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 Capstone Project: The OT's Role in Women's Health

Table 1.

**The Potential Impact of Endometriosis & Chronic Pelvic Pain as it Relates to the *Occupational Therapy Practice Framework***

**OCCUPATIONS** – Occupations are various kinds of life activities in which individuals, groups, or populations engage, including activities of daily living, instrumental activities of daily living, rest and sleep, work, play, leisure, and social participation.

Category	Description	How Relative to Endometriosis
<p>▪ <b>ACTIVITIES OF DAILY LIVING (ADLs)</b> – Activities oriented toward taking care of one's own body (adapted from Rogers &amp; Holm, 1994). ADLs are also referred to as <i>basic activities of daily living (BADLs)</i> and <i>personal activities of daily living (PADLs)</i>. These activities are “fundamental to living in a social world; they enable basic survival and well-being” (Christiansen &amp; Hammecker, 2001, p. 156).</p>		
<b>Bathing, Showering</b>	Obtaining and using supplies; soaping, rinsing, and drying body parts; maintaining bathing position; and transferring to and from bathing positions	Task may be influenced by client specific body structures and functions limiting movement, posture, balance, tolerance, strength, alignment and stability.
<b>Toileting and toilet hygiene</b>	Obtaining and using toileting supplies, managing clothing, maintaining toileting position, transferring to and from toileting position, cleaning body, and caring for menstrual and continence needs (including catheter, colostomy, and suppository management), as well as completing intentional control of bowel movements and urination and, in necessary, using equipment or agents for bladder control (Uniform Data System for Medical Rehabilitation, 1996, pp. III-20, III-24)	Task will likely be influenced by specific body structures related to the genitourinary and reproductive system, directly impacting body functions of the digestive, genitourinary, and reproductive systems. Grade and severity of body structures directly impact body functions. Specific mental functions of perception, thought, emotion and higher-level cognition may impact response to and management of necessary performance skills and patterns.
<b>Dressing</b>	Selecting clothing and accessories appropriate to time or day, weather, and occasion; obtaining clothing from	Task may be influenced by client specific body structures and functions limiting movement, posture, balance, tolerance,

	storage area; dressing and undressing in a sequential fashion; fastening and adjusting clothing and shoes; and applying and removing personal devices, prosthetic devices, or splints.	strength, alignment and stability.
<b>Functional Mobility</b>	Moving from one position or place to another (during performance of everyday activities), such as in-bed mobility, wheelchair mobility, and transfers (e.g., wheelchair, bed, car, shower, tub, toilet, chair, floor). Includes functional ambulation and transportation of objects.	Task may be influenced by client specific body structures and functions limiting movement, posture, balance, tolerance, strength, alignment and stability. Specific mental functions of perception, thought, emotion and higher-level cognition may impact response to and management of necessary performance skills and patterns.
<b>Personal device care</b>	Using, cleaning, and maintaining personal care items, such as hearing aids, contact lenses, glasses, orthotics, prosthetics, adaptive equipment, glucometers, and contraceptive and sexual devices.	Specific to the clients needs for adaptive equipment to facilitate bowel elimination or to improve or maintain body structures and functions specific to the genitourinary or reproductive systems, and sexual devices that promote, maintain, modify or restore engagement in correlated ADLs.
<b>Personal hygiene and grooming</b>	Obtaining and using supplies; removing body hair (e.g., using razor, tweezer, lotion); applying and removing cosmetics; washing, drying, combing, styling, brushing, and trimming hair; cleaning mouth; brushing and flossing teeth; and removing, cleaning, and reinserting dental orthotics and prosthetics	Task may be influenced by client specific body structures and functions limiting movement, posture, balance, tolerance, strength, alignment and stability.
<b>Sexual activity</b>	Engaging in activities that result in sexual satisfaction and/or meet the relational or reproductive needs	Task will likely be influenced by specific body structures related to the genitourinary and reproductive system, directly impacting body functions of the digestive, genitourinary, and reproductive systems. Grade and severity of body structures directly impact body functions. Specific mental functions of perception, thought, emotion and higher-level cognition may impact response to and management of necessary performance skills and patterns. Cultural, personal and temporal contexts are anticipated to play a direct role of influence.
<ul style="list-style-type: none"> <li>▪ <b>INSTRUMENTAL ACTIVITIES OF DAILY LIVING (IADLs)</b> – Activities to support daily life within the home and community that often require more complex interactions than those used in ADLs.</li> </ul>		
<b>Care of others (including</b>	Arranging, supervising, or providing care for others	Task may be influenced by client specific body structures and functions limiting movement, posture, balance, tolerance,

