Standard Training and Education for Professionals concerning ICF and Visual Impairment

TUTORIAL 2

“*MODULE 2- BASICS OF ICF*”

Official course tutorial for the STEP-IVI examination

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2 Module 2 - ICF Basics

2.1 Structure of this Module

The Module ICF Basics is structured as follows:
I. Preliminary prerequisites and preparation for the course
II. Step 1. ICF background
III. Step 2. Structure of ICF
IV. Step 3. Let’s see the elements and categories of ICF into practice

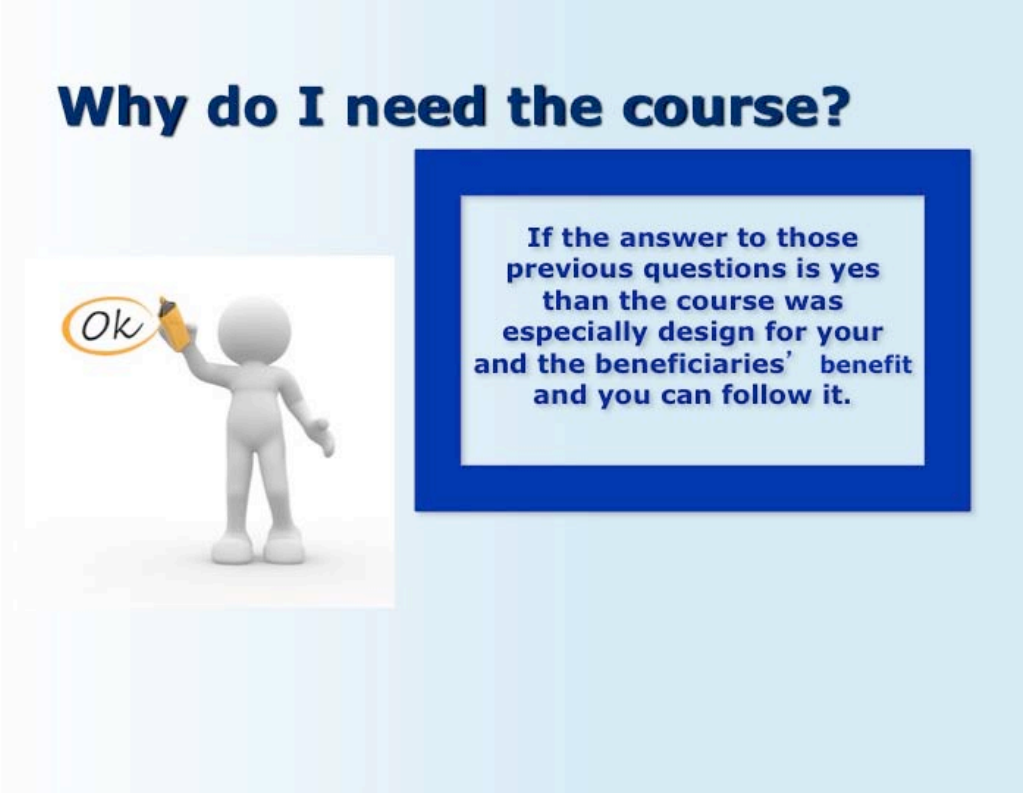
2.2 I. Preliminary prerequisites and preparation for the course

Ask yourself

- Are you involved within education and rehabilitation / training of people with vision impairment or multiple disability and vision impairment?
- Have you asked yourself about how the information about service users could be easier collected and transferred into practice and rehabilitation plan?
- Do you consider that working in a multidisciplinary or transdisciplinary team could be in the benefit of your work and progress of service users?
- Have you ever thought that working with structured information about the services users classified in chapters and domains is easier and give you directions about putting in practice the assessment information?

Why do I need this course?

If the answer to those previous questions is yes than the course was especially design for your and the beneficiaries’ benefit and you can follow it.



2.3 Aim and competences Aim and competencies of Module 2

1. The participant will be informed about the background and the purpose of the ICF applied in the field of vision impairment
2. To promote the development of initial and continuing training for professionals and staff working in rehabilitation services with vision impaired people
3. To facilitate working with common language of ICF in education and rehabilitation practice with visually impaired and MDVI people

At the end of this module, you should be able to reproduce aim and the basic elements of ICF

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2.4 Just one more thing...

...as suggestion to work with this module:

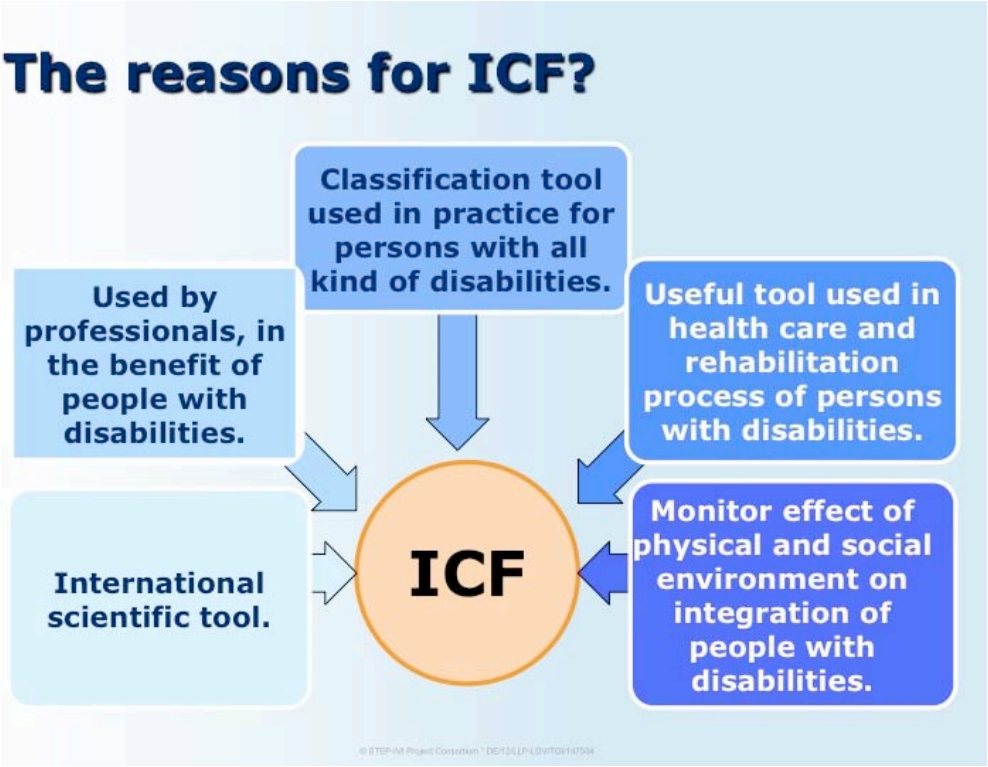
1. Do not step into the other page of ICF till the concepts are not clear enough.
2. Pass slowly through all provided information on each page.
3. Pass through the questionnaire each sections in order to be sure that information is clear enough for your own practice.
4. The Module 2 – Basic ICF will give you the background to understand the next 2 modules.

Enjoy the following lessons with us..

2.5 II. Step 1. Background of the ICF

2.5.1 The reasons to develop the ICF

1. Classification tool used in practice for persons with all kind of disabilities
2. Used by professionals, in the benefit of people with disabilities
3. International scientific tool
4. Useful tool used in health care and rehabilitation process of persons with disabilities
5. Monitor effect of physical and social environment on integration of people with disabilities



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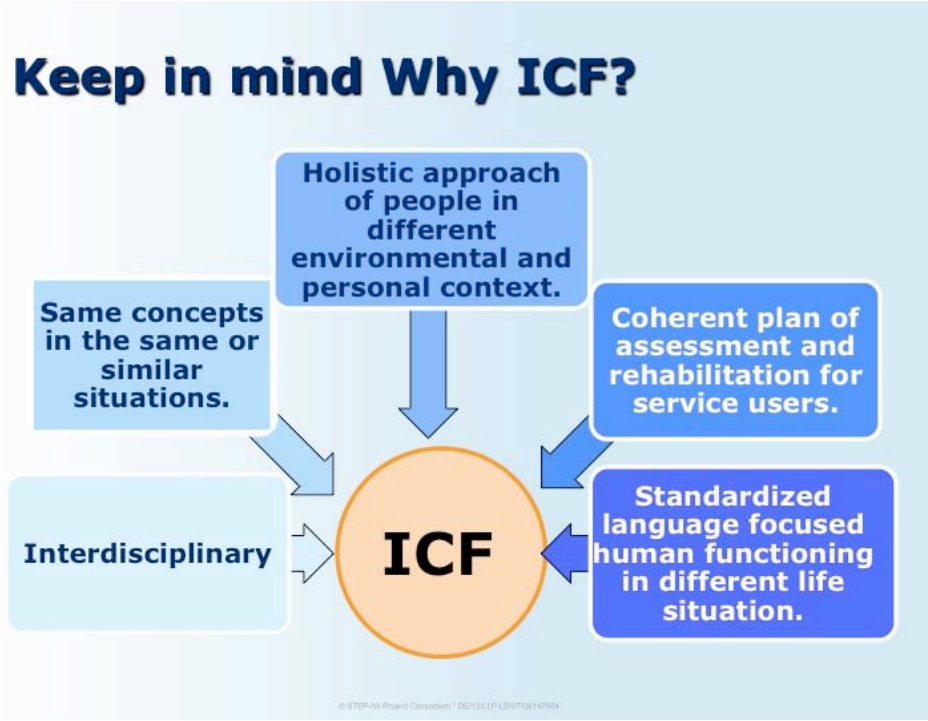
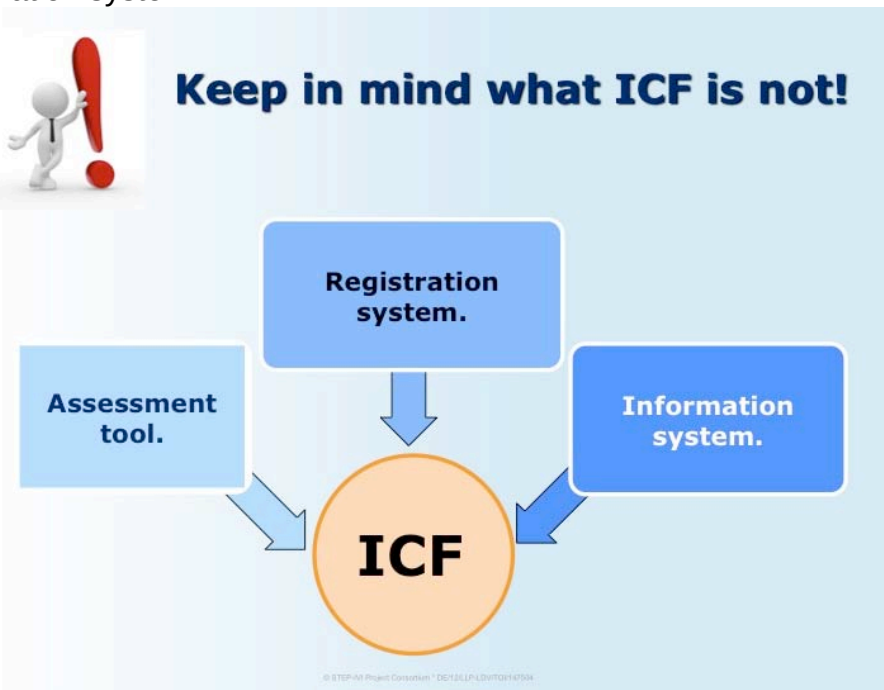
2.5.2 Keep in mind Why ICF?

