



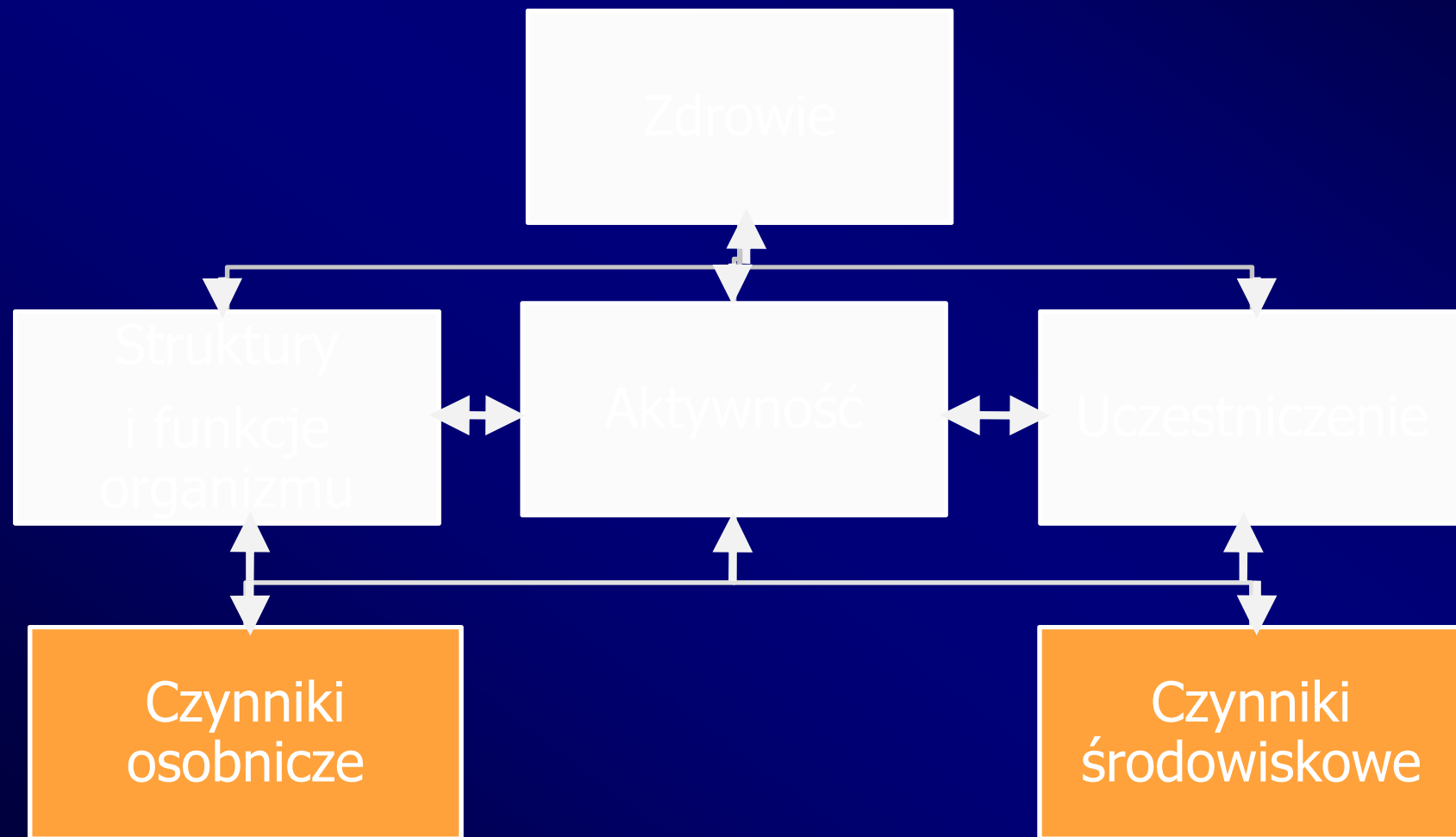
Providing Family Centred Care

Assessing the needs of the family

Canadian Occupational Performance Measure (COPM)

