





- Malay, Muslim
- Female, 20s
- Single,
- works at SBM, Brickfields
- from Kelantan,
- living in Wangsa Maju.



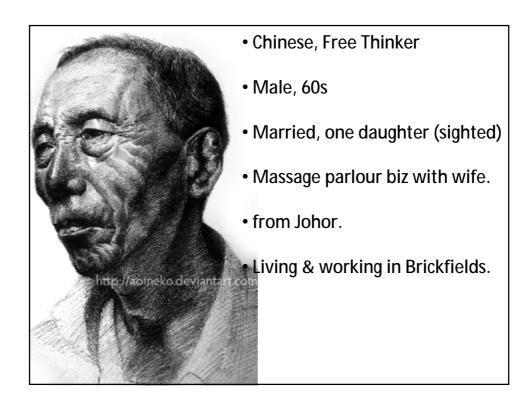
- Chinese, Christian
- Male, 30s
- Single,
- works at SBM, Brickfields.
- from Segambut, KL.
- living in Segambut w/ family.

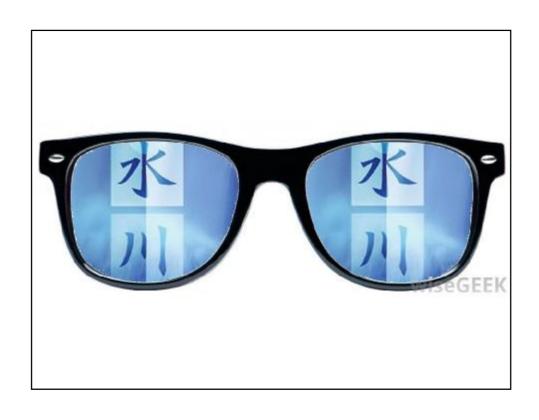


- Chinese, Christian
- Female, 50s
- Single,
- works as telephone operator,
- from Pahang,
- living in Brickfields w/ friends



- Chinese, Christian
- Male, 40s
- Widowed,
- works as telephone operator.
- from Kepong, KL.
- living in Brickfields w/ friends.





LIFE FLOW: PAST

Narrative focus more on experiences that contributed in forming identity.

Not much mention of impairment.

Focus a lot on school / career.

Focus more on persons and relationships than activities.

LIFE FLOW: PRESENT

Narratives focus more on activities.

Concerns on engagement.

Not focused on the "how", but the "why" (what they get out of the experience).

Leisure, work, time for loved ones.

LIFE FLOW: FUTURE

Connected to age.

20s-30s: aspirations, achievement.

40s-50s: peace and contentment with present, not focused on future.

60s: aging.

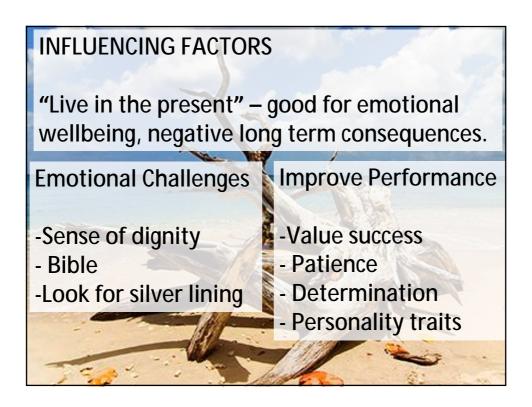
PHYSICAL AND SOCIAL ENVIRONMENTS

Big influence on performance.

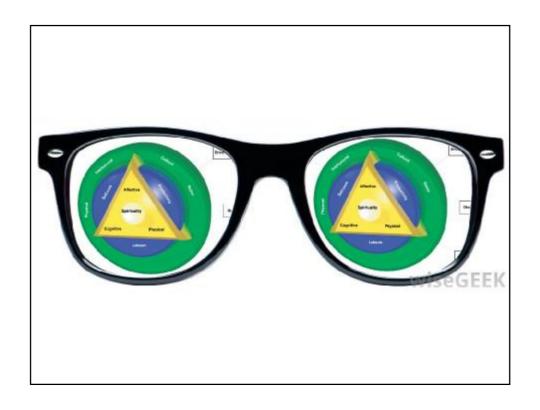
Influences decisions about activities and participation.

