

14th Annual North American Collaborating Center
Conference on ICF

Quebec City, August, 2008

**Enhancing the conceptual clarity of
the activity and participation
components of the ICF**

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2008;66:2335-2345

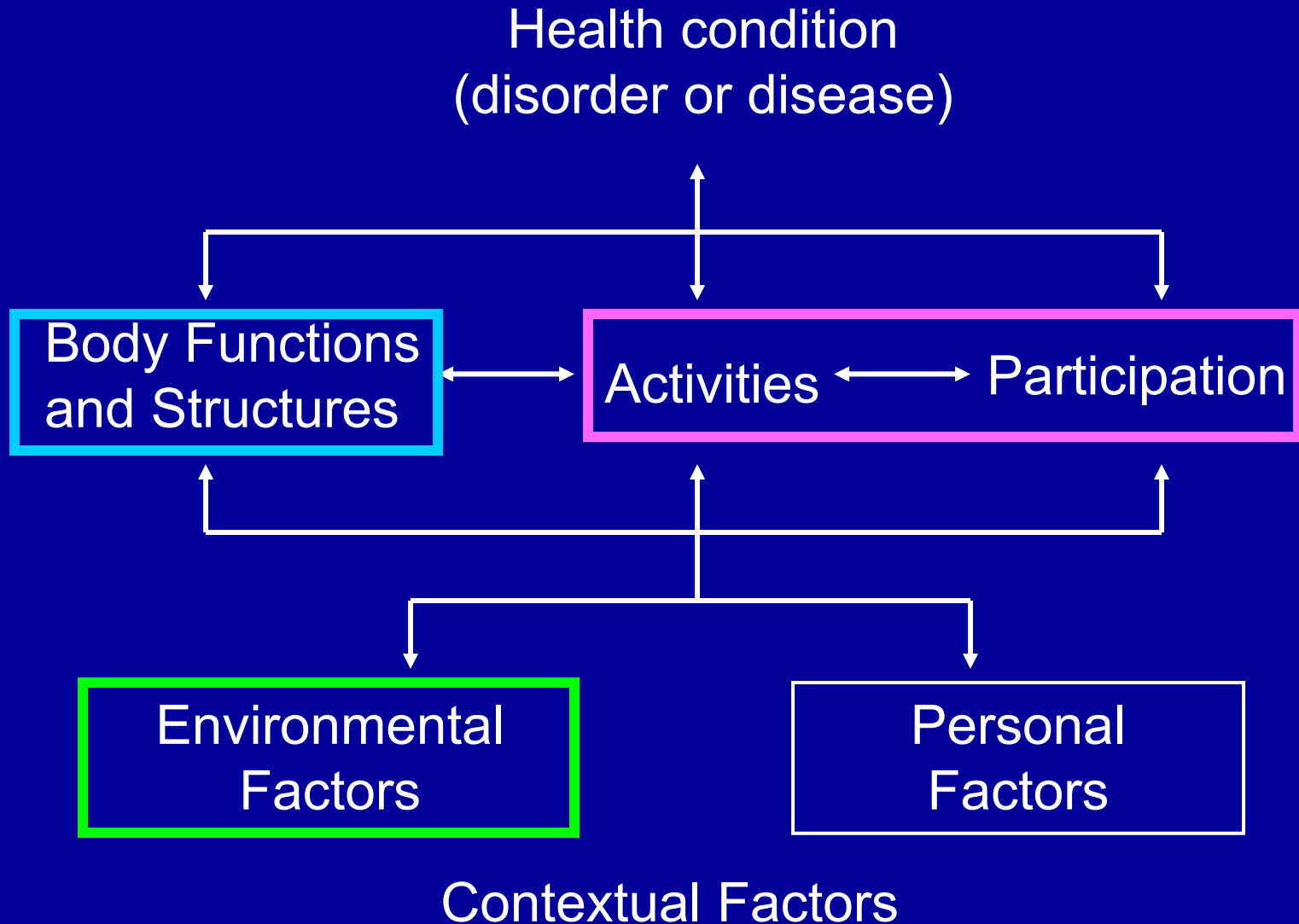
Enhancing the conceptual clarity of the
activity and participation components of
the International Classification of
Functioning, Disability and Health

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Areas where the mode of application of the ICF has been left open pending further experience.

1. the distinction between activity and participation
 2. whether environmental factors are coded generally or in relation to a particular construct of the classification
 3. the further specification of the conceptual model linking the components and
 4. a categorization of personal factors
- This presentation outlines some suggested approaches to filling the 1st 3 of these gaps.

The ICF Conceptual Model



Components of Functioning and Disability

Activities and Participation

- **Activity**: the execution of a task or action by an individual
 - negative aspect: activity limitation
- **Participation**: involvement in a life situation
 - negative aspect: participation restriction

