Systematic Review: The Comparative Content Review of the Persian Participation Assessment Measures: A Systematic Review

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Citation: Joveini G, Zareiyan A, Khalafbeigi M, Lajevardi L. The Comparative Content Review of the Persian Participation Assessment Measures: A Systematic Review Iranian Rehabilitation Journal. 2020; 18(1):1-16. http://dx.doi.org/10.32598/irj.18.1.928.1

http://dx.doi.org/10.32598/irj.18.1.928.1

Article info:
Received: 15 Jul 2019
Accepted: 22 Oct 2019
Available Online: 01 Mar 2020

Keywords:
Participation, Assessment, Measure, Persian, Systematic review

ABSTRACT

Objectives: Facilitating participation is regarded as the primary goal and outcome of rehabilitation. According to the importance of comprehensive assessment of participation in occupational areas (social participation, work, education, instrumental activities of daily living, activities of daily living, rest and sleep, leisure, and play), all available studies on the development or translation of measures, which assess participation in Persian, were systematically reviewed.

Methods: A search for Persian versions of measures, which assess participation in at least one occupational area, was carried out. Eight bibliographic databases, including 4 Iranian (IranDoc, Medlib, Magiran, and SID) and 4 international (Cochran, PubMed, Scopus, and ScienceDirect) databases from 1990-2018 were searched by 2 independent researchers based on the predetermined criteria. Any disagreements during the selection processes were resolved in consultation with the third researcher.

Results: Through 3 refining steps, by 2 independent researchers, 68 articles exactly related to this study were selected and studied. A total of 50 measures were extracted. The content of the measures and their psychometric properties were reported; 44 were translated into Persian and 6 developed based on the Iranian population.

Discussion: This critical review will help Persian-speaking therapists to select an appropriate measure for assessing participation in different occupational areas. Considering the importance of participation in the outcomes of rehabilitation and since it is mostly cultural and familial-based, developing new scales based on Persian-speaking people culture seems necessary.

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Highlights

- Considering the lack of comprehensive measures for assessing participation in different ages, developing measures based on cultural properties seems necessary.

Plain Language Summary

Occupational therapy focuses on enabling people to participate in everyday occupations that are meaningful to them, giving them a sense of satisfaction, and leading them to their involvement in everyday life. Therapists should consider individual, cultural, and familial nature of the concept of participation and use appropriate assessments and interventions.

1. Introduction

Through participation in everyday occupations, people experience and master various skills, communicate with others, and find purpose and meaning of life [1]. Engagement in meaningful occupations, which result in the well-being of people and their communities, is of importance. It is one of the human rights and it should be assured by equitable access to participation, regardless of differences [2]. The central focus of occupational therapy is promoting the health and well-being of people through occupation. Occupational therapy focuses on enabling people to participate in everyday occupations that are meaningful to them, giving them a sense of satisfaction, and leading them to their involvement in everyday life [3]. Enhancing participation in occupations is the key point.

The "Occupational Therapy Practice Framework: Domain and Process", an authorized essay of the American Occupational Therapy Association, provides a comprehensive view of different aspects of participation. According to the "Framework", participation in occupations consists of the following 8 life domains: social participation, work, education, Instrumental Activities Of Daily Living (IADLs), Activities Of Daily Living (ADLs), rest and sleep, leisure, and play [1].

Studies have shown that participation in various occupational areas has a significant role in the development of skills and health promotion [4-8]. On the other hand, the lack of participation or deprivation of meaningful and purposeful activities leads to a reduction in health and wellness [9].

Maintaining a satisfactory balance between these occupational areas, despite having a disability, is a determinant of health and well-being. One of the main goals of occupational therapy is achieving and sustaining occupational balance [10]. Accordingly, in occupational therapy, the accurate evaluation of daily occupations, in which people participate, is essential.

Concepts such as occupation are understood differently in various cultures. Besides, cultural expectations in disparate social contexts affect the type of activities that people do and the way they learn or perform them. For instance, research has shown that culture can have a significant influence on the level of participation in occupational areas. Thus, there are great differences among countries on this issue [11].

In recent years, many measures have developed to evaluate participation. The majority of participation measures have developed in foreign countries and often in the English language [12-14]. As a result, researchers interested in exploring this construct in a different language have had 2 options either to develop a new measure or to translate and use an existing one.

The aim of this study was to review all accessible resources thoroughly to collect and criticize the available assessment tools in Persian, which assess participation in at least one occupational area. This would be helpful for Persian-speaking occupational therapists in selecting an appropriate measure for assessing different aspects of the occupation.