Els Spaargaren, MSc, OT

ICF



WHO, 2001

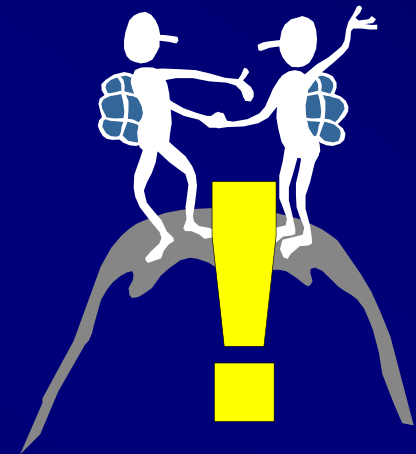
Family centred care



◆ Treatment: for de client



◆ Enablement: with de client



Family centred care



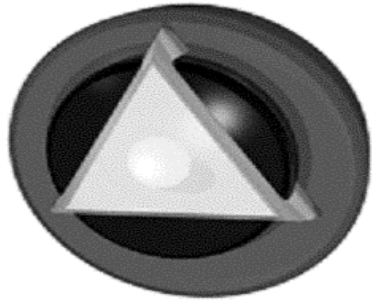
Respect for values & choices of the family

Recognition of knowledge and experience of the family and the child

Open communication

Therapists focus on person-environment-Occupation (PEO) fit

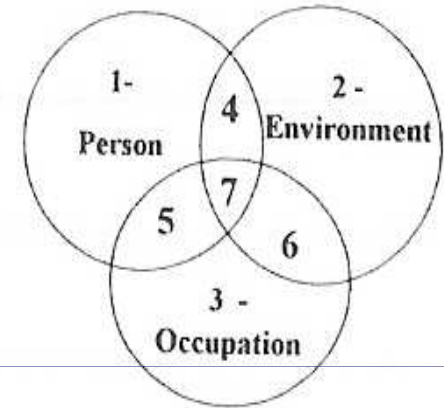
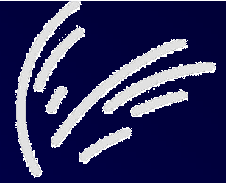
Canadian Model of Occupational Performance



△
Person

●
Occupation

●
Environment



CMOP - PEO



Components of occupation

Selfcare, Productivity, leisure

Performance components

Physical, cognitive, affective

Environmental components

Cultural, physical, social, insitutional

(CAOT, 1997)

COPM



- Semi-structured interview
- Identification of perceived problems daily life
- Individualised outcome measure
- Detects changes in self perception
(performance and satisfaction)
- Standardised, not norm-referenced.

(Law et al., 1990)

1. Problem inventory



- ◆ Semi-structured interview
 - ◆ Reflections of important aspects for the client
 - Wants to do, Has to do, Is expected to do**
 - ◆ Activities
 - ◆ "Standard" day
- ◆ Note: formulation of the client

Interview parents/teacher



- ✦ What big or small problems or attention points do you have regarding the performance of daily activities of your child?
- ✦ Can you tell me something about meaningful occupations for you in everyday life, does it go to your satisfaction?
- ✦ Can you describe an ordinary day and in which activities you experience problems?
- ✦ What worries do you have at this moment?

Interview parents/teacher



- ✦ What would you like to go easier in daily life?
- ✦ What do you expect of your child regarding the performance of everyday activities, which is now difficult/impossible?
- ✦ What are important habits and roles for your family?

Interview child



- ✦ What would you like most to go easier for you, it can be things which you do at home, at school or when playing outside?
- ✦ What would you like to be better in?
- ✦ When do you get angry when something doesn't work?
- ✦ What activities would you like to be able to do, which you can't do now?
- ✦ Can you tell me something about the strategies you've developed to solve when performing activities?

