

POTH 684- Advanced Practice in Stroke Rehabilitation

Number of credits: 3

Semester offered: Fall

Course coordinator: Dr. Anita Menon

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Course description

This course aims to facilitate advanced learning specific to evidence-based stroke rehabilitation management (i.e. screening, assessment and treatment). The course is designed for rehabilitation professionals (primarily occupational therapists and physical therapists) who work in stroke rehabilitation at any point across the stroke continuum of care including acute care; in-patient rehabilitation and, community-based services.

Learning outcomes

On completion of this course, the student will be able to:

SCHOLARLY PRACTITIONER

1. describe the key best practices in stroke rehabilitation according to the Canadian best practice stroke rehabilitation guidelines;
2. identify and critically appraise research findings (both assessment and intervention studies) specific to stroke rehabilitation;

COLLABORATOR

3. situate stroke rehabilitation screening, assessment and intervention within the larger context of stroke management by an interdisciplinary team;

MANAGER

4. describe characteristics of the work environment (stroke units, structure and process of care), and the clinician (habits, traits, self-efficacy) that enhance collaborative evidence-based practice for improving patient outcomes in stroke rehabilitation

EXPERT

5. identify issues related to optimal timing, intensity and matching of stroke treatment interventions based on individual patient traits, impairments and preferences;
6. create client-centered goals and an assessment/treatment plan for a patient with stroke within the context of an interdisciplinary team-based care plan;
7. apply learning related to stroke rehabilitation best practice management by administering standardized assessments and effective treatments with a “real life” patient using virtual scenarios.

Course content

This course will focus on current knowledge of best practices in the area of stroke rehabilitation. Throughout the course, students will have the opportunity to learn the “how to” of screening, assessment, and intervention using simulated patients. In addition, the content has been created to provide students with critical appraisal skills

specific to stroke methodology that will further their acquisition of best practice information and principles in stroke rehabilitation.

Eligibility

This course is open to professional masters level students in the School of Physical and Occupational Therapy; graduate students in Rehabilitation undertaking either a thesis masters or PhD; and, occupational therapists and physical therapists who have met their College or Association requirements for practice along with any specific requirements for entrance into a graduate level course at McGill University.

The course may also be taken, with permission and at the discretion of the course coordinator, by speech-language pathologists, nurses, psychologists, social workers, physicians, and others who are involved in stroke rehabilitation. The final decision regarding acceptance into the course is the prerogative of the course coordinator and the School of Physical and Occupational Therapy, McGill University.

Prerequisites

This course does not have any specific prerequisites.

Instructional methods

The course is taught in a modular format. The course will be taught using online lecture recording, in-class workshops, readings, in-class assignments, interactive group discussions, hands-on activities, role playing, case studies, videos and web-based learning, in order to help students master the theoretical concepts and practical application of stroke rehabilitation. **Students are expected to review the online lecture specific to the module and complete assigned readings prior to the in-class workshop.**

Method of evaluation

- Final assignment (FA): 30%

This final assignment will provide the student with an opportunity to test their knowledge specific to key issues in stroke rehabilitation and specific to patient management – including identification of patient problems, making a differential diagnosis; as well as determining optimal assessment and intervention practices. The student will make use of the best practice guidelines and the evidence of intervention effectiveness to complete the assignment. This assignment will be completed **individually** and submitted electronically.

- Two group assignments (GA): 25% each

Students will work collaboratively on case studies that offer practical opportunities to apply assessment and treatment principles and discuss differential diagnosis; patient-specific characteristics and how these influence treatment choices. By working on this assessment in a group context, students are encouraged to practice applying the best practice knowledge to the specific patient context using a “team approach”. The group assignments will be submitted electronically.

- Four mini-quizzes (Q): participation in finding and reviewing of evidence: 5% each
These mini-quizzes will help the student operationalize an efficient process by which they quickly seek, evaluate and apply new stroke evidence as it emerges. Students will evaluate the current evidence specific to an intervention or assessment of interest, critique the quality of the evidence, and prepare recommendations specific to the use of the intervention/assessment according to patient characteristics and time since stroke onset. This is an important real-world skill for evidence-based stroke rehabilitation practice. Mini-quizzes will be completed on paper and submitted during in-class workshops.

