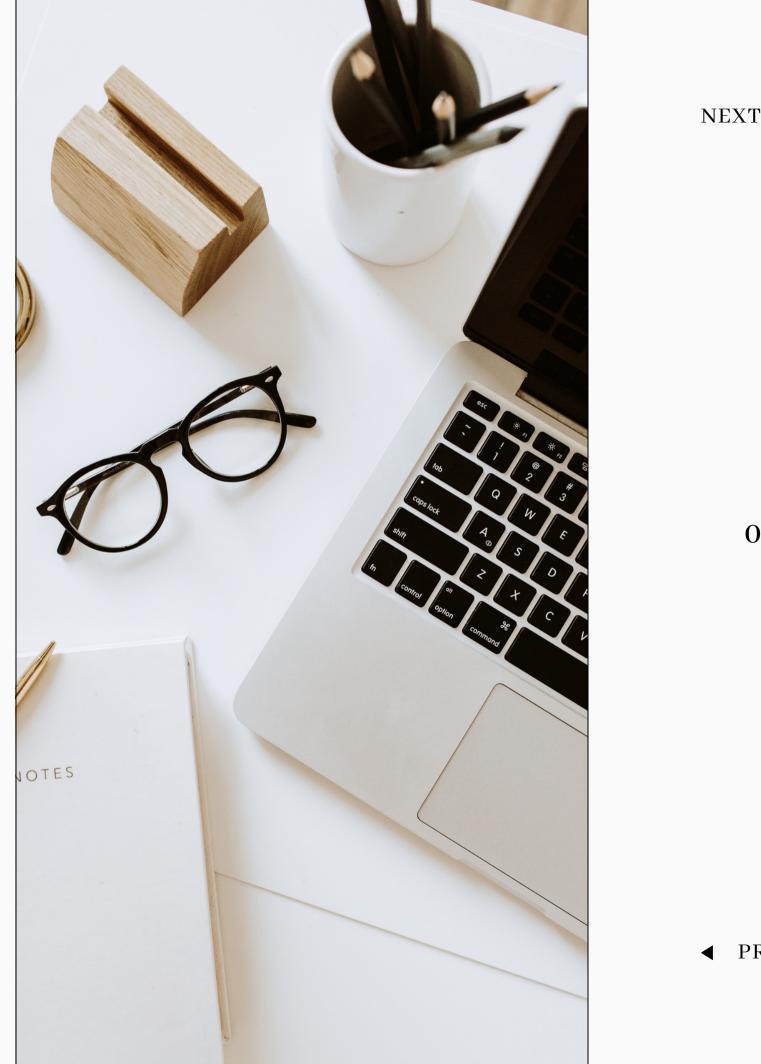


# Occupational Therapy and Its Role in Ergonomics

Ciria Vasquez

## Welcome! So glad you could be here.



**NEXT** 

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PREV

## Ciria Vasquez



B.A. IN EXERCISE AND SPORTS SCIENCE



M.S. IN EXERCISE SCIENCE



CURRENTLY WORKING TOWARDS MY OTD



### ROTATIONS:

- ACUTE INPATIENT REHABILITATION
- OUTPATIENT PEDIATRICS









 Branch of health care that involves the therapeutic use of everyday activities or occupations

### **Education**

Participation in activities needed for successful academic performance such as handwriting. organizing books and supplies, sensory processing and self-regulation

### ADLS (Activities of Daily Living)

Participating in mealtimes in the cafeteria (eating, engaging in conversations with friends), managing clothing, using the restroom, and hygiene (washing hands)

Learning basic pre-work skills such as cleaning up after an art project or lunch; time-management; following directions; volunteer activities

Work



### IADLS (Instrumental Activities of Daily Living)

**NEXT** 

Participation in activities to support daily life in school & community (e.g. basic cooking). Using tools to communicate (e.g. phone, keyboard)



Taking care of one's mental health (mental health literacy, coping) and physical health (nutritious diet). Sensory processing strategies for well-being



### Social **Participation**

Making & keeping friends, respect for differences, including others, developing social and emotional learning (SEL) (e.g. recognizing feelings, modifying behavior)

### Sleep / Rest

Developing sleep routines to support growth and health (e.g. getting enough hours of sleep, knowing how to prepare for sleep); recognizing the need for rest and a balance of activities



### Leisure

Exposure to and participation in healthy extracurricular hobbies and interests after-school and on weekends (e.g. music, dance, sports, crafts, clubs)



Participating in healthy play activities during recess (both structured and unstructured), interacting as a team, following rules, engaging in playful interactions with peers

## Ergonomics



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• Ergonomics looks at the person, task, and the environment to optimize productivity.

• The goal is to mitigate musculoskeletal disorders and alleviate any discomfort you may be experiencing.

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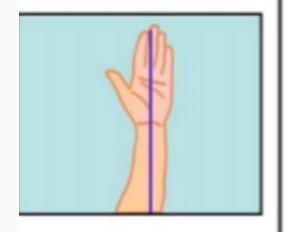


## What is a musculoskeletal disorder (MSD)?

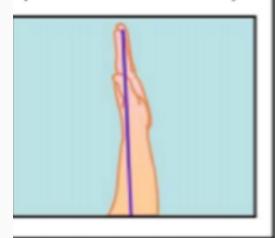
- Injury of soft tissue of the upper and lower extremities
- Caused by repetitive and sustained extertions of awkward postures and manipulations

### **Neutral Posture**

View #1 minimal radial/ulnar deviation)

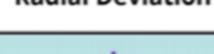


View #2 (minimal flexion/extension)

