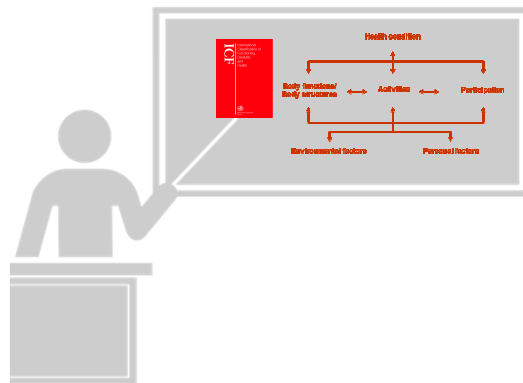


## Training Prospective Trainers of the ICF



ICF Research Branch

## After completing this section, you will be able to...

- give participants of your ICF training an overview of ICF self-learning resources
- analyze the context in which the participants intend to implement the ICF
- reflect on the suitable teaching methodology for transferring ICF knowledge to the participants
- adapt examples and create own exercises to the context of the participants

ICF Research Branch

2

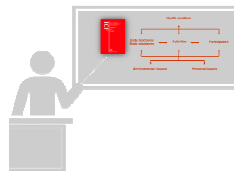
## Organisation/logistics



**Be reminded that materials provided in this training are ONLY allowed to be used in institution-internal workshops or in workshops that are free of charge.**


**Otherwise, you will have to create your own materials.**

## Self-learning Resources



**ICF Self-learning Resources**

- ICF book or access to [ICF Browser](#) (internet)
- ICF e-learning tool: [old version](#) and [new version](#)
- [ICF Practical Manual](#) found on the WHO website
- ICF Core Set Manual and corresponding electronic ICF documentation tool [www.icf-core-sets.org](http://www.icf-core-sets.org)
- WORQ website, [www.myworq.org](http://www.myworq.org)
- [ICF-based case studies website](#)
- [ICF education resources](#)
- World Confederation of Physical Therapy [ICF resources](#)
- [ICF Illustration library](#)


5

**ICF Self-learning Resources**

**Encourage self-directed learning**

Old ICF e-learning tool  
<http://icf.ideaday.de/>

**WHO ICF eLearning Tool**  
Please select your language / Selección por favor su idioma

English

Español



The screenshot shows a web browser window with a red header containing 'ICF', 'Introduction', 'Advanced', 'Specialized', and a 'Language' dropdown menu. The main content area has a 'Welcome' message and text explaining the ICF as an international standard for health and disability information. At the bottom, there are navigation buttons for '1' through '9'.



## Revised ICF e-Learning Tool



<https://icf-elearning.com/>

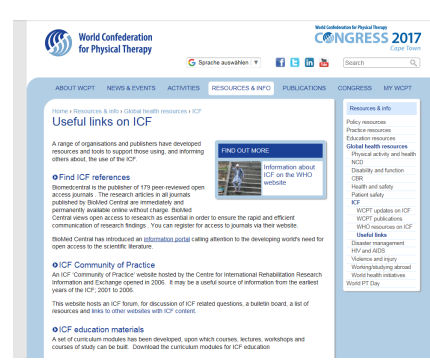
ICF e-learning

**ICF** Research Branch

## Source of information

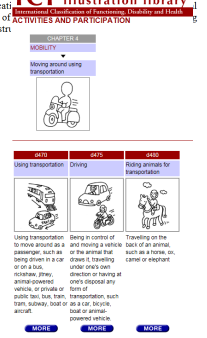
### World confederation of physical therapy (WCPT)




<http://www.wcpt.org/node/29224>



**Curriculum modules for the WHO's International Classification of Functioning, Disability and Health (ICF).**

The purpose of this document is to provide a basis for education on the International Classification of Functioning, Disability and Health (ICF) and its derived classification for children and youth (ICF-CY) for potential users and in all countries. It was developed by members of the World Health Organization and Education Committee to be free modules for specific purposes and applications. The curriculum describes desirable contents of an introductory module on the content, structure and organization of the ICF.



ICF	ICF-CY	ICF-CY
Using transportation	Driving	Riding animals for transportation
		
Using transportation to move around as a passenger, such as being driven in a car or taxi.	Being in control of and pointing a vehicle, such as a horse, or drawing it, including on a bicycle, motorcycle, jetty, airplane, powered wheelchair, or private or public bus, such as a car, bicycle, train, trolley, double-deck or private aircraft.	Training on the back of an animal, such as a horse, or being transported by camel or elephant on a pack animal.