2. Methods

Eight bibliographic databases, including 4 Iranian (IranDoc, Medlib, Magiran, and SID) and 4 international (Cochran, PubMed, Scopus, and ScienceDirect) databases were searched. The time of publication was limited from January 1, 1990, until the end of October 2018. Multiple combinations of keywords (with appropriate truncation) related to the construct (e,g., participation) and measure (e,g., Persian, questionnaire, and reliability) were used.

Table 1. Search strategies used for searching PubMed databases

Database	Search strategies
PubMed	Search ("participation" [Title/ Abstract] OR "ADL" [Title/ Abstract] OR daily living activity [Title/ Abstract] OR play [Title/ Abstract] OR leisure [Title/ Abstract] OR recreation *[Title/ Abstract] OR sleep [Title/ Abstract] OR rest [Title/ Abstract] OR work [Title/ Abstract] OR productive activities [Title/ Abstract] OR education [Title/ Abstract] OR social participation [Title/ Abstract]) AND (Farsi [Title/ Abstract] OR Persian [Title/ Abstract] OR Iran*[Title/ Abstract]) AND (develop [Title/ Abstract] OR translation [Title/ Abstract] OR validity [Title/ Abstract] OR reliability [Title/ Abstract] OR "psychometric properties" [Title/ Abstract] OR scale [Title/ Abstract] OR instrument [Title/ Abstract] OR tool [Title/ Abstract] OR measure [Title/ Abstract] OR assessment [Title/ Abstract] OR questionnaire [Title/ Abstract] OR inventory [Title/ Abstract]) Filters: Publication date from 1990/01/01 to 2018/12/31; Humans

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Table 1 presents two examples of how the articles were searched in Iranian and international databases. Search strategies in other databases are available from the authors on request.

Two researchers reviewed the title and abstracts independently. They assessed both generic and condition-specific measures that met the subsequent criteria: 1. they had been developed or validated for use with Persian-speaking people; 2. they seemed to cover items that assessed at least one domain of the "Framework"; 3. they existed in Persian; 4. there was information available on their psychometric properties; 5. their full text was accessible. At the next phase, full texts were looked over. References cited in retrieved articles were also searched and screened. Any disagreements during the selection processes were resolved in consultation with the third researcher.

3. Results

Figure 1 shows the procedure of searching databases, assortment, and the number of papers saved in each phase. Through 3 refining steps, 68 articles out of 3284 records were related to the present study.

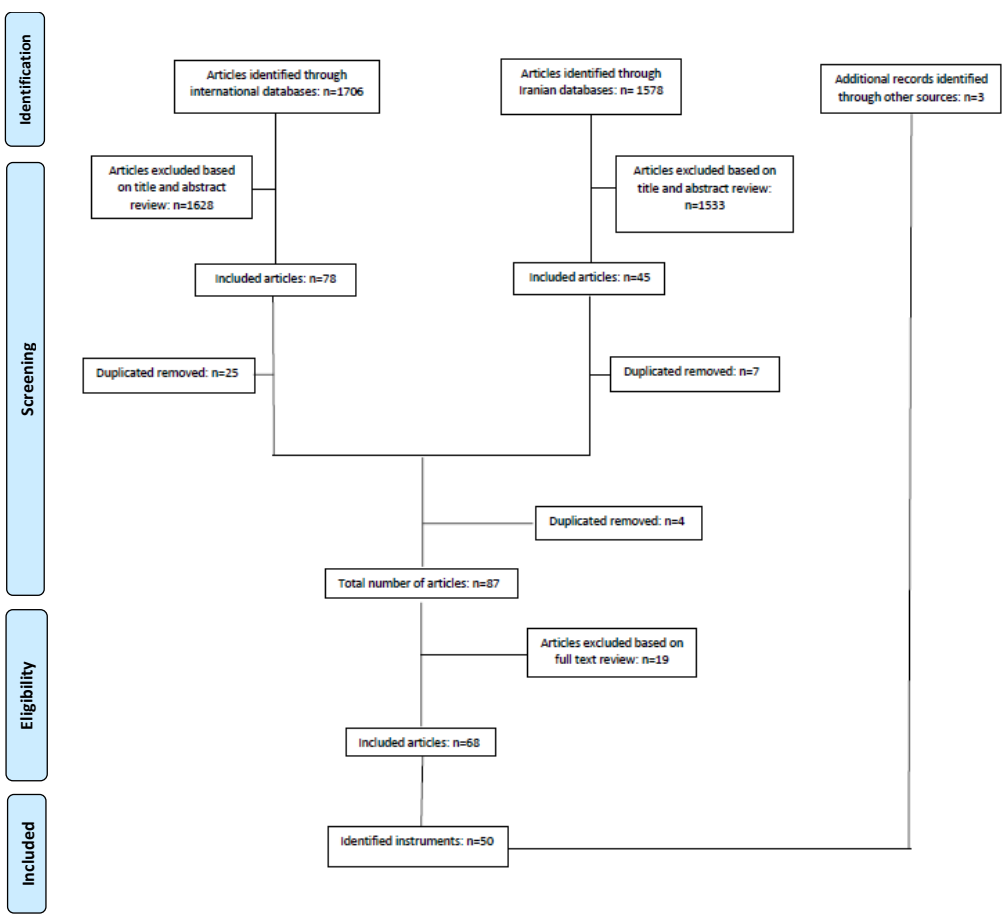

Figure 1. The process of searching

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Table 2. Participation measurements available in Persian

