

Year 1 (Y1) HMP Orientation: IPE Small Group Sessions

[insert date here]

[insert time here]

HEALTH MENTOR PROGRAM GOALS:

- Students will value the contributions of each member of the interprofessional healthcare team
- Students will understand the perspective of the patient and value patient-centered care
- Students will appreciate how a person's health conditions and impairments interact with personal and environmental factors.

Faculty Instructions

AGENDA– 2 hours and 30 minutes

1. Attendance/Seating- 5 minutes
2. Health Mentor Program Overview – 30 minutes
3. Group Process: Definition – 5 minutes
4. Forming: Introductions – 20 minutes
5. Storming: Discussion of teamwork challenges/solutions - 20 minutes
6. Norming: Team Ground Rules, Student Liaison, and Team Contact Information – 20 minutes
7. Break – 5 minutes
8. Performing: ICF Overview and Case Study– 30 minutes
9. Adjourning: Important Dates and Module 1 Review – 20 minutes

MATERIALS

Students were asked to read the ICF Pre-Reading and bring the following:

- Module 1 (Comprehensive Life and Health History)
- Student Instructions and HMP Interview Guidelines
- One laptop/iPad per team (if possible)

Faculty Packets include:

- Attendance Sheet – return to faculty facilitator (who will bring to Sokha in 411 Curtis)
- Faculty and Student Teams Room Assignments Roster
- Health Mentor Student Team Roster
- PowerPoint Handouts – one copy for each faculty facilitator
- Faculty Instructions - one copy for each faculty facilitator
- Pre-printed Teamwork Challenges for Storming Exercise - one per team
- Team Contact Information Sheets (**Green Sheet**) – one per team
- ICF Grid and Case Study - extra copies
- Module 1 (Comprehensive Life and Health History) - extra copies
- Student Instructions including HMP Interview Guidelines and Important Dates– extra copies

Medical Media's phone number [insert phone number] (i.e. trouble-shooting)

Year 1 (Y1) HMP Orientation: IPE Small Group Sessions

1. Attendance and Seating – 5 minutes

- Please ask Health Mentor student teams to find each other and sit together.
- Please also pass around the sign-in sheet and return to you after everyone has signed in. **Attendance is required for this session.**

2. Health Mentor Program Overview: PowerPoint - 30 minutes

Please refer to PowerPoint slides to provide students with a broad overview of the HMP, including curricular content, roles and responsibilities of students and mentors, WIKI and Pulse info, important dates, etc. Please ask students if they have general questions during this presentation. For more specific questions, refer students to [insert coordinator's contact information].

- [insert location here]
- Stop presentation at Introduction to ICF Slide number 30 – where you will pick up later...

3. Group Process: Definition- 5 minutes

Please spend a few minutes discussing group process/teamwork. Here is a sample introduction to the concept:

A group comes together to achieve a common goal. Group outcomes are often better than those achieved by a single person –their results are richer, more comprehensive, etc.

In the HMP, student teams are asked to work together and to work collaboratively with their health mentor. Students will learn together, share workloads/responsibilities, communicate, problem solve, and make group decisions to accomplish learning activities related to their health mentor.

Teams are dynamic and complex. While each team is unique, teams often encounter similar processes, as well as similar challenges and rewards.

Attributes of successful teams include: Common vision and goals; good communication; collaboration; effective Decision-making; strong conflict management and resolution skills; effective meeting processes; and strong leadership

Common steps in successful group process include: 1) Forming, 2) Storming, 3) Norming, 4) Performing, and 5) Adjourning - good closure, evaluating team's work, documenting progress, sharing the experience with each other

In today's session, we will practice each of the steps above. You will also have the opportunity to continue to work on your team process throughout the next 2 years in the HMP – to find a path to becoming a high functioning, well-communicating, effective and successful team.

