

RESEARCH PAPER

## The Internet and Computer User Profile: a questionnaire for determining intervention targets in occupational therapy at mental health vocational centers

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### Abstract

**Purpose:** In this study, the assessment tool “Internet and Computer User Profile” questionnaire (ICUP) is presented and validated. It was developed in order to gather information for setting intervention goals to meet current demands. **Methods:** Sixty-eight subjects aged 23–68 participated in the study. The study group ( $n = 28$ ) was sampled from two vocational centers. The control group consisted of 40 participants from the general population that were sampled by convenience sampling based on the demographics of the study group. Subjects from both groups answered the ICUP questionnaire. Subjects of the study group answered the General Self-Efficacy (GSE) questionnaire and performed the Assessment of Computer Task Performance (ACTP) test in order to examine the convergent validity of the ICUP. Twenty subjects from both groups retook the ICUP questionnaire in order to obtain *test-retest* results. Differences between groups were tested using multiple analysis of variance (MANOVA) tests. Pearson and Spearman’s tests were used for calculating correlations. Cronbach’s alpha coefficient and  $k$  equivalent were used to assess internal consistency. **Results:** The results indicate that the questionnaire is valid and reliable. They emphasize that the layout of the ICUP items facilitates in making a comprehensive examination of the client’s perception regarding his participation in computer and internet activities.

### Keywords

Assessment tool, digital deviation, goal setting

### History

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### ► Implications for Rehabilitation

- The assessment tool “Internet and Computer User Profile” (ICUP) questionnaire is a novel assessment tool that evaluates operative use and individual perception of computer activities.
- The questionnaire is valid and reliable for use with participants of vocational centers dealing with mental illness.
- It is essential to facilitate access to computers for people with mental illnesses, seeing that they express similar interest in computers and internet as people from the general population of the same age.
- Early intervention will be particularly effective for young adults dealing with mental illness, since the digital gap between them and young people in general is relatively small.

### Introduction

In recent years, there have been meaningful changes regarding the perception of people with mental illness [1,2]. Parallel to this development, the use of technology has become widespread [3]. Consequently, daily functions, habits and habituations, issues which occupational therapists consider in their interventions (4), have changed and there is a need to modify the methods of evaluation in occupational therapy to accommodate them. In Israel, the Rehabilitation in the Community of Persons with Mental Disabilities Law (2000) was enacted in order to advance

rehabilitation and integration of persons with psychiatric disabilities into the community. The law defines a “Basket of Services” to address the need for support on varied domains, such as vocation, recreation, education, social life, housing, etc. The most common services utilized are vocational services [5]. In this study, the target group participates in a vocational center that provides such services, which the law defines as a “pre-vocational service that combines social activities, acquiring of life skills and occupational activities” [6].

Occupational therapists, as well as other disciplines in the vocational centers, operate according to the recovery approach, which holds the perspective that clients need to lead their lives with and beyond their illness. In this process, both the therapist and the client compile together the intervention goals [7–9]. The goals for a participant in the vocational centers includes: independence in instrumental daily functions, improvement in

employment and education as well as inclusion in occupational and social participation. Participation is defined in the World Health Organization as involvement in a life situation [2].

During the last decades, participation via computer and information technology has become commonplace in all aspects of modern society, including people with disabilities. Computer and internet use is an area with wide potential since the internet offers abundant information and possible interactions that, due to the lack of accessibility, people with disabilities usually have trouble obtaining. In many ways using computers can make life easier both professionally and socially. Langone [10] refers to technology as an “equalizer” that enables the individual with a disability to participate in life just as well as a person not dealing with a disability. Nonetheless, it seems that despite its effectiveness, computers are not utilized enough by the disabled, in comparison to their widespread use by people without disabilities [11].

An example of such a gap may be found between those to whom the computer is a new technology, and those who have been born into the reality where technology is already integrated into everyday life. Recent research refers to those who have not grown up in the digital age and have only learned to use it as Digital “Immigrants”, whereas those who have been exposed to digital technology at an early age are referred to as Digital “Natives” [12,13].

