

# Integrating the ICF into the NCP – Information Gathering Prompts



**Purpose:** As dietitians, we have a range of models and approaches to choose from to guide our practice. This resource links the Nutrition Care Process with the International Classification of Functioning, Disability and Health (ICF) framework, hence integrating a biopsychosocial approach into Dietetic assessments and interventions. Below are a range of ICF informed prompting questions for clinicians to reflect on and ask their clients directly.



**Scope:** This resource is applicable to Dietitians working in all areas of clinical practice (private practice, public health, private hospitals). In Australia, approximately 4.4 million people (one in six) have a disability. Therefore it is likely that most dietitians will benefit from this resource.



**Acknowledgements:** This resource is developed as part of Dietitian’s Australia’s Capacity Building in Disability for Dietitians program, funded by the Australian Government Department of Social Services. This resource is co-authored by Natalie Mullins (APD, Pod Dietetics). We would also like to acknowledge the lived experience of current and past clients who have informed the content of this resource.

## ICF Parts: Health | Body function and structures | Activities and participation | Environmental | Personal

NCP Section	ICF Prompting Questions	
	Reflective Practice – Clinician	Example Phrasing – Ask the Client
<b>Anthropometry</b> <ul style="list-style-type: none"> <li>• Weight &amp; weight history</li> <li>• Height</li> <li>• Growth charts</li> <li>• SGA</li> <li>• Skinfolds</li> <li>• Handgrip strength</li> <li>• DEXA</li> <li>• Body story – the experience of weight and body changes over time</li> </ul> 	<b>Assessment methods:</b> <ul style="list-style-type: none"> <li>• What is the impact of weight change on health?</li> <li>• Are there health conditions which mean we need to consider different measures – for example Down Syndrome specific growth charts, or ulna length to determine the height of a wheelchair user, chair or hoist scales?</li> </ul>	<b>Assessment methods:</b> <ul style="list-style-type: none"> <li>• Have you noticed changes to your muscle mass?</li> <li>• What have you noticed about your health as your weight has changed?</li> <li>• How do you usually measure your weight?</li> <li>• [Parent] What have you noticed about the way [child] has been growing? Is it the same or different from what you were expecting?</li> <li>• How do you feel about us checking your weight today?</li> </ul>

NCP Section	Reflective Practice – Clinician	Example Phrasing – Ask the Client
<p><b>Anthropometry</b></p> <ul style="list-style-type: none"> <li>• Experience of weight stigma and discrimination</li> <li>• Internalised beliefs about ideal weight or size</li> </ul>	<p><b>Assessment methods:</b> Impact of body shape/size:</p> <ul style="list-style-type: none"> <li>• Does this person have the muscle mass required to pick up a bag of shopping/get up from a chair/engage in ADLs?</li> <li>• How does faltering growth influence learning and play development?</li> </ul>	<p><b>Assessment methods:</b> Impact of body shape/size:</p> <ul style="list-style-type: none"> <li>• Do you feel strong enough for things like carrying shopping bags or pushing a trolley?</li> <li>• [Parent] Have you noticed any changes to [child] when they are playing or during the day since they have been eating less?</li> </ul>
<p><b>Biochemistry</b> Blood tests and their associated reference ranges</p> 	<p><b>Impact on health:</b></p> <ul style="list-style-type: none"> <li>• How do biochemical results influence health conditions?</li> <li>• How does the health condition determine required biochemical monitoring and is this appropriate in the context of functional capacity?</li> <li>• What insight can biochemical markers give into body function and structures?</li> <li>• How do altered biochemical levels affect the person’s daily life and activities? Consider the functional impact of markers such as low iron, low vitamin D or high blood glucose levels which may reduce capacity without correction</li> </ul> <p><b>Accessibility:</b></p> <ul style="list-style-type: none"> <li>• How does this person access biochemical testing?</li> <li>• Are there products or services which can support appropriate biochemical monitoring, such as a continuous glucose monitor to support someone with impaired hand function or in-home pathology for someone who finds clinical environments overstimulating or distressing?</li> </ul>	<p><b>Impact on health:</b></p> <ul style="list-style-type: none"> <li>• Do you notice the difference between high/normal/low blood sugar levels?</li> <li>• Were you surprised by the [blood test result]? Why/Why not?</li> <li>• Has your doctor talked through what these results mean or would you like me to?</li> </ul> <p><b>Accessibility:</b></p> <ul style="list-style-type: none"> <li>• Did you manage the blood test ok or was it hard? Is there any way we can make that experience easier?</li> <li>• How do you go managing the fiddly job of measuring your blood glucose level?</li> </ul>