4. Forming: Team Introductions- 20 minutes

- 1) **Getting to know one another** - Pair up with one of your team members from a different profession. Have a conversation with your partner about the following (**10 minutes**):
 1. What do you like to do in your spare time? Identify at least one thing that both you and your partner have in common.
 2. Where is your favorite place to go/thing to do to relax?
 3. Identify at least one thing that each of you is studying that is similar within your curricula.
 4. Identify and share a few things that brought you to choose your profession. Are the reasons similar but the paths different?
- 2) **Introductions** - Next, introduce each other to the rest of your team and spend time getting to know one another (**10 minutes**).

5. Storming: Discussion of Teamwork Challenges/Solutions- 20 minutes

- a. **Teamwork Challenges/Solutions** - Distribute one pre-printed “Teamwork Challenge” to each team. Ask teams to consider an aspect of teamwork that can be potentially challenging and to identify behaviors/strategies to avoid team breakdown in their own small groups. After short brainstorming, ask teams to come together and share discussion points and possible solutions.

Teamwork Challenge:

Scheduling
Contacting each other
Sharing workloads
Open discussions/communication

Leadership
Building consensus

Possible solutions:

Respect for all schedules, support all members, develop consensus
Form agreed upon process (i.e. email, phone, texts, etc)
Focus on team goal/s; even distribution of work
Establish trust, be good listeners, able to take risks, feeling safe, maintaining respect for each team member
Diversity of opinion is valued, ideas are accepted
Process for consensus or resolution is agreed upon; goals are identified

6. Norming: Team Ground Rules, Student Liaison, Team Contact Information – 20 minutes

- a. **Team Ground Rules** – Determine with your team members a process for how decisions will be made on your team, identify team’s preferred contact and communication style, and develop a team strategy for consensus building and workload distribution, etc.
- b. **Student Liaison** - Then, as a team, identify the person who will serve as the Team’s Student Liaison (the primary contact person between the team, the health mentor and the HM faculty). Team members should identify one team member to serve as the team’s student liaison who will be responsible for contacting the Health Mentor on the day before each scheduled visit to reconfirm the time and location of their team meeting.
- c. **Team Contact Information** –Ask students to pass and complete one copy of the Team Contact Information sheet (**green sheet**). Teams should identify the name of the Student Liaison at the bottom of the page. Teams should then enter information into their Wiki Site 1 on the team laptop during the session. After teams have entered contact information into, please collect the green Team Contact Information sheet. These will be returned to HMP staff at the end of the sessions. **Reminder to students:** If a team member’s contact information changes over the course of this year, please update this information on the team Wiki Site 1.
 - o [insert location here]

- d. **Online IPE Session Option-** Ask teams to decide if they prefer to be a part of the on-line small group session for the entire year (instead of the face to face small group sessions). If all team members agree that they prefer these online sessions, they need to contact [insert coordinator's contact information] by [insert date]. Space is limited, and teams will be notified if they have been selected for the online sessions in the second week of October.

7. BREAK- 5 minutes

8. Performing: ICF Overview and Case Study– 30 minutes

- a. **ICF Slides (10 minutes)** - Please resume PowerPoint slides number 30 to provide students with a brief overview of the role of the ICF in providing health professionals with a “common language.”
- b. **ICF Case Study (10 minutes)** – Students were asked to pre-read and bring a copy of the ICF Case Study. Ask teams to work together to discuss and complete the attached questions. Please acknowledge the fact the medical students have already been introduced to the ICF and, therefore, may be able to help other team members in completing this case.
- c. **Case Discussion (10 minutes)** – Bring all teams back together to discuss their answers to the ICF case study (see ICF Case Study Question and Answer Guide provided).

9. Adjourning: Important Dates and Module 1 (M1) Review– 20 minutes

- a. **Y1 Important Dates – 5 minutes**
 - a. As a team, please take a few minutes to review and familiarize yourselves with the Y1 Important Dates and pre-scheduled meeting times (in your team packet). Please save these dates now and enter into your calendars.
- b. **Module 1 Review and HMP Interview Guidelines – 20 minutes**
 - a. As a team, review your copy of Module 1 as a preview of what your team will need to do to prepare for, during and after your first visit with your Health Mentor.
 - b. As a team, review the HMP Interview Guidelines and discuss your interview strategy for your upcoming meeting with you Health Mentor.