Relationships within environment can be more important to them than occupations.

Church and blind organisations.









Self Care:

Functional Mobility

White cane

Safety concerns

Practice

Learn from mistakes





Challenge: Crowds



Challenge: Large spaces





Challenge:

Motorbikes on pavements



Current Solutions?

Telephone banking.

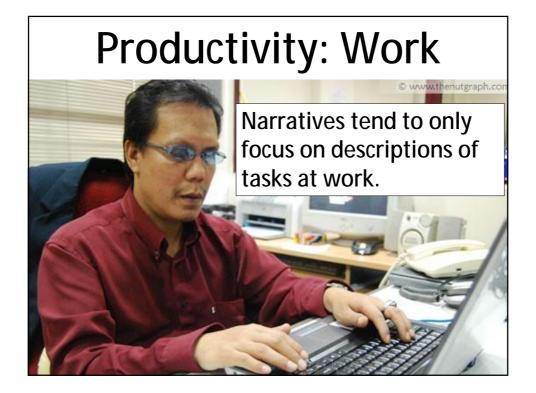
Online shopping.

Friends.

Shop assistants.

Orientation & familiarisation.

Pickup arrangements.



Productivity: Education

Responses vary according to individual / which framework was used first.

School experiences at corresponding life stage. (COPM first).





Things he did in school. (COPM first)



Productivity: Education

Ongoing informal education / Continuous learning (Kawa first)



Most memorable school experiences. (Kawa first)



Generation / age gap?





Typically outsourced:

Family members

Paid help

Otherwise develop compensatory strategies.



Leisure Activities



Categories inadequate











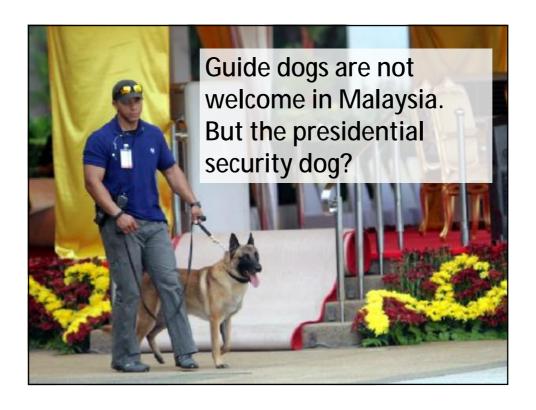




Outings & Travelling Www.mypublictransport







Traits

Kawa Model

CMOP

Driftwood / Rocks besides PEO.

PEO only.

Flexible structure.

More rigid in structure.

May be individual or collective.

Individual.

Client determines focus (may not be occupation)

Tool focuses on problems in occupation.

User's POV: Kawa (Pros)

Easy to understand.

Covers wider spectrum due to lack of fixed structure.

Gives insight not only problems, but also traits that could help / hinder progress.

User's POV: Kawa (Cons)

Loose, flexible structure may be challenging for new users.

Strong emotional impact of narratives may be uncomfortable for interviewees to start off with.

User's POV: CMOP (Pros)

Structure of COPM elicits narratives which clients may not consider as important enough to talk about, but can generate helpful insights.

Eg. Community Management

Focus on occupations, more impersonal good platform to start relationship building before moving on to more personal matters.



User's POV: CMOP (Cons)

What is "affective"? "Spirituality"? Institutional"?

Only provides guidelines for occupations / occupational performance (COPM)

Due to COPM, easily focusing entirely on occupations, may neglect "person" and "environment".

Occupations may not fit categories.



Conclusion

What is important to people with visual impairments:

Not just activities that they want and need to do everyday.

But also dynamic interactions that influence decision making process and motivations behind actions.

Influences: physical and social environments, values, beliefs, attitudes, principles, past experiences etc.

Conclusion

Kawa Model acknowledges and captures dynamic interactions.

COPM focuses exclusively on performance of activities.

In order for occupational therapy to be truly relevant and applicable to a specific client population, we must consider holistically their life perspectives embedded within the context surrounding them.

Ideally both frameworks can be used complementary to one another for a more overall comprehensive approach.

The End