<b>selecting and supervising caregivers)</b>		strength, alignment and stability. Specific mental functions of perception, thought, emotion and higher-level cognition may impact response to and management of necessary performance skills and patterns.
<b>Care of pets</b>	Arranging, supervising, or providing care for pets and service animals	Task may be influenced by client specific body structures and functions limiting movement, posture, balance, tolerance, strength, alignment and stability. Specific mental functions of perception, thought, emotion and higher-level cognition may impact response to and management of necessary performance skills and patterns.
<b>Child rearing</b>	Providing care and supervision to support the developmental needs of a child	Task may be influenced by client specific body structures and functions limiting movement, posture, balance, tolerance, strength, alignment and stability. Specific mental functions of perception, thought, emotion and higher-level cognition may impact response to and management of necessary performance skills and patterns.
<b>Communication management</b>	Sending, receiving, and interpreting information using a variety of systems and equipment, including writing tools, telephones (cell phones or smartphones), key boards, audiovisual records, computers or tablets, call lights, emergency systems, Braille writers, telecommunication devices for deaf people, augmentative communication systems, and personal digital assistants	Specific mental functions of perception, thought, emotion and higher-level cognition may impact response to and management of necessary performance skills and patterns relative to task.
<b>Driving and community mobility</b>	Planning and moving around in the community and using public or private transportation, such as driving, walking, bicycling, or accessing and riding in buses, taxi cabs, or other transportation systems	Task may be influenced by client specific body structures and functions limiting movement, posture, balance, tolerance, strength, alignment and stability. Specific mental functions of perception, thought, emotion and higher-level cognition may impact response to and management of necessary performance skills and patterns.
<b>Financial management</b>	Using fiscal resources, including alternate methods of financial transaction, and planning and using finances with long-term and short-term goals	Specific mental functions of perception, thought, emotion and higher-level cognition may impact response to and management of necessary performance skills and patterns relative to task.
<b>Health</b>	Developing, managing, and maintaining routines for	Task may be influenced by client specific body structures and