Faculty Reminder:

After the session has ended, please collect the Attendance sheet, and each Team Contact Information. Please return packets and any excess materials to [insert name] in [insert location].

THANK YOU FOR FACILITATING THIS SESSION!

Year 1 (Y1) Health Mentors Program: Important Dates

Module 1 (M1): Comprehensive Life and Health History (Fall 2012)

1. Module 1 Health Mentor Meeting Dates

For this module, student teams will to meet with their Health Mentor on **ONE** of the following pre-scheduled Mondays from 12-2 pm. Please keep **ALL** of the dates below available in case your mentor needs to reschedule due to health or other unexpected issues. Also, your team may want to use the additional pre-scheduled times to meet to prepare for visits and/or finalize team assignments.

- a. [insert dates here] [insert times here]

2. Module 1 Assignments: All assignments are due by [insert times here] on [insert date here]

- a. Wiki Team Assignment: Comprehensive Life and Health History
- b. Wiki Team Assignment: ICF Synthesis
- c. Pulse Individual Assignment: Self/Peer Evaluations

3. Module 1 IPE Small Group Sessions: [insert date here]

Session details and team room assignments will be posted on Pulse in early November.

- a. Session A: [insert time here]
- b. Session B: [insert time here]
- c. *Online Teams: Teams who are selected for the Online Small Group Discussion format will receive separate instructions via e-mail.

Module 2 (M2): Preparing a Wellness Plan (Spring 2013)

1. Module 2 Health Mentor Meeting Dates

For this module, student teams will to meet with their Health Mentor on **ONE** of the following pre-scheduled Mondays from 12-2 pm. Please keep **ALL** of the dates below available in case your mentor needs to reschedule due to health or other unexpected issues. Also, your team may want to use the additional pre-scheduled times to meet to prepare for visits and/or finalize team assignments.

- a. [insert dates here] [insert times here]

2. Module 2 Assignments: All assignments are due by [insert time here] on [insert dates here]

- a. Wiki Team Assignment: Evidence-Based Wellness Plan
- b. Pulse Individual Assignment: Team Performance Scale

3. Module 2 IPE Small Groups Session: [insert date here]

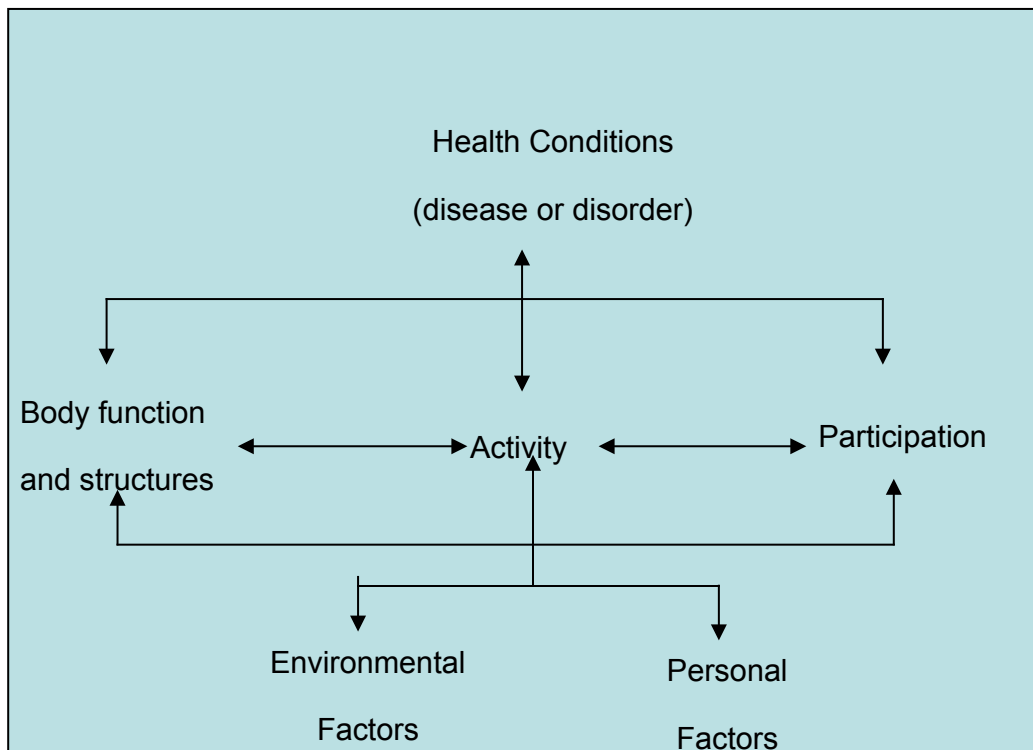
Session details and student team room assignments will be posted in early [insert month here].