In the vocational centers supported by the Association for Public Health in Jerusalem, a project entitled – “From the use of a mouse to the construction of a site” has been running for several years. The idea behind the project is that the use of a computer, which is perceived as a normative occupation and as a measure of competence, is used exclusively to improve performance as well as to change the stigma toward the mentally impaired [14].

Due to the focus on computer and internet interventions in those vocational centers, an assessment tool was needed to meet two specific goals: firstly, to help build and formulate intervention goals and secondly, to examine the results of the intervention through various measures.

### Assessments for computer use

According to the American Occupational Therapy Association, assessment includes using “specific tools or instruments... during the evaluation process” [15]. Since the purpose and outcome of evaluation in intervention goals the fulfillment of client-related goals, the therapist uses self-assessment tools to involve clients in this process [9,16,17]. The following are several available assessments to evaluate computer usage:

- The questionnaires *Internet Access Needs Assessment* and *Internet Knowledge Assessment* have been developed to gather information about the functional abilities of the client for a pre-release intervention program for clients with spinal cord injuries. Their goal is to enable occupational therapists that operates the group to tailor each group session to the different functional levels of its participants [18].
- The *Internet Skills Assessment* questionnaire was developed by speech therapists to measure the basic skills of internet use for people with language impairment and measure change. The assessment measured the level of independence in each of the 12 Internet tasks. A 5-point scale of independence was used to measure the level of independence from “totally independent” (1) to “not at all independent” (5). For example, one item asks: “Can you send an e-mail to a friend?” and the scores for functionality are given from 1–5 for completing this task. In research that examined the use of this tool among people after traumatic brain injury with aphasia, an inter-rater reliability was 77.27% [19].

- The *Computer and Internet Use* questionnaire was developed specifically for research regarding mentally impaired clients at a medical center in Taiwan. The questionnaire has 46 items that refer to the subject’s current status in life and to the way he uses computers on his own. For example, one item asks: “While using the computer, do you need the help of others?” In the research, computer use was examined using the questionnaire in order to find relationships between computer usage and quality of life. Significant difference in quality of life was found between people who do not use computers in their daily lives and those who do ( $p = 0.029$ ) [20].
- The *Assessment of Computer Task Performance* (ACTP) was developed to assess the suitability of the aids a physically impaired client uses to operate the computer. This observation assessment is suitable for a wide range of populations with disabilities [21,22]. This tool will be discussed broadly later on, as it has been used for our research.

While the above assessment tools provide substantial information, they are lacking in the ability to fully evaluate the needs of the clients in vocational centers. Thus, in order to bridge this gap in current assessments, this study introduces a novel assessment, the “*Internet and Computer User Profile*” (ICUP) questionnaire. This tool evaluates Participation, Independence, perception of Importance, and satisfaction with computer and internet activities. The questionnaire was designed as a tool to help occupational therapists collect data through the client’s perspective, which would then serve as the basis for determining occupational therapy intervention goals (see the Appendix).

The purpose of this research is to examine the reliability and validity of the ICUP for the population of participants in vocational centers in the community. It was hypothesized that the reliability would be supported with high internal consistency of the questionnaire items and test-retest in a range of two weeks. Secondly, it was hypothesized that construct validity would be supported by significant differences between known groups (research and control groups, age groups) with all ICUP indices. Finally, it was hypothesized that convergent validity would be supported by significant correlations between all ICUP indices and ACTP, time and level of success, and General self-efficacy (GSE).

### Methods

#### Ethics approval

Approval was received from the ethics committee of Tel Aviv University, the Director of the Association for Public Health Services and the administrators of the centers, according to the requirement of the Ministry of Health.