No	Measure Name	Number of Items	Contents	Time of Administration	Format of Administration	Assessor	The Population Studied in Iran
1	ADL and IADL scale [15]	15	ADL (self-care, feeding, dressing, toilet use, bowels, bladder control, transfer, mobility, and bathing) and IADL (phone use, drug use, meal preparation, householding, shopping, money management, and community mobility)	10-15 min	Interview	Anyone	Geriatrics >60y
2	Activities Scales for Kids [16]	30	Self-care, dressing, other skills, locomotion, transfer, standing skills, and play	15 min	Child/parent report	Anyone	Cerebral Palsy 5-15y
3	Barthel Index [17]	10	Feeding, grooming, mobility, transfer, stairs, dressing, bathing, toilet use, bowels, and bladder	2-5 min	Self-report	Anyone	Stroke
4	BEARS sleep screening tool [18]	5	Excessive daytime sleepiness, regularity, duration of sleep and snoring, bedtime problems, and awakenings during the night	5 min	Self-report and parent report	Anyone	Children 2-18y
5	Canadian Occupational Performance Measure [19]	9	Self-care, productivity, and leisure	20-30 min	Interview	Trained assessor	Mothers of CP children
6	Children's Assessment of Participation and Enjoyment [20]	55	Formal and informal leisure activities	45-60 min	Interview or child report	Health care professional	Disabled children 7-17y
7	Children's Sleep Habit Questionnaire [21]	45	Sleep onset delay, sleep anxiety, parasomnia, bedtime resistance, sleep-related breathing disorders and daytime sleepiness, sleep duration, and awakening during the night	20-30 min	Parent report	Anyone	Children 7-12y
8	Child Initiated Pretend Play Assessment [22, 23]	3	Percentage of elaborated pretend actions, number of imitated action, number of object substitution	30 min	Interview	Trained assessor	Children 4-7y
9	Children Participation Questionnaire [24, 25]	44	Play ،IADL, basic activities of daily living ،education ،leisure, social participation	15-20 min	Parent report	Anyone	Children 4-6y
10	Community Integration Questionnaire [26]	15	Home integration, social integration, and integration into productive activities	20-30 min	Self-report	Anyone	Multiple Sclerosis
11	Craig Hospital Inventory of Environmental Factors [27]	25	Services and assistance, structural, physical, school, policies, work, attitudes, and support	15 min	Parent report	Anyone	Caregivers of CP children
12	Epworth Sleepiness Scale [28]	8	Sleepiness in 8 daily situations	3-5 min	Self-report	Anyone	Sleep disorders
13	Functional Independence Measure [29-31]	18	Sphincter control, self-care, social cognition and communication, locomotion, and mobility	30-45 min	Interview	Trained assessor	Stroke
14	Global Sleep Assessment [32]	11	Sleep behaviors	5 min	Self-report	Anyone	Nurses
15	Impact on Participation and Autonomy Questionnaire [33, 34]	32	Self-care, money management, leisure, mobility social relationships, paid work, education, learning, living as a life hole, and home management	20-30 min	Interview	Health care professional	Stroke and multiple sclerosis
16	Independence Scale of Activities of Daily Living [35]	20	ADL	10-15 min	Interview	Health care professional	Stroke