- a. Session A: [insert time here]
- b. Session B: [insert time here]
- c. *Online Teams: Teams who are selected for the Online Small Group Discussion format will receive separate instructions via e-mail.

Attachment 1: International Classification of Functioning, Disability and Health (ICF) Brief Overview

ICF Terms: (for more detail, please refer to the ICF Pre-Reading)

- **Health condition (disease or disorder):** the underlying pathology.
- **Body function and structures (impairments):** impairment is a problem in body function (*including psychological functions*) or body structure such as significant deviation or loss. Impairments are not the same as underlying pathology, but are the manifestations of that pathology.
- **Activity (limitations):** activities refer to tasks that are executed by the person. Activities can be as simple as changing body position, to something as complex as reading.
- **Participation (restrictions):** participation refers to involvement in life situations. This includes societal roles and social roles a person must take part in to participate in life (mother, wife, teacher).
- **Environmental Factors (strengths and weaknesses):** the physical, social and attitudinal (social-emotional) environment where people live and conduct their lives
- **Personal Factors (strengths and weaknesses):** a general sketch of the individual. This includes things such as level of education, lifestyle habits, life events, race, ethnicity, sexual orientation, etc.



ICF Case Study:

Question and Answer Guide for Facilitators

A 29 year old female comes to her primary care provider's office complaining of fatigue, morning stiffness, and pain as well as swelling in both hands. She has recently given birth to her first child, who is now 4 months old. She is a single mom, living alone, and has recently been cut off from her family since the birth of her child. The lack of support from her family has left her feeling a bit depressed and isolated. She is also upset because her current symptoms interfere in the care of her baby. Specifically, she says she has trouble carrying the baby, making up the formula bottles, changing diapers, etc. For the past 6 years, she has been employed as a bookkeeper at a publishing company. She enjoys listening to books on tape in her 1995 Toyota Celica (with manual transmission!) during her commute and finds her job fulfilling. Two weeks ago, she moved to an affordable 2-bedroom apartment, in a new neighborhood an hour away from her job. She plans to return to work when her baby is 6 months old. Recently, she has been looking into reliable, affordable childcare and has just found a great daycare facility that will meet her needs and fit her budget. In the next few years, she plans to pursue a degree in accounting and is determined to find a job with a higher salary and better benefits. She is diagnosed with rheumatoid arthritis.

Note: Students do not have the bolded answers or parenthetical explanations on their cases – these are for your reference.

- 1) What is her health condition?
 - a) Hour long commute to work (environmental factor)
 - b) Parent (participation)
 - c) **Rheumatoid arthritis (her diagnosis)**
 - d) Numbness in her hands (impairment of body function or structure)

- 2) Which of her impairments causes her to have trouble participating in her life roles?
 - a) Hour long commute to work (environmental factor)
 - b) Parent (participation)
 - c) Rheumatoid arthritis (health condition)
 - d) **Pain in her hands (impairment of immune system causing inflammation of joint linings)**

- 3) What is one of her activity limitations that causes her to have trouble participating in her life roles?
 - a) Parent (participation)
 - b) Rheumatoid arthritis (health condition)
 - c) **Carrying the baby (a specific activity she has trouble carrying out)**
 - d) Moving to a two bedroom apartment (environmental factor)