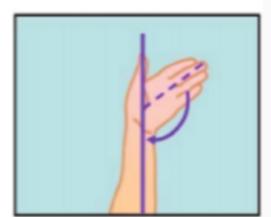


### Awkward Postures

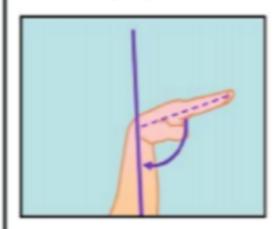
**Radial Deviation** 



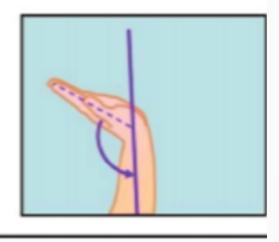


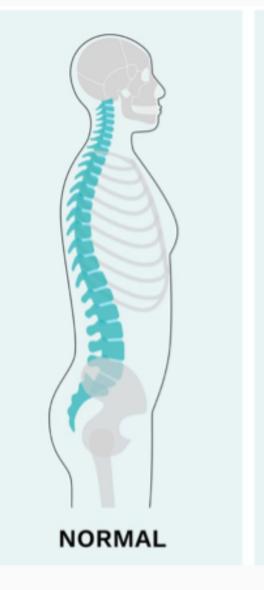


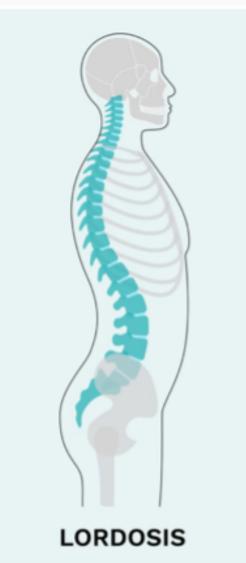
Flexion

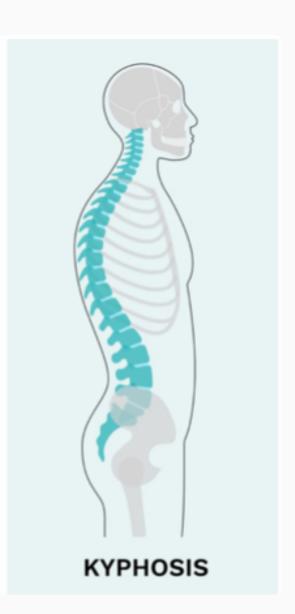


Extension









## Research Study

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**◀** PREV

## Objectives

Students will confidently know how to set up their workstation and be proactive

Contribute to the occupational therapy body of knowledge

Students will be able to apply what they learned in their desired profession

Promote a safe and functional environment and maximize their academic performance and well-being

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## Texas Woman's University





\*TWU's student population is 87% female, 13% male

## Texas Woman's University

### Instruments used:

- Rapid Office Strain Assessment (ROSA)
- Pre and Post Ergonomic Survey
- Pre and Post Wellness Survey
- Weekly Check In

### Results showed the following:

- 69.2% reported using a laptop
  - 83.3% did not use an external mouse;
     100% did not use an external keyboard;
     91.7% did not use a laptop riser
- 53.8% reported studying for >4 hours/day during the week

## Surveys

### Ergonomics

"How confident do you feel on implementing good ergonomics while studying?"

"During the last week, how often did you experience ache, pain, and discomfort?"

"Where do you mainly study/work?"

### Wellness

"Since the beginning of this school year, what is the average amount of sleep you get on a weeknight?"

"Since the beginning of this school year, have you experienced any problems or challenges?"

Intervention



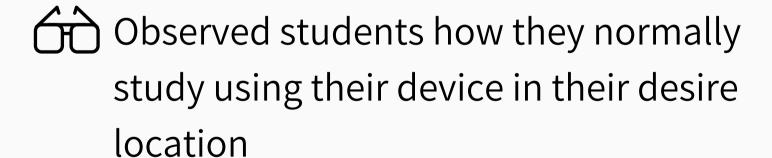
Actively recruited students in the library



Followed up via email/text message



For the pre & post assessment, met students in the library or dorms





### Intervention



Provided the score from the ROSA with an explanation



Based on their answers from the Ergonomic + Wellness survey, I provided an explanation



Discussed their hobbies & future profession



Provided a visual from observation with an explanation



Provided key takeaways

### Intervention



Provided resources offered at TWU and off campus regarding sleep, physical, and mental health based on their survey responses

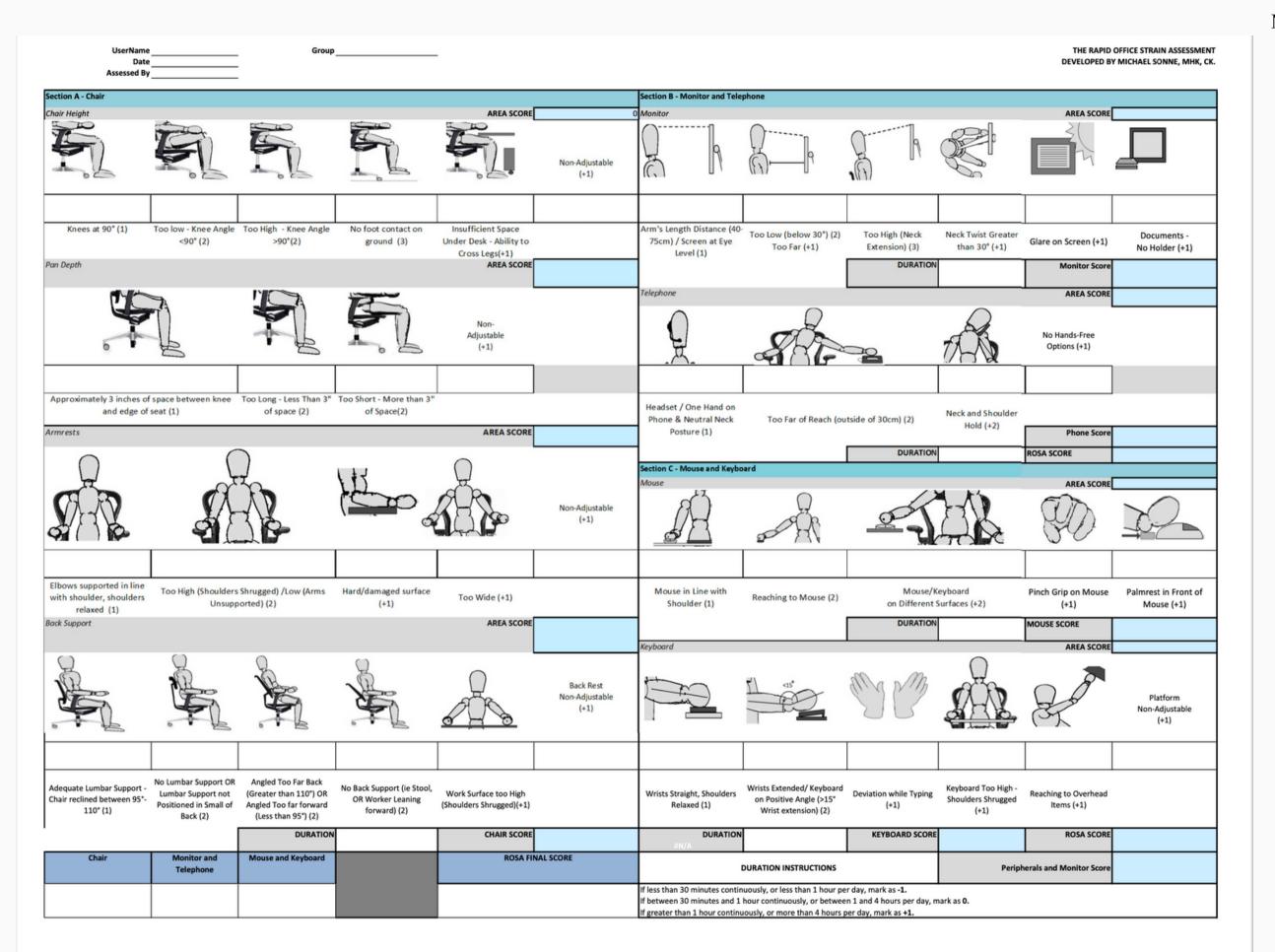


Provided stretches specific to them based on location of discomfort



Provided economical and product options based on observations and responses from surveys