#### Participants

Seventy subjects between the ages 23 and 68 years participated in the study. The study group contained 28 subjects (17 male, 13 women; age, mean = 41.2, SD = 1.55). The control group contained 40 subjects (18 male, 22 women; age, mean = 44.67, SD = 14.56). There were no differences in age and gender between the study and control groups. The subjects for the research group were conveniently sampled from two vocational centers sponsored by the Association for Public Health Services in Israel. Inclusion criteria were: (a) eligibility for rehabilitation in a vocational center from the Ministry of Health, (b) aged between 20–70, (c) native speaker of English or Hebrew, (d) history of computer use, either independently or as part of individual intervention for at least three months. The control group subjects were sampled from the general population by convenient sampling based on the demographics of the study group.

## Research tools

### *Internet and Computer User Profile Questionnaire*

A questionnaire was developed to identify client needs and to set specific targets for occupational therapy interventions at the vocational centers. It examined the computer and internet use of individuals as part of their daily activities and includes questions about the needs, capabilities and environment of the client. The questionnaire was written in both Hebrew and English.

The questionnaire was comprised of two parts. The first includes general questions about current use of the computer and the environment where the subject actually uses it. The questions were formed on the basis of the assessment tools mentioned earlier, which were adjusted for this questionnaire. The second part of the questionnaire listed 48 items of activities which are divided into areas of occupation [1]). For example, “using e-mail” appeared twice – once in “productive employment”, where it appeared as “using e-mail for employment”, and again in “communication”, where it appeared as “using e-mail to keep in touch with people”.

The questionnaire examines the following indexes for each activity: Participation, Interest and Enjoyment, level of Independence, Significance and Satisfaction from computer use. Each of the five indexes has a different scale of values according to what it measures. For “Participation in Activity” and “Interest and Enjoyment”, the subjects indicate “Yes” or “No” for each task. If marked as “Yes”, the subject has to note the “Significance of Activity”, “Independence in Activity” and “Satisfaction from Activity” on a Likert scale of 1–6, where 1 reflects the lowest level of Importance, Independence or satisfaction, and 6 represents the highest level. The background theory for these indexes was based on the questionnaires from the Model of Human Occupation [4].

Throughout its development, the questionnaire was used in the vocational centers in different versions. Based on these experiences, the questionnaire was modified; for example, while interviewing a client about her computer skills, she pointed out that she also used an external USB memory device. This item was added later to the skill list

### *Assessment of Computer Task Performance*

As mentioned above, the ACTP was developed to assess the compatibility of the aids that a physically impaired client uses to operate the computer [21,22]. It was developed in France and was later translated into English (2002) and Hebrew (2007). Scoring is based on the degree of success (1 = failure; 4 = success) and the time of performing the task. High consistency was found in test-retest for all tasks, with ICC values ranging from 0.79 to 0.99.

### *General Self Efficacy*

The GSE questionnaire was developed by Chen & Gully [23,24] and translated into Hebrew by Granat-Flomin [25] for a study that examined the general self-efficacy of workers in a computerized area. She found the internal consistency of the questionnaire to be high ( $\alpha = 0.95$ ). The questionnaire contains 14 statements. Subjects are asked to indicate their agreement with each statement on a Likert scale: 1 – not at all, 5 – very great extent. A higher score indicates a higher sense of general efficacy.

## Process

Participants signed a form of consent and completed the ICUP and the GSE. Then the subjects performed the ACTP test with occupational therapists or occupational therapy students. The length of time for filling out the questionnaires and the test was

between half an hour to an hour and a half, in one session or an extra session when required. After two weeks, 10 subjects completed the ICUP again to check test-retest results. At the same time, the ICUP was sent via social networking. From the answers, participants who matched the study group in terms of demographic data were included in the study. Ten days later, the ICUP was sent to 10 subjects of the control group in order to examine test-retest results.

## Data analysis

Statistical analysis was conducted using SPSS version 18 (Chicago, IL). Descriptive statistics were used to calculate all research variables. Cronbach's alpha coefficient was used to assess internal consistency. Kappa equivalent ( $k$ ) and Intra Class Correlation (ICC) were used to examine *test-retest* reliability. Differences between groups were tested using multiple analysis of variance (MANOVA) tests. Pearson's and Spearman's tests were used for calculating correlations. All statistical tests were considered significant for  $p \leq 0.05$ .

