





Student's full name:

MODULE FUNCTIONAL EVALUATION: CONCEPT AND METHODOLOGY

Didactic Unit B: Importance of functional assessment and its applications

CLASS ACTIVITY

The power point presentation prepared and made available earlier, contains selected content necessary to understand the issues in this module and topic. Due to the extent of the threads and content undertaken, it is necessary to familiarize yourself with the materials contained in it first and then resume activity in contact classes. The next task is to answer the following questions, according to the information shown previously in the power point presentation:

- 1. The relationship between the processes of diagnosis and the process of functional assessment Types of diagnosis, ICF and ICD definitions and their importance for practice,
- 2. Differences in the organization of functional assessment processes in the medical model and biopsychosocial model slide 21 of the presentation.
- 3. Differences between ICD and ICF in the approach to evaluation of results slide 22 of the presentation
- 4. The importance of learning in the organization of therapeutic processes slide 13 and examples of videos in slide 14.
- 5. Rules for creating functional assessment tools traces of 33-35 presentations with particular emphasis on examples.

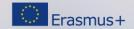












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		processes in the medical model and biopsychosocial model	processes in the medical model and biopsychosocial model	processes in the medical model and biopsychosocial model	processes in the medical model and biopsychosocial model
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		processes in the medical model and biopsychosocial model	processes in the medical model and biopsychosocial model	processes in the medical model and biopsychosocial model	processes in the medical model and biopsychosocial model
	hotwoon ICD and ICE in the approach to evaluation of	processes in the medical model and biopsychosocial model	processes in the medical model and biopsychosocial model	processes in the medical model and biopsychosocial model	processes in the medical model and biopsychosocial model
	between ICD and ICF in the approach to evaluation of	processes in the medical model and biopsychosocial model	processes in the medical model and biopsychosocial model	processes in the medical model and biopsychosocial model	processes in the medical model and biopsychosocial model
results	between ICD and ICF in the approach to evaluation of	Processes in the medical model and biopsychosocial model	Processes in the medical model and biopsychosocial model	Processes in the medical model and biopsychosocial model	Processes in the medical model and biopsychosocial model
results	between ICD and ICF in the approach to evaluation of	Processes in the medical model and biopsychosocial model	Processes in the medical model and biopsychosocial model	Processes in the medical model and biopsychosocial model	Processes in the medical model and biopsychosocial model
results	between ICD and ICF in the approach to evaluation of	Processes in the medical model and biopsychosocial model	Processes in the medical model and biopsychosocial model	Processes in the medical model and biopsychosocial model	Processes in the medical model and biopsychosocial model
results	between ICD and ICF in the approach to evaluation of	Processes in the medical model and biopsychosocial model	Processes in the medical model and biopsychosocial model	Processes in the medical model and biopsychosocial model	Processes in the medical model and biopsychosocial model
results	between ICD and ICF in the approach to evaluation of	Question 3: Differences between ICD and ICF in the approach to evaluation of results	Question 3: Differences between ICD and ICF in the approach to evaluation of results	Question 3: Differences between ICD and ICF in the approach to evaluation of results	Question 3: Differences between ICD and ICF in the approach to evaluation of results
results		processes in the medical model and biopsychosocial model	processes in the medical model and biopsychosocial model	processes in the medical model and biopsychosocial model	processes in the medical model and biopsychosocial model
Question 4: The importance of learning in the organization of therapoprocesses		Question 4: The importance of learning in the organization of therapeutic processes	Question 4: The importance of learning in the organization of therapeutic processes	Question 4: The importance of learning in the organization of therapeutic processes	Question 4: The importance of learning in the organization of therapeutic processes
Question 4: The importance of learning in the organization of therape		Question 3: Differences between ICD and ICF in the approach to evaluation of results	Question 3: Differences between ICD and ICF in the approach to evaluation of results	Question 3: Differences between ICD and ICF in the approach to evaluation of results	Question 3: Differences between ICD and ICF in the approach to evaluation of results
Question 4: The importance of learning in the organization of therapoprocesses		Question 4: The importance of learning in the organization of therapeutic processes	Question 4: The importance of learning in the organization of therapeutic processes	Question 4: The importance of learning in the organization of therapeutic processes	Question 4: The importance of learning in the organization of therapeutic processes













Qu	est	tion 5: Rules for creating functional assessment tools

TOTAL SCORE:	
FINAL SCORE in %:	

Final result = 1 point for every good answer. In the fifth question, between 1 and 5 points are allocated, depending on the examples and explanations regarding the principles of creating a functional assessment tool.

The total possible score is 27 = 100%.

Test marks:

=> 24 points = 90% and more very good,

20 to 23 points = 75% to less than 90% = good,

16 to 20 points = 60% to less than 75% = sufficient

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