

# SAHK

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Little attention has previously been paid to the habilitation of the cerebral palsied adults. When the period of paid spontaneous growth and development has passed, little benefit can be derived within the existing context of therapeutic input. However, habilitation is a continuous process, an adult client still need intervention for a better psycho-social adjustment and an appropriate adaptation to the disability. Cerebral palsied adults usually have multiple disabilities which combined to interfere whole person development an real world functioning. An integrated curriculum, which addresses the overall needs of the client is warranted. The essence of a successful integrated curriculum is a consistent attitude and approach shared by all disciplines of stair. This also calls for the staff to 'blur' their role boundaries in order to fulfil the client's needs. The content of the curriculum must be relevant to the clients' impairments, to their individually, and to their environment. Since most cerebral palsied clients have problems of generalisation, the curriculum should provide them with experiences of actual life events. Work is a powerful tool for physical restoration and cognitive remediation while earning money contributes to the establishment of self-esteem. Clients should be given every opportunities to participate as much as possible in self-care activities for image enhancement. Also, play activities help to promote a sense of self-worth and enjoyment. Therapeutic inputs are incorporated into these daily fife events. The overall curriculum is divided into group training curriculum and daily routine curriculum . Group training curriculum aims at the establishment and strengthening of the client's physical, cognitive, social and psychological skills using an instructional approach with behavioural objective model. Daily routine curriculum emphasizes on integrating the different areas of functions. It encourages the clients to recognise the naturally occurring opportunities within the environment. An experience approach with expressive objective model is used. In both curricula, emphasis is placed on the outcome of the problem solving activities rather than the outcome of the therapeutic activities. The two curricula are highly interlinked to ensure generalisation. Ilis integrated curriculum has successfully been applied to the sheltered workshops and hostels for the cerebral palsied adults.



17/F, 21 Pak Fuk Road  
North Point, HK  
香港北角百福道  
21 號 17 樓

PHONE 電話  
FAX 傳真  
EMAIL 電郵  
WEB SITE 網此

(852) 2527 8978  
(852) 2866 3727  
ho@sahk1963.org.hk  
www.sahk1963.org.hk