

Occupational Gaps Questionnaire (OGQ)

VERSION 2.0/2020

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GLIMPSE OF OGQ - HAVE A LOOK!



SWEDISH ASSOCIATION OF
OCCUPATIONAL THERAPISTS

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Introduction

BACKGROUND AND AIM

The *Occupational Gaps Questionnaire (OGQ)* was developed within the framework of a research project at Karolinska Institutet in Stockholm, Sweden. The general aim was to identify what clients actually do and what they want to do some time after acquiring a brain injury. The focus of the studies within the project was on the participants' perceptions of gaps in their everyday occupations and how these related to their perceptions of their functions, functional limitations and life satisfaction (Eriksson, 2007). The instrument was originally developed in Swedish and later translated into English.

People who live with disability due to illness or accident often have problems to perform the activities they performed before the illness/injury. One can assume that they perceive gaps in activities (*occupational gaps*) thus, there is a difference between what they want to do and what they actually do in everyday life. This definition of gaps in activities formed the basis for how the questions in the OGQ have been formulated.

The purpose of using OGQ in the clinical setting or in research is to investigate whether or not persons perceive they are participating in the activities that they want to perform in everyday life. This can also be expressed as to what extent a person has adapted his/her actions to his/her own wishes, requirements and expectations as well as those in the environment.

TARGET GROUP AND AREAS OF USE

The OGQ was originally developed for research regarding assessment for persons with acquired brain injury (Eriksson, Tham & Borg, 2006). It has also been used in other research projects that cover persons with stress-related ill-health (Eriksson, T., Jonsson & Eriksson, G., 2012), concussion (Matuszewska, Eriksson, & Nygren DeBoussard, 2016) and for persons affected by stroke (Fallahpour, Tham, Taghi Joghataei, Eriksson, & Jonsson, 2011; Bergström et al., 2012; Bertilsson et al., 2014). In one study, OGQ has been used to measure participation in everyday occupations for persons close to individuals affected by stroke. Experience shows that the assessment provides important information about how a stroke also affects participation in social networks (Bergström, von Koch, Andersson, Tham, & Eriksson, 2015; Kniepmann & Cupler, 2014).

The OGQ has been used clinically for about ten years. Information acquired by using the assessment has primarily been used as a basis for formulating activity goals together with persons and providing person-centered occupational therapy interventions. The author does not currently see any restriction as to which persons with disabilities can be asked to take part in an OGQ assessment, except that the person concerned should not be in an acute phase after injury or illness.

The experience of the clinically active occupational therapists who have used OGQ hitherto is that it is easy to use and provides concrete information. In research, OGQ is used to screen how persons perceive their participation in everyday occupations and whether there is a need for rehabilitation interventions/occupational therapy to increase participation in everyday occupations.

USERS

The OGQ is designed as a self-assessment inventory in which individuals should be able to answer the questions using the limited information given in the introduction to the questionnaire. Thus, the OGQ can be used by clinicians in different professions, who are interested in a person's participation in everyday occupations.

If the OGQ is used in a rehabilitation or hospital setting, it is an advantage if an occupational therapist carries out the initial assessment and conducts the follow-up interview with the person because occupational therapists have professional knowledge about activity and interactions between persons, activity and environments.

Other professionals who have knowledge about the importance of activity to humans (occupational sciences) may also find the instrument useful.

STUDIES AND TRANSLATIONS IN OTHER COUNTRIES

The OGQ is translated from the Swedish original, *Gap i vardagens aktiviteter – självskattning av vad en person vill göra och faktiskt gör (2017)*. Both are published by the Swedish Association of Occupational Therapists.

The OGQ has been translated into French¹, Danish² and Spanish³. There is also a version of the OGQ translated into Malay, which is culturally adapted and psychometrically tested and used in a sample of people with cancer (Sapihis, Yim Loh, Roslani, & Chinna, 2015). There is further a Persian version that is culturally adapted and psychometrically tested (Fallahpour et al., 2011).