No	Measure Name	Number of Items	Contents	Time of Administration	Format of Administration	Assessor	The Population Studied in Iran
17	Insomnia Severity Index [36]	19	Difficulty at the beginning of sleep, staying asleep, waking up too early, satisfaction with sleep, concern caused by sleep problems, interference with daytime functioning, and noticeability of impairment	5 min	Self-report	Anyone	Sleep clinic patients
18	Iranian Children's Participation Assessment Scale [37-39]	71	Work, play, leisure, social participation, education, ADL, IADL, and sleep/rest	45-60 min for children/30-45 min for parents	Child report and parent report	Anyone	Children 6-12y
19	Iranian male adolescents outcome expectation about leisure time physical activity [40]	26	Self-evaluation, social expectancy, and physical expectancy	10-15 min	Self-report	Anyone	15-19y
20	International Physical Activity Questionnaire [41, 42]	25	Occupational, transportation, household/gardening, and leisure time activities	10-15 min	Self-report	Anyone	Adults
21	Job Content Questionnaire [43]	39	Decision authority, skill dissertation, psychological demand, physical excretion, job insecurity, physical trauma, supervisor support, coworkers support, job satisfaction, anxiety, and depression scales	15 min	Self-report	Anyone	Iranian health care workers
22	KATZ [44]	6	Continence, dressing, using the bathroom, getting up and being able to move around the house, feeding, and bathing	5-10 min	Self-report	Anyone	Stroke 18-81y elderly patients with cancer >60y
23	Lawton IADL scale [45, 46]	8	Using the telephone, shopping, preparing food, housekeeping, doing laundry, using transportation, handling medications, and handling finances	5-10 min	Self-report	Anyone	Geriatrics with dementia 60y >
24	Assessment of Life Habits [47]	77	Daily activities and social roles	20-30 min	Self-report	Anyone	Geriatrics 60y >CP 3-15y
25	Modifiable Activity Questionnaire [48, 49]	40	Leisure time and occupational physical activity	5-10 min	Self-report	Anyone	Adults >19y Adolescents 12-18y
26	Modified Barthel Index [50]	10	Toilet use, feeding, grooming, mobility, dressing transfer, stairs, and bowels bathing bladder	2-5 min	Interview	Anyone	Elderly
27	Occupational Gaps Questionnaire [51]	31	IADL, leisure, social activities, and work	10-15 min	Self-report	Anyone	Patients with stroke
28	Onyx Social Capital Scale [52]	7	Social cooperation, trust feeling, life worthwhile, work relations, accepting differences, family relationships, and local solidarity	5-10 min	Self-report	Anyone	Geriatrics 60y >
29	Performance Assessment of Self-care Skills [53]	24	ADL, IADL, and mobility	10-15 min	Self-report	Anyone	Multiple Sclerosis
30	Pediatric Evaluation of Disability Inventory [54]	197	Self-care, mobility, and social performance	30-45 min	Interview, parent report, or both	Health care professional	Child 0.5-7.5y

No	Measure Name	Number of Items	Contents	Time of Administration	Format of Administration	Assessor	The Population Studied in Iran
31	Pittsburg Sleep Quality Index [55]	19	Subjective sleep quality, sleep latency, sleep duration, habitual sleep efficiency, sleep disturbances, use of sleeping medication, and daytime medication in the previous month	10 min	Self-report	Anyone	Patients with sleep problems
32	Pittsburgh Sleep Quality Index Addendum [56]	7	Disruptive nocturnal behaviors	5 min	Self-report	Anyone	Patients with post-traumatic stress disorder
33	Quantification de l'Activite Physique en Altitude Chez les Enfants [57]	12	Home activities, daily activities (meals, toilet, transportation, and sleeping), activities during school period (sport competition, training out of school activities, vacation activities, and personal artistic activities not associated with school), and physical activity at school (mandatory physical education, activities in classroom, and other activities)	5-10 min	Self-report	Anyone	Adolescents 15-18
34	Rheumatoid and Arthritis Outcome Score [58]	42	Pain, symptoms, ADL, sport and recreation, and quality of life	20-30 min	Self-report	Anyone	Rheumatoid arthritis
35	Recreation Experience Preference Scale [59]	17	Success, nature enjoyment, loneliness, socialization, and health	5-10 min	Self-report	Anyone	Geriatrics 60y >
36	Role Strain Index [60]	44	Inter-role conflict, inter- and intra-sender conflict role overload, incongruity, incompetence, and ambiguity	10-15 min	Self-report	Anyone	Nursing teacher
37	Self-efficacy about leisure time physical activity [61]	13	Overcoming barriers, program adjustment, and implementation of programs	5 min	Self-report	Anyone	Male adolescents 15-19y
38	Self-regulation about leisure time physical activity [62]	16	Enlistment of social support, goal setting, self-construction, and self-monitoring	5-10 min	Self-report	Anyone	Male adolescents 15-19y
39	Sleep Disturbance Scale for Children [63]	26	Disorder of initiating and maintaining sleep, sleep-disordered breathing, the disorder of arousal, sleep-wake transition disorder, disorders of excessive somnolence, and sleep hyperhidrosis	10-15 min	Caregiver report	Anyone	Children 6-15y
40	Sleep Hygiene Index [64]	13	Sleep-wake cycle, bedroom, and behaviors affecting sleep	10-15 min	Caregiver report	Anyone	Women 20-60y/ general population
41	Adolescent Sleep Hygiene Scale [65]	28	Nine domains of sleep hygiene practices include physiological, cognitive, emotional, sleep environment, daytime sleep, substances, sleep stability, bedtime routine, and bed-sharing factor	10-15 min	Self-report	Anyone	Adolescents 12-19y
42	Specific Nordic Questionnaire [66]	40	Work-related musculoskeletal disorders	10-15	Self-report	Anyone	Industrial workers
43	Task Self-Efficacy Scale for Everyday Activities [67]	18	Self-care	10 min	Self-report	Anyone	Geriatrics 60y >
44	Social Participation Questionnaire [68]	21	Social participation	10 min	Self-report	Anyone	Adolescents 15-18y

