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

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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: RHODA		
Age: 56	Gender: O	ID#:
Respondent (if not client:)		
Date of Assessment: APRIL 1994	Planned Date of Reassessment:	Date of Reassessment:
Therapist: T. PAC	KER.	
Facility/Agency:		
Program: CP CI	inic.	

STEP 1: IDENTIFICATION OF OCCUPATIONAL PERFORMANCE ISSUES	STEP 2: RATING IMPORTANCE	Curtin University of Technology
To identify occupational performance problems, concerns and issues, interview the client, asking about daily activities in self-care, productivity and leisure. Ask clients to identify daily activities which they want to do, need to do or are expected to do by encouraging them to think about a typical day. Then ask the client to identify which of these activities are difficult for them to do now to their satisfaction. Record these activity problems in Steps 1A, 1B, or 1C.	Using the scoring card provided, ask the client to rate, on a scale of 1 to 10, the importance of each activity. Place the ratings in the corresponding boxes in Steps 1A, 1B, or 1C.	
STEP 1A: Self-Care	IMPORTANCE	
Personal Care (e.g., dressing, bathing, feeding, hygiene)		
Functional Mobility (e.g., transfers, indoor, outdoor)		
Community Management <u>ACCESS TO BANK MACHINE</u> (e.g., transportation, shopping, finances)		
1B: Productivity		
Paid/Unpaid Work (e.g., finding/keeping a job, volunteering)		
Household Management (e.g., cleaning, laundry, cooking)		
Play/School (e.g., play skills, homework)		

1C: Leisure		IMPORTANCE
Quiet Recreation (e.g., hobbies, crafts, reading)		
Active Recreation (e.g., sports, outings, travel)	SKI DIVE	7
Socialization (e.g., visiting, phone calls, parties, correspondence)	INCREASE SOCIAL CONTACTS	

Curtin

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. BANK MACHNE	2		10	10		
2. SKY DIVE	/	·	1	10		
3. SOCIAL CONTACTS	5	2	7	8		
4						
5.						
SCORING:	PERFORMANCE SCORE 1	SATISFACTION SCORE 1	PERFORMANCE SCORE 2	SATISFACTION SCORE 2		
Total performance or satisfaction Score scores	8/3	4/3	18/3	28/3		
# of problems	= [2.67]	= [/,33]	= 6	= 9.3		
CHANGE IN PERFORMANCE = Performance Score 2 $/g$ - Performance Score 1 g = $/0$						
CHANGE IN SATISFACTION = Satisfaction Score 2 2θ - Satisfaction Score 1 θ = 2θ						