<b>management and maintenance</b>	health and wellness promotion such as physical fitness, nutrition, decreased health risk behaviors, and medication routines.	functions limiting movement, posture, balance, tolerance, strength, alignment and stability. Specific mental functions of perception, thought, emotion and higher-level cognition may impact response to and management of necessary performance skills and patterns. Cultural, personal and temporal contexts are anticipated to play a direct role of influence, as well as the specified environment of individual.
<b>Home establishment and management</b>	Obtaining and maintaining person and household possessions and environment (e.g., home, yard, garden, appliances, vehicles), including maintaining and repairing personal possessions (e.g., clothing, household items) and knowing how to seek help or whom to contact	Task may be influenced by client specific body structures and functions limiting movement, posture, balance, tolerance, strength, alignment and stability. Specific mental functions of perception, thought, emotion and higher-level cognition may impact response to and management of necessary performance skills and patterns.
<b>Meal preparation and cleanup</b>	Planning, preparing, and serving well-balanced, nutritious meals and cleaning up food utensils after meals	Task may be influenced by client specific body structures and functions limiting movement, posture, balance, tolerance, strength, alignment and stability. Specific mental functions of perception, thought, emotion and higher-level cognition may impact response to and management of necessary performance skills and patterns.
<b>Religious and spiritual activities and expression</b>	Participating in <i>religion</i> , “an organized system of beliefs, practices, rituals, and symbols designed to facilitate closeness to the sacred or transcendent” (Moreira-Almeida & Koenig, 2006, p. 844), and engaging in activities that allow a sense of connectedness to something larger than oneself or that are especially meaningful, such as taking time out to play with a child, engaging in activities in nature, and helping others in need (Spencer, Davidson, & White, 1997)	Task may be influenced by client specific body structures and functions limiting movement, posture, balance, tolerance, strength, alignment and stability. Specific mental functions of perception, thought, emotion and higher-level cognition may impact response to and management of necessary performance skills and patterns. Cultural, personal and temporal contexts are anticipated to play a direct role of influence, as well as the specified environment of individual.
<b>Safety and emergency maintenance</b>	Knowing and performing preventative procedures to maintain a safe environment; recognizing sudden, unexpected hazardous situations; and initiating emergency action to reduce the thread to health and safety; examples include ensuring safety when entering and exiting the home, identifying emergency contact	Task may be influenced by client specific body structures and functions limiting movement, posture, balance, tolerance, strength, alignment and stability. Specific mental functions of perception, thought, emotion and higher-level cognition may impact response to and management of necessary performance skills and patterns.

	numbers, and replacing items such as batteries in smoke alarms and light bulbs	
<b>Shopping</b>	Preparing shopping lists (grocery and other); selecting, purchasing, and transporting items; selecting method of payment; and completing money transactions; included are Internet shopping and related use of electronic devices such as computers, cell phones, and tablets	She Task may be influenced by client specific body structures and functions limiting movement, posture, balance, tolerance, strength, alignment and stability. Specific mental functions of perception, thought, emotion and higher-level cognition may impact response to and management of necessary performance skills and patterns.
<p>▪ <b>REST AND SLEEP</b> – Activities related to obtaining restorative rest and sleep to support health, active engagement in other occupations.</p>		
<b>Rest</b>	Engaging in quiet and effortless actions that interrupt physical and mental activity, resulting in a relaxed state (Nurit & Michal, 2003, p. 227); included are identifying the need to relax; reducing involvement in taxing physical, mental, or social activities; and engaging in relaxation or other endeavors that restore energy and calm and renew interest in engagement	Task may be influenced by client specific body structures and functions limiting movement, posture, balance, tolerance, strength, alignment and stability. Specific mental functions of perception, thought, emotion and higher-level cognition may impact response to and management of necessary performance skills and patterns.
<b>Sleep preparation</b>	(1) Engaging in routines that prepare the self for a comfortable rest, such as grooming and undressing, reading or listening to music to fall asleep, saying goodnight to others, and engaging in meditation or prayers; determining the time of day and length of time desired for sleeping and the time needed to wake; and establishing sleep patterns that support growth and health (patterns are often personally and culturally determined). (2) Preparing the physical environment for periods of unconsciousness, such as making the bed or space on which to sleep; ensuring warmth or coolness and protection; setting an alarm clock; securing the home, such as locking doors or closing windows or curtains; and turning off electronics or lights	Task may be influenced by client specific body structures and functions limiting movement, posture, balance, tolerance, strength, alignment and stability. Specific mental functions of perception, thought, emotion and higher-level cognition may impact response to and management of necessary performance skills and patterns.
<b>Sleep participation</b>	Taking care of personal needs for sleep, such as ceasing activities to ensure onset of sleep, napping, and dreaming; sustaining a sleep state without disruption;	Task may be influenced by client specific body structures and functions limiting movement, posture, balance, tolerance, strength, alignment and stability. Specific mental functions of



