

Where Ag Meets Function: Using The ICF to enhance your program.

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Upon completion of this session, the participant will be able to

- Describe at least three ways functioning, disability and health play a role in an individual's ability to work in an agriculture/horticulture setting.
- Identify how they can utilize the ICF in a vocational setting.
- Describe where to access ICF vocational core sets to utilize in their programs.

What is the ICF?

- International Classification of Functioning, Disability and Health.
- Developed by the World Health Organization in 2001
- A companion to International Classification of Diseases

Functioning

- “an umbrella term for body functions, body structures, activities and participation. It denotes the positive aspects of the interaction between an individual (with a health condition) and that individual’s contextual factors (environmental and personal factors).” (WHO 2002)

Disability

- “an umbrella term for impairments, activity limitations and participation restrictions. It denotes the negative aspects of the interaction between an individual (with a health condition) and that individual’s contextual factors (environmental and personal factors).” (WHO 2002)

Health

- “Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.” (WHO 1946)

ICF & WHO

- Reflects a change in philosophy.
- Intervene to improve level of functioning or alter the environment?
- A core value of WHO – “equity, inclusion and the aim of all to achieve a life where each person can exploit his or her opportunities to the fullest possible degree.” (Ustun 2003)

Intervention Models

- Medical – disability is a problem of the person directly caused by disease, requires medical care, individual treatment
- Social – disability a socially created problem, demands social action because it is created by an unaccommodating social environment
- Biopsychosocial – uses both medical and social without reducing complex notion of disability into only one aspects

ICF Basics

- Is a classification system, not assessment
- 2 parts
 1. Functioning & Disability
 - Body Functions & Body Structures
 - Activities & Participation
 2. Contextual Factors
 - Environmental Factors
 - Personal Factors

ICF Basics

The follow chart sets out the complete list of chapters in the ICF:

Body	
Function:	Structure:
Mental Functions	Structure of the Nervous System
Sensory Functions and Pain	The Eye, Ear and Related Structures
Voice and Speech Functions	Structures Involved in Voice and Speech
Functions of the Cardiovascular, Haematological, Immunological and Respiratory Systems	Structure of the Cardiovascular, Immunological and Respiratory Systems
Functions of the Digestive, Metabolic, Endocrine Systems	Structures Related to the Digestive, Metabolic and Endocrine Systems
Genitourinary and Reproductive Functions	Structure Related to Genitourinary and Reproductive Systems
Neuromusculoskeletal and Movement-Related Functions	Structure Related to Movement
Functions of the Skin and Related Structures	Skin and Related Structures
Activities and Participation	
Learning and Applying Knowledge General Tasks and Demands Communication Mobility Self Care Domestic Life Interpersonal Interactions and Relationships Major Life Areas Community, Social and Civic Life	
Environmental Factors	
Products and Technology Natural Environment and Human-Made Changes to Environment Support and Relationships Attitudes Services, Systems and Policies	

ICF Basics

Box 6: The generic qualifier and an example of an ICF-code

ICF codes require the use of one or more qualifiers which denote the magnitude or severity of the problem in question. The problem refers to an impairment, limitation, restriction, or barrier when used in combination with b, s, d or e codes, respectively. Qualifiers are coded as one or more numbers after a decimal point.

xxx.0	NO problem	(none, absent, negligible, ...)	0-4%
xxx.1	MILD problem	(slight, low, ...)	5-24%
xxx.2	MODERATE problem	(medium, fair, ...)	25-49%
xxx.3	SEVERE problem	(high, extreme, ...)	50-95%
xxx.4	COMPLETE problem	(total, ...)	96-100%
xxx.8	not specified		
xxx.9	not applicable		

The letters b, s, d, and e represent the different components and are followed by a numeric code that starts with the chapter number (one digit), followed by the second level (two digits), as well as third and fourth levels (one extra digit each). For example, the following codes indicate a 'mild' problem in each case.

b2.1	Sensory functions and pain	(first-level item)
b210.1	Seeing functions	(second-level item)
b2102.1	Quality of vision	(third-level item)
b21022.1	Contrast sensitivity	(fourth-level item)