## ROSA



### RAPID OFFICE STRAIN ASSESSMENT

EMPLOYEE NA	ME:
DATE:	
ASSESSED BY:	

### ROSA SCORING INSTRUCTIONS

- 1. Add Seat Pan and Seat Depth scores together to receive Section A vertical Axis Score. Add Arm Rest and Back Rest scores together to receive the vertical axis score. Using these scores, follow the scoring chart to receive the Chair Score. Add the appropriate duration score based on the amount of time the worker spends in the chair per day.
- 2. Add the score for the Monitor with the appropriate duration score to receive the value for the horizontal axis in Section B. Add the telephone score together plus the appropriate duration score to receive the vertical axis for Section B. Using these scores, follow the scoring chart to receive the Section B score.
- 3. Add the score for the keyboard to the appropriate duration score to receive the value for the horizontal axis in Section C. Add the score of the mouse to the appropriate duration score to receive the vertical axis for Section C. Using these scores, follow the scoring chart to receive the Section C score.
- 4. Use the score from step 2 to receive the score for the vertical axis in the peripheral and monitor section. Use the score from step 3 to receive the score for the horizontal axis in the peripheral and monitor section.
- 5. Use the score from Step 1 (Section A) to receive the value for the vertical axis in the grand score chart. Use the score from step 4 to receive the score for the horizontal axis in the grand score chart. Using these two scores, find the coresponding Grand ROSA score.

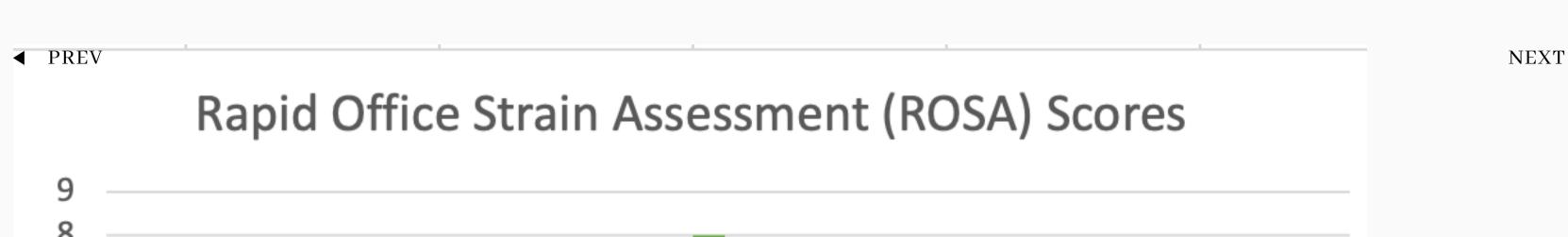
## ROSA

SECTION A   SCORE	90 1 1 1 2 1 3 2 4 3 5 4 6 5	SECTION B SCORE  Monitor  1 2 3 4 5 6 7 1 1 2 3 4 5 6 1 2 2 3 4 5 6 2 2 3 3 4 5 6 2 2 3 3 4 5 6 2 2 3 3 4 5 6 3 4 4 5 6 7 8 4 5 5 6 7 8 9 5 6 7 8 8 9 9	SECTION C SCORE    Column
Peripherals and Monitor	9 10 9 10 9 10 9 10 9 10 9 10 9 10 9 10 9 10 9 10 10 10	MONITOR PERIPHERALS    Mouse and Keep   Mouse and Mous	S SCORE  Seyboard  5 6 7 8 9  6 6 7 8 9  6 6 7 8 9  6 6 7 8 9  6 6 7 8 9  6 6 7 8 9  7 7 7 8 9  8 8 8 8 9

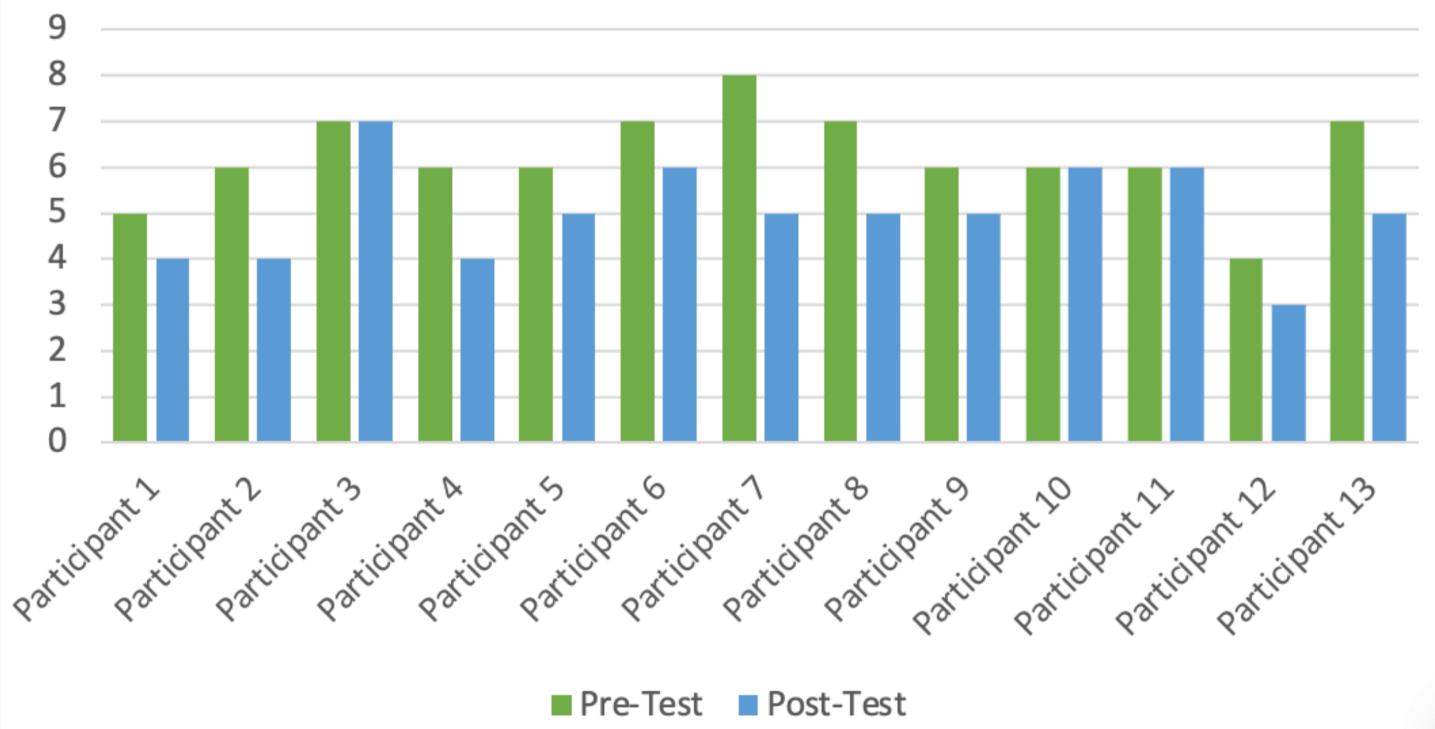
The ROSA summary report will show the scores and classify it as high risk (**red**), medium risk (**yellow**), and low risk (**green**). The scores of all ROSA assessments range from 0 to 10. Here is a general guideline of what you will need to do if you see the following scores:

