

First International Symposium: ICF education

5th June 2015, Helsinki, Finland

Program

9.00 Chair: Thomas Maribo and Heidi Anttila

Opening: Vesa Jormanainen, Head of Operational Management Unit, Information Services Department, National Institute for Health and Welfare, Finland

From global to local Catherine Sykes, WHO-FIC FDRG co-chair, World Confederation of Physical Therapy, United Kingdom

ICF education rationale

- Interprofessional collaboration – educational reform, Stefanus Snyman, Stellenbosch University, South Africa
- Integrated community-based care - reform of health systems, Heidi Anttila, National Institute for Health and Welfare, Finland
- Patient-driven Big data – towards individualized health care, Olaf Kraus de Camargo, McMaster University, Canada

9.45 Session 1: Professional education Chair: Joanne Valerius, Oregon Health & Science University, United States

Madden et al	Scaling up: a vision for on-line ICF education
Stallinga et al	Effects of a training in using the ICF on learning outcomes: a randomized controlled trial in Advanced Practice Nurse students
Nguyen et al	Development and implementation of a graduate-level, application-focused ICF course to promote utilization in research and practice
Sykes et al	ICF education for physical therapists: lessons learned since 2001
Xiong et al	Employee's Awareness of International Classification of Functioning, Disability and Health (ICF) at the Oulu University Hospital
Brouwer et al	Towards Occupational Health from a Biopsychosocial perspective; an Evidence Based approach
Sykes et al	Investigating a repository for ICF education materials

10.50 Poster session I: Professional education Heli Valkeinen, National Institute for Health and Welfare, Finland

Correia Martins et al	Clinical Reasoning and Decision-Making ICF-based Model for Physiotherapy Students
Veijola et al	ICF-CY as an action-directing framework in Tervaväylä school
Luoju et al	Teaching experiences of ICF-classification in the Open University's 'Accessibility, aids and functioning 5 ECTS' web-course
Jeglinsky et al	ICF as a reference in evidence based practice
Correia Martins et al	An International Classification of Functioning, Disability and Health (ICF) training model: twelve years' experience in Portugal
Kolehmainen et al	Instructing the principles of ICF to personal in small and medium size businesses
Santana et al	ICF online training for Brazilian professionals
Saleeby	Educating Social Workers on ICF: From Classification into the Classroom and Professional Practice

11.20 Mid-morning break – time to share stories & ask questions

11.40 Session 2: Children and adolescents Chair: Ros Madden, University of Sydney, Australia

Greitane et al.	Rehabilitation Problem Solving using ICF criteria
Ng et al	Using ICF in self-reported questionnaires among Finnish adolescents.
Ng et al.	Trends of meeting Physical Activity recommendations in Finnish adolescents with long term illnesses, or disabilities.
Rowand et al	An ICF-based tool: The Communication Supports Inventory: Children & Youth (CSI-CY)

12.20 Poster session II: Assessment and tools, Sanna Ahola, National Institute for Health and Welfare; Finland

Saarinen et al	The Spiral of Rehabilitation – A practical tool in ICF-based goal-setting
Jokitalo-Trebs et al	Transdisciplinary ICF-CY based description of functioning profile of students with special needs

Cuenot et al	National multidimensional guide based on the ICF for assessing the support needs of persons with disabilities in France
Leinonen et al	Experiences of and prospects for an ICF-based assessment method
Haverinen et al	Benefits of ICF-based functioning status assessments in ambulatory vocational rehabilitation of psychiatric rehabilitees
Eronen	Eating disorder patient's functioning factors enhancing participation in life situations. Application of ICF-classification.
Banerjee et al	Effect of respiratory muscle training with pulmonary physical therapy and training device in community dwelling elderly of New Delhi, India
Sjögren et al.	ICF- an Assessment Tool for Rehabilitation Counseling
Kilpinen et al.	Participation as the Objective: An ICF-based Questionnaire to Describe Functioning after Traumatic Brain Injury (TBI) and Rehabilitation Interventions

12.50 *Lunch*

13.50 Session 3: Environmental factors Chair: Coen van Cool, National Institute for Public Health and the Environment, the Netherlands

Sild et al	An interactive instrument based on ICF for mapping disability, finding necessary assistive technology and measuring the impact
Shoshmin et al	Approach to ICF-based Assessment of Barriers
Vänska et al	ICF framework in education: developing evidence-based practices for rehabilitation and assistive device services
Banerjee et al.	ICF-based self-report questionnaire for identifying and describing problems by elders in using a mobile phone
Banerjee et al	An observational study to understand the attitude of elderly towards Communication and Education technology, in New Delhi, India.

14.40 *Break – time to share stories & ask questions*

15.00 Round table discussion: Who, what, why where, when and how to organize ICF education (Chaired group discussion i.e. learning café), chairs: Olaf Kraus de Camargo, Stefanus Snyman, Joanne Valerius, Thomas Maribo, Ros Madden

Discussion topics:

- 1) Who should educate ICF?
- 2) What ICF education is needed?
- 3) Where to educate ICF?
- 4) When?
- 5) How? What tools are needed (mICF, websites)?

Summary of round table discussions by the chairs

16.00 Conclusion, Catherine Sykes

PARALLEL WORKSHOPS

16.15 Workshop I: ICF updates Janice Miller¹ & Marie Cuenot²

1) Canadian Institute for Health Information, Canada; 2) EHESP - National School of Public Health, WHO CC for the FIC in French, France

Facilitators: Heidi Anttila, THL, Finland; Jaana Paltamaa, JAMK University of Applied Sciences, Finland

Aim: to engage more people to make and comment updates. Updating the ICF is essential for keeping the classification current and accurate. In this session delegates will learn about the established process and online platform for making proposals and commenting on the proposals of others. They will take part in small groups commenting on some of the proposals under deliberation in 2015. Following the session, delegates should feel confident to contribute to updating the ICF independently in future updating workshops.

16.15 Workshop II: Putting ICF-CY into practice Olaf Kraus de Camargo¹ & Liane Simon²

1) McMaster University, CanChild Centre for Childhood Disability Research, Hamilton, Canada; 2) MSH - Medical School Hamburg, Germany

Introduction: The ICF concept of health provides perspectives on people's lives through the lens of functioning. This view of health promotes an integration of a patient's body functions and structures, activities performed in daily life, and the personal and social roles that constitute their participation in life situations.

Service providers (health, education, welfare) engaged in the habilitation process have varied disciplinary language, training and culture that all emphasize certain domains of patient's functioning over others. However, adoption of the ICF allows that all members of a clinical team are motivated to improve their patient's functioning within a common conceptual approach. This can be used to describe the different goals of intervention, negotiate priorities and communicate among different disciplines and with patients and parents.

Based on the practical experience of the presenters teaching in numerous workshops given for early childhood educators and developmental pediatricians in Germany and Canada, the audience will be introduced briefly to one of the existing code-sets for children and youth and its use will be demonstrated and practiced on case examples with the attendees.

Case Presentation: We will use a video example provided by Dan Habib from a series about inclusion called "Including Samuel". It describes a boy living with cerebral palsy and the supports he requires at home and at school.

Discussion: The video and the application of the ICF during the presentation will help to understand the benefits of using the ICF to describe holistically the situation of a patient within his environment, set goals for intervention, promote interdisciplinary collaboration and empower patients and parents.

17.30 The symposium ends