WHO 2001

ICF Basics

Construct	First qualifier	Second qualifier
Body Functions (b)	Generic qualifier with the negative scale used to indicate the extent or magnitude of an impairment <i>Example: b175.3 to indicate a severe impairment in specific mental functions of language</i>	None
Body Structure (s)	Generic qualifier with the negative scale used to indicate the extent or magnitude of an impairment <i>Example: s730.3 to indicate a severe impairment of the upper extremity</i>	Used to indicate the nature of the change in the respective body structure 0 no change in structure 1 total absence 2 partial absence 3 additional part 4 aberrant dimensions 5 discontinuity 6 deviating position 7 qualitative changes in structure, including accumulation of fluid 8 not specified 9 not applicable <i>Example: s7300.32 to indicate the partial absence of the upper extremity</i>
Activity & Participation (d)	PERFORMANCE Generic qualifier <u>Problem in the person's current environment</u> <i>Example: a5101.1_ to indicate mild difficulty with bathing the whole body with the use of assistive devices that are available to the person in his or her current environment</i>	CAPACITY Generic qualifier <u>Limitation without assistance</u> <i>Example: a5101._2 to indicate moderate difficulty with bathing the whole body and implies that there is moderate difficulty without the use of assistive devices or personal help</i>
Environmental Factors (e)	Generic qualifier, with negative and positive scale to denote extent of barriers and facilitators respectively <i>Example: e145.2 to indicate that products for education are a moderate barrier. Conversely, e145+2 would indicate that products for education are a moderate facilitator</i>	None

Body Functions & Structures

- Functions – physiological aspects of body systems, includes psychological
 - ex. Sight is a function
 - One qualifier
- Structures – anatomical support
 - ex. Eye is the structure
 - Up to 3 qualifiers

Activities & Participation

- Activities – execution of a task or action
- Participation – involvement in a life situation

Activities & Participation cont.

- Two qualifiers:

Capacity to perform with a standard environment

Performance to perform real life environment

Environmental factors

- The physical, social and attitudinal environment in which people live and conduct their lives.

Core Sets

- A selection of categories from the full ICF classification
- User-friendly tool
- Developed by rigorous, multi-methods scientific process
- 31 currently developed, mostly based on health conditions

ICF Vocational Rehabilitation Core Set

- Brief Core Set for VR
 - 18 categories
- Comprehensive Core Set for VR
 - 90 categories

Brief Core Set for VR

Body Functions

- b130 – Energy and drive functions
- b152 – Emotional functions
- b164 – Higher-level cognitive functions
- b280 – Sensation of pain
- b455 – Exercise tolerance functions

Activities & Participation

- d155 – Acquiring skills
- d230 – Carrying out daily routine
- d450 – Walking
- d455 – Moving around
- d720 – Complete interpersonal interactions
- d845 – Acquiring, keeping and terminating a job
- d850 – Remunerative employment
- d855 – Non-remunerative employment

Environmental Factors

- e310 – Immediate family
- e330 – People in position of authority
- e580 – Health services, systems and policies
- e590 – Labor and employment services, systems and policies

Brief Core Set for VR

Body Functions

- b164 – Higher-level cognitive functions

Specific mental functions especially dependent on the frontal lobes of the brain, including complex goaldirected behaviours such as decision-making, abstract thinking, planning and carrying out plans, mental flexibility, and deciding which behaviours are appropriate under what circumstances; often called executive functions.

Inclusions: functions of abstraction and organization of ideas; time management, insight and judgement; concept formation, categorization and cognitive flexibility

Exclusions: memory functions (b144); thought functions (b160); mental functions of language (b167); calculation functions (b172)

Activities & Participation

- d845 – Acquiring, keeping and terminating a job

Seeking, finding and choosing employment, being hired and accepting employment, maintaining and advancing through a job, trade, occupation or profession, and leaving a job in an appropriate manner.

Inclusions: seeking employment; preparing a resume or curriculum vitae; contacting employers and preparing interviews; maintaining a job; monitoring one's own work performance; giving notice; and terminating a job

Environmental Factors

- e310 – Immediate family

Individuals related by birth, marriage or other relationship recognized by the culture as immediate family, such as spouses, partners, parents, siblings, children, foster parents, adoptive parents and grandparents.

