

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.



**Question 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**

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**Question 2: Differences in the organization of functional assessment processes in the medical model and biopsychosocial model**

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**Question 3: Differences between ICD and ICF in the approach to evaluation of results**

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**Question 4: The importance of learning in the organization of therapeutic processes**

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**Question 5: Rules for creating functional assessment tools**

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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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