Interview



- ◆ Differences between child and parents
- ◆ Family and child's expertise versus professional expertise
- ◆ Working together in formulating the problems
- ◆ Focus in goalsetting on the experienced problems of family/child

2. Problem weighing



Client indicates
Importancy of
problems on a
scale between
1 – 10

STAP 1A: Zelfverzorging	
Persoonlijke verzorging (bijv. aankleden, wassen, eten, hygiëne)	
- BH dragen (last van rechter schouder)	7
- Slapen (slaapt slecht, ^{→ piekeren, pijn} is vermoeid)	7
- Knopen dichtmaken van nieuwe kleding	3
Functionele mobiliteit (bijv. transfers, verplaatsingen binnens- en buitenshuis)	
- Auto rijden → schakelen, sturen, lang zitten	6
Organisatie van het huishouden (bijv. transport, boodschappen doen, financiën)	
- Grenzen bewaken; nee zeggen is moeilijk	9
1B: Productiviteit	
Betaald/onbetaald werk (bijv. het vinden van werk, het behouden van werk, vrijwilligerswerk)	
- Computergebruik: lang zitten, toetsenbord bedienen, pc-muis bedienen	8
Uitvoering van huishoudelijke activiteiten (bijv. schoonmaken, kleding wassen, koken)	
- Potten openen	2
- Wijnfles openen	2
Spel/School (bijv. spel vaardigheden, huiswerk)	
- In musea gaan + staan (voor kunstgeschiedenis opleiding)	8

3. Selection & Scoring



Client selects a maximum of 5 activities

Performance

1 – 10

Satisfaction

1 – 10

3: Eerste onderzoek:

problemen in het dagelijks handelen:	uitvoering 1	tevredenheid 1
1. <u>In musea gaan + staan</u>	<u>6</u>	<u>4</u>
2. <u>Grenzen bewaken nee kunnen zeggen</u>	<u>6</u>	<u>6</u>
3. <u>Computergebruik</u>	<u>7</u>	<u>6</u>
4. <u>Slapen</u>	<u>5</u>	<u>4</u>
5. <u>Tai chi</u>	<u>5</u>	<u>4</u>

4: Scores:

	uitvoering score 1	tevredenheid score 1
Totaal score =	<u>29/5</u>	<u>24/5</u>
Totale uitvoerings- of tevredenheids-scores		
aantal problemen	<u>5,8</u>	<u>4,8</u>

4. Reassessment



- ◆ Again the client scores the five activities on:
 - ◆ performance & satisfaction 1-10
- ◆ Evaluation: COPM - reassessment
 - ◆ Performance & satisfaction : every activity
 - ◆ Performance & satisfaction : general / mean

5. Continuation



COPM



- ◆ Client central instead of the therapist
- ◆ Conversation instead of interview
- ◆ Difference between not being able to do and experiencing it as a problem
- ◆ Supplies information about meaning, performance and satisfaction
- ◆ Measurement of effectiveness over time

Assessing the needs.....



◆ COPM

(Canadian Occupational Performance Measurement)

◆ Video observation of 3 activities

◆ Observation and assessment

◆ SMART goals

Specific, Measurable, Acceptable, Realistic, Time limited.

SMART



In two months Karolinka walks with her walker to the playground, 200 meters from her house

In two months Karolinka puts on and off her jacket, including the zipper when she goes outside to play (at home and at school)

SMART

Summary



- ✦ Knowing what the child wants to learn
- ✦ Fit between the person – occupational performance (activities) - environment
- ✦ Increased motivation for treatment
- ✦ Assessment and observation based on the needs of the child/family but also your own professional knowledge
- ✦ Ability to evaluate treatment on the activity and participation level of the ICF

Thank you for your attention!



Work together as a team



Set functional goals
based on needs,
wishes and
expectations of the
client

Accomplish optimal
participation in
everyday life