Providing Family Centred Care
Assessing the needs of the family

Canadian Occupational Performance Measure (COPM)

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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
Components of occupation
Selfcare, Productivity, leisure

Performance components
Physical, cognitive, affective

Environmental components
Cultural, physical, social, institutional

(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 Importance of problems on a scale between 1 – 10
3. Selection & Scoring

Client selects a maximum of 5 activities

**Performance**
1 – 10

**Satisfaction**
1 – 10

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3: Eerste onderzoek:
problemen in het dagelijks handelen:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Uitvoering 1</th>
<th>Tevredenheid 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>In muren gaan slaap</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Grenzen bewaken, nee kunnen tegen</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Computergebruik</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Slaap</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Tai Chi</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

4: Scores:

<table>
<thead>
<tr>
<th></th>
<th>Uitvoering score 1</th>
<th>Tevredenheid score 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totaal score</td>
<td>29/5</td>
<td>24/5</td>
</tr>
</tbody>
</table>

Totale uitvoerings- of tevredenheids-scores:

<table>
<thead>
<tr>
<th>Problemen</th>
<th>Score 1</th>
<th>Score 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.
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).
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