1. Interdisciplinary
2. Same concepts in the same or similar situations
3. Holistic approach of people in different environmental and personal context
4. Coherent plan of assessment and rehabilitation for service users
5. Standardized language focused human functioning in different life situation



2.5.3 Keep in mind what ICF is not!

1. Assessment tool
2. Registration system
3. Information system



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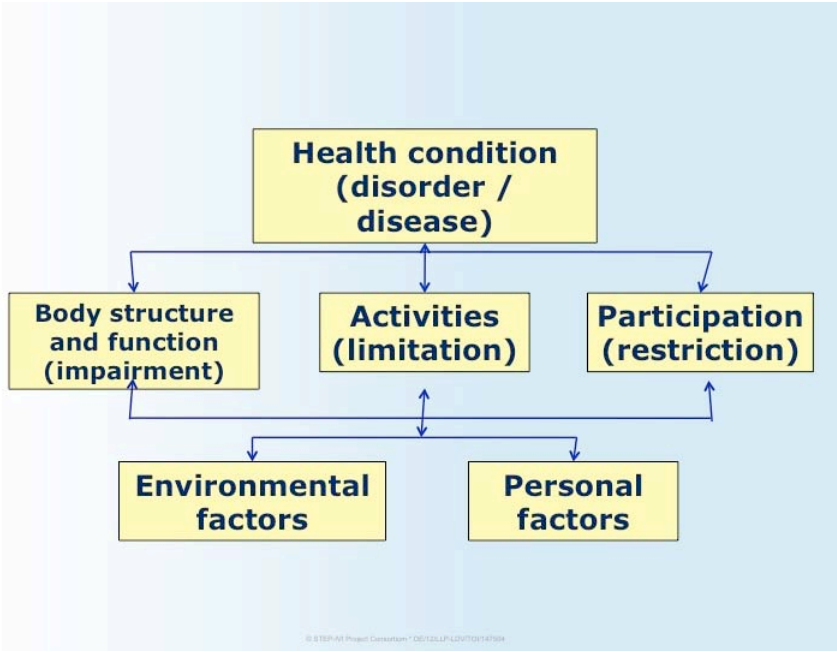
2.6 III: Step 2. Structure of ICF

2.6.1 The model of the ICF

If you see a graphic of the ICF it will be probably te most popular image, which reflects the byo-psycho-social model of the classification.



The bio-psycho-social-model of ICF as text

1. Health condition (disorder / disease classified by ICD-10)
2. Components:
   a) Body structure and function (impairment)
   b) Activities (limitation) and Participation (restriction)
   c) Environmental factors
   d) Personal Factors

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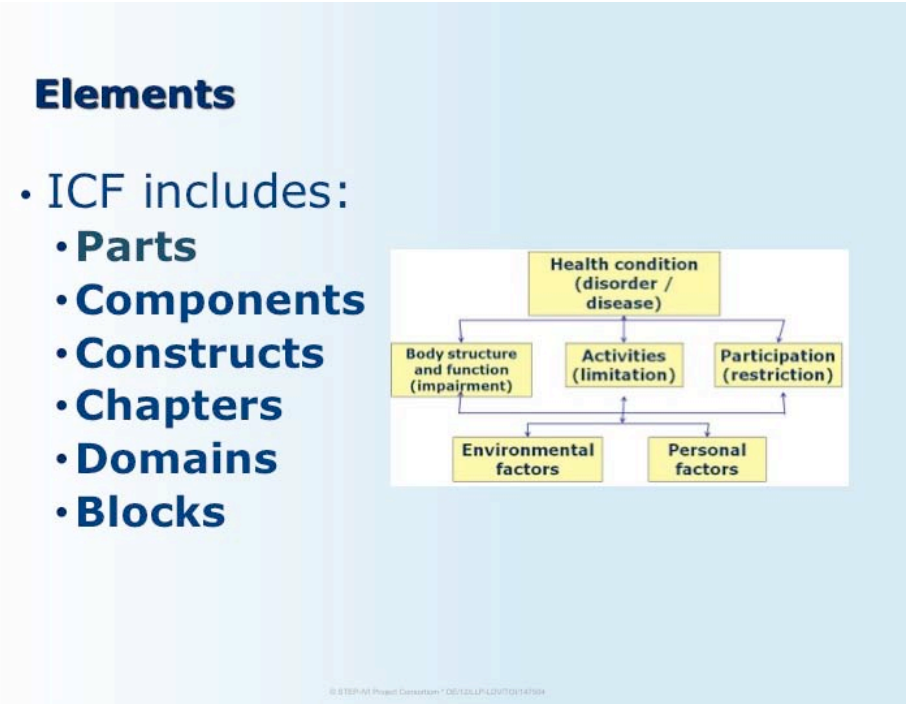
2.6.2 Overview about the ICF Elements

ICF includes:

- Parts
- Components
- Constructs
- Chapters
- Domains
- Blocks



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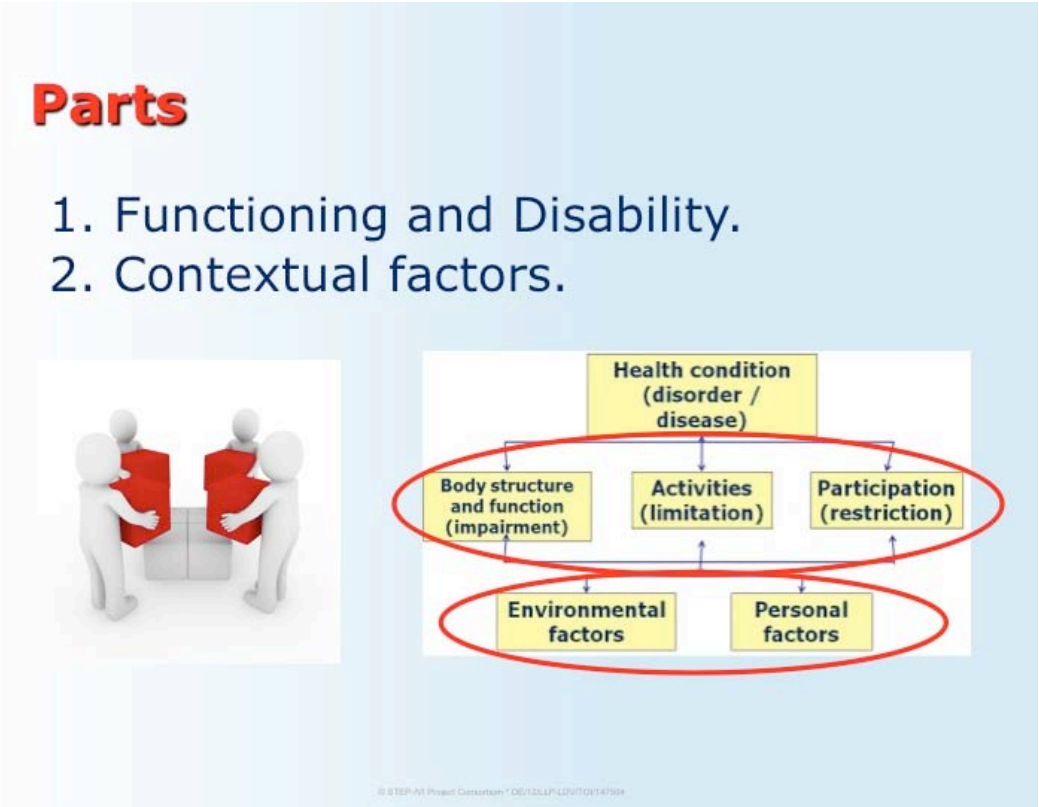
2.6.2.1 Parts

The ICF parts are categorized as:

1. Functioning and Disability. To this part belong:
   a) Body structure and function
   b) Activities
   c) Participation
2. Contextual factors. To this part belong:
   d) Environmental factors
   e) Personal factors



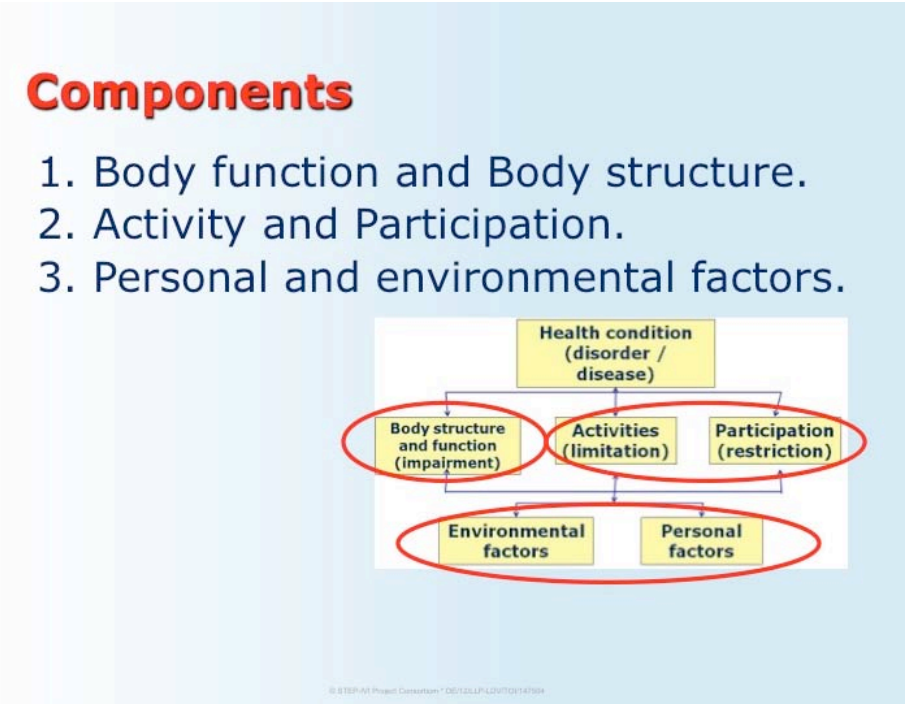
2.6.2.2 Components

To the ICF components belong:

1. Body function and body structure
2. Activity and participation, which consists of both elements with the same name
3. Environmental and Personal factors, which consists of both elements with the same name

Components of Functioning and Disability of ICF

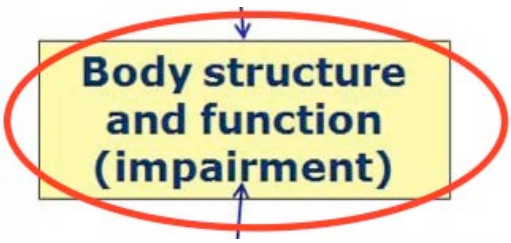
- •Indicates non problematic (neutral) aspects of health and health-related states – umbrella term for functioning.
- •Indicates problems such as impairments, activity limitation or participation restriction – umbrella term for disability.



Component "Body structure and function"

1. Body function - physiological functions of body systems (including mental functions);
2. Body structure - anatomical parts of the body, such as organs, limbs and their components

Impairment of body or function could be a dysfunction, deviation or loss.



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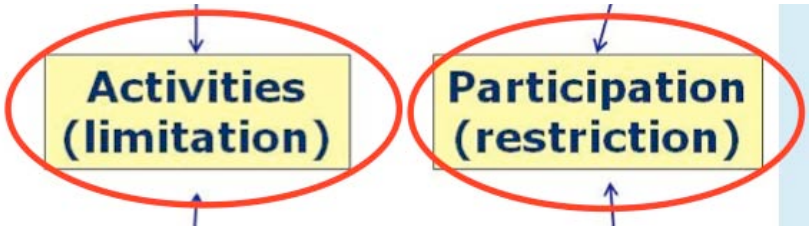
Component "Activity" and "Participation"

1. Activity - execution of a task or action (action) by a person;
2. Participation – involvement of a person into a life situation;

Impairments - problems that a person could be confronted with in performing a task or action, or experiences in a life situation.



Component "Environmental Factors"

"Environmental factors represent the material, social, and attitudinal environment in which people live and develop their existence.“

Environmental factors can constitute barriers or facilitators for one person.