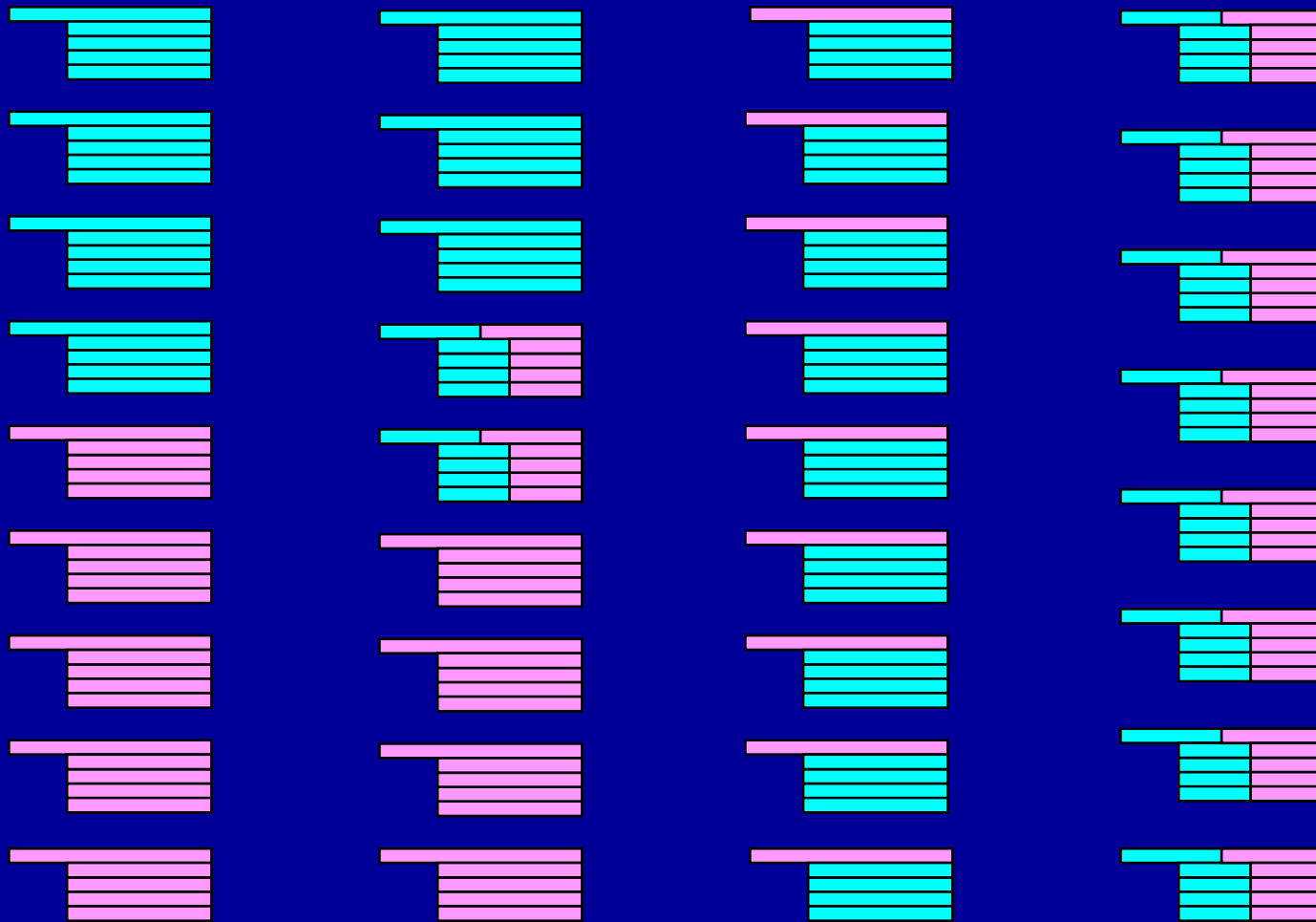
Both coded by level of severity

ICF classification of activity and participation – ‘the complete range of domains denoting aspects of functioning from both an individual and societal perspective’

Activities and Participation Classification

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

Guidance for distinguishing between Activities and Participation in the ICF classification: Suggestions in Annex 3 of the Manual of the ICF