No	Measure Name	Number of Items	Contents	Time of Administration	Format of Administration	Assessor	The Population Studied in Iran
45	Verran and Snyder-Halpern Sleep Scale [69]	11	Disturbance, effectiveness, and supplementation	5-10 min	Self-report	Anyone	Hospitalized patients
46	Walton's quality of work life [70]	24	Opportunity to use and develop human capacities and continued growth and security, adequate and fair compensation, safe and healthy working conditions, constitutionalization in the work organization, work and total life span, and social relevance of work life social integration in the work organization	10-15 min	Self-report	Anyone	Nurses
47	Wheelchair Outcome Measure [71]	6	Part one: importance and satisfaction of participation goals in home and community, Part two: 3 structured questions; the client's comfort while sitting in the wheelchair, satisfaction with body positioning in the wheelchair, and any experience of skin breakdown over the past month	20-30 min	Interview	Anyone	Patients with spinal cord injury
48	Work Ability Index Questionnaire [72]	10	Current work ability regarding the demands of the job compared with lifetime best, current disease and estimated work impairment, personal prediction of work ability 2 years from now, and mental properties sick leave during the past 12 months	5-10 min	Self-report	Anyone	Iranian workers
49	World Health Organization Health and Work Performance Questionnaire [73]	91	Work (hours, sick leaves, occupational accidents and self-rated output in past 7 days and past 4 weeks) and health (physical health status, mental health, recent physical health status, recent mental health status, and history of medical visits in the past year)	20-30 min	Self-report	Anyone	Iranian health care workers
50	Work-related Low Back Pain Predictor Questionnaire [74]	40	Self-control, emotional coping, knowledge, outcome perception, and self-efficacy in overcoming impediments and challenges in the environment self-efficacy	15-20 min	Self-report	Anyone	Patients care workers >18y

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Table 3. Psychometric properties of Persian participation measures

No	Measure	Occupational Therapy Practice Framework Dimensions	Validity	Reliability
1	Activities of Daily Living (ADL) and Instrumental Activities of Daily Living (IADL) scale	ADL1 and IADL2	Content Validity Index (CVI): (ADL: 0.82, IADL: 0.85) Convergent validity: P<0.001	ICC: (ADL: 0.76, IADL: 0.79) Internal Consistency: (ADL: 0.8, IADL: 0.75)
2	Activities scales for kids	ADL and leisure	CVI: 0.79-0.86 Convergent validity: P<0.001	ICC=0.99 Internal Consistency=0.997
3	Barthel index	ADL	Concurrent validity in stroke: r=-0.912	ICC=0.98 Internal consistency >0.9
4	BEARS sleep screening tool	Sleep/Rest	Criteria validity: good P<0.05	ICC: good to excellent P<0.05
5	Canadian occupational performance measure	ADL, IADL, and leisure	Content Validity Ratio (CVR): 80.95-0.222	r: 0.84-0.87
6	Children's assessment of participation and enjoyment	Play, leisure, and social participation	CVI=0.75 Discriminate validity: 85%	ICC: 0.44-0.89 Internal consistency=0.86