Component "Personal Factors"

"Personal factors - background of the life and lifestyle of a person and include conditions of the people who are not part of their health problem or condition: gender, ethnicity, age, (...), education and training, work (...). “

Personal factors may also include barriers or facilitators as assessment criteria.

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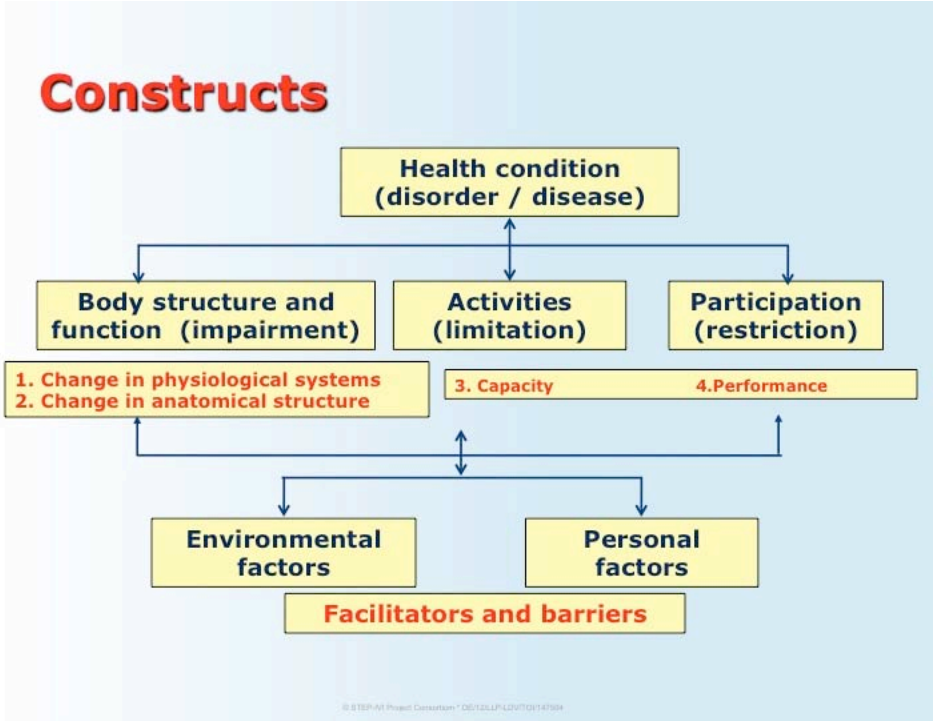
2.6.2.3 Constructs

ICF operates with ***five constructs.*** Only ***four*** of these ***constructs*** are represented by qualifiers. The construct Environmental Factors is represented with the symbol “+“or the period.

Constructs in Body Function and Body Structure

Those components are described by the constructs:
1. Change in physiological systems
2. Change in anatomical structure

Those constructs consider the rule that:
Impairments are problems in body function or structure such as a significant deviation or loss.



Constructs in "Activity" and "Participation"

The contructs considering the description of this components are:
1. **Capacity** and
2. **Performance**

Capacity defines an **Individual’s ability** to execute a task or an action. This identifies the **highest probable level *of functioning*** that a person may reach in a given domain ***at a given moment***.

Performance defines ***what an individual does*** in his or her current environment, "involvement in a life situation" or "the lived experience" of people ***in the actual context*** in which they live.

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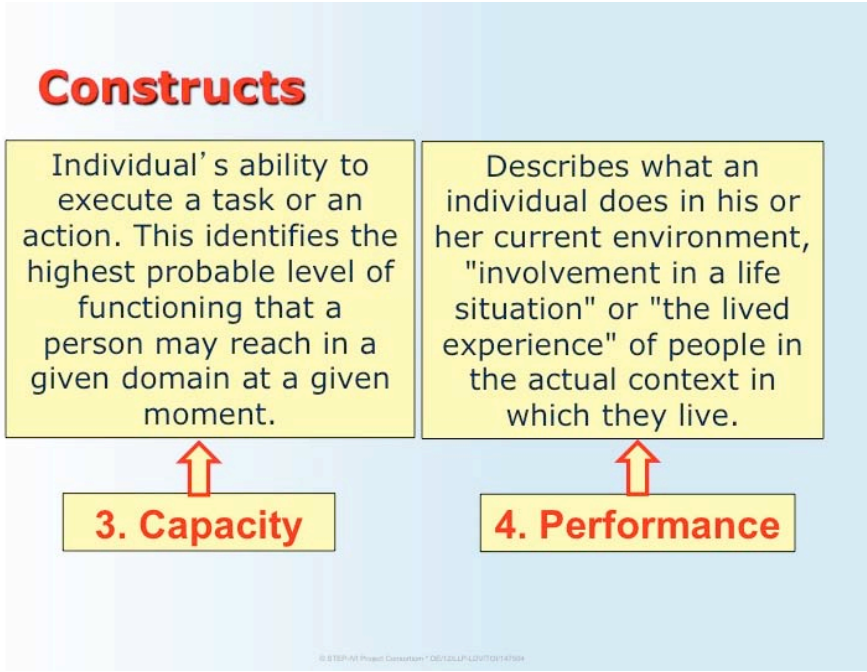

Constructs in "Environmental" and "Personal" factors

Those constructs are simply called ***"Facilitators"*** and ***"Barriers".*** It indicates the extent to which an environmental factor acts as either a *facilitator* or *barrier* to functioning.

2.6.2.4 Chapters

The ICF includes 40 thematic chapters. These chapters structurize the components concerning thematic headlines.

Body Function
Chapter 1 Mental functions
Chapter 2 **Sensory** functions and pain
Chapter 3 Voice and speech functions
Chapter 4 Functions of the cardiovascular, hematological, immunological and respiratory systems
Chapter 5 Functions of the digestive, metabolic and endocrine systems
Chapter 6 Genitourinary and reproductive functions
Chapter 7 Neuromusculoskeletal and movement-related functions
Chapter 8 Functions of the skin and related structures

Body Structure
Chapter 1 Structures of the nervous system
Chapter 2 The **eye**, ear and related structures
Chapter 3 Structures involved in voice and speech
Chapter 4 Structures of the cardiovascular, immunological and respiratory systems
Chapter 5 Structures related to the digestive, metabolic and endocrine systems
Chapter 6 Structures related to the genitourinary and reproductive systems
Chapter 7 Structures related to movement
Chapter 8 Skin and related structures

Activity and Participation
Chapter 1 Learning and applying knowledge
Chapter 2 General tasks and demands
Chapter 3 Communication
Chapter 4 Mobility
Chapter 5 Self-care
Chapter 6 Domestic life
Chapter 7 Interpersonal interactions and relationships
Chapter 8 Major life areas
Chapter 9 Community, social and civic life

Environmental factors
Chapter 1 Products and technology
Chapter 2 Natural environment and human-made changes to environment
Chapter 3 Support and relationships
Chapter 4 Attitudes
Chapter 5 Services, systems and policies

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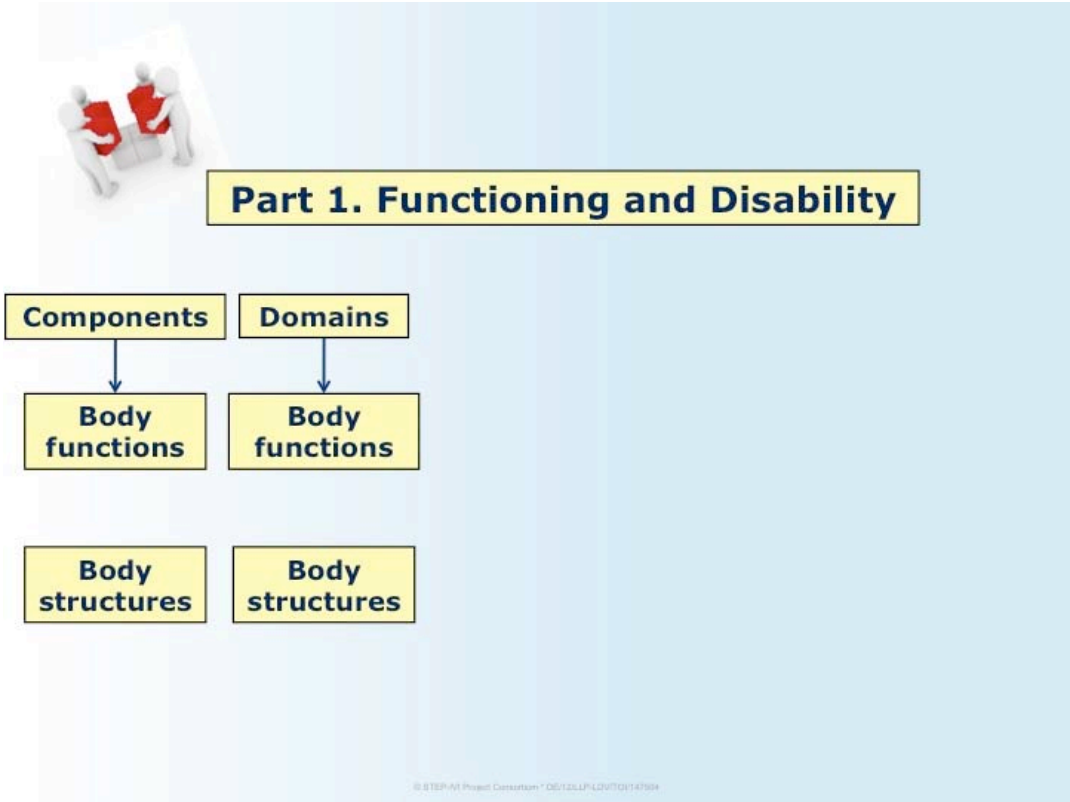
Personal factors
Chapter 1 Age
Chapter 2 Sex
Chapter 3 Character, lifestyle, coping
Chapter 4 Social background
Chapter 5 Education / Training
Chapter 6 Profession
Chapter 7 Experience
Chapter 8 Motivation
Chapter 9 Action
Chapter 10 Courage
Chapter 11 Genetic predisposition

2.6.3 The relation of ICF elements concerning functioning and disability

2.6.3.1 Components and Domains

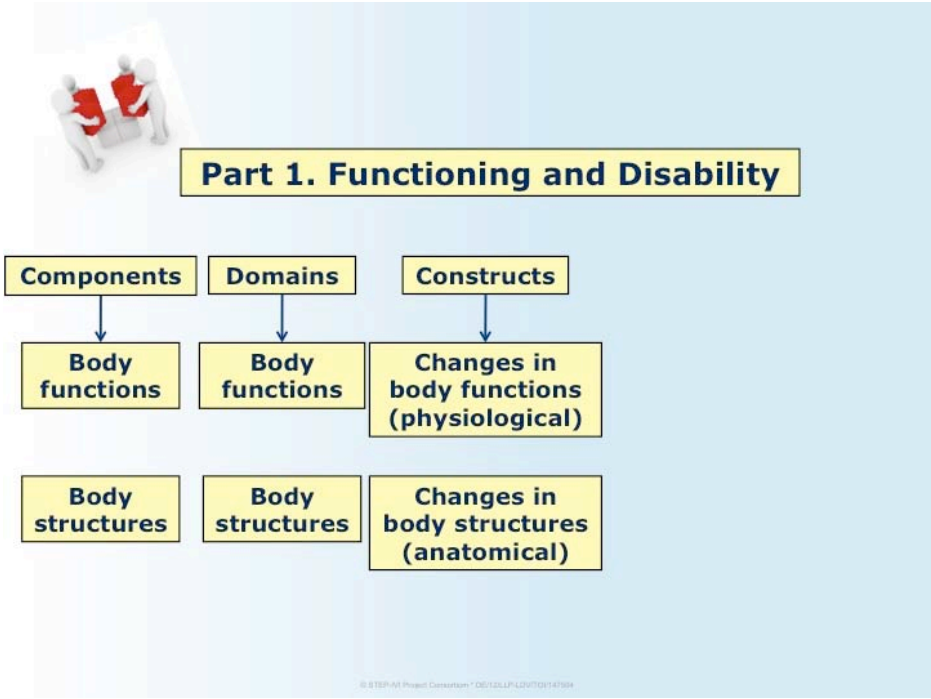
1. Components include: a) body function b) body structure
2. Domains include: a) body function b) body structure