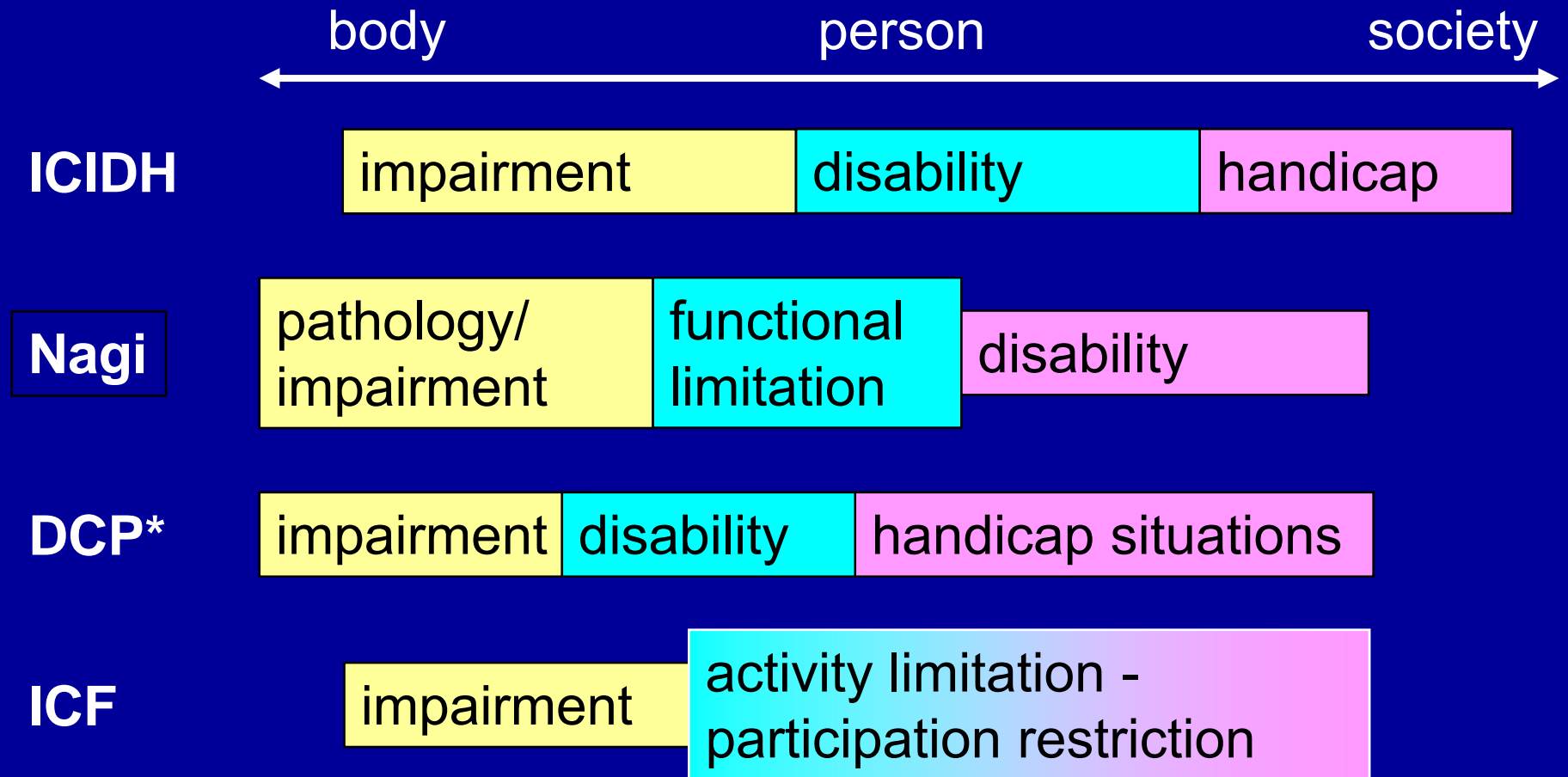
 Activity

 Participation

Areas where the mode of application of the ICF has been left open pending further experience.

1. the distinction between activity and participation
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Mapping concepts to disablement models



*DCP: Disability Creation Process

Methods

- Detailed review of the content of three disability classifications
 - the ICF
 - the ICIDH
 - the DCP
 - examples in the commentaries (including for the Nagi model)
- Iterative inductive approach to identify characteristics to distinguish components of disability, using as starting point the breaks between the components in the existing classifications.

Results

10 distinguishing characteristics:

Domain covered:

1. relates to
2. how exhibited
3. origin of problems

Individual effects:

4. cognitive
5. volition

Contextual influences:

6. contextual scene-setters
7. cultural variation
8. involvement of others: acquisition
9. involvement of others: performance
10. contextual facilitators and barriers

4 components of functioning:

Body
function/structure

Acts

Tasks

Societal
involvement

Distinguishing components of functioning and disability

Construct: Body function/structure

- Body systems and parts

Examples: atrophy of optic nerve, absence of thumb, heart rate, pain, **power of muscles**, deformity of hand

- Involvement of ≥ 1 body systems (organ structure & function)
- Where $>$ system involved, failure of any one \rightarrow impairment

Distinguishing components of functioning and disability

Construct: Acts

- The general things that a person can do independent of context or purpose

Examples: seeing, walking, gripping

- Always involvement ≥ 1 body system, including mental functions. Synchrony of functioning – perhaps with other actions
- A problem in 1 system does not always \rightarrow problem, as may be leeway (contextual factors)

Distinguishing components of functioning and disability

Construct: Tasks

- The purposeful things people do in daily life in a specific context

Examples: 'activities of daily living' (e.g. **dressing**), 'instrumental activities of daily living' (e.g. **cooking**), and tasks that are part of work, leisure or social activities.

- Comprises coordinated, sequenced and synchronized acts or other (sub) tasks. May be inter-personal variation in the way a task is done
- Difficulty with component act or sub-task need not → problem (personal and environmental factors)

Distinguishing components of functioning and disability

Construct: Societal involvement

- Defined by the social role

Examples: **roles** such as work and **employment**, leisure, **parenting**, and community, social and civic life

- The individual as a player in socially or culturally influenced major areas of life
- May be tradeoff between opportunities and personal preferences

Distinguishing components of functioning and disability

	Acts	Tasks	Societal involvement
Individual effects:			
Cognitive	+	+	++
Volition	+	++	≈
Contextual influences:			
Scene-setters	-	+	++
Cultural variation	-	+	≈
Others & acquisition	-	+	++
Others & performance	-	±	+
Facilitators & barriers	-	++	+

Distinguishing components of functioning and disability

Individual effects: Cognitive and volition

Acts

- Cognitive component (but may be automatic processing)
- Have to want to see or grip

Tasks

- Cognitive component. Purposive, usually with specific objective
- Choices in how and when to dress or cook (and how to carry out component tasks), voluntary and purposeful

Distinguishing components of functioning and disability

Individual effects: Cognitive and volition

Societal involvement

- Ongoing appraisal and evaluation of the wider environment. Not only personal initiative and preference + demands of the role and consent of others.
- Need to be aware of the situation and wider environment, whether the role can be carried out may depend on others such as a potential employer, or a (older) child