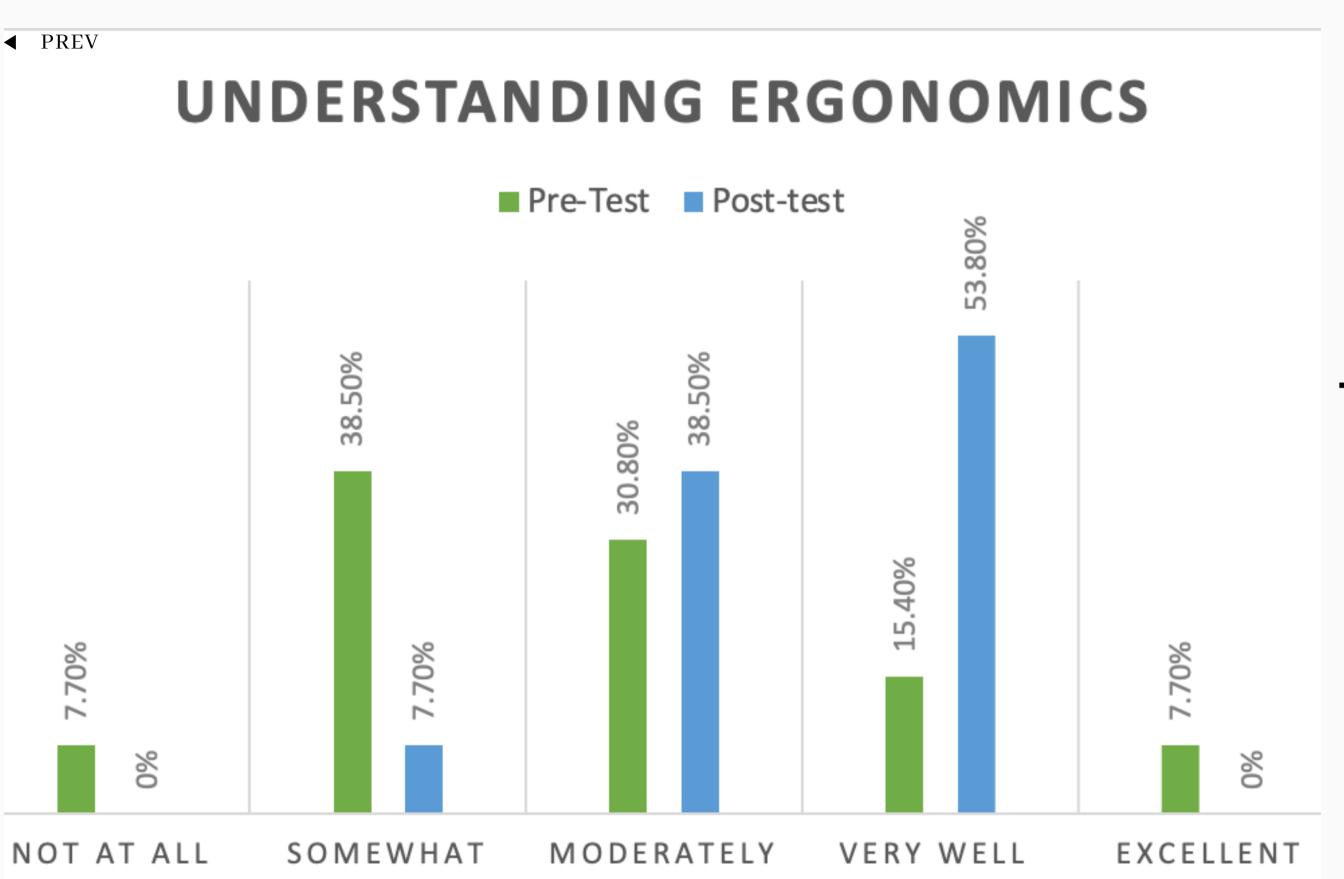
ROSA Score & Colour Code	Recommended Actions
0-3	Self-adjustments and perhaps an e-mail or follow up assessment is required to resolve the issue.
4-5	Some self-adjustments can be done, but also a follow up e-mail and phone call as well as monitoring and follow up assessments.
6-10	Intervention is highly recommended either remotely or in person with phone calls and possible accommodations will be required. Active monitoring and follow up assessments will be required.