2.6.3.2 Constructs

Constructs contain:

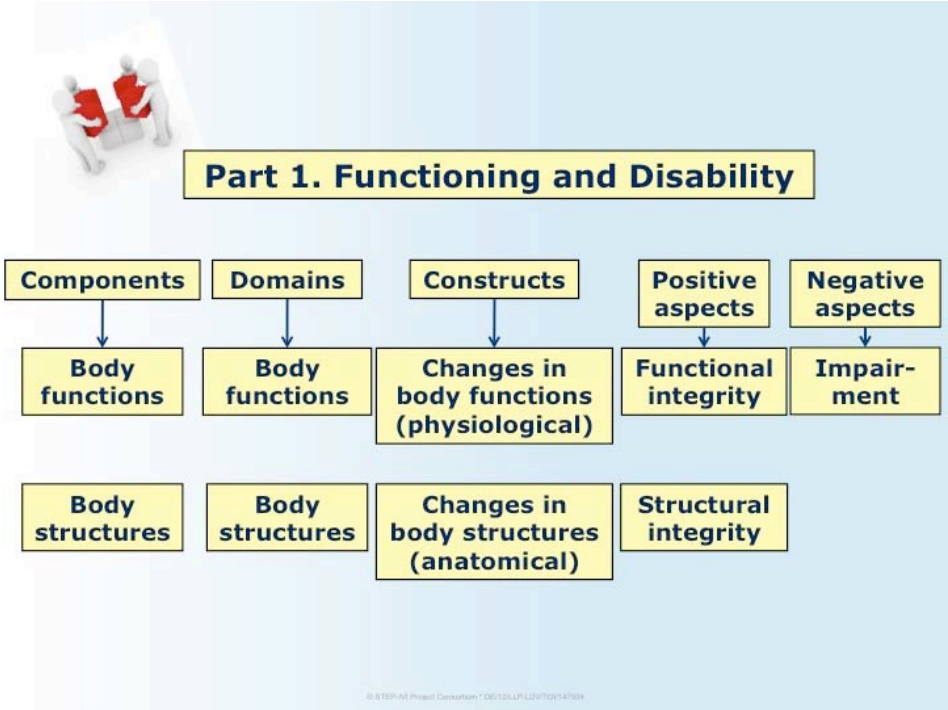
a) Changes in body functions (physiological)
b) Changes in body structure (anatomical)



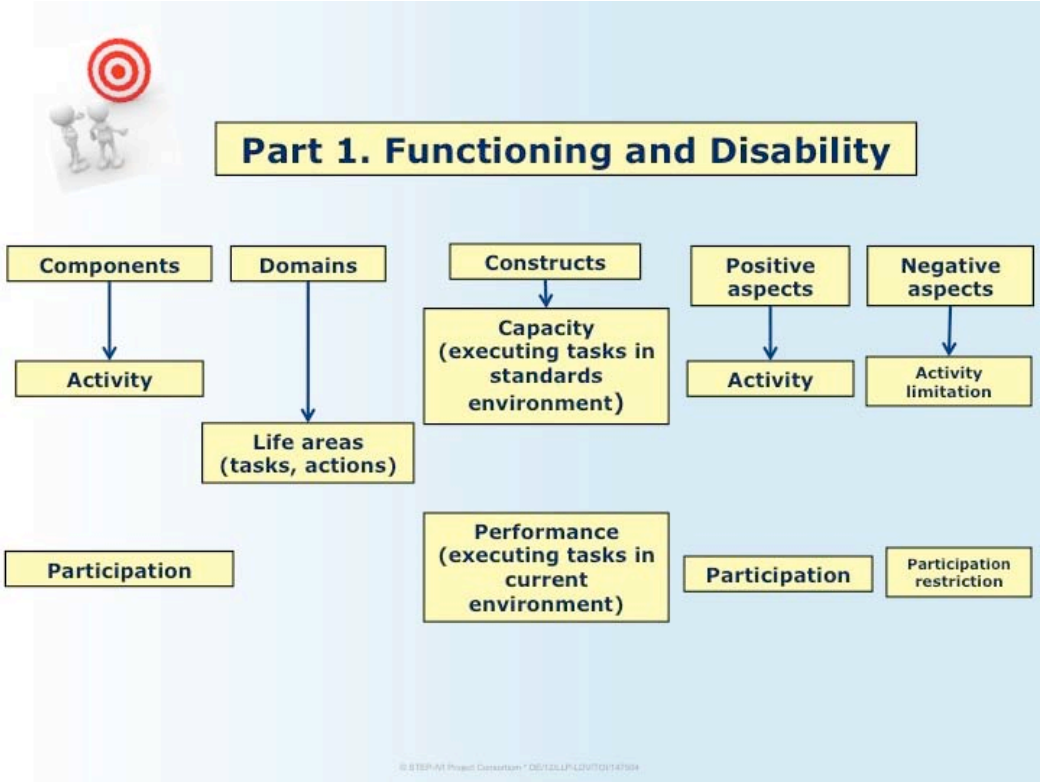
2.6.3.3 Relevance of elements

The classification of body function describes in case of positive results the functional integrity, in case of negative results, the extension of impairment.

The classification of body structure describes in case of positive results the structural integrity, in case of negative results, the extension of impairment.



2.6.3.4 Activity and participation

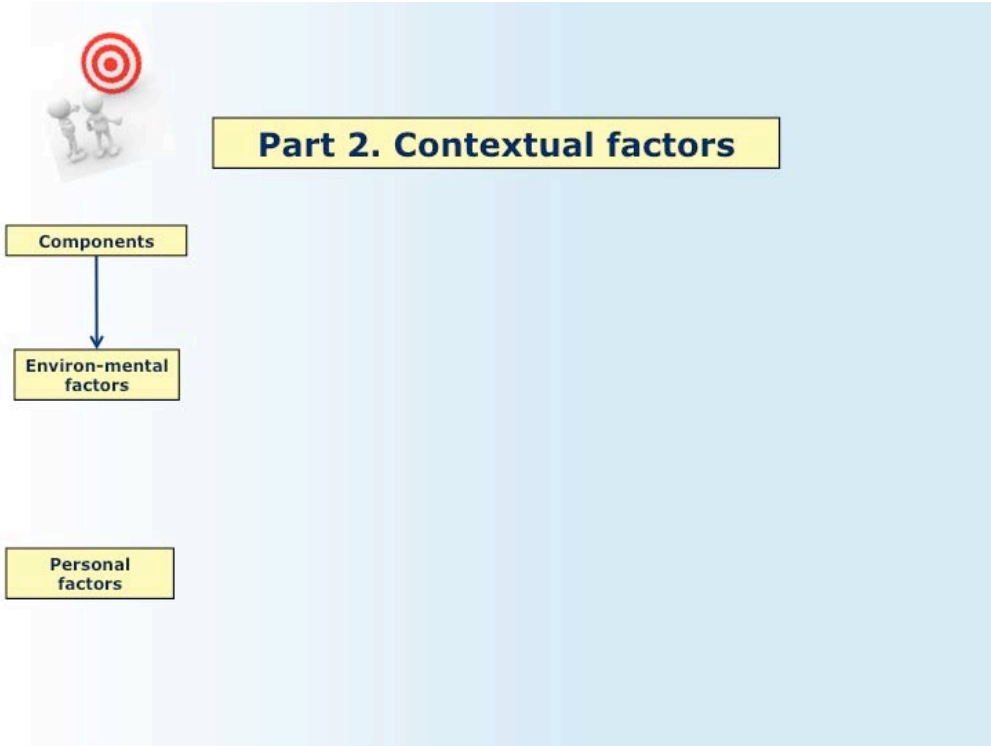


2.6.4 Contextual factors

2.6.4.1 Components

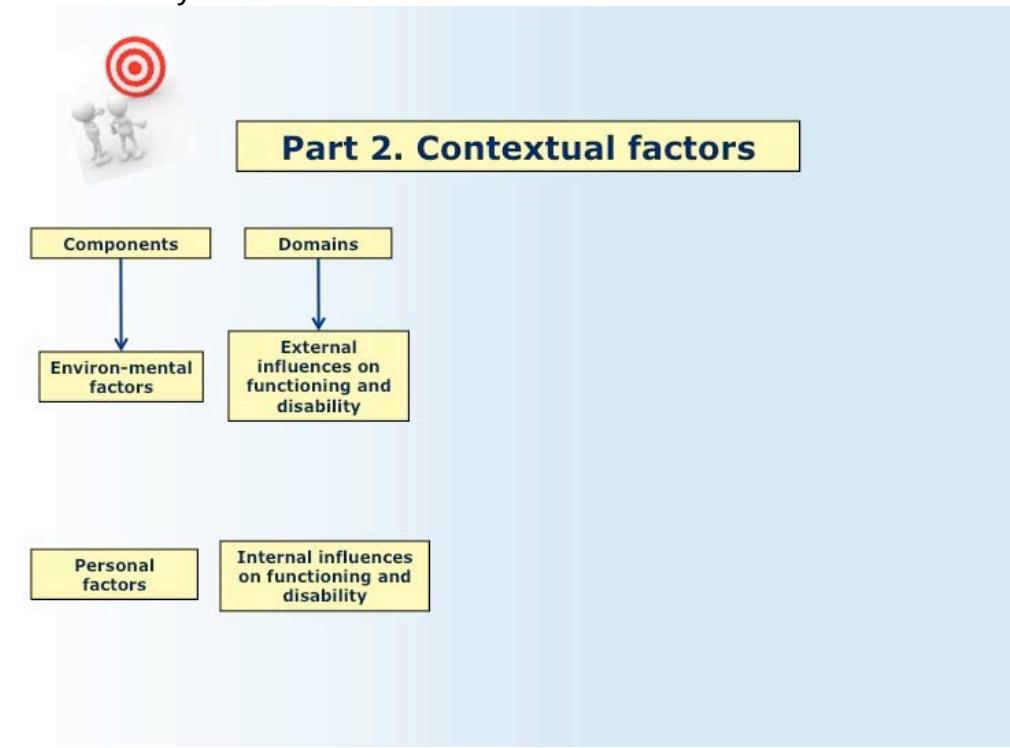
Components include

a) Environmental Factors and
b) Personal Factors



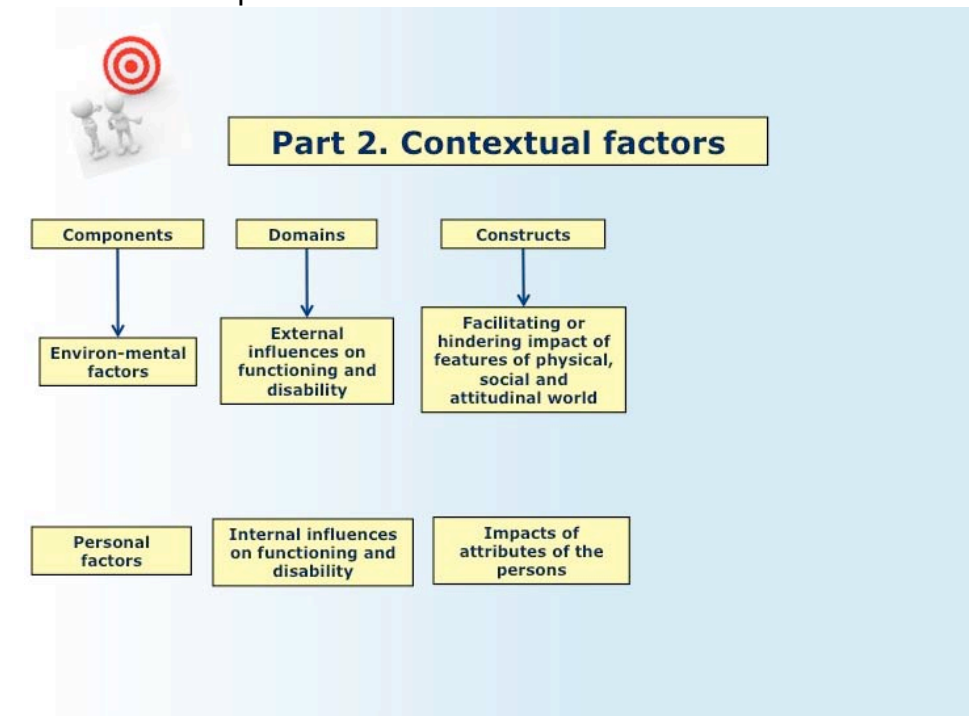
2.6.4.2 Domains

1. The domains of Environmental Factors describe external influences on functioning and disability
2. The domains of Personal Factors describe internal influences on functioning and disability



