain being measured.
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ result should never be used as the sole source of information when making diagnostic judgments.
5. Consistency over repeated measures of the same test can be assessed with the Pearson correlation coefficient, and is often called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reliability.
6. There are no standard methods of evaluating \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ movements. However, they are readily observed as clients attempt to get into position to use their limbs effectively.
7. Internal consistency, which addresses the homogeneity of a single test form, may be assessed by correlating performance on two halves of a test, which is termed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reliability.
8. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_measure is one that measures what it is intended to measure.
9. Individuals age 6 years and older should be able to assume\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and hold it for 30seconds.
10. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ measure is one that measures a construct consistently across time, individuals, and situations.

**[Prone extension, Test-retest, valid, Evaluation Procedure, reliable, Split-half, postural background, SIPT, Content validity, Discriminative]**

**Section II: Multiple choice questions (Mark (tick) against most suitable option/choice**

**Instruction: answer all question and all carries equal marks [05×1marks=05marks]**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ assessment is simply determining a profile of client’s occupational performance skills, interests, roles, values, habits and routines
2. Predictive
3. Discriminative
4. Descriptive
5. Evaluative
6. A measure has \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ validity if it is related to measures of other constructs as required by theory
7. Content
8. construct
9. Concurrent
10. Predictive
11. Unfatigable clonus with more than 10 seconds when maintaining the pressure and appearing at a precise angle; is the definition for Score
12. 2
13. 3
14. 4
15. 5
16. Evaluation of sensory processing-developed by
17. Dunn
18. Royeen and Fortune
19. Both a and b
20. Parham & Ecker
21. Sequential finger touching is
22. Clinical observation for equilibrium
23. Clinical observation for haptic exploration
24. Clinical observation for Sensory processing
25. Clinical observation for somatodyspraxia

**Section III: if the statement is correct then mark/tick it right(v).**

**Instruction: answer all question and each carries equal marks [5×1marks=5marks]**

1. In modified Asworth scale, 1+ means catch and release felt at the end range of motion.
2. There are three tests to assess equilibrium, Flat board tip, tilt board reach and tilt board tip.
3. Evaluation is the sum of the assessment results which provide a composite picture of the client’s level of function.
4. Validity, reliability and sensitivity are the psychometric properties.
5. Evaluation – series of test used to measure an individual skills and deficits.

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