

Introduction to the COPM


- Was written by Canadian OTs
- Was designed as an outcome measure that would reflect the *Occupational Therapy Guidelines for Client Centred Practice*
- Is now used in many countries and settings
- Based on the Canadian Model of Occupational Performance-CMOP(E)
- Now drives the profession in Canada
- Places self-care, productivity and leisure as the unique domain of OT
- Places performance components as secondary considerations
- Has changed the practice of OT

The Canadian Occupational Performance Measure (COPM)

An individualised outcome measure to be used at the beginning of OT intervention, as necessary throughout and at the end of treatment. It detects change in a client's self perception of their occupational performance over time.

- Identifies problem areas in client's occupational performance
- Provides a rating of client's priorities of problem areas
- Evaluates client's performance and satisfaction of these problem areas
- Measures changes in client's perceptions of these problems in occupational performance over time

Purpose of COPM

- The COPM assists the client-therapist team to identify and quantify problems of occupational performance.
- Forms the basis of treatment goals
- Measures success or outcomes as identified by the client-therapist team from the client's perspective.
- Uses a “top down” approach 

Psychometric properties of the COPM

- Valid (measures what it is supposed to)
- Responsiveness/Sensitivity (can measure change)
- Acceptable reliability (can be used repeatedly)
- Utility (usefulness/ ease of use)

COPM

- **Step One-Identification of occupational performance issues**
- **Step Two-Rating importance**
- **Step Three-Scoring.** Client to choose up to five problems that seem to be most pressing or important. For each problem ask client to rate:

Their current performance in that area- from (1) being not able to do the activity at all to (10) able to do it extremely well

How satisfied they are with their way they do the activity from (1) not satisfied at all to (10) extremely satisfied

CANADIAN OCCUPATIONAL PERFORMANCE MEASURE

SECOND EDITION

Authors:

Mary Law, Sue Baptiste, Anne Carswell,
Mary Ann McColl, Helene Polatajko, Nancy Pollock

The Canadian Occupational Performance Measure (COPM) is an individualized measure designed for use by occupational therapists to detect self-perceived change in occupational performance problems over time.

Client Name: <i>RHODA</i>		
Age: <i>56</i>	Gender: <i>♀</i>	ID#:
Respondent (if not client:)		
Date of Assessment: <i>APRIL 1994</i>	Planned Date of Reassessment:	Date of Reassessment:
Therapist: <i>T. PACKER</i>		
Facility/Agency:		
Program: <i>CP Clinic</i>		

1C: Leisure

Quiet Recreation
(e.g., hobbies,
crafts, reading)

Active Recreation
(e.g., sports,
outings, travel)

SKY DIVE

Socialization
(e.g., visiting,
phone calls, parties,
correspondence)

INCREASE SOCIAL CONTACTS

IMPORTANCE

STEPS 3 & 4: SCORING - INITIAL ASSESSMENT and REASSESSMENT

Confirm with the client the 5 most important problems and record them below. Using the scoring cards, ask the client to rate each problem on performance and satisfaction, then calculate the total scores. Total scores are calculated by adding together the performance or satisfaction scores for all problems and dividing by the number of problems. At reassessment, the client scores each problem again for performance and satisfaction. Calculate the new scores and the change score.

Initial Assessment:		Reassessment:			
OCCUPATIONAL PERFORMANCE PROBLEMS:	PERFORMANCE 1	SATISFACTION 1	PERFORMANCE 2	SATISFACTION 2	
1. <u>BANK MACHINE</u>	<input type="text" value="2"/>	<input type="text" value="1"/>	<input type="text" value="10"/>	<input type="text" value="10"/>	
2. <u>SKY DIVE</u>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="10"/>	
3. <u>SOCIAL CONTACTS</u>	<input type="text" value="5"/>	<input type="text" value="2"/>	<input type="text" value="7"/>	<input type="text" value="8"/>	
4. _____	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
5. _____	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
SCORING:	PERFORMANCE SCORE 1	SATISFACTION SCORE 1	PERFORMANCE SCORE 2	SATISFACTION SCORE 2	
Total Score = $\frac{\text{Total performance or satisfaction scores}}{\text{\# of problems}}$	$\frac{8}{3}$	$\frac{4}{3}$	$\frac{18}{3}$	$\frac{28}{3}$	
	= <input type="text" value="2.67"/>	= <input type="text" value="1.33"/>	= <input type="text" value="6"/>	= <input type="text" value="9.3"/>	
CHANGE IN PERFORMANCE = Performance Score 2		<input type="text" value="18"/>	- Performance Score 1	<input type="text" value="8"/>	= <input type="text" value="10"/>
CHANGE IN SATISFACTION = Satisfaction Score 2		<input type="text" value="28"/>	- Satisfaction Score 1	<input type="text" value="4"/>	= <input type="text" value="24"/>