2.6.4.3 Constructs

1. The constructs concerning the Environmental Factors describe facilitating or hindering impact of features of physical, social and attitudinal world
2. The constructs concerning the Personal Factors describe the impacts of attributes of the persons



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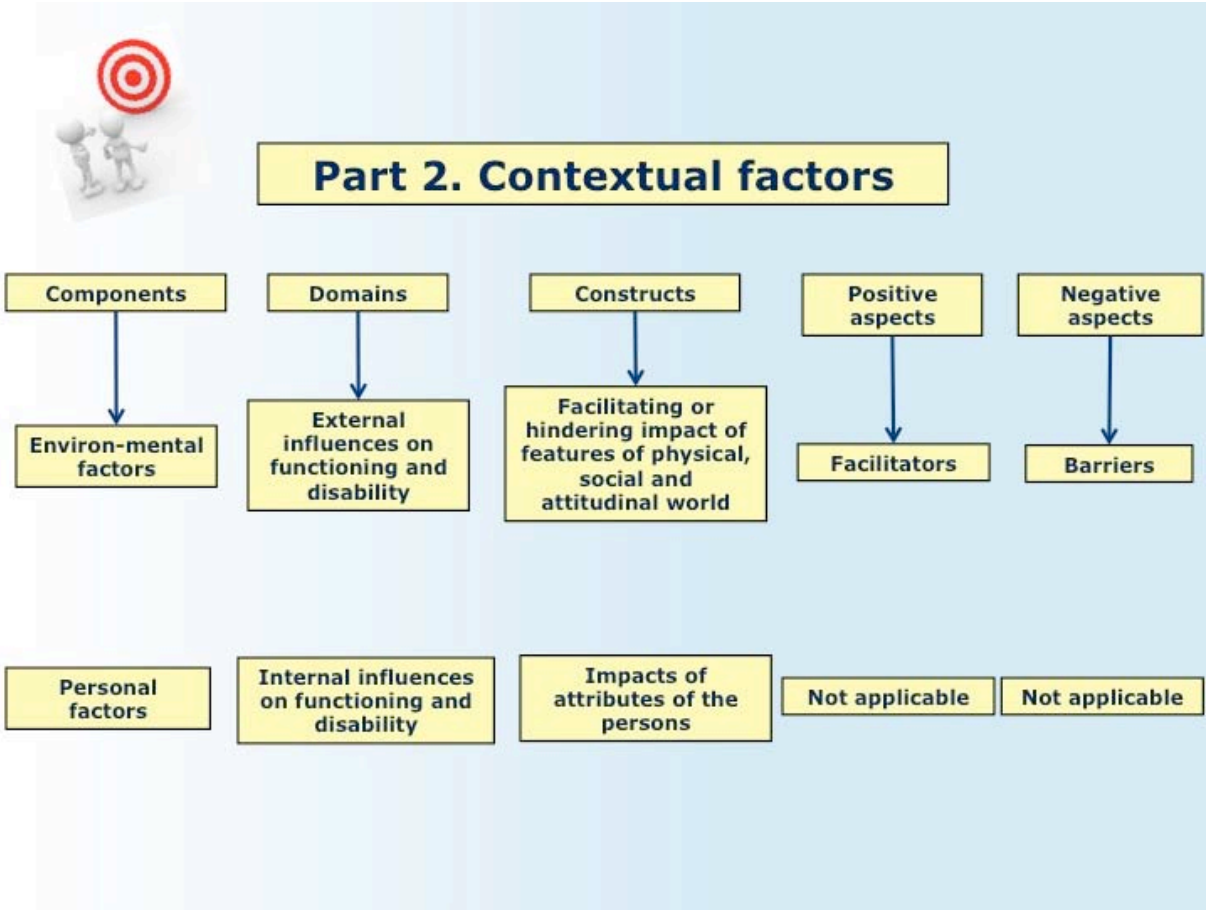
2.6.4.4 Qualifying the constructs

1. For the Environmental Factors, positive factors are rated as "Fascilitators" and negative factors as "Barriers"
2. Personal factors don't experience any rating



2.7 IV Step 3 - ICF in practice – Example: The Visual Profile

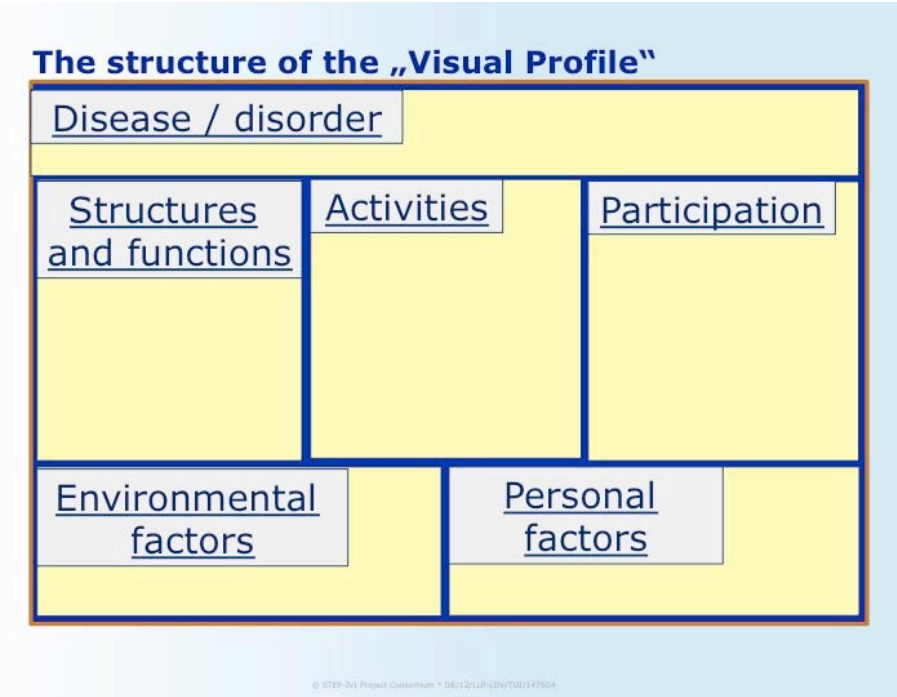
Preface

The following description will be supported by an example of a case study of a virtual visually impaired person. The related information is written on yellow background. The ICF definition of the concerned element are presented on a separate slide.

The description of the case is based on the structure of the "Visual profile". This is one of several adaptations of the ICF structure for the practical use into the field of vision impairment, designed by our partner "Royal Dutch Visio" from the Netherlands. We chosed this adaptation, because it is very neat, practical and it has been proved successful at Royal Dutch Visio.

You can read more about the ICF related work of Royal Visio at:
http://www.visualprofile.info

2.7.1 The design of the Visual Profile



As you can see, the Visual Profile reflects the Bio-Psyco-Social Model of the ICF. This model is transformed into a table where the different element can be edited. At the top line you'll find the description of the diagnosis of the disease or the disorder.

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Below this line you'll find three columns. From left to the right these are:

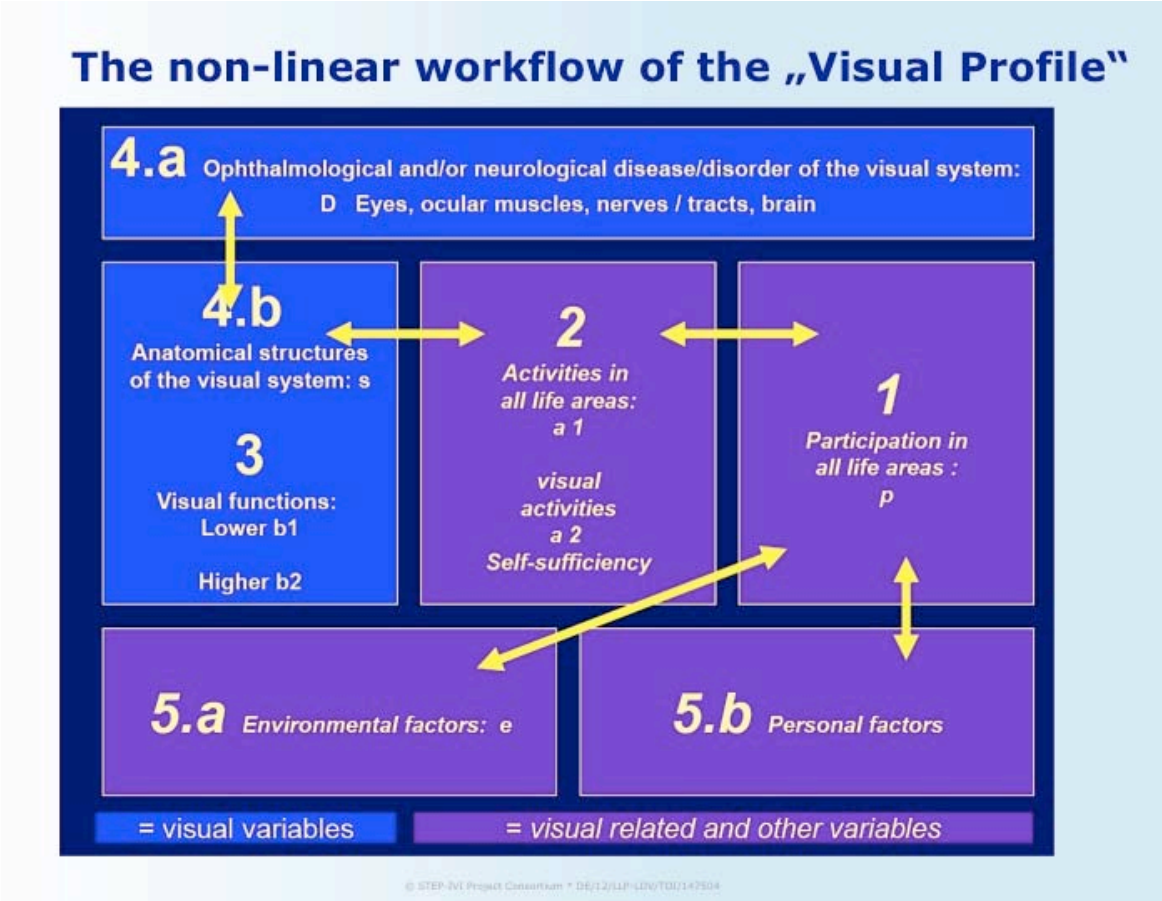
- Body Structure and Body Functions
- Activities
- Participation

Below these columns, you'll find the two contextual components:

- Environmental Factors and
- Personal Factors

2.7.1.1 Workflow of the Visual Profile

The important aspect of this system is that this profile is not processed in a linear way from the top (disease and disorder) via Body Structures and -Functions to Personal Factors.
This process will be started in the element "Participation", will then be continued in "Activity". After this Body Structures and -Functions will be considered. Disease and disorder, Environmental and Personal Factors conclude the processing.



