

STUDY OF OSTEOPOROTIC FRACTURES

Instructions for administration of V4 functional status interview

The functional status battery for Visit 4 is exactly the same as Visit 3.

These questions ask about difficulty and dependence in accomplishing selected activities. One frequent area of confusion regarding functional status measures is determining the degree of difficulty for activities that the subject accomplishes with help or with special aids. Therefore, we will ask about difficulty when the respondent performs the activity by herself and without using special aids. These questions follow the format of other interview schedules. It is important that the participant answer the questions about degree of difficulty for the 13 specific activities when she does NOT use any aids or receive help.

Following the functional status questions, we ask participants about whether or not they use several different aids or devices to help them with certain things. If they say that they use certain aids, double check that they have answered any appropriate functional status questions about their difficulty as if they DID NOT use that aid. For example, if a woman reports that she uses a cane or walker and then reports no difficulty walking 2-3 blocks outside unaided, this might be an error. Double check the responses with the participant. Some ladies may use a cane or other device as a precaution or safety, even if they don't really need it and can perform the activity unaided without difficulty. However, these types of circumstances will probably be rare and notes explaining the situation should be written in the margin of the functional status questionnaire. Please clarify this discrepancy with the participant while she is in the clinic. If necessary, write notes in the margins to explain the situation.

- Intro Read the introductory statement at the top of the page that tells the subject we are interested in how she does by herself and without special aids.
- Part a Be sure the subject understands that the questions are about difficulty she has by herself and without the use of special aids. Aids include a cane, walker, artificial limb, special eating appliances, special reaching appliances, grab bars, automatic lifts, etc. If she mentions aids or help, tell her there will be a question at the end about aids and appliances that she uses, and that you will also be asking about help that she gets for each activity.

If she volunteers that she can do an activity without difficulty only if she does it very slowly, ask if she has difficulty doing the activity at a speed that she would consider normal for her age. If she does have difficulty at a normal speed, mark "yes."

For multiple activity questions, like housework, where the level of difficulty may vary across activities use the following rules of thumb:

- i) If she doesn't do one or two activities for nonhealth reasons (e.g. wash windows) but has no difficulty with most others, then code as "no difficulty".
- ii) If she is unable to do some activities but has no difficulty with most others, code as "some difficulty".
- iii) If she is unable to do some activities and has difficulty with most others, code as "much difficulty".
- iv) If she is unable to do most activities, code as "unable".

Part b If a participant reports difficulty with an activity or reports that she doesn't do the activity, ask part b about the reason for the difficulty/inability.

Parts c-h Follow-up questions in parts c through h ask about the degree and duration of difficulty, dependence on others for the activity, and the symptoms and conditions causing the difficulty.

For items 1 (walking) and 2 (climb up 10 steps), ask parts c through h for all subjects with difficulty or inability, whether or not they say it is due to a health or physical problem. The underlying assumption is that if they don't walk 2-3 blocks or climb 10 steps then it is due to a health problem. If they don't do these activities, then for part c, the answer should be "unable to do it". For the few participants who don't walk or climb, continue to ask the remaining questions referring to their "inability", instead of their "difficulty".

For items 3 (meals) through 13 (in and out of car), ask parts c-h only if the answer is "yes" or "DK" to the question about whether the difficulty/inability is due to a health or physical problem. If the participant doesn't do the activity and it is because of a health or physical problem then she is "unable to do it".

Part d Part d asks how long the person has had difficulty or been unable to do the activity. If less than 3 months, enter 0.0 yrs. If 3-6 months, enter 0.5 yrs. If 7-11 months enter 1.0 yrs. For durations longer than one year, use the same rounding conventions for months (e.g. 1 year and 7 months = 2.0 yrs). Rounding conventions are listed on the form.

Part e Part e asks whether help is received for the activity. If a person receives help from another person for the activity, then ask the second half of the question concerning whether the help they receive is paid help or volunteer help.

Part f For all those who report receiving help, ask part f about how long they have received help for the activity

Parts g, h These two questions ask the subject to attribute their functional problems to specific symptoms and conditions. The symptoms are listed on Card A and the conditions on Card B. The questions ask about the main symptoms and conditions.

SHOW THE SUBJECT THE CARDS. If she has difficulty reading them, read the choices to her.

If the subject wants to choose more than one symptom or more than one condition, ask her to choose the one which overall she feels is the most important reason that she has difficulty.

Parts g and h are not conditional on the answer to part e.

Aids Ask the question on the last page about aids used to perform the activity. Ask about each aid separately. For positive reports of aids that could be used for activities asked about in the functional status section, double check with the participant that she answered the functional status questions about difficulty when she DOES NOT use the aid.

The first part of the document
 discusses the importance of
 maintaining accurate records
 and the role of the
 various departments in
 ensuring that all
 information is up-to-date
 and reliable. It also
 mentions the need for
 regular audits and
 the importance of
 communication between
 different teams.