Distinguishing components of functioning and disability

Contextual influences

Contextual scene-setters

Cultural variation

Involvement of others for acquisition

Involvement of others for performance

Contextual facilitators and barriers

Role of contextual influences

1. Affects the extent and nature of accomplishment of activity or participation

Facilitators or barriers

2. Determines nature of activity or participation
 - whether and how an activity is carried out
 - domains of participation and repertoire of tasks relevant to the individual

Scene-setting

Example: Tasks (Activity)

Scene-setting environmental factors

e.g. climate
culture

Defines the nature of the tasks
and how they are accomplished

e.g. dressing
Cooking food

(often via social roles/participation)



Example: Societal involvement (Participation)

Scene-setting environmental factors

Opportunities and imperatives for involvement - but not the composition of involvement in terms of the tasks included



e.g. employment: availability of jobs
parenting: relationship to a child
religious observance: culture
recreation: climate

Distinguishing components of functioning and disability

Contextual influences: scene-setters

Acts

- Context generally unspecified or ill defined
- Seeing, gripping imply a general context

Tasks

- Defines nature and accomplishment of tasks. May also determine repertoire of tasks (which may also depend on societal involvement)
- In a given setting norms and expectations associated with dressing, cooking and type of food



Distinguishing components of functioning and disability

Contextual influences: scene-setters

Societal involvement

- Shapes opportunities for, and types, of involvement but not the nature of the tasks included
- Opportunities for employment, parenting depends on e.g. age of the child(ren)



Distinguishing components of functioning and disability

Contextual influences: Cultural variation

Acts

- No
- Seeing, gripping universally understood

Tasks

- Nature and accomplishment dependent on culture and setting
- Type of clothing, cooking arrangements and food



Distinguishing components of functioning and disability

Contextual influences: Cultural variation

Societal involvement

- Only at conceptual level and even within a culture or setting there may not be universal understanding of areas of involvement
- Paid vs 'family/community' employment. Expectations of parenting roles.

Scene-setting contextual factors: Implications for capacity assessment

Scene-setting contextual factors:

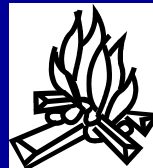
- raise questions about feasibility of capacity assessment
 - *Capacity*: an individual's ability to execute a task or an action in a “standardized” environment (which is uniform for **all persons** in **all countries**).
- likely underpin social/cultural differences
 - implications for research study design and assessment

Scene-setting contextual factors: Implications for assessment of **Acts** & **Tasks**

Acts • Universal, therefore standard assessment feasible

Tasks • Range of relevant tasks depends on the context

- Within a culture likely functional equivalence
- Between cultures only semantic equivalence
 - means a uniform assessment may be difficult



Scene-setting contextual factors: Assessment of Societal involvement

Although concepts recognized, unlikely to be a uniform relationship contributing tasks

- therefore cannot assess in terms of these

Tasks

Supervising others

Serving in military

Providing care

Using computer

Digging holes

Waiting at tables

Giving research papers

Employment



Distinguishing components of functioning and disability

Contextual influences: Involvement of others for acquisition & reinforcement

Acts

- No: generally acquired with maturation: practice and skill may contribute
- Learn to 'see' and grip as part of normal development

Tasks

- Yes, sometimes formal instruction: learning and reinforcement through interaction with others
- Learn to dress and cook by formal and informal teaching

Distinguishing components of functioning and disability

Contextual influences: Involvement of others for acquisition & reinforcement

Societal involvement

- Acquired through informal or formal social processes: reinforced through inter-personal experience
- Parenting skills acquired through informal or formal learning: practice important. For employment formal preparation and learning plus on-the-job experience

Distinguishing components of functioning and disability

Contextual influences: Involvement of others for performance

Acts

- No

Tasks

- Incidental
- Dressing, cooking generally carried out independently

Societal involvement

- Integral to the social context
- e.g. interactions with employer-employee, co-workers, with a child for parenting

Distinguishing components of functioning and disability

Contextual influences: facilitators or barriers

Acts

- Can modify somewhat
- Glasses for seeing, splints to help gripping

Tasks

- Can modify manner and extent of accomplishment
- For dressing and cooking: assistive devices, equipment, (environmental) design, availability of help

