

## Functioning, Participation and Counselling

### Description

In this course students will learn about the factors affecting functioning and inclusion and how to influence them. They will have the ability to motivational and interactive guidance in client situations. Students understand and are able to utilize the ICF Framework to describe functioning capacity and inclusion. They will understand the client and service processes in the rehabilitation and social field. They recognize the basics of assessing a client's ability of functioning capacity, inclusion, and need for rehabilitation and service, and are able to find evidence-based assessment methods. They know the principles of individual and group guidance. They know the factors that influence the interaction and they recognize the strengths of their interaction and the things they need to develop. They know the basic principles of activating patient transfer techniques and ergonomics. They know the stages of process for assistive devices and can justify the importance of wellness technology / assistive devices in supporting the client's functioning capacity and inclusion.

**Cooperation partner:** No

**Additional funding required:** No

**Profession, number and semester of students:** Occupational therapy, physiotherapy, social work and rehabilitation counselling. About 230 students in their first year of study.

**Didactic concept:**

Patient- centeredness	ICF	Clinical reasoning
No	Yes	Yes
	<p><b>Implementation of ICF:</b> Students learn the ICF The model, structure, codes and tools during this course. They have online video &amp; reading material and then we have multiprofessional teams where the students reflect the material. Also, they interview some person with disabilities utilizing ICF (RPS form).</p>	<p><b>Implementation of Clinical Reasoning:</b> Students have a group assignment, where they interview some person with disabilities based on ICF and they write a report. After interview they describe his/her functioning according ICF classification, they also describe the persons' situation concerning inclusion and the group suggests the actions which could support the inclusion of the person. Also, the group suggests a few relevant measurements how to evaluate the functioning. The group should find thereasons for everything they describe.</p>

**Learning principles applied:**

- Practice-based learning
- Activity-based learning
- Exchange-based learning
- Theory-based learning

**Teaching/learning locations:** Blended learning

**Use of learning management system:** Yes

**Workload and Duration of IPE Interventions:** 5 ECTS, about 7 weeks

Intended Learning Outcomes incl. personal ranking		
1	Communication	Yes
2	The patient	Yes
3	Learning/reflection	Yes
4	Roles/responsibilities	Yes
	Ethics/attitudes	No
	Teamwork	No
	International competence	No
	Digital competence	No
	Other	No

Assessment domains of interprofessional learning incl. personal ranking		
1	Teamwork	Yes
2	Interprofessional values	Yes
	Role understanding	No
	Interprofessional communication	No
	Coordination and collaborative decision-making	No
	Reflexivity	No

**Requirements for students:** This is part of every rehabilitation degree program, obligatory course

**Requirements for educators:** Competence, knowledge and skills about the course content

**Students' evaluation:** They do self- and peer-evaluation in different tasks.

**Learning experiences:**

Learning experience	Measurement/ Evaluation
Acquisition of knowledge/skills linked to interprofessional collaboration	Students wrote in feedback questionnaire that they learnt the ICF model and implementation of ICF well.

**Prerequisites:** This course needs a lot of time resources.

**Barriers:**

- Structural/organisational elements: A huge size of students. This course needs a lot of organizing from the teacher's perspective.

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