[http://www.icfillustration.com/icfil\\_eng/index.html](http://www.icfillustration.com/icfil_eng/index.html)

**ICF** Research Branch

## Illustration Library

[http://www.icfillustration.com/icfil\\_eng/index.html](http://www.icfillustration.com/icfil_eng/index.html)

Also published in *World Health Organization. ICF illustration library. Bulletin of the World Health Organization. 2004; 82(7): 550-551.*

Available in English, Spanish and Japanese

CHAPTER 1	CHAPTER 2	CHAPTER 3	CHAPTER 4	CHAPTER 5	CHAPTER 6	CHAPTER 7	CHAPTER 8
MENTAL FUNCTIONS	SENSORY FUNCTIONS AND PAIN	VOICE AND SPEECH FUNCTIONS	FUNCTIONS OF THE CARDIOVASCULAR, HAEMATOLOGICAL AND RESPIRATORY SYSTEMS	FUNCTIONS OF THE DIGESTIVE, METABOLIC AND ENDOCRINE SYSTEMS	GENITOURINARY AND REPRODUCTIVE FUNCTIONS	NEUROLOGICAL, SKELETAL AND MOVEMENT-RELATED FUNCTIONS	FUNCTIONS OF THE SKIN AND RELATED STRUCTURES
<a href="#">MORE</a>	<a href="#">MORE</a>	<a href="#">MORE</a>	<a href="#">MORE</a>	<a href="#">MORE</a>	<a href="#">MORE</a>	<a href="#">MORE</a>	<a href="#">MORE</a>

**CHAPTER 2**  
**SENSORY FUNCTIONS AND PAIN**

pain

b280	b289
sensory of pain	Sensation of pain, other specified and unspecified
Sensation of unpleasant feeling indicating potential or actual damage to some body structure.	
<a href="#">MORE</a>	

**CHAPTER 2**  
**SENSORY FUNCTIONS AND PAIN**

seeing and related functions	hearing and vestibular functions	additional sensory functions	pain
<a href="#">MORE</a>	<a href="#">MORE</a>	<a href="#">MORE</a>	<a href="#">MORE</a>

b280 sensory functions and pain, other specified  
b289 sensory functions and pain, unspecified

**ICF** Research Branch 9

## Relevant ICF Publications

- [Stucki G, et al. The ICF: a unifying model for the conceptual description of the rehabilitation strategy. J Rehabil Med. 2007](#)
- [Rauch A, et al. How to apply the ICF for rehabilitation management in clinical practice. Eur J Phys Rehabil Med. 2008](#)
- [Cieza A, et al. Items from patient-oriented instruments can be integrated into interval scales to operationalize categories of the ICF. J Clin Epidemiol. 2009](#)
- [Selb M, et al. A guide on how to develop an ICF Core Set. Eur J Phys Rehabil Med. 2015](#)
- [Cieza A, et al. Refinements of the ICF Linking Rules to strengthen their potential for establishing comparability of health information. Disabil Rehabil. 2016](#)
- [Prodinger B, et al. Standardized reporting of functioning information on ICF-based common metrics. Eur J Phys Rehabil Med. 2017](#)
- [Prodinger B, et al. The measurement of functioning using the ICF: comparing qualifier ratings with existing health status instruments. Disabil Rehabil. 2017](#)

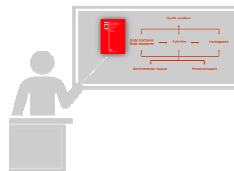
**ICF** Research Branch 10

**ANY QUESTIONS?**



**ICF** Research Branch

## Training Methods for Groups



**ICF** Research Branch

## Planning a Module (Lesson)

### 5-point model of lesson planning

- Introduce the topic
- Activate preliminary knowledge
- Inform / gain information
- Mobilise participants to process new information
- Evaluate

## Planning a Module (Lesson)

Time frame	Step	What	Method	Notes
15:00	1	Introduce topic: Contextual factors of WS	Conversation	
15:03	2	Reflect on teaching experiences		
15:05	3	<ul style="list-style-type: none"> <li>• organization/logistics</li> <li>• self-learning resources</li> <li>• Learning</li> <li>• 5 point model</li> </ul>	presentation	short take time
15:30	2	Think back: ICF modules	pairs	
	3	Explanation of assignment	group	
	4	Assessment of future teaching context Adaptation of presentation or exercise to the context	plenary group	
15:50	5	Exchange of results	group presentation	Flip Chart?
16:15		End of Module		

## Teaching methodology

### 1. Introduce the topic

The trainer can:

- ask questions
- tell stories
- ask for participant reflection and experience
- use newspaper articles and other real-life references as a starting point for getting oriented to the topic

## Teaching methodology

### 2. Activate knowledge

The trainer encourages participants to:

- respond and discuss questions in pairs, in small groups, and in plenary
- list relevant topics in alphabetical order
- review the course material