### Scoring System



### Two Tailed P-Value: 0.000442





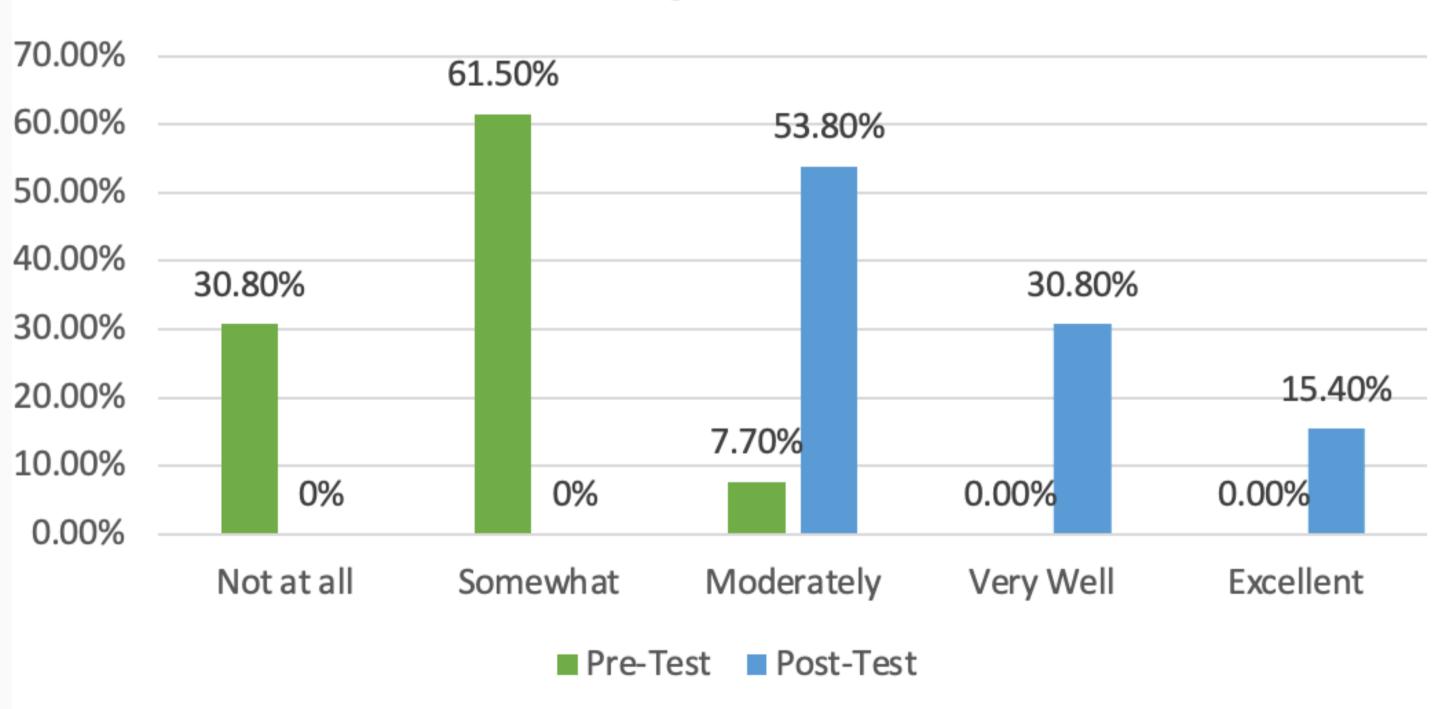
### Two Tailed P-Value:

NEXT

0.0323



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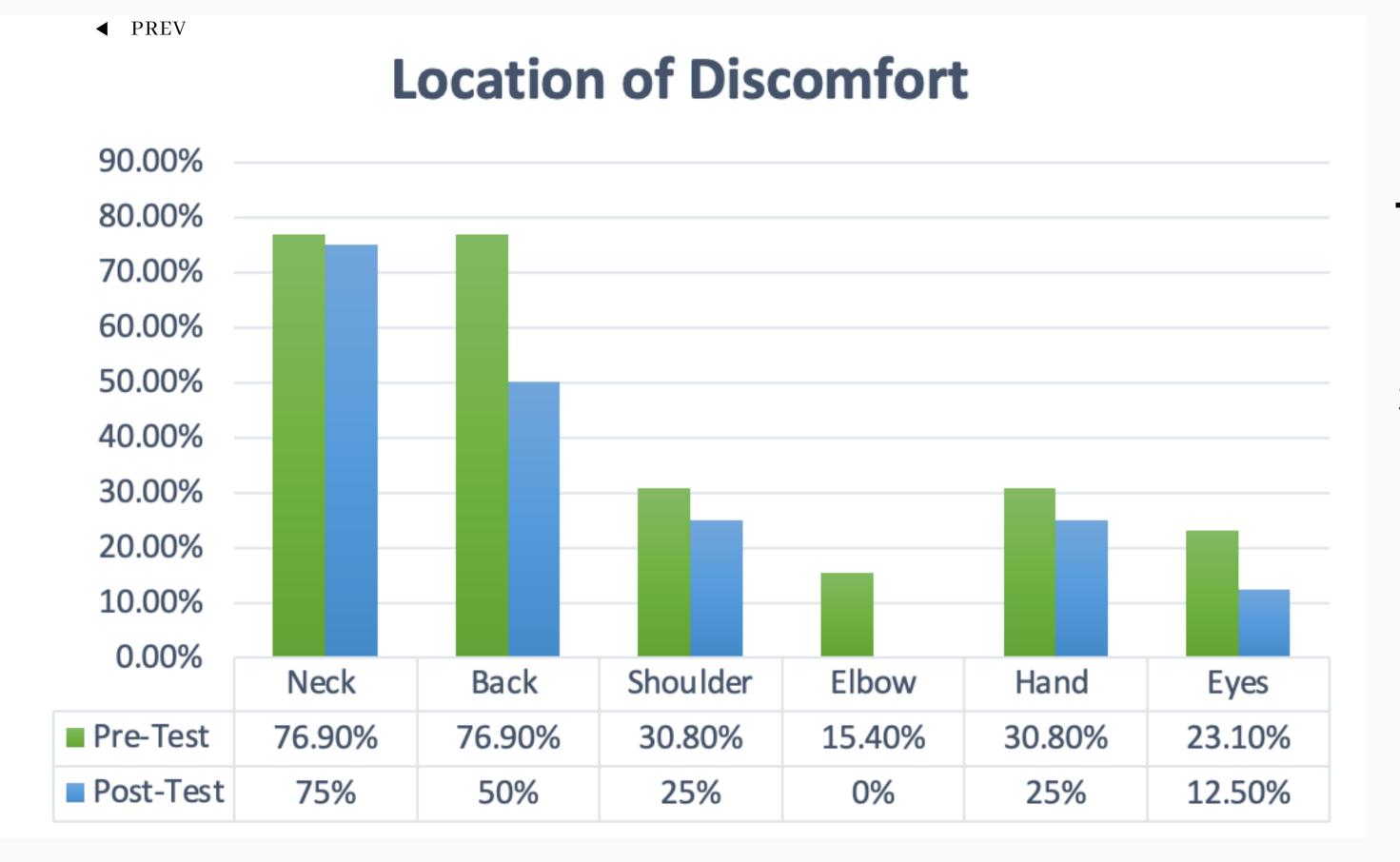