Marks on assignments and mini-quizzes will be posted on myCourses.

NOTE: "In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change."

Course materials and assigned readings

Each module will have an online lecture recording and/or presentation slides, along with assigned readings. All content will be posted on myCourses. It is the responsibility of the student to review all lecture recordings and/or presentation slides, and read all assigned readings prior to the in-class workshops.

Electronic device with Internet:

Students are requested to bring an electronic device with Internet access (e.g. laptop, tablet, smartphone) to **ALL** in-class workshops for active participation in learning activities. If this is not possible, please make arrangements with a fellow student to share their device during the workshop. In the event that such arrangements cannot be made, students are encouraged to inform the instructor as soon as possible.

Online assigned readings:

1. Articles posted on **myCourses**
2. **Stroke Engine:** <http://www.strokeengine.ca/>
3. Canadian Best Practice Recommendations for Stroke Care (**CBPRSC**):
<http://www.strokebestpractices.ca/index.php/recomendationspdfs/>
 - a) Stroke Rehabilitation
 - b) Transitions
 - c) Mood, cognition & fatigue
4. Heart and Stroke Foundation (**HSF**)– Stroke Best Practices:
<http://www.strokebestpractices.ca/index.php/resources/>
 - a) Taking Action Towards Optimal Stroke Care - Overview
 - b) Transitions in Stroke Care Model
 - c) Sodium 101 Get the facts! Website
 - d) Stroke Assessment and Prevention Pocket Cards
 - e) Post-Stroke Checklist
 - f) Taking Action for Optimal Community and Long-term Stroke Care

Other useful resources for clinical practice:

- EBRSR- Evidence-Based Review of Stroke Rehabilitation:
<http://www.ebrsr.com/educational-modules>

SCHOOL POLICIES

In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change

Attendance: Students are expected to review lecture recordings and assigned readings for each respective module prior to class and attend all in-class workshops and site visits on time. It is the responsibility of each student to attend classes prepared and be actively involved. Although attendance will not be taken, the materials covered in class will be subject to evaluation. It is common professional courtesy to attend classes scheduled in health care institutions. In the event that an in-class workshop and/or site visit will be missed due to extenuating circumstances (e.g. illness, death in family, religious holiday), students must inform the instructor as soon as possible. If a student is absent for more than 1 in-class workshop/site visit, 10% will be deducted from their total course mark. Your respectful attentive presence is expected, therefore while you are permitted to use your laptop in class, it is understood that you will not be using your laptop or cell-phone for social purposes during class time (e.g. email, Facebook, texting, etc.). Your cell phone should be on silent mode during class time and phone calls should only take place during the break or after class.

Right to write in (English or in) French: "Every student has a right to write essays, examinations and theses in English or in French except in courses where knowledge of a language is one of the objects of the course."

Consequences of not completing assignments as requested:

Assignments not completed on time will be penalized 5% of the total mark per day, including weekends. In the event that an assignment cannot be submitted on its due date, students are encouraged to inform the instructor as soon as possible

Disability: If you have a disability please contact the instructor to arrange a time to discuss your situation. It would be helpful if you contact the Office for Students with Disabilities at 398-6009 before you do this.

Professional Conduct: Professionalism and accountability are expected throughout the course of the semester. This includes the on-going respectful nature of teacher-student as well as student-student interactions.

Statement regarding mobile computing and communications (MC2) devices:

No audio or video recording of any kind is allowed in class without the explicit permission of the instructor. MC2 devices (cellular phones, tablets, iPods, etc.) are not to be used for voice communication without the explicit permission of the instructor.

Students must ask for permission from the instructor if any one of these devices needs to be on for the duration of class. Lap tops are permitted in class under the following condition(s): as negotiated by the class on the first day of term and only for note taking and consulting online resources. Non-compliance with these guidelines will result in the student being asked to leave class. In the event of a second offence, the student will be asked to meet with the program director.

Dress Code: Professionalism with respect to dressing is encouraged throughout the course of the semester especially while on site visits.

Special requirements for course completion and program continuation:

In order to pass the course, a grade of at least B- (65%) must be obtained as a total course mark.

Plagiarism/Academic integrity: "McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/ for more information.)