No	Measure	Occupational Therapy Practice Framework Dimensions	Validity	Reliability
7	Children's sleep habit questionnaire	Sleep/Rest	Convergence validity: 0.4 to 0.86 Divergence validity: 0.006 to 0.66	Acceptable
8	Child initiated pretend play assessment	Play	CVI=1	-
9	Children participation questionnaire	ADL, IADL, play, leisure, social participation, and education	CVI>0.79 Convergent validity: (r>0.66, P<(0.001)	-
10	Community integration questionnaire	IADL, leisure, social participation, and work	Construct validity: (r=0.40, P<0.001)	ICC>0.70 Internal consistency >0.70 only for home integration items
11	Craig hospital inventory of environmental factors	ADL, leisure, social participation, education, and work	Construct validity: moderate r=0.21-0.47 Discriminate validity >0.40	ICC>0.70 Internal consistency=0.86
12	Epworth sleepiness scale	Sleep/Rest	All fit indices acceptable6 Criterion validity: r=0.21-0.27 P<0.05	ICC=0.81 Internal consistency=0.82
13	Functional independence measure	ADL and social participation	Construct validity: (r=0.95; P<0.001)	ICC=0.88-0.98 Internal consistency=0.70-0.96
14	Global sleep assessment	Sleep/Rest	Content validity >0.70 Concurrent validity: (r>0.76, P<(0.001)	ICC=0.86 Internal consistency=0.87
15	Impact on participation and autonomy questionnaire	ADL, IADL, leisure, social participation, education, and work	All fit indices acceptable	Person reliability=0.92
16	Insomnia severity index	Sleep/Rest	Concurrent validity: (r>0.74, P<0.001)	Internal consistency=0.78
17	Iranian children's participation assessment scale	Sleep/Rest	CVI>0.79 All fit indices acceptable	ICC>0.7 in child report, >0.8 in parent report
18	Iranian male adolescents outcome expectation about leisure time physical activity	Leisure	All fit indices acceptable	Internal consistency=0.85
19	Independence scale of activities of daily living	ADL and IADL	Content validity >0.70	Internal consistency=0.98
20	International physical activity questionnaire	ADL, IADL, leisure, and work	Discriminate validity: (r=0.26, P<0.001).	ICC>0.70
21	Job content questionnaire	Work	All fit indices acceptable	K statistics: 0.60-0.80 Internal consistency >0.75 except for psychological demand (α=0.60) and job insecurity (α=0.27)
22	KATZ	ADL	Criterion validity: (r=0.572, P>001 in cancerous geriatrics)	ICC: 0.78 in stoke, (r=0.83 P>001 in cancerous geriatrics) Internal consistency=0.81 in stroke, (0.92 in cancerous geriatrics)

No	Measure	Occupational Therapy Practice Framework Dimensions	Validity	Reliability
23	Lawton IADL scale	IADL	Construct validity: x2=19.02 P<0.05	Test-retest with relative and absolute coefficients: (r=0.99 and SEM=0.23) (CI: 0.98-0.99). Correlation coefficients between the raters (r=0.96)
24	Assessment of life habits	ADL and social participation	CVI: 0.88 in geriatrics Content validity: r>0.50 P>0.001 in CP children	ICC: (0.95 in geriatrics), (0.78 in CP children)
25	Modifiable activity questionnaire	Leisure and work	Convergent validity: (In adults: r=0.47 P<0.001) (In adolescents: r=0.49, P<0.001)	ICC: (In adults: 0.94), (In adolescents: 0.97)
26	Modified barthel index	ADL	Concurrent validity:(r=0.993, P<0.001)	ICC=0.99 Internal consistency: 0.96-0.99
27	Occupational gaps questionnaire	IADL, leisure, social participation, and work	All fit indices acceptable	-
28	Onyx social capital scale	Social participation	All fit indices acceptable	ICC>0.7 Internal consistency: 0.96
29	Performance assessment of self-care skills	ADL and IADL	Content validity: 91-94%	-
30	Pediatric evaluation of disability inventory	ADL and social participation	All fit indices acceptable	-
31	Pittsburg sleep quality index	Sleep/Rest	All fit indices acceptable	Internal consistency=0.55
32	Pittsburgh sleep quality index addendum	Sleep/Rest	Construct validity: r=0.66 (P<0.001)	Internal consistency=0.88
33	Quantification de l'Activite Physique en Altitude Chez les Enfants	Sleep/Rest	All fit indices acceptable	ICC: 0.79-0.98
34	Rheumatoid and arthritis outcome score	ADL and Leisure	All fit indices acceptable	ICC >0.70 Internal consistency >0.70
35	Recreation experience preference scale	Leisure	All fit indices acceptable	Internal consistency: 0.7-0.92
36	Role strain index	Work	CVI>0.80	ICC=0.91 Internal consistency=0.92
37	Self-Efficacy about leisure time physical activity	Leisure	CVI>0.79	Test-retest: (r=0.73, n=62, P<0.005) Internal consistency=0.89
38	Self-regulation about leisure time physical activity	Leisure	CVI=0.90	Internal consistency=0.84
39	Sleep disturbance scale for children	Sleep/Rest	Convergent Validity: (r=0.22-0.76)	Internal consistency=0.82
40	Sleep hygiene index	Sleep/Rest	All fit indices acceptable	ICC=0.85 Test-retest: (r=0.86, P<0.01)
41	Adolescent sleep hygiene scale	Sleep/Rest	All fit indices acceptable	Internal consistency: 0.71-.0.79 Test-retest: 0.82-0.87
42	Specific nordic questionnaire	Work	Construct validity: (r=0.72, P<0.05)	Test-retest: k=0.83
43	Task self-efficacy scale for everyday activities	ADL	All fit indices acceptable	ICC=0.83 Internal consistency=0.98
44	Social participation questionnaire	Social participation	Content validity >0.70	Internal consistency >0.7