In addition there is a culturally adapted version in English for use in Uganda (Kamwesiga, Eriksson, Tham, Fors, Ndiwalana, von Koch, & Guidetti, 2018; Guidetti, Utbult, Kamwesiga, & Eriksson, 2019) and the usability of the English version is tested for use among persons that had had a mild stroke in Australia (Hodson, Wall, Gustafsson, Eriksson, & Cornwell, 2020).

Translation inquiries:

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1. Occupational Gaps Questionnaire (OGQ-CH-Fr), version Suisse romande, 2017. Translated by Isabel Margot-Cattin, Nicolas Kühne, Eva Hammar, Delphine Dumoulin, Anders Kottorp, Louise Nygard. Published on www.researchgate.net/publication/321796497_Occupational_Gaps_Questionnaire_OGQ-CH-Fr_Version_Suisse_romande_2017.

2. Danish translation for study purpose only (unpublished) by Tina Helle at the University College Nord, in collaboration with Erhard Trillingsgaard Næss-Schmidt and his research group.

3. Spanish translation for study purpose by Cristina Espinosa Sempere and Inteo Research Group at Miguel Hernández University.

OCCUPATIONAL GAPS

OGQ, as already mentioned, concerns the performance of activities by persons. The definition of occupational gaps, i.e. gap in activities, is the difference between what a person wants to do and what he/she actually does in everyday life (Eriksson et al., 2006). This definition formed the basis for the design of the questions in OGQ. How people experienced having gaps in activities became evident in a qualitative study in which gaps were seen as an interruption in "everyday flow" when activities one usually takes for granted can no longer be performed (Eriksson & Tham, 2010).

One important distinction in comparison with other instruments with a focus on activity, such as different ADL indexes, e.g. the Sunnaa's ADL index, the ADL-Taxonomy etc., is that **OGQ does not intend to measure what people can or cannot do**. Not being able to perform a specific activity may mean that a person has a gap in the activity, but only if the person wants to perform the activity. If, for various reasons, a person cannot perform an activity, there is no gap if the person does not want to perform that activity.

Persons with occupational gaps are assumed to have a need for adaptations/adjustments in order to:

- increase their ability to perform an activity again, or
- perform the activity in another way, with support from their environment or by using assistive devices, or
- accept the situation as it is and by so doing no longer perform the activity, or perform the activity despite not wanting to do so because it is needed, or
- begin to ask others for help to perform activities that they currently perform themselves but do not want to continue to do.

These different forms of adaptations/adjustments can reveal a need for rehabilitation and/or occupational therapy interventions.

Activity area	Activities
I-ADL	<ol style="list-style-type: none"> 1. Grocery shopping 2. Cooking 3. Doing laundry 4. Cleaning 5. Doing light maintenance of home, garden, car 6. Doing heavy maintenance of home, garden, car 7. Managing personal finances 8. Transporting oneself
Lesure activities	<ol style="list-style-type: none"> 9. Shopping 10. Participating/taking interest in sports 11. Participating in outdoor activities 12. Having a hobby 13. Participating in cultural activities 14. Watching TV/streaming or listening to radio 15. Reading newspapers/news/magazines 16. Reading literature/periodicals 17. Writing 18. Playing games 19. Using computer or mobile phone
Social activities	<ol style="list-style-type: none"> 20. Visiting/socializing/having contact with partner and children 21. Visiting/socializing/having contact with relatives, friends and neighbours 22. Helping and supporting others 23. Participating in club/association activities 24. Practicing religion/spirituality 25. Visiting restaurant, café, pub or going out dancing 26. Travelling for pleasure
Work or work-related activities	<ol style="list-style-type: none"> 27. Working 28. Studying 29. Taking care of and raising children 30. Performing voluntary work

For each of the 30 activities in OGQ the same two YES/NO questions are asked:

- "Do you perform this activity?"
- "Do you want to perform this activity?"

The final open questions

The OGQ ends with two open questions (number 31 and 32).

- Question 31 says "Please describe, in your own words, how you experience your everyday occupations and if you experience any "gaps" or discrepancies between what you want to do and what you actually do." One aim of this question is to ascertain the experience of occupational gaps that cannot be found using yes/no questions. Another aim is for the person to describe occupational gaps in areas not covered in the questionnaire.
- Question 32 says " Which of the activities, of those that you have gaps in (i.e. there are activities that you do, but don't want to do; or activities you want to do, but don't do): do you value most?" This question has been added to gain information regarding the relative importance of gaps. Such information can be used in an initial conversation when formulating rehabilitation goals. In addition, the *Canadian Occupational Performance Measure (COPM)*⁵ can be used in a more "in depth" interview about goals.