	and performing nighttime care of toileting needs and hydration; also includes negotiating the needs and requirements of and interacting with others within the social environment such as children or partners, including providing nighttime caregiving such as breastfeeding and monitoring the comfort and safety of others who are sleeping	perception, thought, emotion and higher-level cognition may impact response to and management of necessary performance skills and patterns.
<p>▪ <b>EDUCATION</b> – Activities needed for learning and participating in the educational environment</p>		
Formal education participation	Participating in academic (e.g., math, reading, degree coursework), nonacademic (e.g., recess, lunchroom, hallway), extracurricular (e.g., sports, band, cheerleading, dances), and vocational (prevocational and vocational) educational activities	Task may be influenced by client specific body structures and functions limiting movement, posture, balance, tolerance, strength, alignment and stability. Specific mental functions of perception, thought, emotion and higher-level cognition may impact response to and management of necessary performance skills and patterns.
Informal personal educational needs or interests exploration (beyond formal education)	Identifying topics and methods for obtaining topic-related information or skills	Specific mental functions of perception, thought, emotion and higher-level cognition may impact response to and management of necessary performance skills and patterns relative to task.
Information education participation	Participating in informal classes, programs, and activities that provide instruction or training in identified areas of interest	Task may be influenced by client specific body structures and functions limiting movement, posture, balance, tolerance, strength, alignment and stability. Specific mental functions of perception, thought, emotion and higher-level cognition may impact response to and management of necessary performance skills and patterns.
<p>▪ <b>WORK</b> – “Labor or exertion; to make, construct, manufacture, form, fashion, or shape objects; to organize, plan, or evaluate services or processes of living or governing; committed occupations that are performed with or without financial reward” (Christiansen &amp; Townsend, 2010, p. 423).</p>		
<b>Employment interests and pursuits</b>	Identifying and selecting work opportunities based on assets, limitations, likes, and dislikes relative to work (adapted from Mosey, 1996, p. 342)	Specific mental functions of perception, thought, emotion and higher-level cognition may impact response to and management of necessary performance skills and patterns relative to task.

<b>Employment seeking and acquisition</b>	Advocating for oneself; completing, submitting, and reviewing appropriate application materials; preparing for interviews; participating in interviews and following up afterward; discussing job benefits; and finalizing negotiations	Specific mental functions of perception, thought, emotion and higher-level cognition may impact response to and management of necessary performance skills and patterns relative to task.
<b>Job performance</b>	Performing the requirements of a job, including work skills and patterns; time management; relationships with coworkers, managers, and customers; leadership and supervision; creation, production, and distribution of products and services; initiation, sustainment, and completion of work; and compliance with work norms and procedures	Task may be influenced by client specific body structures and functions limiting movement, posture, balance, tolerance, strength, alignment and stability. Specific mental functions of perception, thought, emotion and higher-level cognition may impact response to and management of necessary performance skills and patterns. Cultural, personal and temporal contexts are anticipated to play a direct role of influence, as well as the specified environment of individual.
<b>Retirement preparation and adjustment</b>	Determining aptitudes, developing interests and skills, selecting appropriate avocational pursuits, and adjusting lifestyle in the absence or the worker role	Specific mental functions of perception, thought, emotion and higher-level cognition may impact response to and management of necessary performance skills and patterns relative to task.
<b>Volunteer exploration</b>	Determining community causes, organizations, or opportunities for unpaid work in relationship to personal skills, interests, location, and time available	Specific mental functions of perception, thought, emotion and higher-level cognition may impact response to and management of necessary performance skills and patterns relative to task.
<b>Volunteer participation</b>	Performing unpaid work activities for the benefit of selected causes, organizations, or facilities	Task may be influenced by client specific body structures and functions limiting movement, posture, balance, tolerance, strength, alignment and stability. Specific mental functions of perception, thought, emotion and higher-level cognition may impact response to and management of necessary performance skills and patterns. Cultural, personal and temporal contexts are anticipated to play a direct role of influence, as well as the specified environment of individual.
<ul style="list-style-type: none"> <li>▪ <b>PLAY</b> – “Any spontaneous or organized activity that provides enjoyment, entertainment, amusement, or diversion” (Parham &amp; Fazio, 1997, p. 250).</li> </ul>		
<b>Play exploration</b>	Identifying appropriate play activities, including exploration play, practice play, pretend play, games with rules, constructive play, and symbolic play (adapted from Bergen, 1998, p. 64-65)	Specific mental functions of perception, thought, emotion and higher-level cognition may impact response to and management of necessary performance skills and patterns relative to task.