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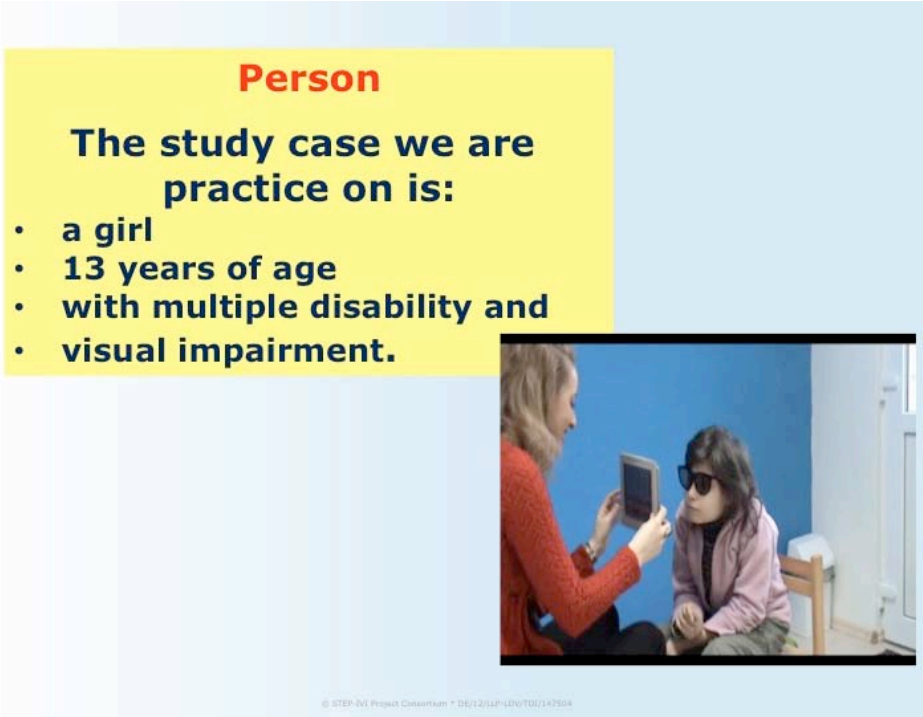
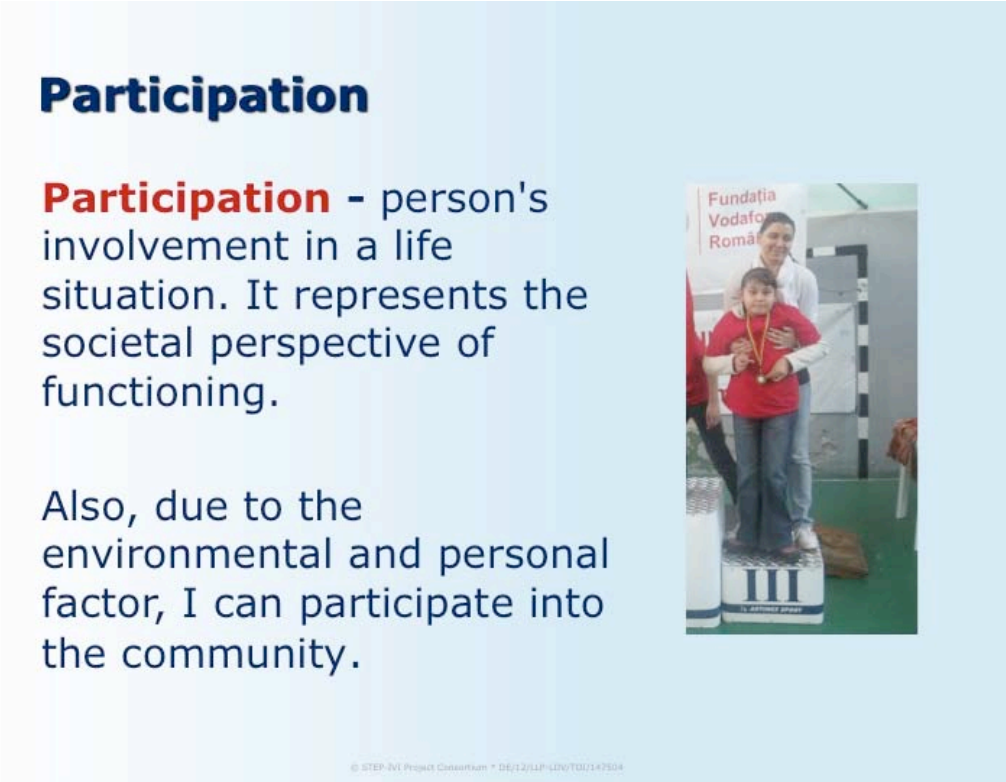
2.7.2 IV Step 3 - ICF in Practice - Case Study

2.7.2.1 Personal Data



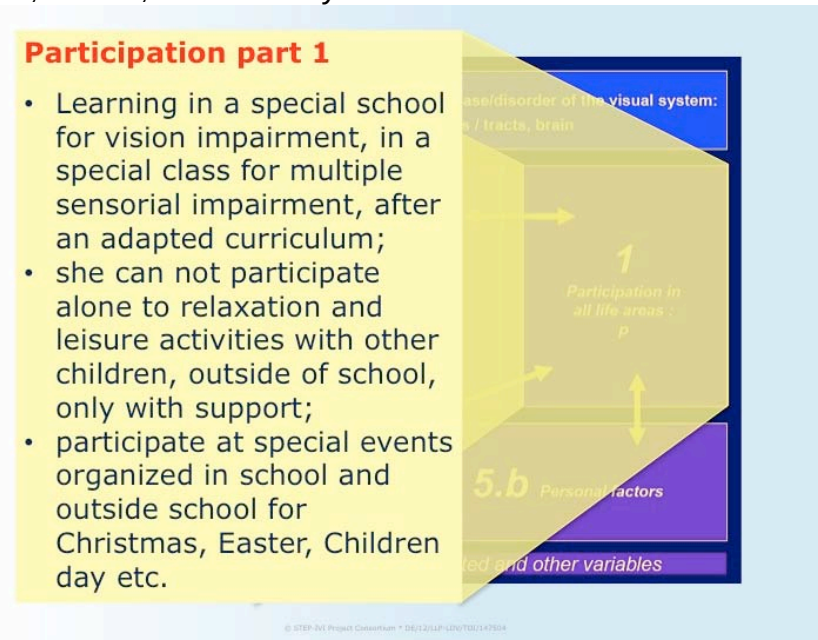
2.7.3 Reviewing the definition "Participation"

Participation - person's involvement in a life situation. It represents the societal perspective of functioning.
Also, due to the environmental and personal factor, I can participate into the community.



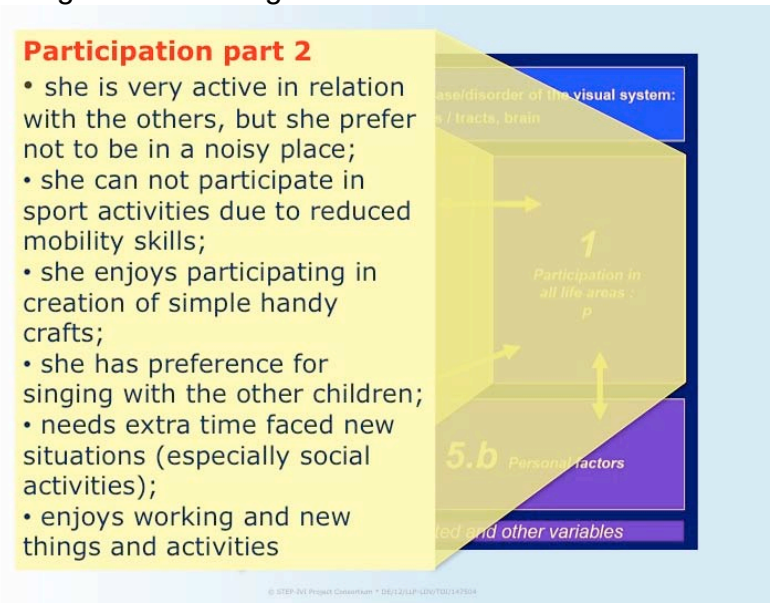
2.7.3.1 Participation factors - part 1

- •Learning in a special school for vision impairment, in a special class for multiple sensorial impairment, after an adapted curriculum;
- •she can not participate alone to relaxation and leisure activities with other children, outside of school, only with support;
- •participate at special events organized in school and outside school for Christmas, Easter, Children day etc.



2.7.3.2 Participation factors - part 2

- she is very active in relation with the others, but she prefer not to be in a noisy place;
- she can not participate in sport activities due to reduced mobility skills;
- she enjoys participating in creation of simple handy crafts;
- she has preference for singing with the other children;
- needs extra time faced new situations (especially social activities);
- enjoys working and new things and activities

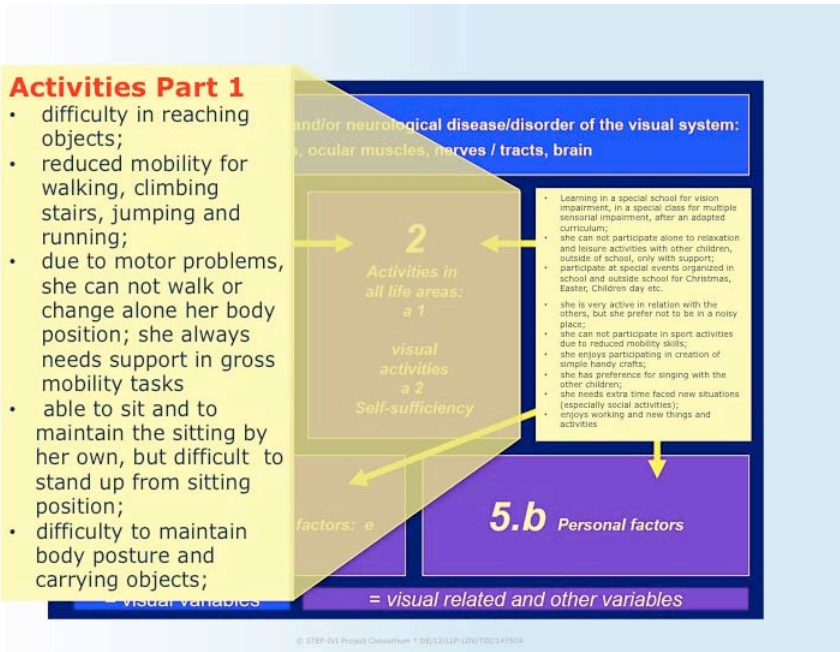


2.7.4 Reviewing the definition "Activity"

Activity - execution of a task or action by an individual. It represents the individual's perspective of functioning.
According with the environmental and personal factor, I, as person, can perform different activities.