- 4) Identify 2 personal factors that facilitate her ability to participate in her life roles?
 - a) **Resourcefulness (personal factor)**
 - b) Moving to a two bedroom apartment (environmental factor)
 - c) Single mom (participation)
 - d) **Determination and motivation (personal factor)**

- 5) Identify 2 environmental factors (physical and/or social) that act as barriers to completing her life roles given her impairments and activity limitations?
 - a) Parent (participation)
 - b) **Lack of family support (social environmental factor)**
 - c) **Manual transmission car (physical environmental factor - because of her swollen, painful hands, it is painful to continuously engage with the car during her hour long commute)**
 - d) Carrying the baby (activity)

e) Living in a two bedroom apartment (physical environmental factor that is a facilitator)

Health Mentors Program Interview Guidelines

Type of question	Purpose	Example
Introductory Questions	Introduce yourself to your Health Mentor; let him/her know that you look forward to getting to know each other over the next 2 years; let your Health Mentor know your goals for participating in this program (i.e. to learn more about what it is like to live with and manage a chronic condition or impairment to help you provide better care for your future patients); try to gain a sense for his/her reason for participation in the HMP; establish a common goal/purpose for the interview.	<ul style="list-style-type: none"> • Here is a little bit about each of us... now can you tell us a little bit about yourself... • How would you describe yourself? • What are some of the things you most like to do? • Why did you decide to volunteer for this program? • Today, we would like to talk to you about...
Key Questions	Drive the focus of the meeting; refer to the Module 1 Comprehensive Life and Health History questionnaire for examples of some key questions.	<ul style="list-style-type: none"> • What are your life roles? (i.e. in the home, in your family, in your community) • How do you spend a typical weekday? Weekend?
Transition Questions/Statements	Helps to move conversation back toward the main topics of the meeting if the conversation gets “off-track.”	<ul style="list-style-type: none"> • Now, we would like to hear about your family history.... • That sounds like an interesting story, can you tell us more about...
Ending Questions and Wrap-Up	Bring closure to the discussion; allow time for reflection and summary; use this time to thank your Health Mentor for his/her time and to discuss plans for next meeting.	<ul style="list-style-type: none"> • Before we wrap up our meeting, is there anything else that you would like to share with us?

As you structure your interview, remember that most interviews should have a beginning (introductions, developing rapport), middle (using key questions/transition statements) and end (reflection, summary and wrap-up).

Year 1 (Y1) HMP Orientation: IPE Small Group Sessions

[insert date here]

[insert time here]

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- Students will value the contributions of each member of the interprofessional healthcare team
- Students will understand the perspective of the patient and value patient-centered care
- Students will appreciate how a person's health conditions and impairments interact with personal and environmental factors.

Student Instructions

AGENDA– 2 hour and 30 minutes

1. Attendance/Seating- 5 minutes
2. Health Mentor Program Overview – 30 minutes
3. Group Process: Definition – 5 minutes
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7. Break – 5 minutes
8. Performing: ICF Overview and Case Study– 30 minutes
9. Adjourning: Important Dates and Module 1 Review – 20 minutes

PREPARATION: Prior to this small group, you will need to read the ICF Pre-Reading and bring a copy of the following documents:

- Module 1 (Comprehensive Life and Health History)
- IPE Small Group Student Instructions, ICF Case Study and HMP Interview Guidelines
- One laptop/iPad per team (if possible)

1. Attendance and Seating – 5 minutes

- Please find your Health Mentor team and sit together.
- Please also pass around the sign-in sheet and return to your facilitator. **Attendance is required for this session.**

2. Health Mentor Program Overview: PowerPoint - 30 minutes

Faculty will provide you with a broad overview of the HMP, including curricular content, roles and responsibilities of students and mentors, WIKI and Pulse info, important dates, etc. For more specific questions, contact [insert coordinator's contact information here].

3. Group Process: Definition- 5 minutes

Please spend a few minutes discussing group process/teamwork. Here is a sample introduction to the concept:

A group comes together to achieve a common goal. Group outcomes are often better than those achieved by a single person –their results are richer, more comprehensive, etc.