Exclusions: extended family (e315); personal care providers and personal assistants (e340)

Brief Core Set for VR

ACTIVITIES AND PARTICIPATION

= execution of a task or action by an individual and involvement in a life situation

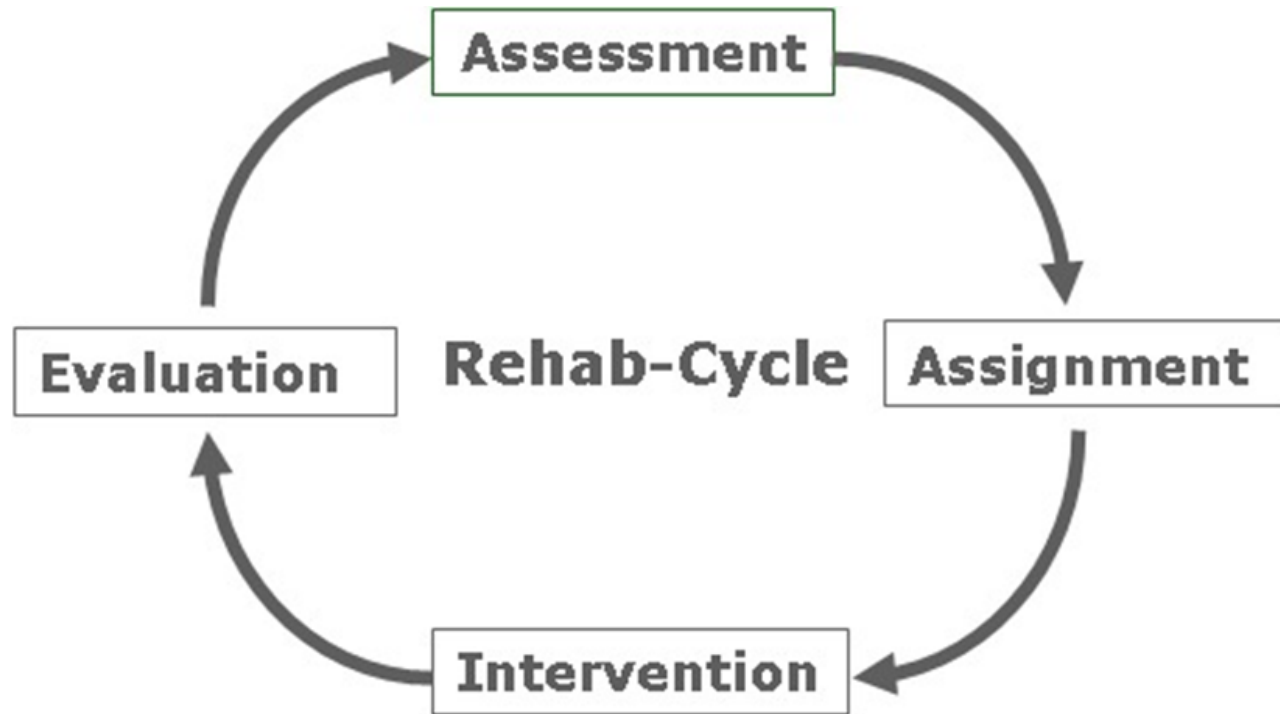
How much difficulty does the person have in the...

P = performance of...

C = capacity in...

			No difficulty	Mild difficulty	Moderate difficulty	Severe difficulty	Complete difficulty	Not specified	Not applicable
d155	Acquiring skills	P	0	1	2	3	4	8	9
		C	0	1	2	3	4	8	9
	<p>Developing basic and complex competencies in integrated sets of actions or tasks so as to initiate and follow through with the acquisition of a skill, such as manipulating tools or playing games like chess.</p> <p><i>Inclusion: acquiring basic and complex skills</i></p> <p>Sources of information:</p> <p><input type="checkbox"/> Case history <input type="checkbox"/> Patient-reported questionnaire <input type="checkbox"/> Clinical examination <input type="checkbox"/> Technical investigation</p> <p>Description of the problem</p> <p>P:</p> <p>C:</p>								
d230 [∞]	Carrying out daily routine	P	0	1	2	3	4	8	9
		C	0	1	2	3	4	8	9
	<p>Carrying out simple or complex and coordinated actions in order to plan, manage and complete the requirements of day-to-day procedures or duties, such as budgeting time and making plans for separate activities throughout the day.</p> <p><i>Inclusions: managing and completing the daily routine; managing one's own activity level</i></p> <p><i>Exclusion: undertaking multiple tasks (d220)</i></p> <p>Sources of information:</p> <p><input type="checkbox"/> Case history <input type="checkbox"/> Patient-reported questionnaire <input type="checkbox"/> Clinical examination <input type="checkbox"/> Technical investigation</p>								