Distinguishing components of functioning and disability

Contextual influences: facilitators or barriers

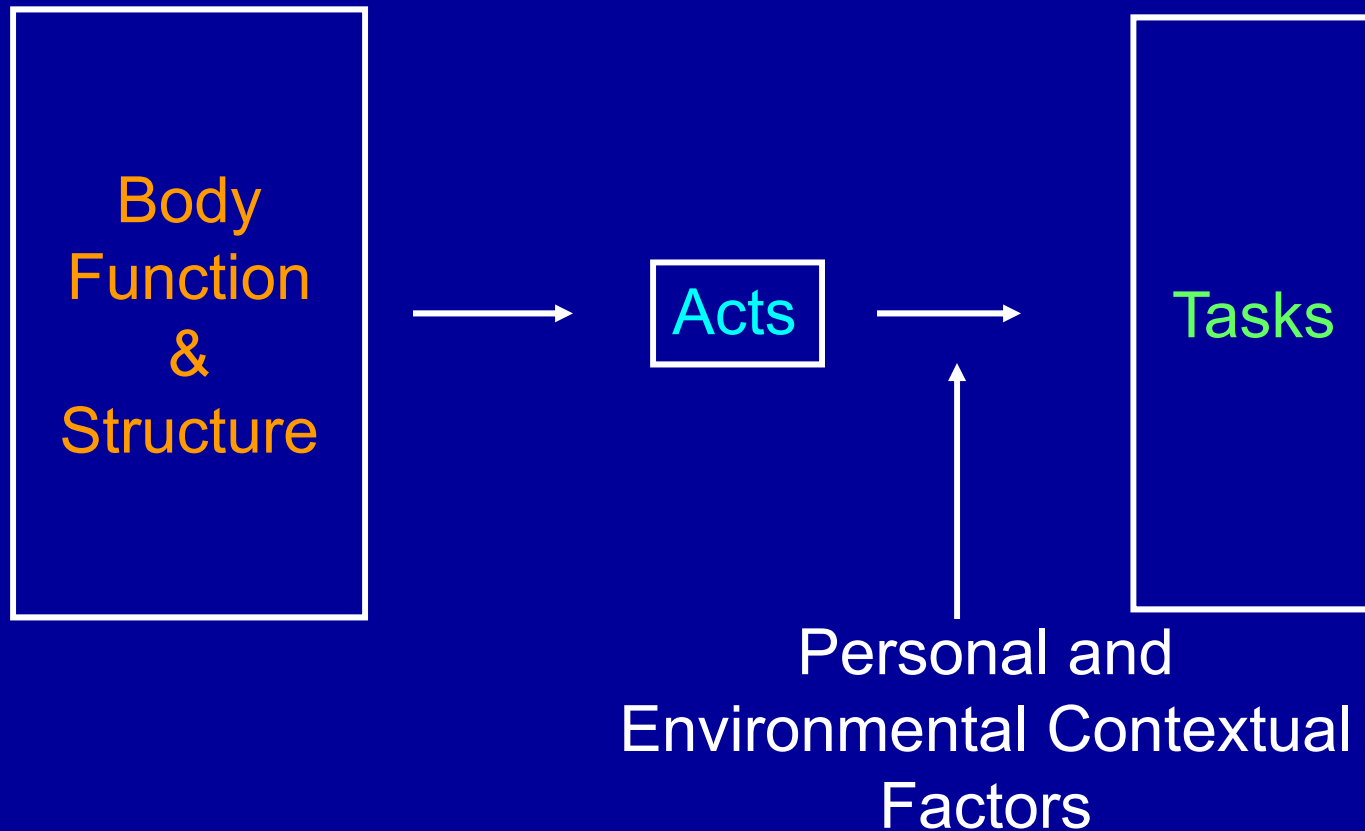
Societal
involvement

- May affect choices and degree of involvement (including individual choices and trade-offs)
- Social norms, laws, attitudes of others

Distinguishing components of functioning and disability

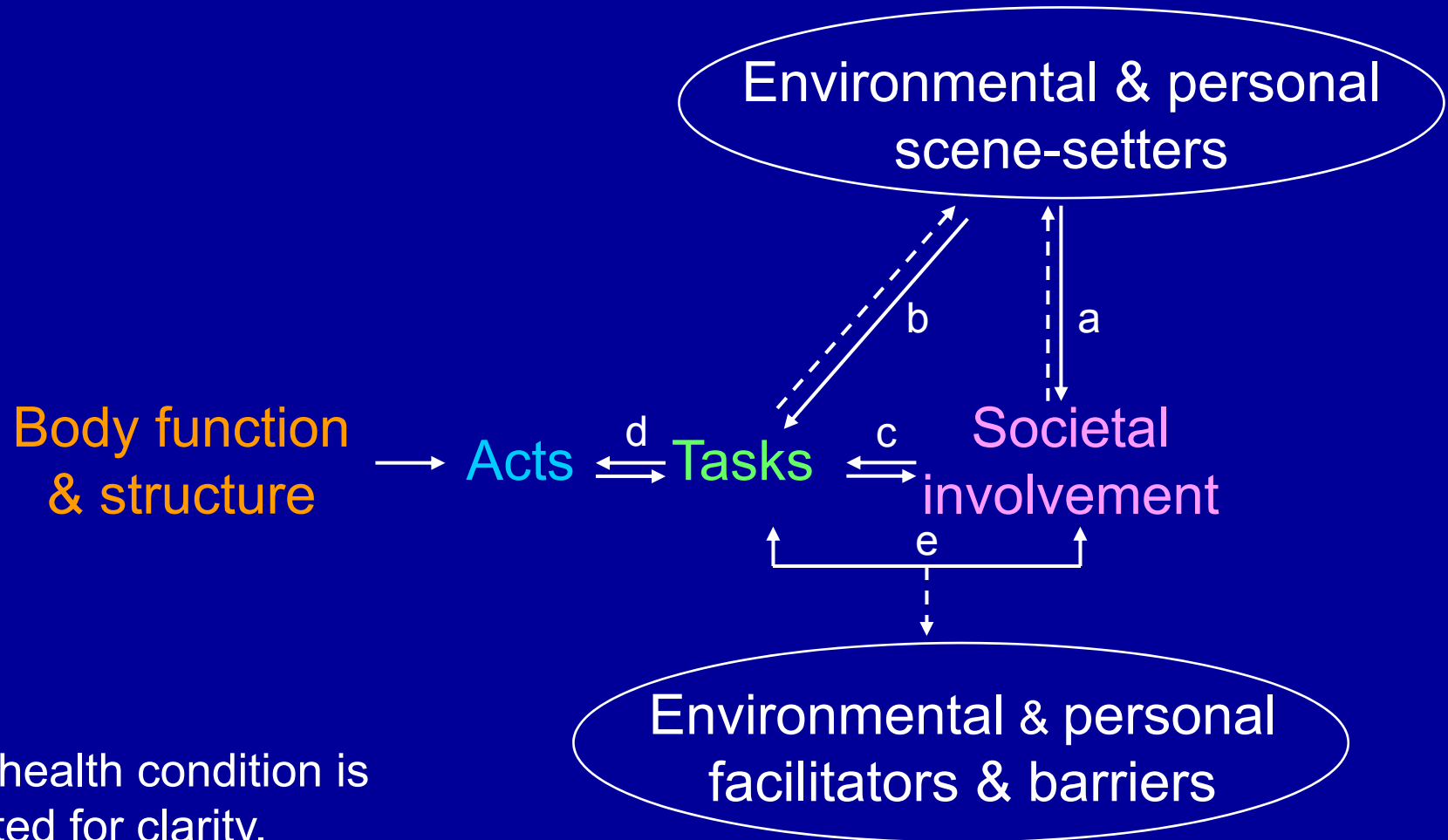
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Relationship between body function & structure, acts, and tasks