### Two Tailed P-Value:

0.00014

NEXT

### NEXT



### Two Tailed P-Value:

Neck - 0.0179

Back - 0.00089

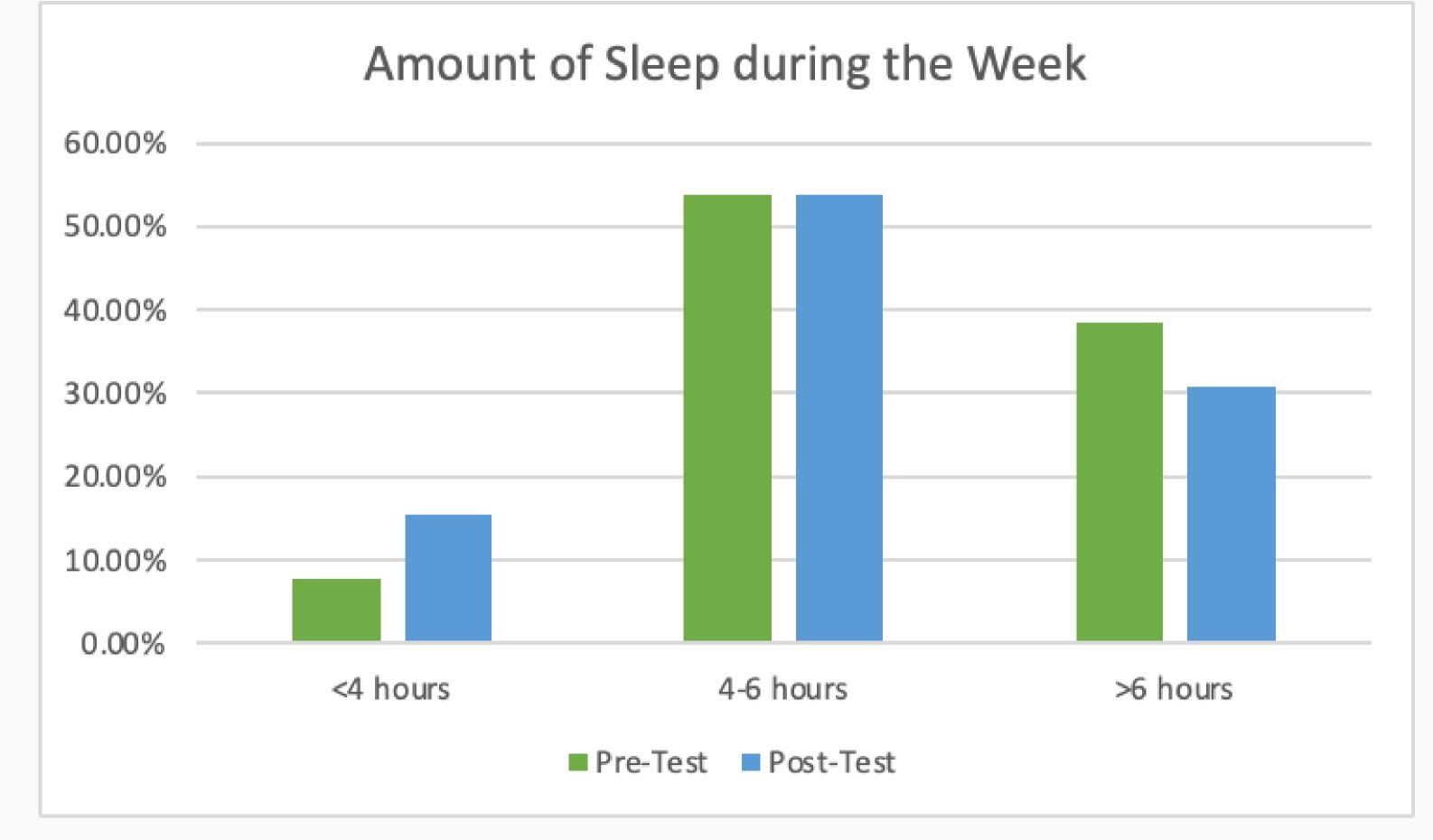
Shoulder - 0.33704

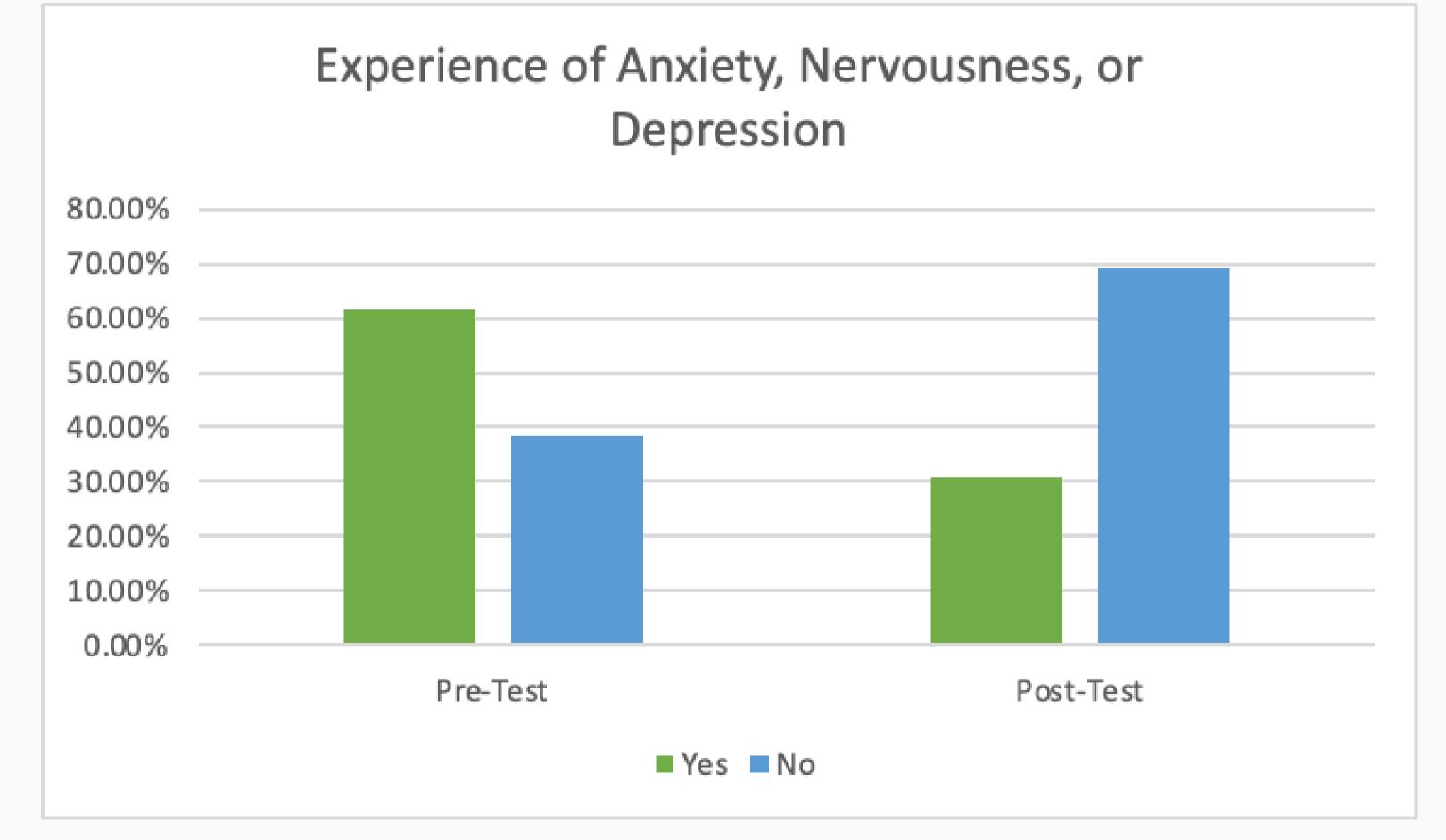
Elbow - 0.16540

Hand - 0.33704

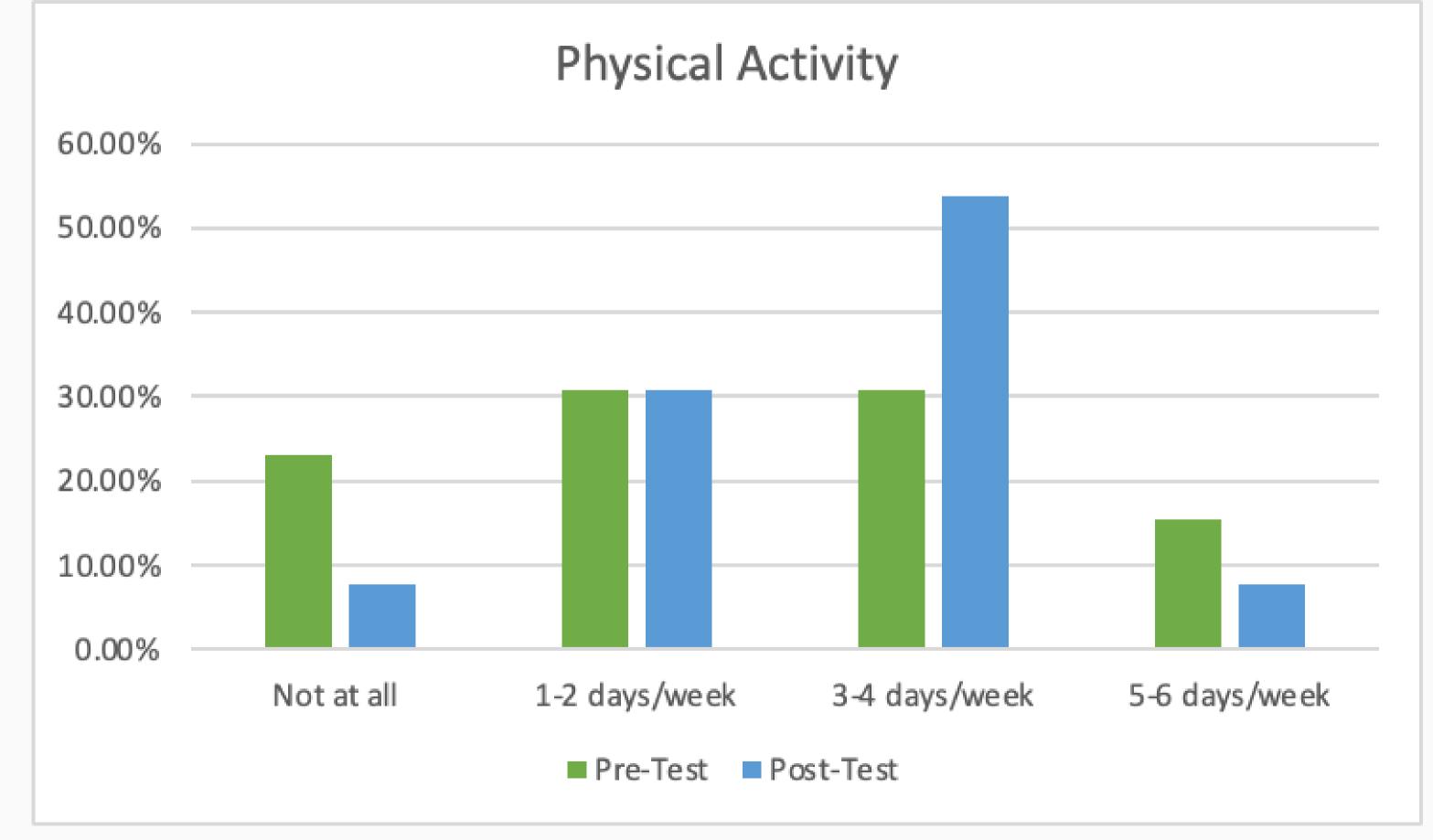
Eyes - 0.16540

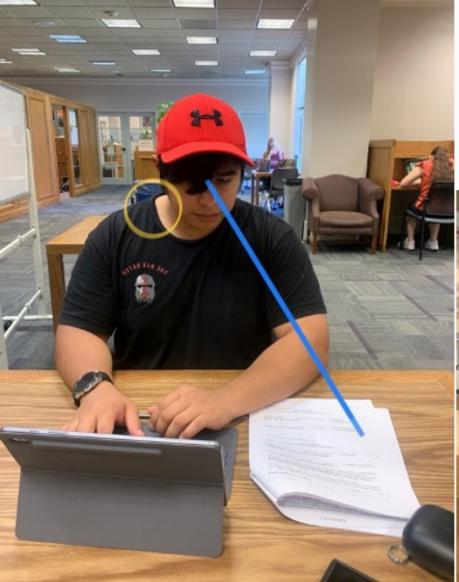
■ PREV NEXT



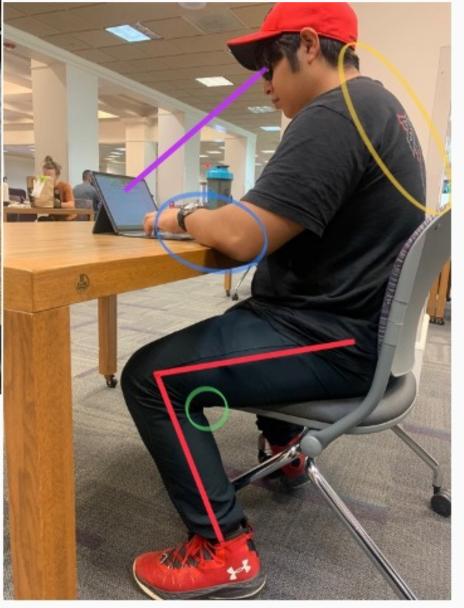


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iPad



Laptop



## Summary

## Sustainability

- Muscular discomfort is prevalent in the neck, shoulder, and back region resulting in poor posture
- Providing ergonomic training and
   demonstrating proper body mechanics
   resulted in alleviating discomfort
- Students at universities would benefit from an occupational therapist teaching ergonomics