Vocational Assessment and ICF



Rehab-Cycle™

Work Rehabilitation Questionnaire

- A patient questionnaire to assess functioning in vocational rehabilitation settings.
- 17 background information questions
- 42 questions in section 2
- Self-administered or interviewer administered
- <http://www.myworq.org/>

Work Rehabilitation Questionnaire

Questions are matched to ICF codes:

1. d130 - Energy & drive functions
2. b134 - Sleep functions
3. b144 – Memory functions

xxx.0	NO problem	(none, absent, negligible, ...)	0-4%
xxx.1	MILD problem	(slight, low, ...)	5-24%
xxx.2	MODERATE problem	(medium, fair, ...)	25-49%
xxx.3	SEVERE problem	(high, extreme, ...)	50-95%
xxx.4	COMPLETE problem	(total, ...)	96-100%
xxx.8	not specified		
xxx.9	not applicable		

PART 2: MAIN SECTION

Please rate the extent of your problem in the past week from 0 = no problem to 10 = complete problem.

- Check the box that best reflects your situation, the higher the number you assign, the greater the extent of the problem; The lower the number you assign, the lower the extent of the problem.
- Please answer all questions as accurately and completely as possible, even if you feel that the issue is not relevant for you and you don't have a problem with the respective activity.
- *Make sure that your answer refers to your ability to function or do an activity without any help from anybody or without any assistive device.*

Overall in the past week, to what extent did you have problems with...

1	... not feeling rested and refreshed during the day?	No problem	0	1	2	3	4	5	6	7	8	9	10	Complete problem
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	... sleeping, such as falling asleep, waking up frequently during the night or waking up too early in the morning?	No problem	0	1	2	3	4	5	6	7	8	9	10	Complete problem
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	... remembering to do important things?	No problem	0	1	2	3	4	5	6	7	8	9	10	Complete problem
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Let's see how it works.

- ICF Voc Rehab Core Set
- Agriculture Worksite Assessment Tool for Farmers & Ranchers with Physical Disabilities

Agricultural Worksite Assessment Tool for Farmers and Ranchers with Physical Disabilities

I. PERSONAL DATA

A. About the client

Name: _____ SSN: _____ Sex: _____

Address: _____ County: _____

City/State/Zip: _____ Date of birth: ____/____/____

Phone: _____ Cell Phone: _____ Fax: _____

E-mail: _____

Directions to farm/ranch: _____

Marital status: _____ Name of spouse: _____

Names and ages of children at home: _____

Occupation:

_____ Full-time farmer/rancher

_____ Part-time farmer/rancher with primary income from farm/ranch

_____ Part-time farmer/rancher with primary income from off-farm/ranch job

_____ Farm spouse

ACTIVITIES AND PARTICIPATION

= execution of a task or action by an individual and involvement in a life situation

How much difficulty does the person have in the...

P = performance of...

C = capacity in...

	No difficulty	Mild difficulty	Moderate difficulty	Severe difficulty	Complete difficulty	Not specified	Not applicable
d155 Acquiring skills	P 0	1	2	3	4	8	9

e310 Immediate Family

d845 Acquiring, keeping and terminating a job

d850 Renumerative employment

d855 Non-renumerative employment

ENVIRONMENTAL FACTORS

= make up the physical, social and attitudinal environment in which people live and conduct their lives

How much of a facilitator or barrier does the person experience with respect to...