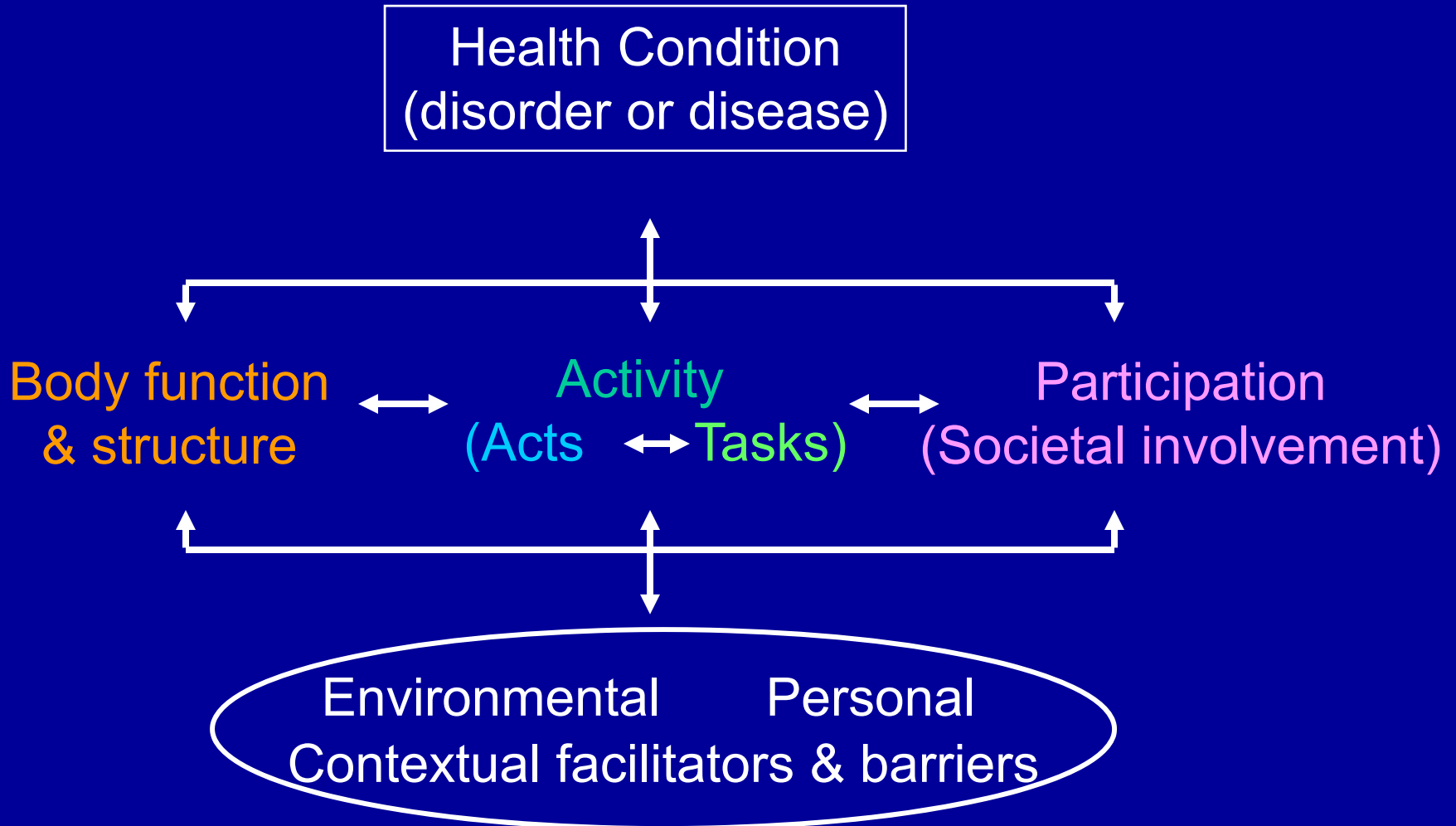
- Tasks as contextualized acts

Relationship between tasks, societal involvement, contextual scene-setters & facilitators and barriers