5. Read more about the COPM: www.thecopm.ca.

Case

BACKGROUND

Lars is 38 years old and is on sick leave as a result of a stroke two years ago. Lars is self-employed and ran a shop which is now run by a company. His educational background is university studies with a focus on economics. As a result of his stroke, Lars has memory, concentration and fatigue problems and has some language difficulties. He has no problem with motor skills. At the time of the self-assessment with OGQ, Lars manages to take care of personal hygiene, lighter housework and has resumed some of his leisure activities such as photographing and training at the gym. Lars lives in a detached house in a small village in the country-side together with his partner and a 10-year-old daughter. He has a large social network of friends and family, many of who live nearby. Lars' partner's work means that she travels a lot and sometimes is away from home several days at a time.

SELF-ASSESSMENT

Lars indicates that he has problems getting everyday life to function, but has difficulty identifying problems and formulating them. He is offered self-assessment with OGQ to get a better overview of his situation and to be able to prioritize things that are important to change. Lars identifies his gaps in activities and, on some occasions during self-assessment, asks for clarifications on how to interpret questions, e.g. if one does an activity but not all that given as examples. He needs a long time to assess his gaps because of his language difficulties.

SELF-ASSESSMENT RESULTS

Lars finds that he has 12 gaps in activities, of which 11 are because he does not do, but wants to do them. He indicates gaps in activities in all areas. The gap where he does the activity (Cooking) but does not want to do it is because he feels that it is difficult to carry out the activity now.

SETTING GOALS

Lars wants to be able to cook good food for his daughter when his partner isn't at home. It is difficult for him to find out what he should cook and to read and follow recipes. Previously, he has cooked a lot of food and knows that he really can. Nowadays he solves things by buying take-away foods, warming food from the freezer or getting help from his parents.

INTERVENTIONS

An assessment was conducted in the occupational therapy training kitchen where Lars had to choose the type of food to cook and one of several possible recipes. He cooked the dishes he chose, but gave an unsure impression during several cooking sessions, did not follow the recipes, but still cooked good dishes. Lars was given the home assignment of thinking about simple dishes that he had previously cooked and feels at ease to try again. Then, to avoid having to think again every time he wants to cook, he was asked to make a list of some simple dishes that he can choose from. In the occupational-therapy training kitchen, he was also given opportunities to practice some of the dishes selected.

EXAMPLE: LARS' COMPLETED SELF-REPORT FORM (QUESTIONNAIRE)