## Teaching methodology

### 3. Inform

To support participants in acquiring new knowledge, the trainer can:

- hold a lecture: Talk, PowerPoint, Flip Chart
- provide reading material, e.g. Articles, books etc.
- provide audio information, e.g. have participants listen to a recording of a patient-therapist exchange
- let participants search for information using the internet, library etc.
- enable the participants to interview experts (if time allows)

## Teaching methodology

### 4. Mobilise participants to process new information

The trainer can allocate tasks to participants that shall be completed by:

- discussing the information in a designated group
- writing a summary of the information learned
- preparing a presentation on the topic
- applying the new information in a new context
- using newly gained information to solve similar problems

## Teaching methodology

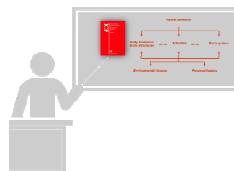
### 5. Evaluate what was learned

The trainer allows participants to:

- present results
  - In groups or individually
  - with support of material, such as a flipchart, PowerPoint, pictures/visuals
- teach the content to a colleague
- write an essay or abstract on the topic with a specific purpose in mind

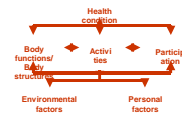
*You know what you can explain!*

## How to start with implementing ICF – An example



## How to start ?

Introduction to the ICF depends on the aim:



- Comprehensive thinking -> Biopsychosocial model
- Standardized data collection and reporting -> ICF



ICF Research Branch

## Introducing the ICF – Example 1

Continuous education for PT and OT:  
“The Assessment and Treatment of Adults with Neurological Conditions  
- The Bobath Concept”

### Course curriculum:

- Concepts of participation, activity, impairment and context and their inter-relationships
- Concepts of capacity and performance
- Integration of the ICF in the clinical reasoning process

ICF Research Branch

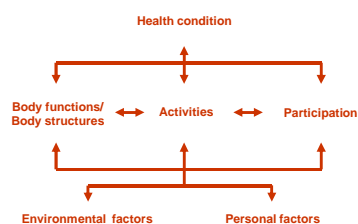
## Introducing the ICF – Example 1

### Teaching session:

Learning aim: The participant knows the components of the biopsychosocial model and can correctly assign relevant health/health-related information to the respective component.

Theoretical lesson: Short introduction of the biopsychosocial model

Practical exercise: Which problems have you discovered and/or treated in your neurologic patients last week?



- A) discuss with partner
- B) write findings on a paper

- ⇒ Each participant reads aloud his/her results and places them on a print-out of the biopsychosocial model" on the table
- ⇒ Final discussion

**ICF** Research Branch

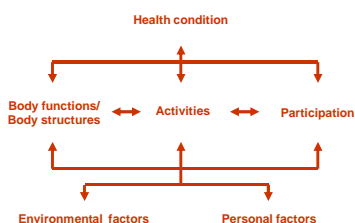
## Introducing the ICF – Example 1b

### Teaching session:

Learning aim: The participant knows the components of the biopsychosocial model and can correctly assign relevant health/health-related information to the respective component.

Theoretical lesson: Short introduction of the biopsychosocial model

Practical exercise: Participants receive a case description of a stroke patient. They now have to identify all relevant aspects related to the biopsychosocial model.




- A) visualise results on flipchart
- B) present results by groups

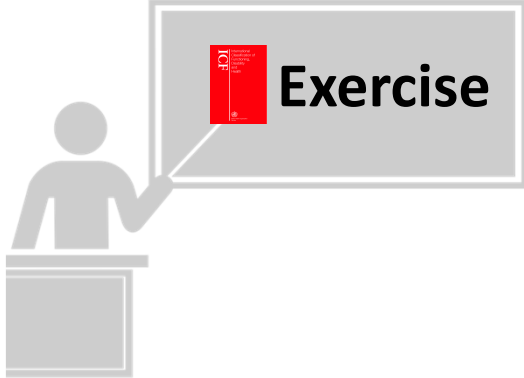
- ⇒ Final discussion

**ICF** Research Branch

**ANY QUESTIONS?**



**ICF** Research Branch



**ICF** Research Branch

### Adaptation of workshop material

1. Decide your ICF teaching content as a group :
  - Who? Why? What?
  - In which context should your participant(s) implement the ICF?
  - > *Group discussion (10min)*
2. Decide on one presentation or exercise that you would like to adapt to your needs
3. If adapting one presentation or exercise is not feasible in the timeframe of this module, outline what you would change

**ICF** Research Branch

### Adaptation of workshop material

Group presentation of results: Use visualisation

- Decisions
- Adaptations made
- Challenges and/or questions that came up
  
- Lessons learned / next steps?

**ICF** Research Branch