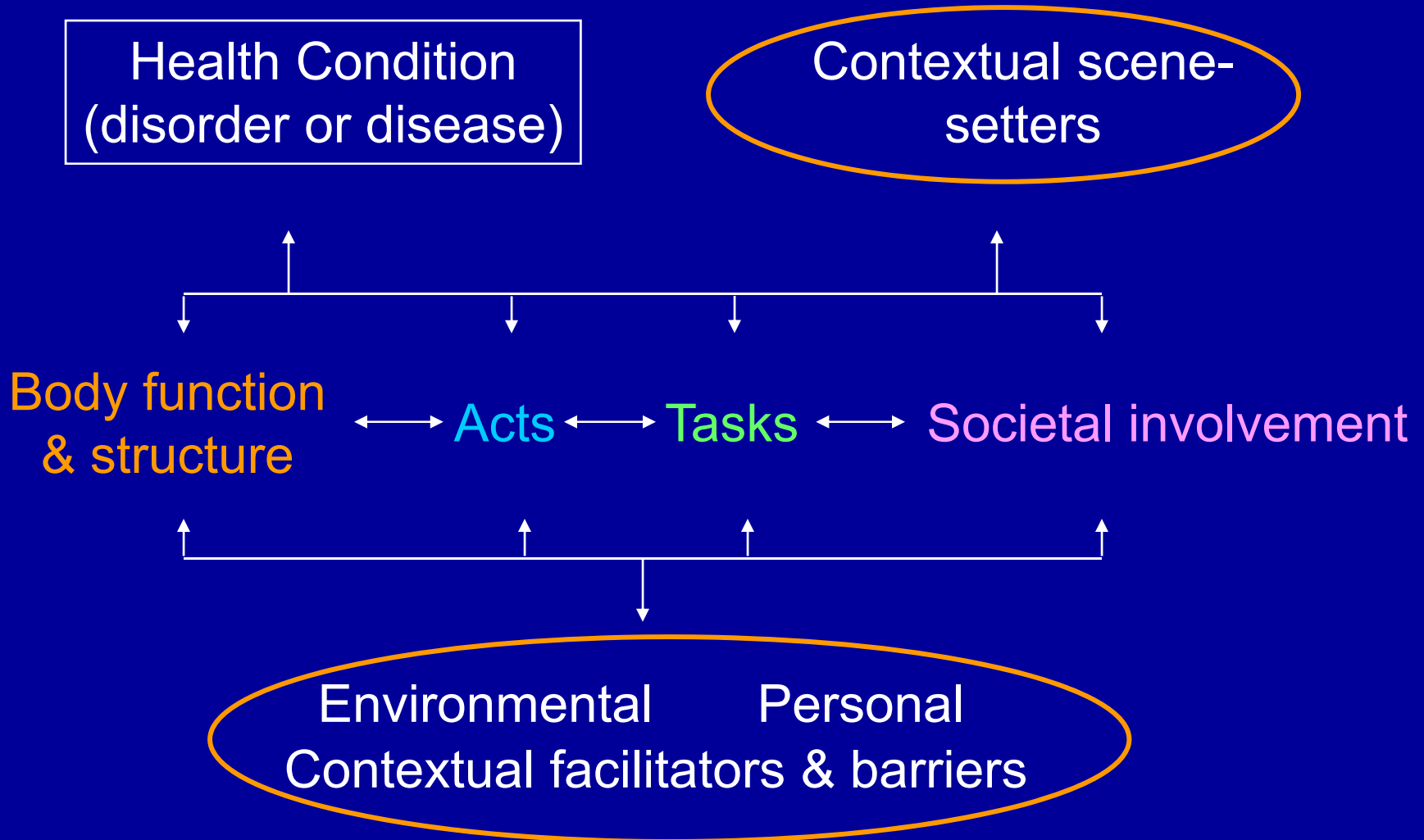


The health condition is omitted for clarity.

Modified model of functioning and disability



Modified model of functioning and disability

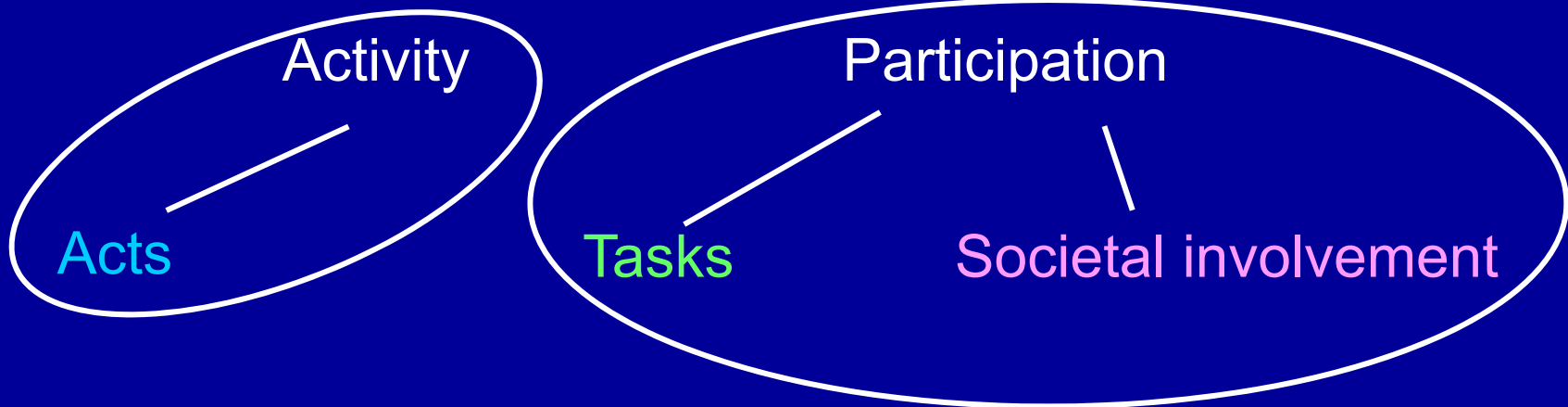


Activity-Participation Distinction

Conclusion

There are 4 distinguishable components of disablement:

