

POTH 684- Advanced Practice in Stroke Rehabilitation

Course Credits:	3 credits
Course Coordinator:	Dr. Anita Menon
Contact Info:	anita.menon@mcgill.ca or 514-831-2915
Office hours:	By appointment
Session Time/Room:	8:30am-11:30am; Davis 3
Session Dates:	Fridays; March to May 2016
Prerequisites:	None
Faculty/Clinical Lecturers:	Dr. Nicol Korner-Bitensky, Dr. Ted Wein, Dr. Mindy Levin, Dr. Joyce Fung, Dr. Valerie Poulin, Dr. Anouk Lamontange, Dr. Philippe Archambault, Franceen Kaizer, Dr. Annie Rochette, Ms. Sarah Gravel

CALENDAR 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.

ONLINE COURSE EVALUATIONS

Students are strongly encouraged to complete the online course evaluations at the end of the term. Data obtained from these evaluations are used to provide instructors with feedback as well as for identifying situations where a course or instructor needs assistance. The feedback and suggestions contained in the responses are highly valued and helpful in ensuring that instructors make appropriate changes to courses as needed in order to facilitate student learning.

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 as well as key differences in the guidelines in various high-income countries (USA, UK, Australia);
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;

MANAGER

4. describe characteristics of the work setting/environment (stroke units/structures/processes), 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 master 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 primary instructor, 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 Instructor 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 lectures, in-class workshops, readings, in-class assignments, interactive group discussions, hands-on activities, case studies 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.**

COURSE MATERIALS

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.

EVALUATION METHODS

- 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

Students will to evaluate the current evidence specific to an intervention or assessment of interest; will critique the quality of the evidence and prepare recommendations specific to the use of the intervention/assessment according to patient-specific characteristics and time since stroke onset. This assignment should help the student operationalize an efficient process by which they quickly seek, evaluate and apply new stroke evidence as it emerges. This is an important real-world skill for evidence-based stroke rehabilitation practice. These mini-quizzes will be completed during the in-class workshops.

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 & ASSIGNED READINGS

Electronic device with Internet:

Students are requested to bring an electronic device with Internet access (e.g. laptop, tablet, smartphone) to EACH in-class workshop 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 for assignments, quizzes and class discussions:

1. Articles posted on myCourses
2. Stroke Engine: <http://www.strokingengine.ca/>
3. Canadian Best Practice Recommendations for Stroke Care (CBPRSC):
<http://www.strokebestpractices.ca/index.php/recomendationspdfs/>
 - a) Hyperacute Stroke Care
 - b) Acute Inpatient Stroke Care
 - c) Stroke Rehabilitation
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) Taking Action in Stroke Prevention – Pocket Guide
 - c) Transition in Stroke Care Model
 - d) Sodium 101
 - e) Stroke Assessment Pocket Guide
 - f) Post-Stroke Checklist

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 for each respective module prior to class and attend all in-class workshops 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 will be missed, students are encouraged to inform the instructor as soon as possible. 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, msn, sms). Your cell phone should be on silence 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, blackberries, 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.)