No	Measure	Occupational Therapy Practice Framework Dimensions	Validity	Reliability
45	Verran and snyder-halpern sleep scale	Sleep/Rest	CVR>0.62	ICC=0.69 Internal consistency=0.83
46	Walton's quality of work-life	Work	All fit indices acceptable	Internal consistency: 0.89
47	Wheelchair outcome measure	ADL	CVR=0.8 CVI>0.7	ICC=0.99 Test-retest=0.91
48	Work ability index questionnaire	Work	Criterion validity=0.79	ICC=0.92 Internal consistency=0.79
49	World health organization health and work performance questionnaire	Work	All fit indices acceptable	Internal consistency >0.73
50	Work-related low back pain predictor questionnaire	Work	All fit indices acceptable	Internal consistency: 0.75-0.85

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ADL: Activities of Daily Living; IADL: Instrumental Activities of Daily Living; CVI: Content Validity Index; ICC: Intraclass Correlation Coefficient; CVR: Content Validity Ratio.

All fit indices such as Kaiser-Meyer-Olkin and Bartlett's test of sphericity were acceptable

Table 2 lists 50 extracted measures. A total of 44 of the scales were translated into Persian and 6 were established for the Iranian population. The number of items in the included measures ranged from 5-197.

Table 3 presents the psychometric properties of the assessment measures and the "Framework" dimensions that they cover (Most studies reported on the validation of measures). Different types of validity (content, construct, criteria, convergent, and divergent validity) and reliability (inter- and intra-rater and internal consistency) were assessed for measures. Most of the measures assess just one occupational area and 14 evaluate 2 or more.

4. Discussion

In comparison to the majority of systematic reviews, which emphasize the psychometric properties of measures, the present study analyzed the content of the measures. This helped to recognize the strength and limitations of these measures, as well as the development of a more efficient measure. It also provided a source of available participation measures in Persian for clinicians and researchers.

This study revealed that out of 50 measures, which evaluate the different aspects of participation available in Persian, only the following 6 measures have developed based on Iranian culture and have acceptable psychometric properties: "Iranian Children's Participation Assessment Scale", "Iranian Male Adolescents Outcome Expectation about Leisure Time Physical Activity", "Self-regulation about Leisure time Physical Activity", "Self-efficacy about Leisure Time Physical Activity", "Work-related Low Back Pain Predictor Questionnaire", and "Social Participation Questionnaire" (Table 3).

The rest were developed in other countries and translated to Persian. It is essential to consider cultural differences when using any assessment developed in another country. Although international standards for translating some measures (e,g., "Sleep Hygiene Index" and "Occupational Gaps Questionnaire") have been respected and cultural differences have been investigated, in many cases, such as "Children Assessment of Participation and Environment" and "Assessment of Life Habits", it is weakly considered.

It is recommended to Iranian therapists to develop or revise existing assessments to more fully measure the problems and needs of Iranians. Assessments should measure occupational participation and occupational performance based on the culture, in which the assessment is used. Borrowing assessments from another country, culture, or profession always result in some limitations of effectiveness and efficiency. Concepts can be borrowed, but they must be interpreted concerning the people's culture being assessed. As a result, assessing cross-cultural validation for translated measures is suggested.

The "Occupational Therapy Practice Framework: Domain and Process" provides a comprehensive view of occupational areas. Considering the importance of ac-

curate and inclusive assessment of this construct, it was decided to use the last version (third edition) as a framework for reviewing the available participation measures in Persian. Measures that contained at least once about each of the "Framework" domains, were identified. As presented in Table 2, only the Iranian children's participation assessment scale, which developed based on the "Framework", covers all domains of participation.

Ignoring the aspects of occupations may limit the measure usefulness as a measure of individuals' reported participation. Therapists should consider the occupational areas in selecting an appropriate assessment tool. Therefore, it is suggested that although it is costly and time-consuming, researchers develop assessment tools that thoroughly cover occupational areas based on our culture in different populations.

As the "Framework" was created for the practice of occupational therapy in the United States, any use of the document outside the United States must acknowledge that the document does not account for other cultures or cultural differences. It is recommended that Iranian therapists write a document based on the "Framework" considering Iranian values and beliefs regarding participation in occupation in Iranian society and best approaches to assessment and intervention as applicable in rehabilitation programs in Iran.

It is highly important to consider psychometric properties (validity and reliability) of the measure while selecting the most appropriate one to evaluate efficacy and change over time. Almost all measures were evaluated in terms of some forms of reliability (e.g., internal consistency, inter- and intra-rater reliability) or validity (e.g., content, construct, convergent, and divergent validity).

