

Translating the Canadian Occupational Performance Measure to Arabic : addressing face and content validity

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Introduction

Occupational Therapy assessment tools

(Berardi et al., 2019; Park, & al, 2015; Botokro et al., 2002)

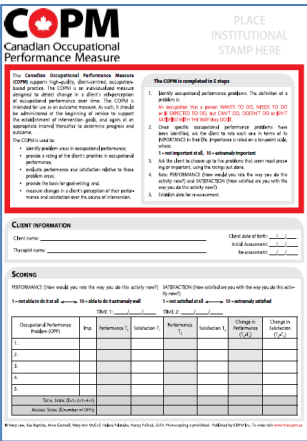
valid and culturally appropriate

(Bowman, 2006; Prieto-Botella et al., 2022; Robertson, Graham, & Anderson, 2014; Unsworth, 2011)

Clinical decision-making

Intervention plan

(Legg et al., 2007; Rowland et al., 2008)



COPM
 Canadian Occupational Performance Measure

PLACE INSTITUTIONAL STAMP HERE

THE COPM IS COMPLETED BY:

- Identify occupational performance problems. The activities of a problem are:
 - TO DO (circle)
 - TO DO MORE OF (circle)
 - TO DO LESS OF (circle)
 - TO STOP (circle)
- Check specific occupational performance problems have been identified, as the client has not set a score of 0. **INSTRUCTIONS** are in the Appendix to the COPM.
- Rate importance of each problem.
 - Not important at all. (1 - not at all important)
 - Not important. (2 - not very important)
 - Of moderate importance. (3 - moderate importance)
 - Very important. (4 - very important)
 - Extremely important. (5 - extremely important)
- Score the client's performance on the problem for each importance rating.
 - Use the **PERFORMANCE** (P) score only for the most important activity rated and **IMPORTANCE** (I) then calculate the score for the client on the COPM (P x I).
- Repeat steps for assessment.

CLIENT INFORMATION:

Client name: _____ Client date of birth: _____
 Therapist name: _____ Initial assessment: _____
 Reassessment: _____

SCORING:

Importance of client's problem on the COPM is the activity rated:
 1 = not at all important → 2 = not very important → 3 = moderate → 4 = very important → 5 = extremely important

INSTRUCTIONS: Enter verified scores with the scores of the activity rated.

1 = not at all → 2 = not very → 3 = moderate → 4 = very → 5 = extremely

Occupational Performance Problem (OP)	Imp. Performance (I)	Importance (I)	Performance (P)	Importance (I)	Client's Performance (P x I)	
					Score (P)	Score (I)
1						
2						
3						
4						
5						
Total Score (Sum of all P x I scores)						
Average Score (Sum of all P x I scores / Number of OPs)						

The Canadian Occupational Performance Measure (COPM)
 Developed and published by CAOT in 1991

- Client-Centered
- Validated Worldwide
- Strong Psychometrics

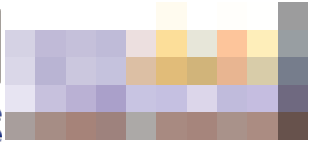
(Enemark Larsen et al., 2018; Law et al., 1990; McColl et al., 2023; Ripat et al., 2001)



Lack of validated assessment tools

Develop a culturally adapted Arabic version of COPM for **Lebanese and Arabic** context

evidence-based client-centered practice of OTs



Methods

Develop an Arabic version of the COPM and to examine its face and content validity



ETHICAL CONSIDERATIONS

Approval by the Ethics Committee of Saint Joseph University of Beirut, under code USJ-2023-177.

LICENSE AGREEMENT

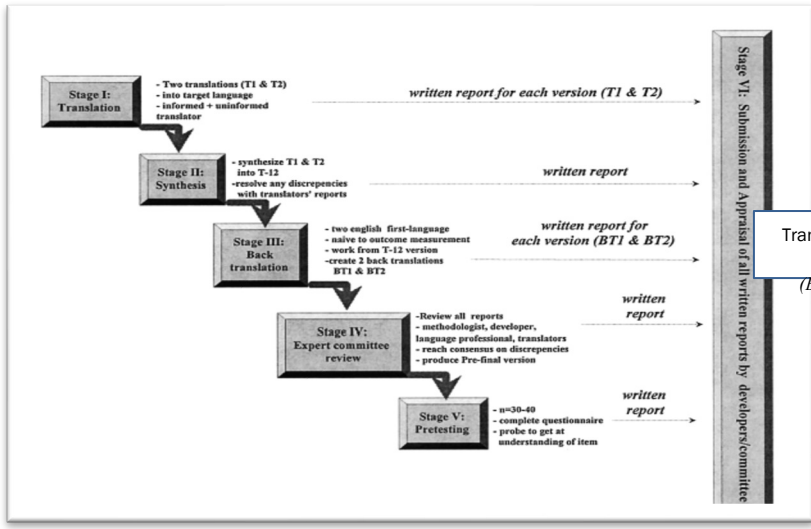
THIS LICENSE AGREEMENT is made the 10th day of March 2023.