- The activity-participation domain has 3 components

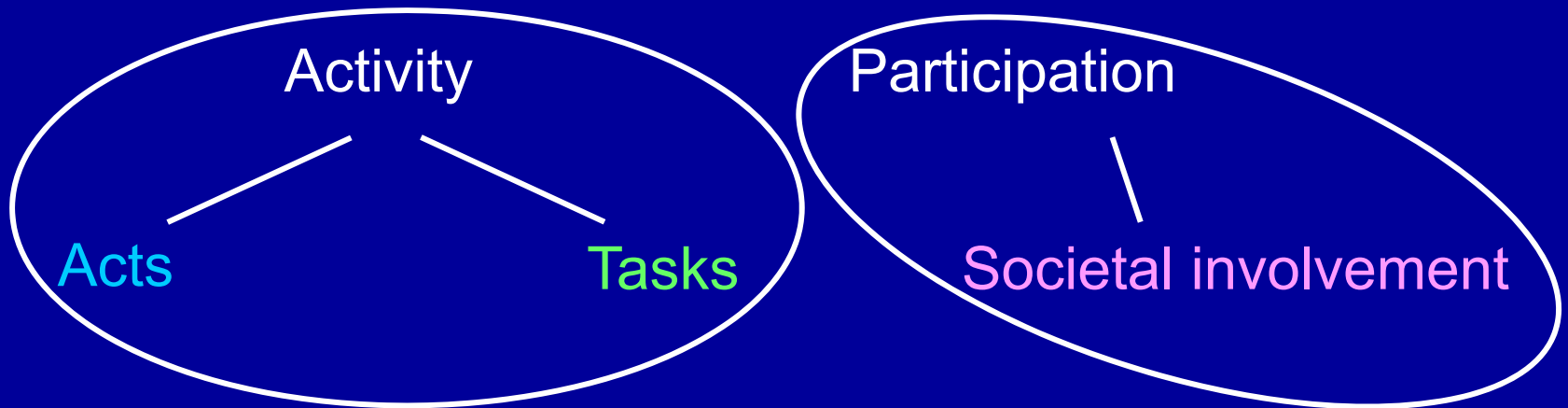


Activity-Participation Distinction

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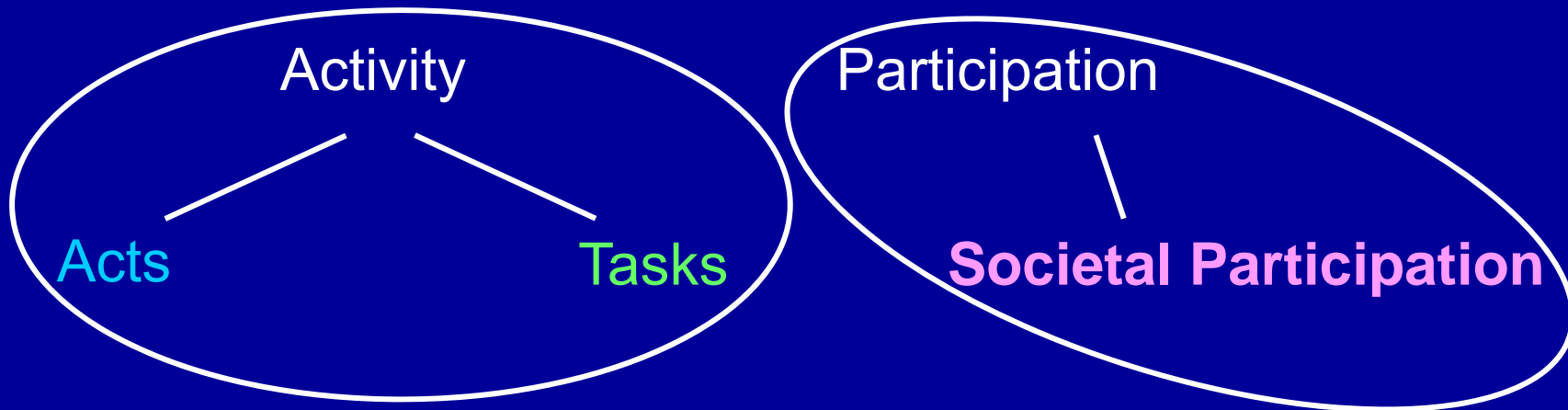


Activity-Participation Distinction

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Activity-Participation Distinction

Conclusion

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Activity

Participation

Acts

Tasks

Societal participation

A new measure for social role participation

Gignac MA, Backman CL, Davis AM, Lacaille D, Mattison CA, Montie P, Badley EM.

Understanding Social Role Participation: What Matters to People with Arthritis?

J Rheumatol. 2008 Aug;35(8):1655-1636.

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Acknowledgements

To many discussions with many
colleagues over many years

Special mention:

In Manchester (ICIDH): Philip Wood, Michael Bury

In Geneva (ICF): Somnath Chatterji, Jerome
Bickenbach

In Toronto: Aileen Davis, Monique Gignac, Hugh
Gunz, Cheryl Cott, Crystal MacKay

