

Advanced Functional Capacity Evaluation (AFCE)

About this course

Faculty: Daley, Dunlap

[Faculty Bios](#)

Intended Audience: : Must be Physical Therapist, Occupational Therapist, Registered/Certified Kinesiologist (Canada)

[Additional course information](#)

Prerequisites: Successful completion of the WorkWell FCE training and performance of a minimum of 10 FCEs.

Program Level (AOTA): Intermediate

AOTA Classification Categories: 1 – Domain of OT, 2- Occupational Therapy Process

Delivery: Live, In-Person

Student Ratio: 15:1

General Teaching Method Overview:

Lecture, Discussion, Group Activities, Case Studies

Informed Consent: Required

Duration: 1 day, 7 contact hours

Completion Requirements: Attend all course sessions, class participation/ engagement in learning activities, including group activities, and completion of course evaluation.

CEU Credit: WorkWell is a Michigan APTA Approved Provider for Continuing Education. This course is approved for 7 CEUs.

The WorkWell Advanced FCE course focuses on enhanced evaluation skills and critical thinking related to functional/performance based testing. The course work includes problem solving activities and collegial dialog with other WorkWell providers trained in functional capacity evaluation and a faculty member. Participants have the opportunity to discuss challenging FCE scenarios, refine skills in group lab sessions, review recent/sentinel research in the area of functional capacity evaluation/ performance based tests and to critique sample FCE reports to help strengthen self-assessment and decision making.

This WorkWell 1-day program is delivered in a seminar format grounded in "participatory learning"- using an outline and planned material to drive reflection, discussion, and review in areas that participants commonly target for additional skill development, while also leaving flexibility to address group goals and experiential learning with the faculty. While it is difficult to determine what each therapist would consider "advanced" level practice, the course requires participants to have enough experience with the WorkWell FCE that they are comfortable with the process of the FCE and can focus on higher level evaluative skills - generally a minimum of 10 to 20 FCEs, but clinicians also participate after performing hundreds of FCEs to refresh their skills and refine their problem solving abilities in a collaborative environment.



WWPC is an AOTA Approved Provider and is authorized to offer .7 AOTA CEUs

Learning Objectives: At the end of the training, participants will be able to:

1. Discuss the range of applications of functional testing in a large group with focus on clinical presentation, stage of care, return to work recommendations, anticipating future care needs, case management, and disability considerations
2. Review recommended facility process elements and analyze common challenges/solutions related to answering referral question/s (and establishing safe testing of the client)
3. Assess options and strategies to identify worker job duties and perform job matching/gap analysis to answer referral questions for both formative and summative evaluation of work ability
4. Design appropriate customized test protocols in small group case study scenarios by selecting and/or adapting FCE activities based on referral information, client history/presentation, research and job related information
5. Refine or revise observation skills and problem solving strategies through participation in small group test item lab session based on common challenges (or low confidence scenarios) prioritized by participants
6. Perform FCE subtests for job related and disability testing applications during lab session with specific focus on set up, instruction, scoring and scenarios related to test modification
7. Critique sample reports as part of small groups and document guidance/recommendations to increase awareness of common reporting pitfalls and improve report writing.
8. Discuss the clinical impact of common biopsychosocial aspects of testing, considering the subsequent impact on report writing as part of a large group discussion
9. Discuss FCE related research in a large group setting, highlighting information such as reliability, validity, special testing populations, use of normative data, evaluator test impact, short FCEs and interviews that are identified in the FCE Research Compendium

Agenda/Outline:

8:00 - 8:15	<p>Introductions</p> <p>Orientation- Disclosure, facilities review and safety considerations</p>
8:15-9:30	<p>AFCE Learning Objectives and Participant Goal Identification</p> <p>Test Design to Answer the Referral Question</p> <p>How are FCEs and PBT used</p> <p>Purpose/Reasons for testing</p> <p>Client Presentation/Comorbidities</p> <p>Comparative data- Benchmarking and Gap Analysis</p> <p>Standard and Customized Options for Functional Testing</p> <p>Group exercises (case based)</p> <p>Additional Data Sources- Questionnaires/Interviews, etc</p>
9:30-9:45	Break

9:45-12:15	Test Performance and Observations Review of subtests Role of observation and elements such as posture, movement, physiologic response Safety considerations in testing Small group reflective discussion, goal setting and lab
12:15-1:00	Lunch
1:00-3:10	Documentation and Evaluation Form review/documenting observations Review Sample reports Documenting client limited or sub maximal physiologic performance Report critiquing overview/checklist Group exercise report critiquing
3:10-3:25	Break
3:25-4:30	Special Topics Related to Testing Psychosocial Screening US Dept of Labor Physical Demand Levels Research Overview

Equipment needed for Implementation: Same as FCE