In the HMP, student teams are asked to work together and to work collaboratively with their health mentor. Students will learn together, share workloads/responsibilities, communicate, problem solve, and make group decisions to accomplish learning activities related to their health mentor.

Teams are dynamic and complex. While each team is unique, teams often encounter similar processes, as well as similar challenges and rewards.

Attributes of successful teams include: Common vision and goals; good communication; collaboration; effective Decision-making; strong conflict management and resolution skills; effective meeting processes; and strong leadership

Common steps in successful group process include: 1) Forming, 2) Storming, 3) Norming, 4) Performing, and 5) Adjourning - good closure, evaluating team's work, documenting progress, sharing the experience with each other

In today's session, we will practice each of the steps above. You will also have the opportunity to continue to work on your team process throughout the next 2 years in the HMP – to find a path to becoming a high functioning, well-communicating, effective and successful team.

4. Forming: Team Introductions- 20 minutes

- 1) **Getting to know one another** - Pair up with one of your team members from a different profession. Have a conversation with your partner about the following (**10 minutes**):
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 2. Where is your favorite place to go/thing to do to relax?
 3. Identify at least one thing that each of you is studying that is similar within your curricula.
 4. Identify and share a few things that brought you to choose your profession. Are the reasons similar but the paths different?
- 2) **Introductions** - Next, introduce each other to the rest of your team and spend time getting to know one another (**10 minutes**).

5. Storming: Discussion of Teamwork Challenges/Solutions- 20 minutes

- a. **Teamwork Challenges/Solutions** - Distribute one pre-printed "Teamwork Challenge" to each team. Ask teams to consider an aspect of teamwork that can be potentially challenging and to identify behaviors/strategies to avoid team breakdown in their own small groups. After short brainstorming, ask teams to come together and share discussion points and possible solutions.

Teamwork Challenge:

Scheduling

Contacting each other

Sharing workloads

Open discussions/communication

Leadership

Building consensus

Possible solutions:

Respect for all schedules, support all members, develop consensus

Form agreed upon process (i.e. email, phone, texts, etc)

Focus on team goal/s; even distribution of work

Establish trust, be good listeners, able to take risks, feeling safe, maintaining respect for each team member

Diversity of opinion is valued, ideas are accepted

Process for consensus or resolution is agreed upon; goals are identified

6. Norming: Team Ground Rules, Student Liaison, Team Contact Information – 20 minutes

- a. **Team Ground Rules** – Determine with your team members a process for how decisions will be made on your team, identify team’s preferred contact and communication style, and develop a team strategy for consensus building and workload distribution, etc.
- b. **Student Liaison** - Then, as a team, identify the person who will serve as the Team’s Student Liaison (the primary contact person between the team, the health mentor and the HM faculty). Team members should identify one team member to serve as the team’s student liaison who will be responsible for contacting the Health Mentor on the day before each scheduled visit to reconfirm the time and location of their team meeting.
- c. **Team Contact Information** –Pass and complete one copy of the Team Contact Information sheet (**green sheet**). Identify the name of your team’s Student Liaison at the bottom of the page. Also, enter this information into your team Wiki Site 1. If a team member’s contact information changes over the course of this year, please update this information on the team Wiki Site 1.
 - o [insert location here]:
- d. **Online IPE Sessions Option-** Discuss with your team members if you would prefer to be a part of the on-line small group session for the entire year (instead of the face to face small group sessions). **If all of you agree that you prefer these online sessions, contact [insert coordinator’s information here] by [insert date here]**. Space is limited, and your team will be notified if you have been selected for the online sessions in the second week of [insert month here].

7. BREAK- 5 minutes

8. Performing: ICF Overview and Case Study– 30 minutes

- a. **ICF Slides (10 minutes)** – Faculty will provide a brief overview of the role of the ICF in providing health professionals with a “common language.”
- b. **ICF Case Study (10 minutes)** – Work together to discuss and complete the attached questions. Some of you have already been introduced to the ICF and, therefore, may be able to help other team members in completing this case.
- c. **Case Discussion (10 minutes)** –Discuss your answers to the ICF case study with the larger group.