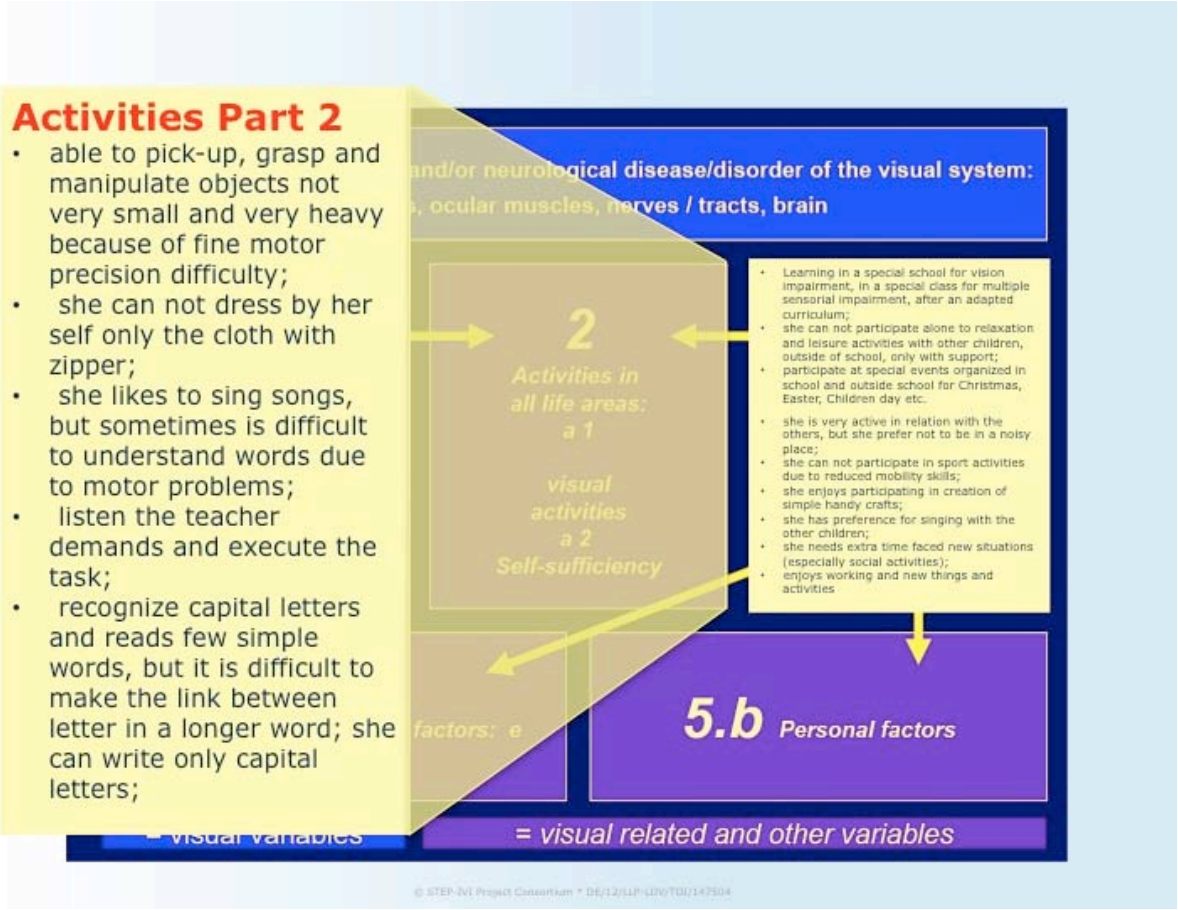
2.7.4.1 Activity factors Part 1

- difficulty in reaching objects;
- reduced mobility for walking, climbing stairs, jumping and running;
- due to motor problems, she can not walk or change alone her body position; she always needs support in gross mobility tasks
- able to sit and to maintain the sitting by her own, but difficult to stand up from sitting position;
- difficulty to maintain body posture and carrying objects;



2.7.4.2 Activity factors Part 2

- able to pick-up, grasp and manipulate objects not very small and very heavy because of fine motor precision difficulty;
- she can not dress by her self only the cloth with zipper;
- she likes to sing songs, but sometimes is difficult to understand words due to motor problems;
- listen the teacher demands and execute the task;
- recognize capital letters and reads few simple words, but it is difficult to make the link between letter in a longer word; she can write only capital letters



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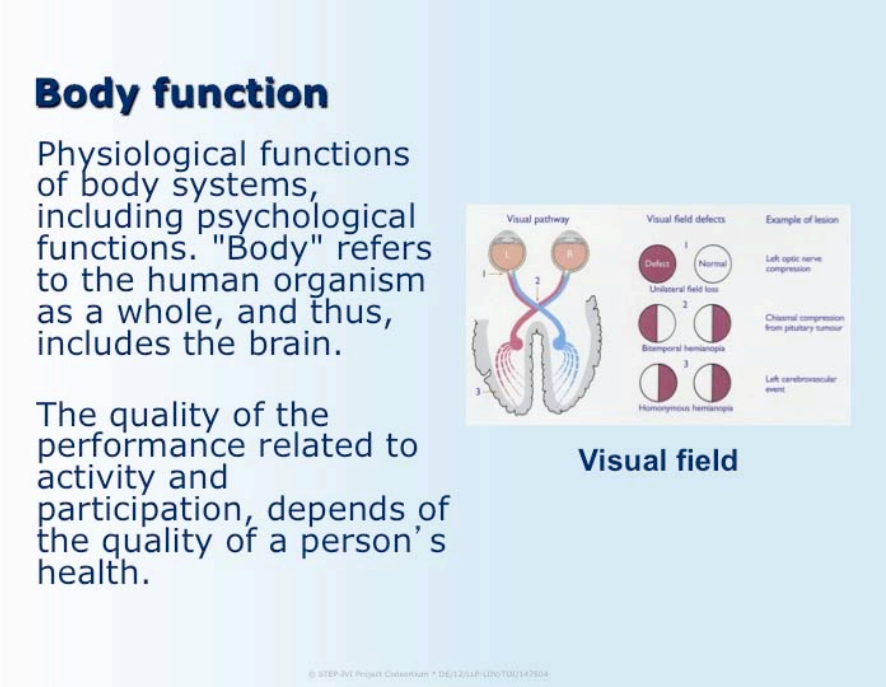
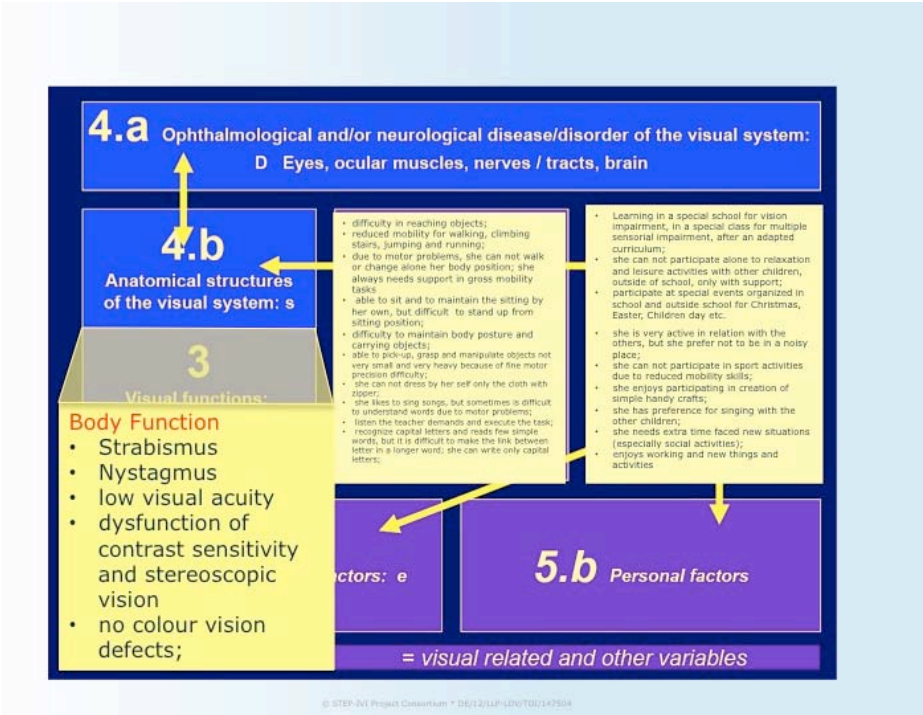
2.7.5 Reviewing the definition of Body Function

Physiological functions of body systems, including psychological functions. "Body" refers to the human organism as a whole, and thus, includes the brain.
The quality of the performance related to activity and participation, depends of the quality of a person’s health.



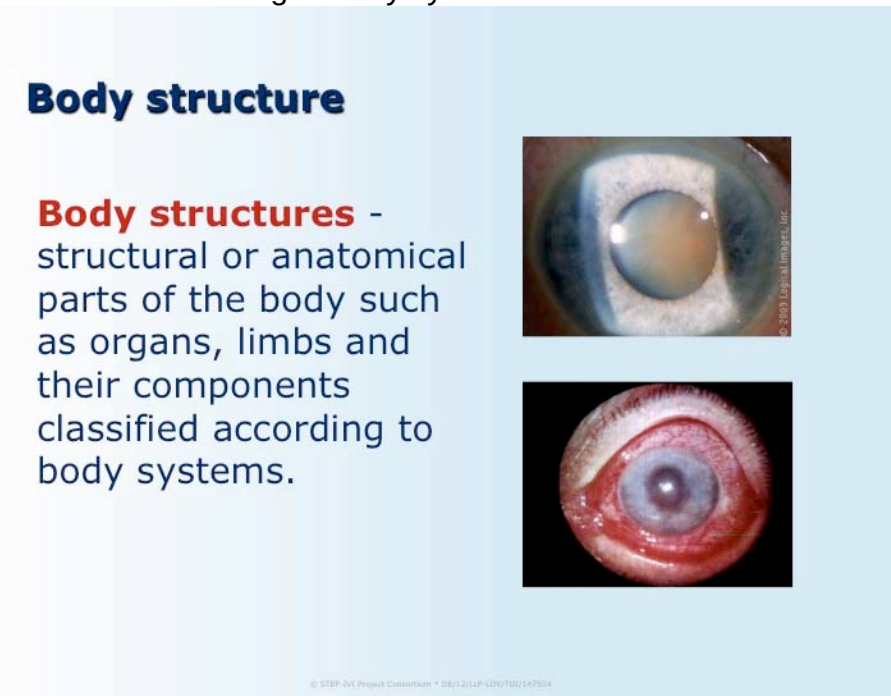
2.7.5.1 Body Function

- Strabismus
- Nystagmus
- low visual acuity
- dysfunction of contrast sensitivity and stereoscopic vision
- no colour vision defects



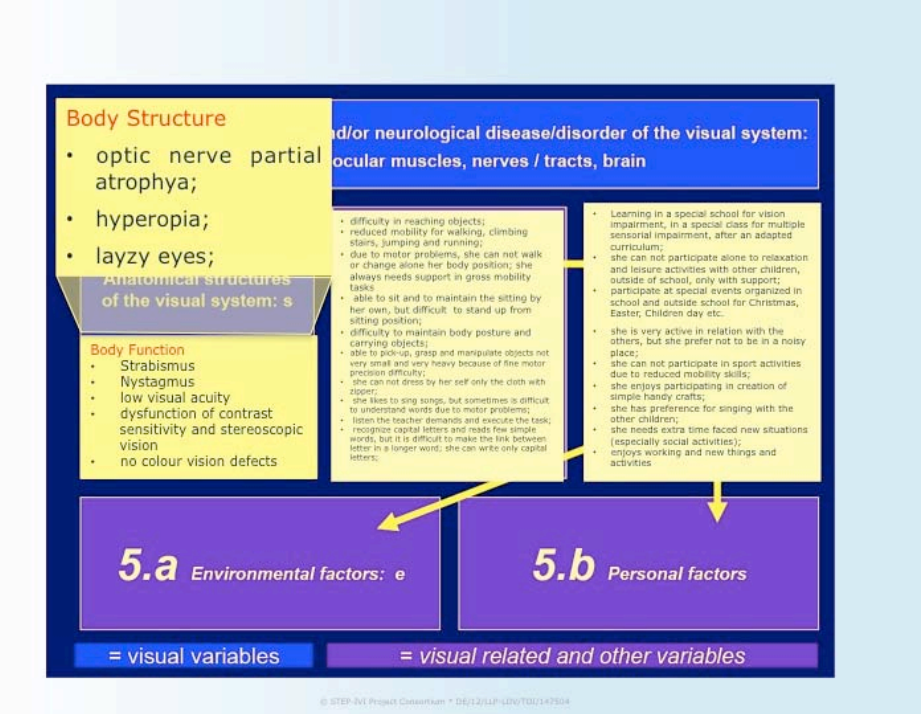
2.7.6 Reviewing the definition of Body Structure

Structural or anatomical parts of the body such as organs, limbs and their components classified according to body systems.