## Results

### Hypothesis 1 – Reliability of the ICUP

Internal reliability of the ICUP was tested using Cronbach's alpha coefficient. The internal reliability was high for the Participation items ( $\alpha = 0.93$ ) and for Interest and Enjoyment items ( $\alpha = 0.87$ ). Test-retest reliability was calculated for all questionnaire items using  $k$  values. Values of  $k$  considered between low to reasonable below 0.40, intermediate between 0.41 to 0.60, good above 0.6, and very good above 0.80 [26]. For the ICUP items  $k$  values ranged from  $-0.25$  to  $0.87$  (Table 1). Test-retest reliability was calculated for the overall questionnaire indices using ICC values. Medium values were significant for Participation ( $p < 0.01$ , ICC = 0.5), Independence ( $p < 0.05$ , ICC = 0.43) and Satisfaction ( $p < 0.05$ , ICC = 0.41).

### Hypothesis 2 – Validity of the ICUP

For testing differences in the indices of ICPU by Group (research and a control group) and age (20–40, 40<), MANOVA was conducted to test the multivariate variance analysis. A main effect was found for Group [ $F(5, 60) = 14.01$ ,  $p < 0.01$ ,  $\eta^2 = 0.539$ ]. A main effect was found for age [ $F(5, 60) = 5.73$ ,  $p < 0.01$ ,  $\eta^2 = 0.323$ ]. An interaction effect was found for group and age [ $F(5, 60) = 2.79$ ,  $p < 0.05$ ,  $\eta^2 = 0.189$ ].

Analysis of the one-way variance for each ICPU indices revealed significant differences between the groups except the index Interest and Enjoyment as shown in Table 2. Differences were found by age for all the ICUP indices except the index Importance, as listed in Table 3. Interaction effect was found in the indices of Participation, Independence and Satisfaction, as listed in Figures 1–5.

### Hypothesis 3 – Convergent validity of the ICUP with ACTP and GSE

Averages and standard deviations of the degree of implementation on a computer, on a score of time and level of performance, and the degree of self-efficacy of the subjects in the study group are shown in Table 4.

Table 5 shows the relationship between the degree of independence in the ICUP and scores of time and level of performance in the ACTP test which was examined using the Spearman test. Significant negative correlation was found between the reported degree of independence in the questionnaire and test execution time of the ACTP. As the participant evaluated

Table 1. Kappa values for ICUP indices.

	Participation in activity	Interest and enjoyment	Significance of activity	Independence in activity	Satisfaction from activity
Range	-0.209-0.826	-0.263-0.784	-0.22-0.432	-0.2-0.75	-0.176-0.488.
Significant values %	50	38	17	29	17

Table 2. Analysis of one-way variance for ICPU indices by research and control groups.

ICUP indices	Research group (N=28)		Control group (N=40)		F (df = 1)	$\eta$
	Mean	SD	Mean	SD		
Participation in Activity (0-48)	11.53	14.86	7.47	27.82	35.51**	0.36
Interest and Enjoyment (0-48)	11.37	23.86	8.74	26.15	0.56	0.01
Significance of Activity (mean 1-6)	0.67	5.15	0.62	4.75	6.87**	0.10
Independence in Activity (mean 1-6)	1.72	3.81	0.52	5.54	40.24**	0.39
Satisfaction from Activity (mean 1-6)	3.80	1.62	0.6	5.34	33.83**	0.35

\*\*p < 0.01

Table 3. Analysis of one-way variance for ICPU indices by age groups.

ICUP indices	Young 20-40 (N=32)		Old < 41 (N=36)		F (df = 1)	$\eta$
	Mean	SD	Mean	SD		
Participation in Activity (0-48)	27.03	7.66	18.44	12.5	19.71**	0.23
Interest and Enjoyment (0-48)	27.90	8.31	22.81	10.66	4.83*	0.07
Significance of Activity (mean 1-6)	5.04	0.55	4.8	0.75	2.78	0.04
Independence in Activity (mean 1-6)	5.43	0.8	4.29	1.68	20.10**	0.24
Satisfaction from Activity (mean 1-6)	5.3	0.71	4.18	1.58	21.64**	0.25

\*p < 0.05; \*\*p < 0.01.

