

TEACHER'S GUIDE SHEET

MODULE	MODULE FUNCTIONAL EVALUATION: CONCEPT AND METHODOLOGY
DIDACTIC UNIT	Didactic Unit C: Classification of functional impairments and disability
TITLE OF ACTIVITY/CLASS	Reinforcement activity
OBJECTIVES	<ul style="list-style-type: none"> • Presentation of a tool assessing the degree of disability according to WHO Disability Assessment Schedule 2.0 • Indication of a practical example of the tool application
LENGTH	<i>30 minutes</i>
PREVIOUS KNOWLEDGE REQUIRED	Getting to know the WHODAS 2.0 method.
TECHNICAL NEEDS	<i>7m long room and a chair</i>
RESOURCES NEEDED	<ul style="list-style-type: none"> • <i>12-item Instrument Scoring Sheet acc. WHODAS 2.0 (available at: https://www.who.int/classifications/icf/whodasii/en/)</i> • <i>one piece of paper and a pen for each student</i>



DESCRIPTION OF THE CLASS/ACTIVITY

The task is to assess the degree of disability of the patient who has had a cholecystectomy.

TASKS TO BE DEVELOPED BY THE STUDENT IN CLASS

For teams of two, see the case study presented below. One of the people will play the role of a patient who had cholecystectomy 14 days ago, and the other will play the role of an interviewer assessing the degree of disability. To do this, use the 12-item WHODAS 2.0 questionnaire (12-item Instrument Scoring Sheet.xlsx). After the interview and completion of the questionnaire, present and discuss the measurement results.

CASE STUDY - PATIENT INFORMATION

A patient came to the general surgery department for a planned Cholecystectomy. Patient: female, 35 years old, BMI 38, comorbidities: type 2 diabetes, professionally active. The procedure was performed laparoscopically using the 4-incision technique. The procedure followed the procedure, no adverse events occurred. Discharge the patient from the ward on the 3rd day after surgery.

The sheet is available at: <https://www.who.int/classifications/icf/whodasii/en/>

It is a 12-item Instrument Scoring Sheet according to WHODAS 2.0.

PLEASE NOTE: When scoring WHODAS, the following numbers are assigned to responses:

0 = No Difficulty, 1 = Mild Difficulty, 2 = Moderate Difficulty, 3 = Severe Difficulty, 4 = Extreme Difficulty or Cannot Do

		Score
S1	Standing for long periods such as 30 minutes?	
S2	Taking care of your household responsibilities?	
S3	Learning a new task, for example, learning how to get to a new place?	
S4	How much of a problem did you have in joining in community activities (for example, festivities, religious or other activities) in the same way as anyone else can?	
S5	How much have you been emotionally affected by your health problems?	
S6	Concentrating on doing something for ten minutes?	
S7	Walking a long distance such as a kilometre [or equivalent]?	
S8	Washing your whole body?	
S9	Getting dressed?	
S10	Dealing with people you do not know?	
S11	Maintaining a friendship?	
S12	Your day-to-day work/school?	
Overall Score		%

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

Not required

EVALUATION METHODOLOGY

When carrying out the assignment,

the teacher should pay particular attention to:

- Occurrence of repeatability of results for the same Domains of Functioning
- Drawing attention to the impact of the disease on selected Domains of Functioning and functional limitations related to disability

After completing the assignment, the teacher should encourage discussion of the topic:

- Objectivity of the questionnaire and discussion of the research results

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