

TEACHER'S GUIDE SHEET

MODULE	FUNCTIONAL EVALUATION: CONCEPT AND METHODOLOGY
DIDACTIC UNIT	B: Importance of functional assessment and its applications
TITLE OF ACTIVITY/CLASS	Importance of functional assessment and its applications
OBJECTIVES	<ul style="list-style-type: none"> • Relationship between the diagnosis processes and the functional assessment process • Differences in the organization of functional assessment processes in the medical model and the biopsychosocial model • Differences between ICD and ICF in the approach to performance evaluation • Importance of learning in the organization of therapeutic processes • Principles of creating functional assessment tools
LENGTH	WORKLOAD IN HOURS (autonomous work & class 2,25 +1.5) 30 MINUTES OF CLASS IN TOTAL.
PREVIOUS KNOWLEDGE REQUIRED	It is recommended that the teacher and student have access to the content of the presentation and read it before the meeting and become familiar with the video materials contained in it and references to the proposed definitions, examples of assessment tools and the principles of their creation related to the module (.pdf, doc, docx, video)
TECHNICAL NEEDS	PC with software for the reproduction of videos with audio and power point presentation.



	Projector and screen to show contents appropriately to all the students during class
RESOURCES NEEDED	Presentation with commentary

DESCRIPTION OF THE CLASS/ACTIVITY

It is recommended that the teacher and student have access to the content of the presentation and read it and become familiar with its video materials and references to the proposed definitions, examples of assessment tools and the principles of their creation related to the module

BASIC CONCEPTS

There are five important issues related to the topic that have been included in the presentation as tasks for the teacher and the whole group, namely: 1. Discuss the relationship between the diagnosis processes and the functional assessment process, 2. Discuss the differences in the organization of functional assessment processes in the medical model and the biopsychosocial model, 3. Discuss the differences between ICD and ICF in the approach to performance evaluation, 4. Discuss the importance of learning in the organization of therapeutic processes, 5. Discuss the principles of creating functional assessment tools

FIRST TASK:

The leader divides the group into four-person subgroups and each task is to prepare within 15 minutes, also for discussion on each of the above five topics. (The previously prepared Power Point Presentation should be available for each group in class).

Then there is a discussion between the groups and the leader is a moderator (25 min.). Finally, a brief summary by the teacher and introduction to the second task.

SECOND TASK:

Immediately after completing the first task, the teacher divides the group into two subgroups, whose task will be to develop a verification test according to the given formula for the second group, consisting of a maximum of 15 closed questions, three on each topic discussed. (about 20 minutes). Then the test is carried out, and after checking in both groups.

SOLUTIONS AND EXPLANATIONS:

After assessing the answer there is a discussion where the leader is the moderator.

CONCLUSIONS FROM WORK

Finally, the teacher explains the conclusions of the work, which are related to conclusions on each of the five issues

TASKS TO BE DEVELOPED BY THE STUDENT IN CLASS

FIRST TASK: Each group of students should address the following issues in individual questions:

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 video slide 14.
5. Rules for creating functional assessment tools - traces of 33-35 presentations with particular emphasis on examples.

SECOND TASK:

Instead of solving the previously prepared test, it is proposed to create two tests in two independent groups and then carry them out and evaluate. In this way, students will be involved in discussing course issues several times and differently, this is to increase student involvement and create opportunities to capture issues discussed in various contexts, which speeds up remembering and facilitates the automation and accuracy of acquired knowledge, so-called contextual learning.

SOLUTIONS AND EXPLANATIONS:

The final discussion moderated by the teacher allows to check the acquired knowledge. Students should also answer questions from the prepared evaluation questionnaire, which concerns self-assessment, i.e. checking whether completed classes enable understanding of all five discussed issues and the ability to understand the principles of creating functional assessment tools and their applications, or whether it is necessary to re-examine some elements of the Power Point presentation on this topic.

CONCLUSIONS FROM WORK

The teacher sums up all the completed activities.

TASKS TO BE DEVELOPED BY THE STUDENT OUTSIDE OF CLASS (If required)

It is mandatory and highly recommended that students have access to the Power Point presentation associated with this module before the start of the class (.pdf, doc, docx, autonomous work)

EVALUATION METHODOLOGY

Self-assessment is planned in this task, as described above

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