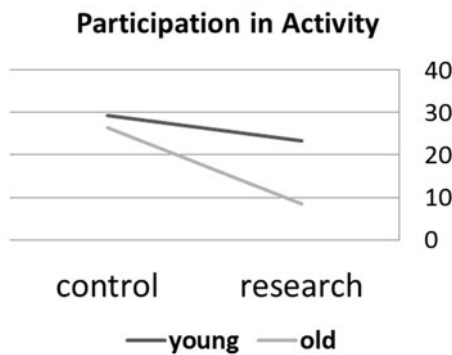


Figure 1. Interaction between group and age in Participation in activity.

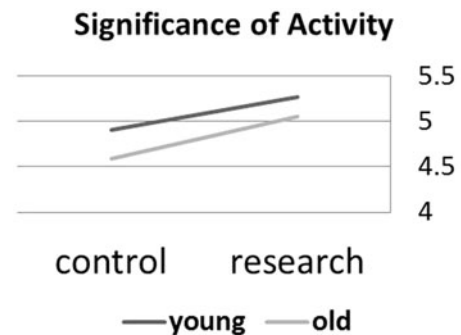


Figure 3. Interaction between group and age in Significance of activity.

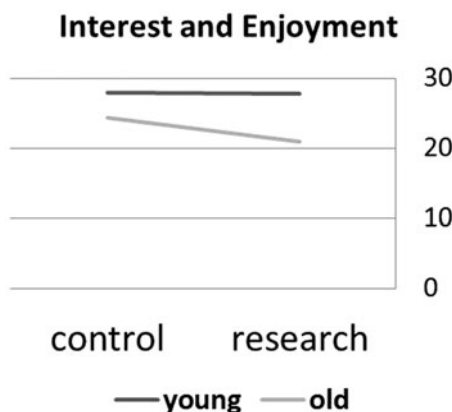


Figure 2. Interaction between group and age in Interest and Enjoyment of activities.

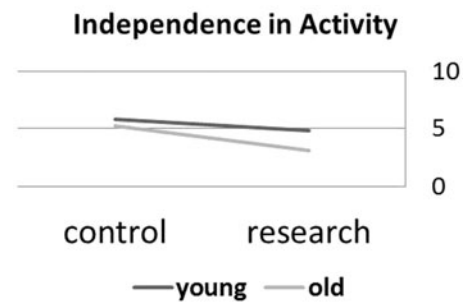


Figure 4. Interaction between group and age in Independence in activity.

his ability better, his performance time was shorter. There was no significant correlation between the reported level of independence to the level of performance of the test. Pearson's correlation was conducted to examine the relationship between all ICUP indexes

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and self-efficacy measure (Table 5). A significant positive correlation was found between the self-efficacy measure and Interest and Enjoyment and Importance. No correlation was found among the other indices.

## Discussion

With global technological development, the use of computers and the internet in a variety of occupations has become widespread. These changes affect the goals people set at the vocational centers; therefore, updated assessment tools that examine modern occupations are necessary. After reviewing current assessment tools, it appears that there is a need for an assessment tool that focuses on the activities exercised on a computer and internet use. This assessment tool should be directed toward participants in mental health vocational centers.

In the present study, the ICUP questionnaire that addresses this need is presented. Its reliability and validity were examined for the target population. The questionnaire examines the computer and the internet use of an individual as part of everyday activities. It includes questions directed to information about the needs, abilities and the subject's environment. In addition, it examines the activities in which the subject participates, enjoys or is interested in. In order to expand the goals and make intervention more client-centered, each activity has been examined both in terms of importance, independence and satisfaction.

According to the results, the hypotheses regarding the reliability and validity of the ICUP has been largely confirmed and the findings will be discussed below.