NCP Section	Reflective Practice – Clinician	Example Phrasing – Ask the Client
<p><b>Clinical</b></p> <ul style="list-style-type: none"> <li>• Medical History</li> <li>• Medications</li> <li>• Bladder function</li> <li>• Bowel function</li> <li>• Skin integrity</li> <li>• Nutrition impact symptoms</li> </ul> 	<p><b>Impact on health:</b></p> <ul style="list-style-type: none"> <li>• What health conditions does this person have that may influence the clinical parameters I need to consider? Includes appetite, digestion, medication side effects.</li> <li>• How might their health condition influence their experience of appetite and other nutrition impact symptoms?</li> </ul> <p><b>Assessment methods:</b></p> <ul style="list-style-type: none"> <li>• For people who are non-speaking, what behaviour do I observe that may give me an insight into nutrition impact symptoms? For example not finishing a meal that is served or regularly seeking food throughout the day or overnight</li> </ul> <p><b>Impact of symptoms:</b></p> <ul style="list-style-type: none"> <li>• How do the clinical symptoms reported impact daily activities at home and in the community?</li> <li>• How does medication impact this persons function?</li> <li>• How does this person take medication and how might that need to change if their function changes – for example transitioning from oral medication to medication via PEG?</li> <li>• What environmental factors may make symptoms easier or more challenging to manage – for example access to toilets?</li> <li>• How does this person perceive their clinical symptoms and what changes their experience of their symptoms for better or worse?</li> </ul>	<p><b>Impact of symptoms:</b></p> <ul style="list-style-type: none"> <li>• What are the symptoms of [health condition] that most impact your day?</li> <li>• What does [health condition] look like for you?</li> <li>• What do you find most tricky about managing [health condition / clinical symptom]?</li> <li>• What have you found most helpful so far in managing [health condition / symptom]?</li> <li>• How do you think I can help you manage [health condition / symptom]?</li> </ul> <p><b>Assessment methods:</b></p> <ul style="list-style-type: none"> <li>• [Support Network] What changes have you noticed in [client] since they started treatment for [health condition]?</li> </ul>

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<p><b>Dietary</b></p> <ul style="list-style-type: none"> <li>• Food and fluid intake</li> <li>• Texture modification</li> <li>• Use of oral or enteral nutrition support</li> </ul> 	<p><b>Impact of diet on health:</b></p> <ul style="list-style-type: none"> <li>• What are the relevant diet-disease links for their health condition?</li> <li>• What body function and structures are currently being affected by their eating pattern?</li> </ul> <p><b>Eating experience:</b></p> <ul style="list-style-type: none"> <li>• How does their functional capacity, such as hand function to hold cutlery, influence their eating?</li> <li>• Do they have any differences in sensation, such as altered interoception, that change their eating?</li> <li>• What environments do they eat in – home, work, community? What does each environment look like and is it helpful or unhelpful for their nutritional goals?</li> <li>• Who is around them that may influence their eating or dietary choices?</li> <li>• What beliefs do they or their support network hold about different ways of eating, types of food or the impact of nutrition on their health?</li> </ul> <p><b>Intervention methods:</b></p> <ul style="list-style-type: none"> <li>• Education: How much capacity do they have to learn this information and apply it? If limited, who is best placed to support them with this?</li> <li>• Who is around them that may influence their eating or dietary choices?</li> </ul> <p><b>Impact of diet on function:</b></p> <ul style="list-style-type: none"> <li>• What influence is their eating pattern and dietary quality/variety having on their participation in activities?</li> <li>• How do they see their life impacted by their current eating pattern or food choices?</li> </ul> <p><b>Intervention methods:</b></p> <ul style="list-style-type: none"> <li>• Education: How much capacity do they have to learn this information and apply it? If limited, who is best placed to support them with this?</li> <li>• Who is around them that may influence their eating or dietary choices?</li> </ul>	<ul style="list-style-type: none"> <li>• What do you know about the impact of your eating on [health condition / symptom / function / activity]?</li> <li>• How do you learn best?</li> <li>• What does a mealtime look like for you? Is there anything you would like to do differently?</li> <li>• How do you experience hunger? Fullness? How do you know/decide when to eat?</li> </ul>