9. Adjourning: Important Dates and Module 1 (M1) Review– 20 minutes

- c. **Y1 Important Dates – 5 minutes**
 - a. As a team, please take a few minutes to review and familiarize yourselves with the Y1 Important Dates and pre-scheduled meeting times (in your team packet). Please save these dates now and enter into your calendars.
- d. **Module 1 Review and HMP Interview Guidelines – 20 minutes**
 - a. As a team, review your copy of Module 1 as a preview of what your team will need to do to prepare for, during and after your first visit with your Health Mentor.
 - b. As a team, review the HMP Interview Guidelines and discuss your interview strategy for your upcoming meeting with your Health Mentor.

Year 1 (Y1) Health Mentors Program: Important Dates

Module 1 (M1): Comprehensive Life and Health History (Fall 2012)

3. Module 1 Health Mentor Meeting Dates

For this module, student teams will to meet with their Health Mentor on **ONE** of the following pre-scheduled Mondays from 12-2 pm. Please keep **ALL** of the dates below available in case your mentor needs to reschedule due to health or other unexpected issues. Also, your team may want to use the additional pre-scheduled times to meet to prepare for visits and/or finalize team assignments.

- a. [insert dates here] [insert times here]

4. Module 1 Assignments: All assignments are due by [insert times here] on [insert date here]

- a. Wiki Team Assignment: Comprehensive Life and Health History
- b. Wiki Team Assignment: ICF Synthesis
- c. Pulse Individual Assignment: Self/Peer Evaluations

3. Module 1 IPE Small Group Sessions: [insert date here]

Session details and team room assignments will be posted on Pulse in early November.

- a. Session A: [insert time here]
- b. Session B: [insert time here]
- c. *Online Teams: Teams who are selected for the Online Small Group Discussion format will receive separate instructions via e-mail.

Module 2 (M2): Preparing a Wellness Plan (Spring 2013)

3. Module 2 Health Mentor Meeting Dates

For this module, student teams will to meet with their Health Mentor on **ONE** of the following pre-scheduled Mondays from 12-2 pm. Please keep **ALL** of the dates below available in case your mentor needs to reschedule due to health or other unexpected issues. Also, your team may want to use the additional pre-scheduled times to meet to prepare for visits and/or finalize team assignments.

- a. [insert dates here] [insert times here]

4. Module 2 Assignments: All assignments are due by [insert time here] on [insert dates here]

- a. Wiki Team Assignment: Evidence-Based Wellness Plan
- b. Pulse Individual Assignment: Team Performance Scale

3. Module 2 IPE Small Groups Session: [insert date here]

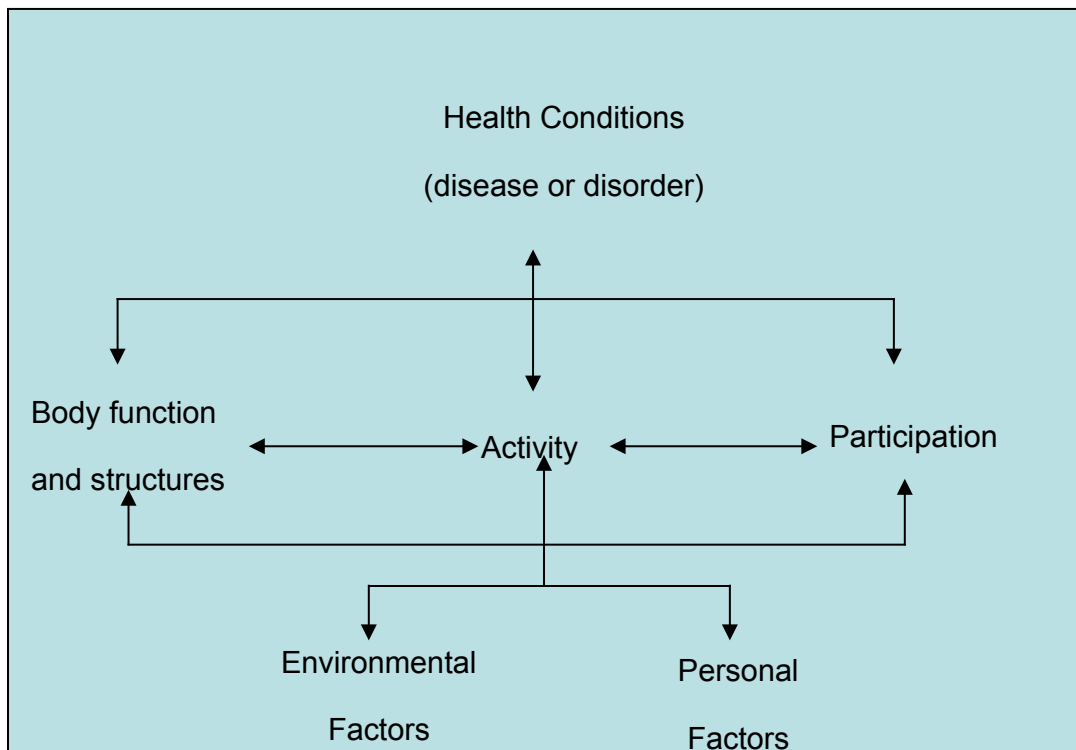
Session details and student team room assignments will be posted in early [insert month here].