Activities	Questions	YES	NO	Comments
1. Grocery shopping (eg. smaller shopping, shopping for weekly needs)	Do you perform this activity?	YES <input checked="" type="checkbox"/>	NO	
	Do you want to perform this activity?	YES <input checked="" type="checkbox"/>	NO	
2. Cooking (eg. preparing meals, baking, doing the dishes, setting the table)	Do you perform this activity?	YES <input checked="" type="checkbox"/>	NO	
	Do you want to perform this activity?	YES	NO <input checked="" type="checkbox"/>	
3. Doing laundry (eg. washing, ironing, mending)	Do you perform this activity?	YES <input checked="" type="checkbox"/>	NO	
	Do you want to perform this activity?	YES <input checked="" type="checkbox"/>	NO	
4. Cleaning (eg. dusting, vacuuming)	Do you perform this activity?	YES <input checked="" type="checkbox"/>	NO	
	Do you want to perform this activity?	YES <input checked="" type="checkbox"/>	NO	
5. Doing light maintenance of home, garden, car (eg. washing the car, mowing the lawn, weeding)	Do you perform this activity?	YES	NO <input checked="" type="checkbox"/>	
	Do you want to perform this activity?	YES <input checked="" type="checkbox"/>	NO	
6. Doing heavy maintenance of home, garden, car (eg. repairing car, painting, remodeling)	Do you perform this activity?	YES	NO <input checked="" type="checkbox"/>	
	Do you want to perform this activity?	YES <input checked="" type="checkbox"/>	NO	
7. Managing personal finances	Do you perform this activity?	YES	NO <input checked="" type="checkbox"/>	
	Do you want to perform this activity?	YES <input checked="" type="checkbox"/>	NO	
8. Transporting oneself (eg. driving, biking, taking public transportation)	Do you perform this activity?	YES <input checked="" type="checkbox"/>	NO	
	Do you want to perform this activity?	YES <input checked="" type="checkbox"/>	NO	
9. Shopping (eg. going to the mall, window shopping)	Do you perform this activity?	YES	NO <input checked="" type="checkbox"/>	
	Do you want to perform this activity?	YES	NO <input checked="" type="checkbox"/>	
10. Participating/taking interest in sports (eg. working out, swimming, jogging, playing football, watching spectator sports)	Do you perform this activity?	YES	NO <input checked="" type="checkbox"/>	
	Do you want to perform this activity?	YES <input checked="" type="checkbox"/>	NO	
11. Participating in outdoor activities (eg. walking, hiking, hunting, fishing, camping)	Do you perform this activity?	YES <input checked="" type="checkbox"/>	NO	
	Do you want to perform this activity?	YES <input checked="" type="checkbox"/>	NO	
12. Having a hobby (eg. handicraft, musical instrument, choir, photography, pets)	Do you perform this activity?	YES <input checked="" type="checkbox"/>	NO	
	Do you want to perform this activity?	YES <input checked="" type="checkbox"/>	NO	
13. Participating in cultural activities (eg. going to movies concerts, theatres, museum, library)	Do you perform this activity?	YES	NO <input checked="" type="checkbox"/>	
	Do you want to perform this activity?	YES <input checked="" type="checkbox"/>	NO	
14. Watching TV/streaming or listening to the radio (eg. films, tv series, news, music)	Do you perform this activity?	YES <input checked="" type="checkbox"/>	NO	
	Do you want to perform this activity?	YES <input checked="" type="checkbox"/>	NO	
15. Reading newspapers/news/ magazines	Do you perform this activity?	YES <input checked="" type="checkbox"/>	NO	
	Do you want to perform this activity?	YES <input checked="" type="checkbox"/>	NO	
16. Reading literature/periodicals	Do you perform this activity?	YES	NO <input checked="" type="checkbox"/>	
	Do you want to perform this activity?	YES <input checked="" type="checkbox"/>	NO	
17. Writing (eg. letters, e-mails, poetry, books)	Do you perform this activity?	YES	NO <input checked="" type="checkbox"/>	
	Do you want to perform this activity?	YES <input checked="" type="checkbox"/>	NO	

