

a. What are some of the cognitive, affective, and physical demands of this service interaction?

Service activity	CAP breakdown
Showing a client how to give an insulin injection to a cat	<p>Cognitive:</p> <p>Affective:</p> <p>Physical:</p>

b. Considering these demands, what are 3 ways we could incorporate flexibility into this service interaction? What might be helpful options for this cat owner?

c. How could you communicate this flexibility so future folks engaging with this service know about these options?

Sample answer key

Please note: There are no right or wrong answers to these questions. This answer key simply provides examples of how the CAP framework could be used to break down service activities. There are many possible answers for each question!

There are no sample answers for questions 3 and 4.

Question 1

Service activity	CAP breakdown
Reading a price estimate	<p>Cognitive: Interpret complex language; Compare and weigh costs against your budget; Prioritize services based on the information you have; Remember prior discussions about treatment options</p> <p>Affective: Balance financial stress and emotional attachment; Manage feelings of guilt about what you can afford; Manage anxiety around making the right decision</p> <p>Physical: Eyesight to be able to read; Dexterity to hold paper and turn pages; Maintain stable posture while reviewing in the location provided (standing or seated)</p>

Question 2

Can I increase the number of ways someone can access this information or service?

- Create a plain language resource on “how to read your price estimate” and share it with clients
- Create a “how to read your price estimate” video and share it with clients
- If sending the estimate as an attachment over email, include a summary highlighting key details in the body of the email
- Offer the option for clients to review the estimate with a staff member

Can I create balance between the domains so people can engage with the service in a way that works best for them?

- To support *affective* needs, clearly communicate what clients are expected to do with the estimate, outlining any timelines or processes for next steps

- To support *affective* and *physical* needs, offer private space with comfortable seating options for clients to review the estimate
- To support *affective* needs, ensure the private space has different types of fidget aids available (for example, stress ball, fidget cubes, desktop zen garden, fidget pens, etc.)
- To support *affective* needs, create a “frequently asked questions” resource regarding price estimates, and share it along with the estimate
- To support *cognitive* needs, ensure the estimate template itself follows plain language principles

Question 5

- a. What are some of the cognitive, affective, and physical demands of this service interaction?

Service activity	CAP breakdown
Showing a client how to give an insulin injection to a cat	<p>Cognitive: Having to learn new information about diabetes; Needing to recognize correct dosage; Needing to learn how to store insulin properly; Understanding other important details, like when medication expires and how to handle it safely; Remembering and following all the steps; Knowing what to do if you miss a dose or the cat reacts poorly to an injection</p> <p>Affective: Managing anxiety or fear related to handling needles or hurting the cat; Building confidence in the ability to perform the procedure; Being able to maintain composure and address potential issues, such as a squirming or stressed cat</p> <p>Physical: Handling the syringe carefully to draw up the correct dose without air bubbles; Holding the cat securely but gently while administering the injection; Injecting at the correct angle and depth</p>

- b. Considering these demands, what are 3 ways we could incorporate flexibility into this service interaction? What might be helpful options for this cat owner?

1) Ensure the learning experience can be tailored by including the following options:

- a. Offer in-person, hands-on demonstrations where the client can practice under supervision
- b. Provide video tutorials or visual guides they can reference later
- c. Allow clients to choose the pace of the session—some may want to practice repeatedly, while others may prefer to observe first and try at home
- d. Offer a follow-up session to practice again or address new questions
- e. Provide printed guides with step-by-step instructions and diagrams for easy recall
- f. Provide access to online resources or a dedicated helpline for ongoing support

2) Offer schedule flexibility by including the following options:

- a. Allow clients to book their instructional session at a time when they feel most focused (for example, morning versus evening)
- b. Provide aftercare services via video or phone calls if they need further assistance
- c. Provide reminders or check-ins (for example, client receives a call or text after the first few injections to see how it's going)

3) Provide different types of support by offering the following options:

- a. A step-by-step video that is specific to the client's cat (for example, using a similar breed or temperament for context)
- b. A checklist the client can follow daily, including pre-injection reminders (for example, warming the insulin, checking the dose, etc.)
- c. Access to a community group (online or local) for owners of diabetic pets to share experiences and tips
- d. The option to bring the cat back for additional injections while the client builds confidence
- e. A starter kit that includes pre-measured syringes (if feasible), a disposal container, and clear, simple instructions

- f. Clear instructions on recognizing and responding to issues like missed doses or adverse reactions, with reassurance that mistakes are okay and manageable
- c. How could you communicate this flexibility so future folks engaging with this service know about these options?

1) Inform clients early in the process

- a. During appointment booking: Train reception staff to explain available options when scheduling. Example:
 - i. “When we teach you how to give insulin injections, we can provide a hands-on demonstration, a video tutorial, or both. What would you feel most comfortable with?”
- b. At the start of the visit: Provide a brief overview of the flexible services before beginning the session. Example:
 - i. “Everyone learns differently, so we offer different ways to help you feel comfortable. We can go over this step-by-step today, and I’ll also give you a take-home guide. If you’d like, we can schedule a follow-up to check in or answer more questions.”

2) Highlight flexibility as a core value

- a. In marketing and communication materials:
 - i. Website or social media: “At our clinic, we understand that every pet and pet owner is unique. That’s why we offer flexible training and support to help you care for your diabetic pet.”
 - ii. Include testimonials from previous clients that reflect flexibility, such as: “They showed me how to give my cat insulin in a way that worked for me. The follow-up calls really helped me build confidence!”
- b. Signage in the clinic:
 - i. Create posters or signage in the waiting area with statements like: “Need extra help? We’re here for you—ask us about follow-up support.” Or “Learn at your own pace: Choose in-person demos, online guides, or one-on-one practice.”

3) Follow-up proactively

- a. Check-in calls/emails:
 - i. After initial training, send a message like: “We hope the training went well! Remember, we’re here if you need more support. We can offer a refresher or additional resources—just let us know.”
- b. Feedback opportunities:
 - i. Use post-visit surveys to ask clients what flexible options they found most helpful or if they need anything else. Include a question like: “Did you feel supported in learning to care for your pet? Are there additional resources or options you’d like us to offer?”

4) Use clear and accessible messaging

- a. Client-Centered Language: Highlight flexibility in a positive, client-focused way. For example:
 - i. “We tailor our training to meet your needs.”
 - ii. “You can choose the pace and type of instruction that works best for you.”
- b. Accessible Formats: Provide information about flexible options in multiple formats, such as printed brochures, emails, website pages, or videos.
- c. Examples in Practice: Include a section on your website or flyers titled “Our Flexible Support Options” with bullet points like:
 - i. Hands-on practice and demonstrations
 - ii. Follow-up calls or video tutorials
 - iii. Flexible appointment scheduling