- a. Session A: [insert time here]
- b. Session B: [insert time here]
- c. *Online Teams: Teams who are selected for the Online Small Group Discussion format will receive separate instructions via e-mail.

Attachment 1: International Classification of Functioning, Disability and Health (ICF) Brief Overview

ICF Terms: (for more detail, please refer to the ICF Pre-Reading)

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- **Personal Factors (strengths and weaknesses):** a general sketch of the individual. This includes things such as level of education, lifestyle habits, life events, race, ethnicity, sexual orientation, etc.



ICF Case Study: Questions for Students

A 29 year old female comes to her primary care provider's office complaining of fatigue, morning stiffness, and pain as well as swelling in both hands. She has recently given birth to her first child, who is now 4 months old. She is a single mom, living alone, and has recently been cut off from her family since the birth of her child. The lack of support from her family has left her feeling a bit depressed and isolated. She is also upset because her current symptoms interfere in the care of her baby. Specifically, she says she has trouble carrying the baby, making up the formula bottles, changing diapers, etc. For the past 6 years, she has been employed as a bookkeeper at a publishing company. She enjoys listening to books on tape in her 1995 Toyota Celica (with manual transmission!) during her commute and finds her job fulfilling. Two weeks ago, she moved to an affordable 2-bedroom apartment, in a new neighborhood an hour away from her job. She plans to return to work when her baby is 6 months old. Recently, she has been looking into reliable, affordable childcare and has just found a great daycare facility that will meet her needs and fit her budget. In the next few years, she plans to pursue a degree in accounting and is determined to find a job with a higher salary and better benefits. She is diagnosed with rheumatoid arthritis.

- 1) What is her health condition?
 - a) Hour long commute to work
 - b) Parent
 - c) Rheumatoid arthritis
 - d) Numbness in her hands
- 2) Which of her impairments causes her to have trouble participating in her life roles?
 - a) Hour long commute to work
 - b) Parent
 - c) Rheumatoid arthritis
 - d) Pain in her hands
- 3) What is one of her activity limitations that causes her to have trouble participating in her life roles?
 - a) Parent
 - b) Rheumatoid arthritis
 - c) Carrying the baby
 - d) Moving to a two bedroom apartment
- 4) Identify 2 personal factors that facilitate her ability to participate in her life roles?
 - a) Resourcefulness
 - b) Moving to a two bedroom apartment
 - c) Single mom
 - d) Determination and motivation
- 5) Identify 2 environmental factors (physical and/or social) that act as barriers to completing her life roles given her impairments and activity limitations?
 - a) Parent
 - b) Lack of family support
 - c) Manual transmission car
 - d) Carrying the baby
 - e) Living in a two bedroom apartment