Activities	Questions	YES	NO	Comments
18. Playing games (eg. lottery, parlour games, patience, crossword puzzles)	Do you perform this activity?	YES	NO <input checked="" type="checkbox"/>	
	Do you want to perform this activity?	YES	NO <input checked="" type="checkbox"/>	
19. Using computer or mobile phone (eg. write, playing games, surfing the Internet)	Do you perform this activity?	YES <input checked="" type="checkbox"/>	NO	
	Do you want to perform this activity?	YES <input checked="" type="checkbox"/>	NO	
20. Visiting/socializing/having contact with partner and children	Do you perform this activity?	YES <input checked="" type="checkbox"/>	NO	
	Do you want to perform this activity?	YES <input checked="" type="checkbox"/>	NO	
21. Visiting/socializing/having contact with relatives, friends and neighbours	Do you perform this activity?	YES <input checked="" type="checkbox"/>	NO	
	Do you want to perform this activity?	YES <input checked="" type="checkbox"/>	NO	
22. Helping and supporting others (eg. grocery shopping, baby-sitting)	Do you perform this activity?	YES <input checked="" type="checkbox"/>	NO	
	Do you want to perform this activity?	YES <input checked="" type="checkbox"/>	NO	
23. Participating in club/ association activities	Do you perform this activity?	YES	NO <input checked="" type="checkbox"/>	
	Do you want to perform this activity?	YES	NO <input checked="" type="checkbox"/>	
24. Practicing religion/spirituality (eg. pray at home, read religious/ spiritual texts, take part in gatherings)	Do you perform this activity?	YES	NO <input checked="" type="checkbox"/>	
	Do you want to perform this activity?	YES	NO <input checked="" type="checkbox"/>	
25. Visiting restaurant, café, pub or going out dancing	Do you perform this activity?	YES	NO <input checked="" type="checkbox"/>	
	Do you want to perform this activity?	YES <input checked="" type="checkbox"/>	NO	
26. Travelling for pleasure	Do you perform this activity?	YES	NO <input checked="" type="checkbox"/>	
	Do you want to perform this activity?	YES <input checked="" type="checkbox"/>	NO	
27. Working (full or part-time)	Do you perform this activity?	YES	NO <input checked="" type="checkbox"/>	
	Do you want to perform this activity?	YES <input checked="" type="checkbox"/>	NO	
28. Studying (full or part-time)	Do you perform this activity?	YES	NO <input checked="" type="checkbox"/>	
	Do you want to perform this activity?	YES <input checked="" type="checkbox"/>	NO	
29. Taking care of and raising children	Do you perform this activity?	YES <input checked="" type="checkbox"/>	NO	
	Do you want to perform this activity?	YES <input checked="" type="checkbox"/>	NO	
30. Performing voluntary work (eg. leading gymnastics; study or youth groups, politically active)	Do you perform this activity?	YES	NO <input checked="" type="checkbox"/>	
	Do you want to perform this activity?	YES	NO <input checked="" type="checkbox"/>	

31. Please describe, in your own words, how you experience your everyday occupations and if you experience any “gaps” or discrepancies between what you want to do and what you actually do.

Hard to recognize myself. Can't handle simple things that were previously routine. Have been forced to discontinue many activities as I cannot stand being in cluttered surroundings - quickly become mentally tired. Have difficulty with memory and concentration and often get headaches.

32. Which of the activities, of those that you have gaps in (i.e. there are activities that you do, but don't want to do; or activities you want to do, but don't do): do you value most?

There are many activities that are important. I have, for example, previously liked cooking, but now I feel it's hard work. Need to cook for my daughter as my wife is often away on work assignments.

EXAMPLE: LARS' SUMMARY FORM COMPLETED BY THE OCCUPATIONAL THERAPIST

Activities	Does but does not want to do (gap)	Does not but wants to do (gap)	Does and wants to do (no gap)	Does not do and does not want to do (no gap)	Kommentarer
1. Grocery shopping					
2. Cooking	X				
3. Doing laundry					
4. Cleaning					
5. Doing light maintenance		X			
6. Doing heavy maintenance		X			
7. Managing personal finances		X			
8. Transport oneself					
9. Shopping					
10. Participating/ taking interest in sports		X			
11. Participating in outdoor activities					
12. Having a hobby					
13. Participating in cultural activities		X			
14. Watching TV/streaming or listening to the radio					
15. Reading newspapers/ news/magazines					

Activities	Does but does not want to do (gap)	Does not but wants to do (gap)	Does and wants to do (no gap)	Does not do and does not want to do (no gap)	Comments
16. Reading literature/ periodicals		X			
17. Writing		X			
18. Playing games					
19. Using computer or mobile phone					
20. Visiting/socializing/ having contact with partner and children					
21. Visiting/socializing/ having contact with relatives, friends and neighbours					
22. Helping and supporting others					
23. Participating in club/ association activities					
24. Practicing religion/ spirituality					
25. Visiting restaurant, café, pub or going out dancing		X			
26. Travelling for pleasure		X			
27. Working		X			
28. Studying		X			
29. Taking care of and raising children					
30. Performing voluntary work					
Number of gaps	1	11	 	 	Total sum: 12

Which gaps are most important?

To be able to cook good food for my daughter when my wife's away from home.

Reflections and comments

- Currently solved by wife making meals and freezing them. Sometimes he buys take-away meals, sometimes his mother comes and cooks.
- Thinks it's difficult to decide what to eat.
- Has difficulty reading, understanding and remembering recipes but has knowledge of how to cook.

GLIMPSE OF OGQ - HAVE A LOOK!



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