	Complete facilitator	Substantial facilitator	Moderate facilitator	Mild facilitator	No barrier/facilitator	Mild barrier	Moderate barrier	Severe barrier	Complete barrier	Not specified	Not applicable
e1101 Drugs	+4	+3	+2	+1	0	1	2	3	4	8	9

IV. GENERAL FARM/RANCH MAINTENANCE

A. The farm/ranch shop

1. Can client enter the shop independently? ☐ Yes ☐ No
Describe any barriers (e.g., steps, narrow doorway, heavy door) and problems encountered:
2. Type of floor the shop has (e.g., concrete, dirt, crushed stone) and any mobility-related problems encountered:
3. Can client reach stationary power tools and service equipment? ☐ Yes ☐ No
If no, why not?
4. Can client perform maintenance tasks on the tool bench? ☐ Yes ☐ No
If no, why not?
5. Is the shop:

• heated for year-round use? ☐ Yes ☐ No

• equipped with toilet facilities? ☐ Yes ☐ No

• adequately lighted? ☐ Yes ☐ No

• adequately ventilated? ☐ Yes ☐ No

• equipped with telephone? ☐ Yes ☐ No

• equipped with first-aid kit? ☐ Yes ☐ No

• equipped with fire extinguisher? ☐ Yes ☐ No

d450 Walking
d455 Moving around
d465 Moving around using equipment

ACTIVITIES AND PARTICIPATION = execution of a task or action by an individual and involvement in a life situation <i>How much difficulty does the person have in the...</i> <i>P = performance of...</i> <i>C = capacity in...</i>			No difficulty	Mild difficulty	Moderate difficulty	Severe difficulty	Complete difficulty	Not specified	Not applicable
d155	Acquiring skills	P	0	1	2	3	4	8	9

D. Equipment seating and transfer

1. Describe any difficulties related to equipment seating and transferring to the seat, and any modifications made to improve seating comfort and safety during operation and transfer.

Unit	Difficulty	Modifications
1.		
2.		
3.		
4.		
5.		

e135 Products and technology for employment
e120 Products and technology for personal indoor and outdoor mobility and transportation

E. Equipment controls

1. For the self-propelled units the client uses most frequently, indicate which controls are difficult to reach or operate, describe specific problems, and identify any modifications that have been made.

a. Make and model: _____

Control	Difficulties and modifications
___ Steering	_____
___ Clutch	_____
___ Brakes	_____

ENVIRONMENTAL FACTORS		Complete facilitator	Substantial facilitator	Moderate facilitator	Mild facilitator	No barrier/facilitator	Mild barrier	Moderate barrier	Severe barrier	Complete barrier	Not specified	Not applicable
= make up the physical, social and attitudinal environment in which people live and conduct their lives												
How much of a facilitator or barrier does the person experience with respect to...												
e1101	Drugs	+4	+3	+2	+1	0	1	2	3	4	8	9

3. Functional limitations as described by client and/or referral source. (Include exact measurements if known—e.g., Db of hearing loss; visual acuity; lifting limits; range of motion; specific limitations on standing, sitting, transferring, carrying, walking, bending, stooping, balance, etc.)

4. Type of medical insurance (e.g., Medicare, Medicaid, Medicare supplement, commercial policy):

b230 Hearing functions
b210 Seeing functions
d430 Lifting and carrying objects

BODY FUNCTIONS = physiological functions of body systems (including psychological functions) <i>How much impairment does the person have in...</i>		No impairment	Mild impairment	Moderate impairment	Severe impairment	Complete impairment	Not specified	Not applicable
b117	Intellectual functions General mental functions, required to understand and constructively integrate the various mental functions, including all cognitive functions and their development over the life span. <i>Inclusions: functions of intellectual growth; intellectual retardation, mental retardation, dementia</i> <i>Exclusions: memory functions (b144); thought functions (b160); higher-level cognitive functions (b164)</i>	0	1	2	3	4	8	9
Sources of information: <input type="checkbox"/> Case history <input type="checkbox"/> Patient-reported questionnaire <input type="checkbox"/> Clinical examination <input type="checkbox"/> Technical investigation								
Description of the problem:								

Let's see how it works.

- Activity time

Examples of UT Gardens Programs

- Future



Examples of UT Gardens Programs

- TSD



Examples of UT Gardens Programs

- Austin East CDC
- Heritage High School



Where to find ICF?

- <http://www.who.int/classifications/icf/en/>
- <http://www.icf-core-sets.org/>
- [http://apps.who.int/classifications/icfbrows
er/](http://apps.who.int/classifications/icfbrowser/)

Where to find ICF?

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