2.7.6.1 Body Structure

- optic nerve partial atrophya;
- hyperopia;
- layzy eyes



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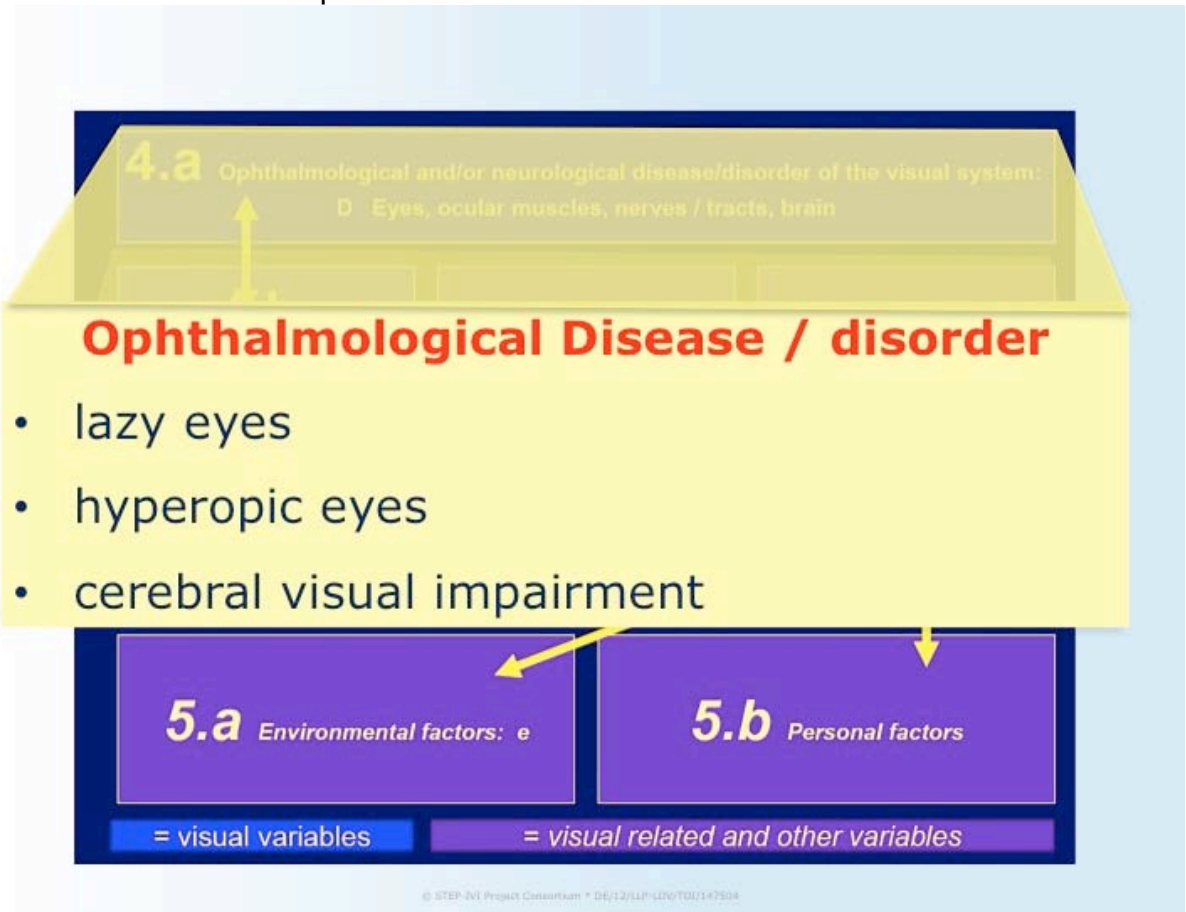
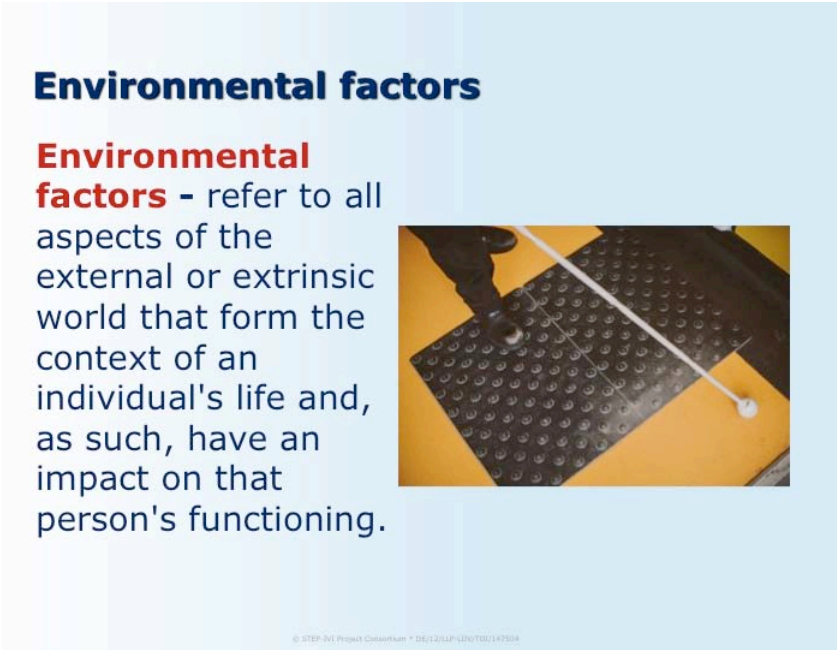
2.7.7 Ophthalmological Disease / disorder

- lazy eyes
- hyperopic eyes
- cerebral visual impairment



2.7.8 Reviewing the definition of Environmental Factors

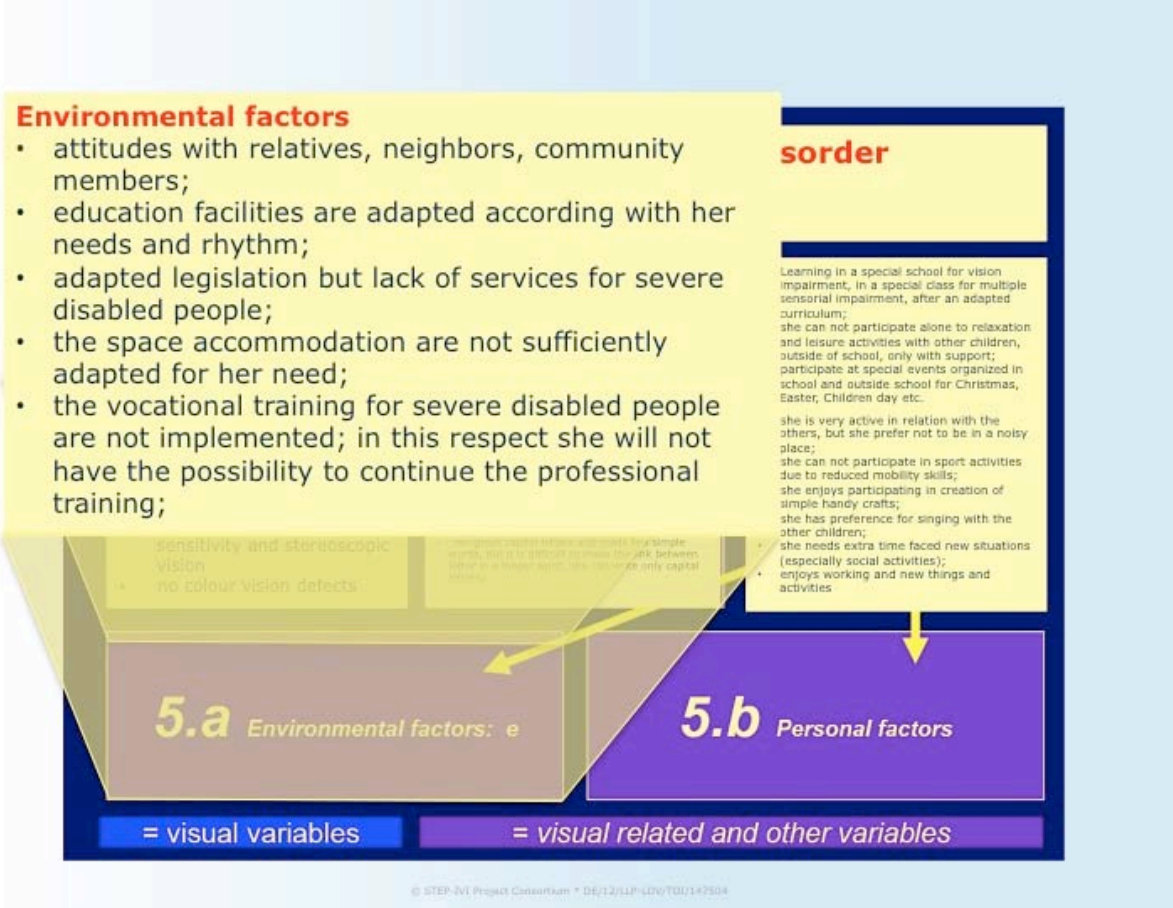
Environmental factors refer to all aspects of the external or extrinsic world that form the context of an individual's life and, as such, have an impact on that person's functioning.



According to ICF philosophy as a bio-psycho-social model, the contextual factors are those that accentuate or diminish the symptoms , that appear of a result of an illness. First of all every person living in a particular environment which can be facilitator for some, or a barrier for others.
Each person interpret the environment and world according with his/her personal criteria.

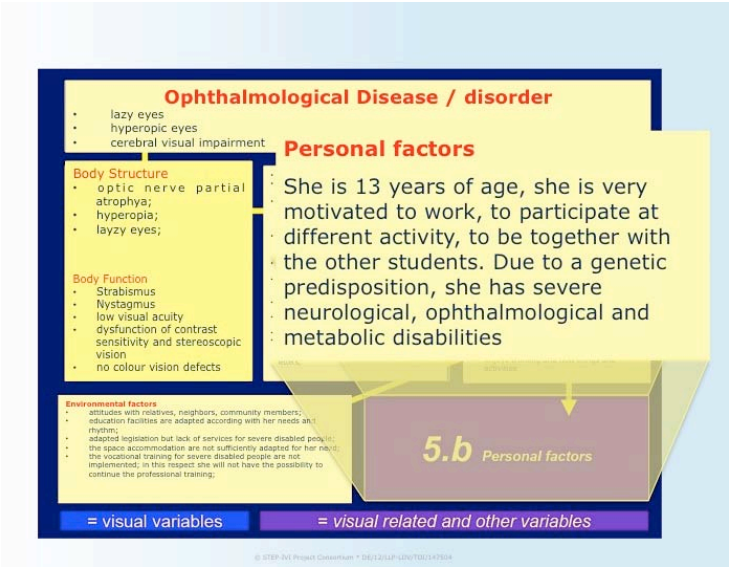
2.7.8.1 Environmental Factors in the case study

- attitudes with relatives, neighbors, community members;
- education facilities are adapted according with her needs and rhythm;
- adapted legislation but lack of services for severe disabled people;
- the space accommodation are not sufficiently adapted for her need;
- the vocational training for severe disabled people are not implemented; in this respect she will not have the possibility to continue the professional training



2.7.9 Reviewing the definition of Personal factor

Contextual factors that relate to the individual such as age, gender, social status, life experiences etc. which are not currently classified in ICF.

2.7.9.1 Personal Factors of the Case Study

- She is 13 years of age,
- she is very motivated to work,
- to participate at different activity,
- to be together with the other students.
- Due to a genetic predisposition, she has severe neurological, ophthalmological and metabolic disabilities