Most of the measures offered only a Cronbach's alpha, which provides information on how well items within a measures group together (e,g., Insomnia Severity Index, Iranian Male Adolescent's Outcome Expectation about Leisure Time Physical Activity, and Independency Scale of Activities of Daily Living in Table 3). Problematically, Cronbach's alpha does not provide evidence of repeatability. There are several approaches to estimate reliability, such as test-retest and inter-rater reliability, which provide this type of evidence. This information needs more investment in data collection, but it is worthy to assess these types of reliability.

In the same way, most validity evidence came from the study of content validity. Structural validity (the degree, to which scores of a questionnaire are an adequate reflection of the dimensionality of the construct to be measured) and criterion validity (the degree, to which the scores of a health-related patient-reported outcomes measure are an adequate reflection of a "gold standard") require greater sampling to administer the measure in multiple groups or to collect a gold standard measure [75]. Few studies have investigated the former type of validity (e.g., community integration questionnaire, Craig hospital inventory of environmental factors, and Epworth sleepiness scale in Table 3). Multiple strategies should be included for a comprehensive assessment of the psychometric properties of a measure. These require researchers to allocate more time to measure development by gathering data across multiple time points, in multiple samples, or along with a gold standard.

Additionally, it is highly important to note that the quality of a measure and methodological quality of the study, which assessed the psychometric properties of the measure, are two different issues. If the methodological quality of the study is inadequate, the results cannot be trusted and the quality of the measure under study remains unclear. Terwee et al. developed criteria for good measurement properties that can guide occupational therapists in assessing the quality of the measure [76]. On the other hand, in recent times, an international Delphi study was done to develop the Consensus-based Standards for the selection of health Measurement Instruments (COSMIN) checklist for evaluating the methodological excellence of studies on measurement properties.

The COSMIN taxonomy and checklist can help the researchers to identify the need for further research on measurement properties. Researchers can also use the COSMIN checklist in designing their study to make sure that it meets the standards for excellent quality [75, 77].

Another important consideration when selecting a measure is its application for the target population. Measures developed for one setting or a special health condition should only be generalized with caution. The reliability and validity of most of the measures included in this review were assessed in certain populations, where their applicability in other groups remains questionable and needs more investigation. Limited access to the full text of some articles was a limitation of the present study. Because of the high number of measures identified, it was impossible to assess all of them based on the COSMIN checklist. It is, therefore, recommended to conduct future studies on assessing the measures based on the COSMIN checklist.

Implications to practice, research, and education

This study by reviewing general characteristics (e,g., content, number of items, time, and format of administration) and psychometric properties of Persian participation measures in different occupational areas will help Persian-speaking therapists to select appropriate measures for assessing participation in occupational areas based on their resources.

Since the comprehensive assessment of occupational areas is crucial for enabling people in achieving occupational balance, clinicians and researchers can use the framework as a guide in selecting or developing measures. Also, measuring occupation from a culturally sensitive perspective is particularly important.

It also helps Persian-speaking researchers identify the weakness of existing measures and guide them in improving them or designing new ones. It is recommended that researchers can use the COSMIN checklist as a tool for this purpose. The COSMIN checklist helps researches to: 1. identify which measurement properties are relevant for evaluating health-related patient-reported outcomes; 2. introduce terminology and definitions of these measurement properties; and 3. identify the design requirements and preferred statistical methods. Accordingly, adding the COSMIN taxonomy and checklist and measurement properties criteria proposed by Terwee et al. in assessment and evaluation courses can highly improve rehabilitation education and assessment processes.

4. Conclusion

Most of the available measures were developed in other countries and translated into Persian. Only a few developed measures based on Iranian culture included all participation in occupational domains. Since the comprehensive assessment of occupational areas from a cultural perspective is crucial for enabling people in achieving occupational balance, this critical review will help Persian-speaking therapists to select appropriate measures for assessing participation in different occupational areas. Considering the lack of comprehensive measures for assessing participation in different ages, developing measures based on cultural properties seems necessary.

Ethical Considerations

Compliance with ethical guidelines

The systematic review was performed according to the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines.

Funding

The research has not received any funding.

Authors' contributions

Data acquisition: Ghodsiyeh Joveini; Reviewing and revising the manuscript critically: Mitra Khalafbeigi; Critical analysis and Data analysis: Ghodsiyeh Joveini, Laleh Lajevardi, and Armin Zareiyan; Developing the concept, Reviewing extracted articles, Extracting the measures: Ghodsiyeh Joveini, Laleh Lajevardi.

Conflict of interest

The authors declared no conflict of interest.

Acknowledgments

We would like to express our gratitude to Dr. Afsoon Hassani Mehraban, Ph.D of Occupational Therapy, Iran University of Medical Sciences, for sharing her knowledge in this research.

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