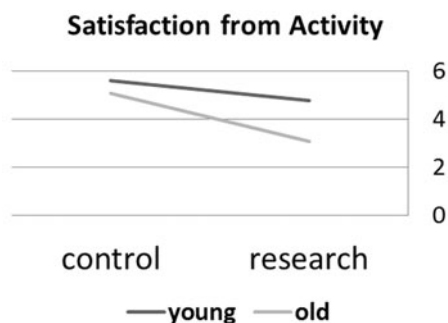


Figure 5. Interaction between group and age in Satisfaction from activity.

Table 4. Mean and standard deviation of ACTP, time and level of success, and GSE.

Test	Mean	SD	Minimum	Maximum
ACTP – time (in s)	334.59	275.56	66	1177
ACTP – level of success	1.6	0.56	1	3.25
GSE	48.31	8.37	29	67

Table 5. Spearman's and Pearson's correlation between the ICUP indices to ACTP scores, time and level of success, and GSE.

	Participation in Activity	Interest and Enjoyment	Significance of Activity	Independence in Activity	Satisfaction from Activity
ACTP – time (Spearman)	–0.5**	–0.09	0.12	–0.51**	–0.47*
ACTP – level of success (Spearman)	–0.25	–0.13	0.073	–0.313	–0.373
GSE (Pearson)	0.24	0.42*	0.48*	0.16	0.2

\* $p < 0.05$ ; \*\* $p < 0.01$ .

## First hypothesis – Reliability of the ICUP

The internal reliability of the questionnaire was examined as well as the test-retest reliability. Internal reliability was examined for the indexes Participation and Interest and Enjoyment. Cronbach's alpha values were high, suggesting that there is a high correlation among the questionnaire items. This finding indicates the reliability of the tool in terms of internal consistency and homogeneity of the items [27,28].

Test-retest reliability was examined for all indexes. Medium values were found for the test-retest index for Participation, Independence and Satisfaction. Lower values were obtained for Interest, Enjoyment and Importance. Studies regarding computer use indicate that initial exposure of the subject to the computer may trigger anxiety, but decreases with further use [29]. This condition may be the reason for the improved ability to relate to the content of the questionnaire during the second session of questioning, thereby explaining the difference in results. In addition, it is possible that the differences in findings are due to measurement method selection, since it is known that the test-retest reliability for self-report questionnaires is unclear [27].

## Second hypothesis

In the second hypothesis, the differences between the groups were examined. Significant differences were found between the *study group* of subjects from the vocational centers and the *control group* of subjects from the general population in all indices, except for the indices of Enjoyment and Interest. This finding is consistent with similar findings in research regarding computer learning skills with people with mental illnesses. A study regarding attitudes toward learning computer skills at a mental health unit found that most respondents expressed interest in learning computer skills. Moreover, comparison with a control group of students without mental illnesses found no significant difference in expressing interest in learning computer skills [30]. These findings indicate the importance of intervention in this area, because the target group expresses interest similar to the general population. However, there are barriers preventing people with mental illnesses from expressing their aspirations.

An interaction effect for *group* and *age* was found in the indices of Participation, Independence and Satisfaction. Older subjects in the study group reported the lowest values, whereas the younger subjects in the control group reported the highest values. This finding reveals the need for intervention in this area at a young age, when the gap is the lowest and intervention can prevent it from widening later in life.

By contrast, no interaction was found for the Importance index. Younger respondents in both groups perceived computer and internet use as more important, in comparison to older respondents. This finding is consistent with previous findings from studies that discuss the differences in internet and media use by the current internet generation and earlier non-internet generations [13,31]. However, the significance of computer use and motivation to do this are expressed in all ages. A qualitative study of people between the ages of 25–57 examined the motivation for participation in computer study groups, revealing themes such as:

“You cannot get ahead in this world without [computer skills]. . . it gives me a little self-esteem I can really do something. . . learn something” [29].