NCP Section	Reflective Practice – Clinician	Example Phrasing – Ask the Client
<p data-bbox="163 331 398 443">Environmental, behavioural and social</p> 	<p data-bbox="607 331 976 363"><b>Impact of external factors:</b></p> <ul data-bbox="629 371 1413 643" style="list-style-type: none"> <li data-bbox="629 371 1413 523">• How have social and environmental factors (including stressors) influenced the person’s risk profile for developing health conditions, or impact an individual’s ability to manage their health condition?</li> <li data-bbox="629 531 1413 643">• What life roles does this person have (family, friends, work, community) that influence their eating behaviour and their nutrition?</li> </ul> <p data-bbox="607 651 943 683"><b>Accessibility for change:</b></p> <ul data-bbox="629 691 1451 1209" style="list-style-type: none"> <li data-bbox="629 691 1451 802">• What capacity do they have to influence life stressors and are there any multidisciplinary referral opportunities to support this?</li> <li data-bbox="629 810 1451 922">• How does technological access, location of resources, and community factors influence their food and nutrition choices?</li> <li data-bbox="629 930 1451 1090">• How much control over their environment do they have? If limited, who are the key people that can influence the environment and how can we direct our interventions where they will have the most impact?</li> <li data-bbox="629 1098 1451 1209">• How do personal factors like availability of spoons and value placed on food/eating influence engagement in dietary strategies?</li> </ul>	<ul data-bbox="1541 331 2069 691" style="list-style-type: none"> <li data-bbox="1541 331 2069 403">• Does your eating pattern or health change in times of stress? How?</li> <li data-bbox="1541 411 2069 483">• What things cause the most stress for you?</li> <li data-bbox="1541 491 2069 603">• [Parent] Are there differences for your child when they eat at school/childcare compared to home?</li> <li data-bbox="1541 611 2069 643">• Do you like cooking and eating?</li> <li data-bbox="1541 651 2069 691">• Is nutrition important to you?</li> </ul>

## Functional

Consider the six NDIS functional domains and how they relate to food and nutrition. As part of your data gathering, you may like to note any limitations, barriers, impairments or strengths in each. Consider that limitations are opportunities for capacity building, whereas impairments are an inherent part of the person's disability and need accommodating not fixing. Barriers are usually environmental or personal and may/may not be able to be addressed.



**Social interaction:** eating with friends, enjoying social eating, appropriate support staff to provide assistance, behaviours of concern relating to food, social acceptance of different feeding methods (eg. tube feeds), dysregulation relating to food, food as an emotional/behavioural trigger OR coping mechanism, engaging in food experiences that are appropriate for sensory needs (particularly community based)



**Communication:** expressing hunger/fullness, requesting food/fluids/snacks, engaging with people during shopping, engaging with food provider to express likes/dislikes, communicate food preferences, ensuring that the provider/s of food is/are understanding of food needs



**Mobility:** ability to safely engage with the eating environment, kitchen and meal prep environment, accessibility of environment, shopping safety, appliances (burns, slips), coordination of movement to allow feeding, fine motor skills, tube management/ability to self-administer feeds



**Self-management:** meal planning, shopping, food budget, meal preparation/cooking (problem solving and safety), making decisions about food choices, executive functioning skills, cognitive capacity relating to food, identifying hunger/fullness



**Self-care:** meal preparation/cooking, feeding/eating, oral hygiene, bladder and bowel care, engagement with health professionals (eg. blood tests, tube care), identifying hunger/fullness, sleep hygiene relating to food/fluid



**Learning:** eating competence, food skills and knowledge, therapeutic diet information, cooking skills, food budgeting, meal planning, need for information delivered in different formats