<b>Play participation</b>	Participating in play; maintaining a balance of play with other occupations; and obtaining, using, and maintaining toys, equipment, and supplies appropriately	Task may be influenced by client specific body structures and functions limiting movement, posture, balance, tolerance, strength, alignment and stability. Specific mental functions of perception, thought, emotion and higher-level cognition may impact response to and management of necessary performance skills and patterns. Cultural, personal and temporal contexts are anticipated to play a direct role of influence, as well as the specified environment of individual.
<ul style="list-style-type: none"> <li>▪ <b>LEISURE</b> – “Nonobligatory activity that is intrinsically motivated and engaged in during discretionary time, that is, time not committed to obligatory occupations such as work, self-care, or sleep” (Parham &amp; Fazio, 1997, p. 250).</li> </ul>		
<b>Leisure exploration</b>	Identifying interests, skills, opportunities, and appropriate leisure activities	Specific mental functions of perception, thought, emotion and higher-level cognition may impact response to and management of necessary performance skills and patterns relative to task.
<b>Leisure participation</b>	Planning and participating in appropriate leisure activities; maintaining a balance of leisure activities with other occupations; and obtaining, using, and maintaining equipment and supplies as appropriate.	Task may be influenced by client specific body structures and functions limiting movement, posture, balance, tolerance, strength, alignment and stability. Specific mental functions of perception, thought, emotion and higher-level cognition may impact response to and management of necessary performance skills and patterns. Cultural, personal and temporal contexts are anticipated to play a direct role of influence, as well as the specified environment of individual.
<ul style="list-style-type: none"> <li>▪ <b>SOCIAL PARTICIPATION</b> – “The interweaving of occupations to support desired engagement in community and family activities as well as those involving peers and friends” (Gillen &amp; Boyt Schell, 2014, p. 607); involvement in a subset of activities that involve social situations with others (Bedell, 2012) and that support social interdependence (Magasi &amp; Hammel, 2004). Social participation can occur in person or through remote technologies such as telephone calls, computer interaction, and video conferencing.</li> </ul>		
<b>Community</b>	Engaging in activities that result in successful interaction at the community level (e.g., neighborhood, organization, workplace, school, religious or spiritual group)	Task may be influenced by client specific body structures and functions limiting movement, posture, balance, tolerance, strength, alignment and stability. Specific mental functions of perception, thought, emotion and higher-level cognition may impact response to and management of necessary performance skills and patterns. Cultural, personal and temporal contexts are anticipated to play a direct role of influence, as well as the specified environment of individual.
<b>Family</b>	Engaging in activities that result in “successful	Task may be influenced by client specific body structures and



	interaction in specific required and/or desired familial roles” (Mosey, 1996, p. 340)	functions limiting movement, posture, balance, tolerance, strength, alignment and stability. Specific mental functions of perception, thought, emotion and higher-level cognition may impact response to and management of necessary performance skills and patterns. Cultural, personal and temporal contexts are anticipated to play a direct role of influence, as well as the specified environment of individual.
<b>Peer, friend</b>	Engaging in activities at different levels of interaction and intimacy, including engaging in desired sexual activity.	Task may be influenced by client specific body structures and functions limiting movement, posture, balance, tolerance, strength, alignment and stability. Specific mental functions of perception, thought, emotion and higher-level cognition may impact response to and management of necessary performance skills and patterns. Cultural, personal and temporal contexts are anticipated to play a direct role of influence, as well as the specified environment of individual.

(Adapted from the *Occupational Therapy Practice Framework: Domain and Process*, 3<sup>rd</sup> edition; AOTA, 2014, p. S19-S22)