### Third hypothesis – ACTP-GSE

The relationship between the indices of the ICUP and test scores of the ACTP was examined. It was found that the speed by which the subject actually performed tasks correlated with his report of higher measures of Participation and Independence. These findings support the convergent validity of the questionnaire and indicate that subjects responded according to their ability as observed by the evaluators. However, no relationship was found between the level of performance in the ACTP test and measures of the ICUP. This finding can be explained by clarifying the variables in each test. In the ACTP test, scoring is done according to task completion, whereas in the ICUP test, the subject indicates his success to start and participate in the task and not necessarily finish it.

Significant correlations were found between indices of Interest, Enjoyment and Importance, and self-efficacy GSE test scores, in the study group. According to Bandura [32], performance depends on how well people believe they will be able to perform in a given situation. This perception affects the choice to continue performing tasks. A study that examined the relationship between self-efficacy and performance in people dealing with schizophrenia found that self-efficacy is an important component in practice [33]. Self-efficacy was examined in the specific context of computer use at work, and the findings showed that individuals who had a higher self-efficacy in computers performed better [25]. In the present study, the self-efficacy index was not associated with actual performance measures – the degree of Participation, Independence and Satisfaction, but with the indices of Interest, Enjoyment and Importance. These findings support the uniqueness of the indices pleasure and interest, and the Importance, in order to include them later on in the intervention program as a key component leading to maximum function.

### Study limitations

The study population in this study was sampled from two vocational centers, where the awareness of computers and internet use is high; therefore, it may not represent the entire population of participants in vocational centers in Israel. In addition, the current sample was not examined for duration of illness and previous education, data that can shed more light on the subjects' perceptions of the use of their personal computer.

### Conclusions and recommendations

This study answers the need for an assessment tool which can be directed for determining goals that match daily occupations of the twenty-first century. The findings indicate the need to widen the measures, as was done in ICUP questionnaire, to include indicators of the practical concept in computer use, as well as indicators on the perception of computer use for the customer. Due to the structure of the ICUP as self-report questionnaires, it can be used in a multidisciplinary team with the guidance of an occupational therapist. It is also possible to rely on the results to predict participation in the future.

In order to deepen the understanding of the questionnaire and its indices, more studies should be done to examine in depth the reliability of the questionnaire. It is also important to do research on the indices Interest, Enjoyment and Importance in reference to computer and internet use. Unlike other indices, these two areas showed no difference between the study groups. Clinical

conclusions regarding these findings raise the Importance of intervention in these areas at all ages, and especially at a young age, in order to increase participation in meaningful occupations in the internet era.

### Declaration of interest

The authors report no conflicts of interest. The authors alone are responsible for the content and writing of this article.

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## Appendix: 'Internet and Computer User Profile' questionnaire (ICUP)

### Part 1 – Basic information on personal computer and internet use

- (1) Do you have a **computer** where you live? Yes/No Is there access to **internet** where you live? Yes/No
- (2) If you don't have a computer or internet where you live, where can you use them? \_\_\_\_\_
- (3) Do your family members or those who you live with use a computer or internet? Yes/No
- (4) Do you use electronic mail (E-mail)? Yes/No. If yes, give details: \_\_\_\_\_  
(For example: mailing friends or family, getting information from a website)

My E-mail address is: \_\_\_\_\_

- (5) Which browser do you use to surf the internet? Tick  the right browser.

Internet Explorer   Firefox Mozilla   Google Chrome  

- (6) What language do you use on the computer? \_\_\_\_\_
- (7) How many hours do you dedicate to surfing the **internet**? \_\_\_\_\_  
How many hours do you dedicate to using the **computer**? \_\_\_\_\_
- (8) Have you ever participated in a class to learn computer skills? Yes/No.  
If you took a class, where did it take place? \_\_\_\_\_
- (9) When was the first time you used a **computer**: \_\_\_\_\_  
When was the first time you used the **internet**: \_\_\_\_\_
- (10) Where was the first time you used a **computer** and the **internet**? at home/in school/in university or college/in the hospital/in the Moadon/elsewhere: \_\_\_\_\_
- (11) While using the computer, do you require any assistive or adapted technology? Yes/No.  
If you require assistive or adapted technology, what kind? \_\_\_\_\_