BETWEEN:

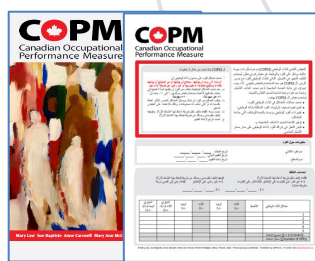
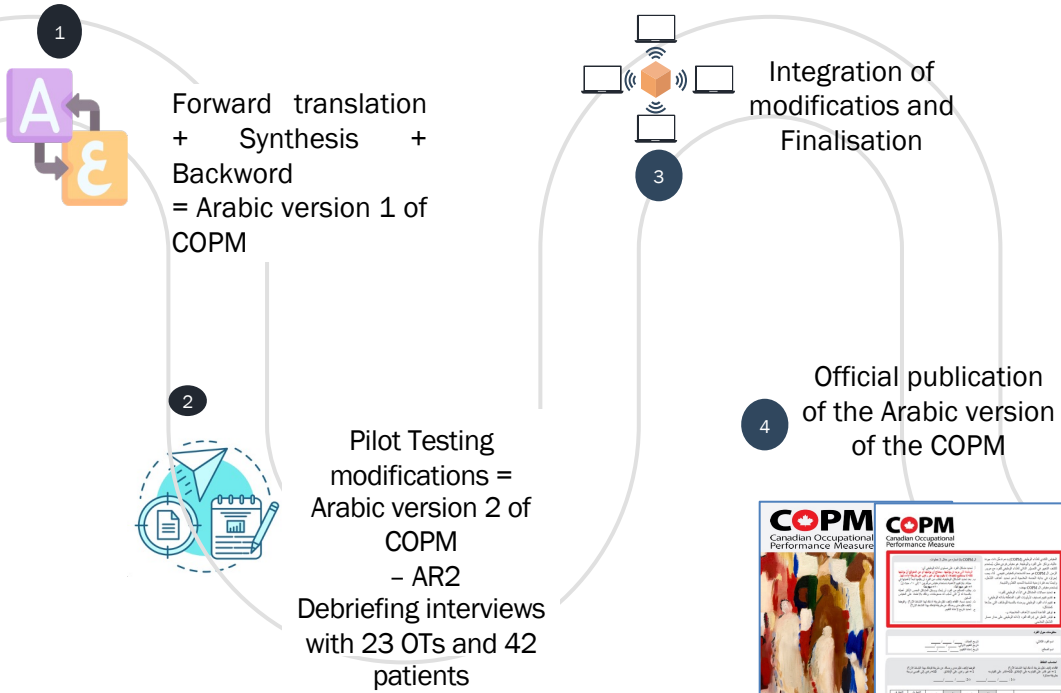
COPM Inc., a corporation incorporated under the laws of Ontario, (hereinafter called the "Licensor")

- and -

Saint-Joseph University of Beirut - Faculty of Medicine - Institute of occupational therapy
 Represented by the Rector Pr. Salim Dabbascheh L.J and the Director of the Institute of occupational therapy Pr. Carla Maria Abi Zaid
 Located at Rectorate - Damourac Road - PO Box 17-5208 Mar Mikhael - Beirut 1104 2020 - Lebanon

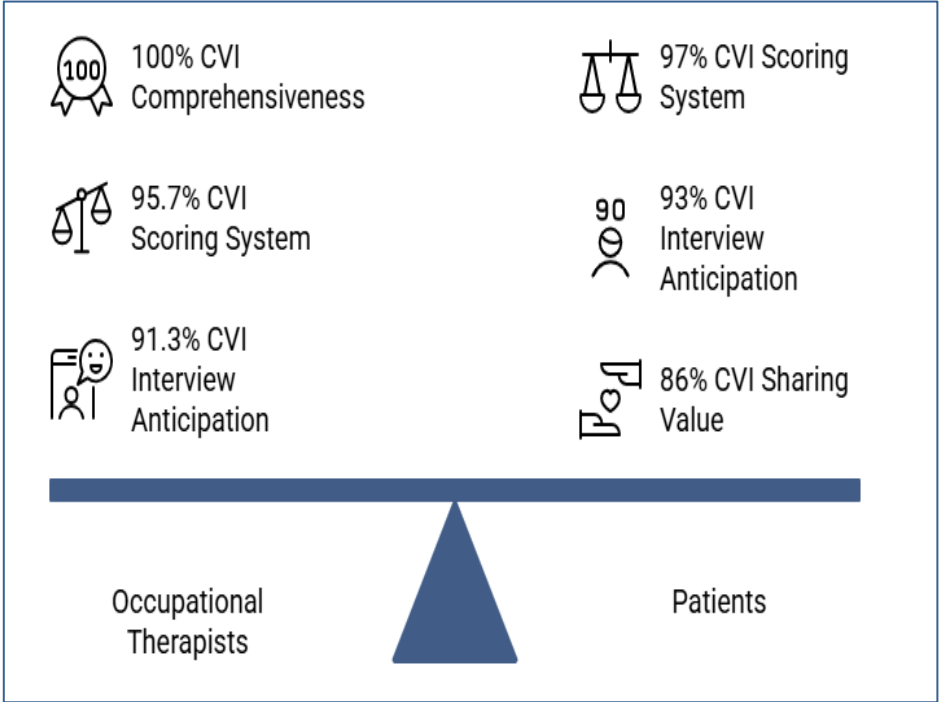


Translation steps of Beaton (1993)
 (Beaton et al., 2013)



Results

Content Validity Index



The Arabic version is clear, culturally relevant, and easy to understand, consistent with prior cross-cultural validation studies.

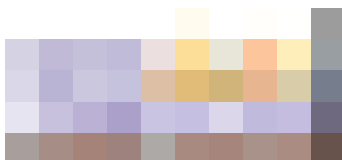
(Cup et al., 2003; Eyssen et al., 2011).

Findings confirm that the COPM supports client engagement and meaningful goal identification.

(Carswell et al., 2004)

The Arabic COPM shows strong potential for clinical and research use in Lebanon and across Arabic-speaking countries.

(Alharbi et al., 2024; Amer et al., 2022)



Thank you

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