Added to the ergonomics website for TWU

- Students
- Faculty and Staff
- Guidelines
- Resources + Recommendations

Partnered with the following departments for outreach:

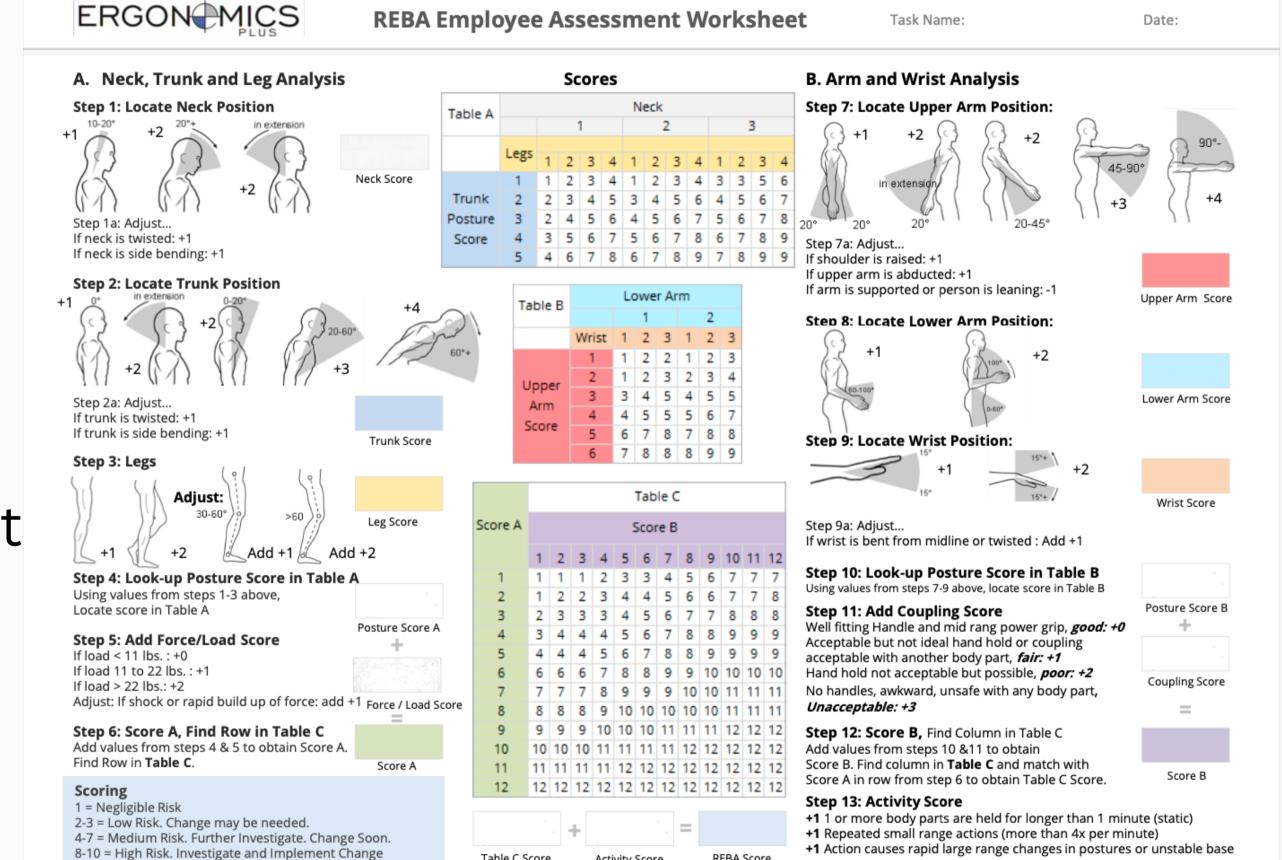
- Marketing and Communications
  - Risk Management/EH&S
  - Student Health Services
  - Student Life

# TWU Website



https://twu.edu/healthsafety/safety-programs/ergonomics/ PREV

Rapid Entire Body Assessment (REBA)



Activity Score

Table C Score

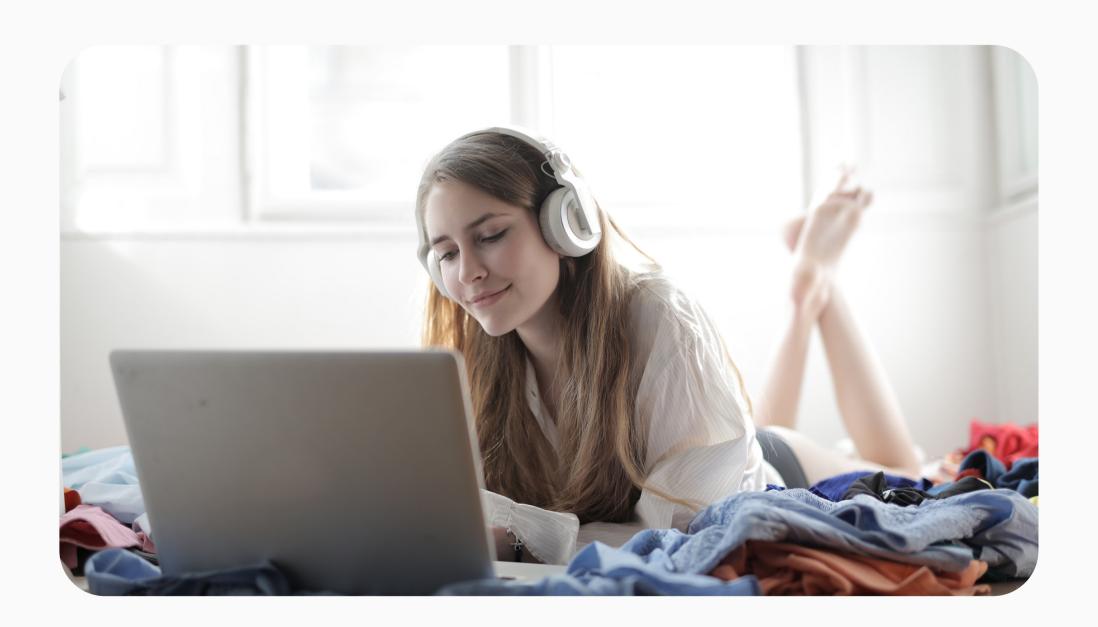
11+ = Very High Risk. Implement Change

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REBA Score

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## Any Questions?



## Thank You