#### Information regarding computer and internet skills: mastery and independence

Mark **one** box indicating the **most appropriate** statement for you:

- 
- I use the computer independently
- I usually use the computer independently, sometimes I receive help from others.
- I use the computer with the help of a student or staff member, although there are some functions I can accomplish on my own.
- I use the computer on condition that I receive help from others.
- I use the computer only for things I can accomplish on my own.
- I am exposed to the computer only while other people are using it.
- 

1. If you already know how to use the computer, please  the following sections about what you can do.
2. Circle the sections which you don't know, but wish to learn.

- 
- |  |   |  |
|--|---|--|
| <input type="checkbox"/> switch on and off | <input type="checkbox"/> Type             | <input type="checkbox"/> use the mouse         |
| <input type="checkbox"/> copy and paste    | <input type="checkbox"/> text design      | <input type="checkbox"/> change the language   |
| <input type="checkbox"/> create a new file | <input type="checkbox"/> save a file      | <input type="checkbox"/> open an existing file |
| <input type="checkbox"/> Print             | <input type="checkbox"/> turn on speakers | <input type="checkbox"/> use a removable disk  |
- 

Other details (partial use, etc.): \_\_\_\_\_

**Part 2: Areas of interest, level of significance and satisfaction from computer and internet activities.**

Fill the table according to the scale in each column

Activity	Participation in Activity (Yes/No)	Interest/Pleasure Not interesting – 1 very interesting – 6	Significance of Activity not important – 1 very important – 6	Independence in Activity not independent – 1 completely independent – 6	Satisfaction from Activity no satisfaction – 1 at all very high satisfaction – 6
<b>Productive Occupation</b>					
creating a movie or slideshow					
Making lists and calculations					
Editing music					
reating and maintaining a website or blog					
Editing graphics of a picture					
Using an email account for work					
<b>Study</b>					
Searching courses for studies					
Listening or watching study lessons					
Reading articles					
Writing assignments					
Email for Studies					
Touch typing					
Using a dictionary					
<b>Game</b>					
Computer games					
Internet games					
<b>leisure</b>					
Watching films					
Listening to music					
Crosswords					
Reading books					
Reading blogs					
Listening to programs of interest					
TV programs or series					
<b>communication</b>					
Accessing news websites- written or videoed articles					
Listening to Radio programs					
Using an email for maintaining personal relationships					
Using Skype/Chat					
Responding to articles (talkback)					
<b>Social participation</b>					
Participation in social networking (facebook etc.)					
Using or following on Twitter					
Participating in discussion groups					
Participating in forums					
Dating Sites					
<b>Daily activities (IADL)</b>					
Purchasing through company websites					
Using website that compare prices					
Purchasing coupons from coupons sites					
Purchasing through second-hand sites					
Delivering or receiving objects from sharing sites (agora etc.)					
Using local advertising columns for an apartment/car/Jobs					
Making payments to the local municipality (taxes, electricity, water)					
Using bank services					
Kupat Cholim (booking appointments, etc.)					
Using maps					
Using government forms (National Insurance, etc.)					
Using transportation sites (Egged, Dan, Israel Railways, Light Rail)					
<b>Information</b>					
Accessing government information sites (Gov)					
accessing sites of interests					
Using Wikipedia					
Getting information from event sites					
<b>Other</b>					



**Selective activities for intervention:**

Choose the most meaningful activities for the present intervention, and mark the preferable outcomes.

Activity	Participation in Activity	Interest/ Pleasure	Significance of Activity	Independence in Activity	Satisfaction from Activity
1. _____	_____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____	_____

**Long term goal:** \_\_\_\_\_

Short term goals for two month:

Goal	Ways to achieve the following goals
1. _____	_____
_____	_____
_____	_____
2. _____	_____
_____	_____
_____	_____
3. _____	_____
_____	_____
_____	_____

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