Who:

Participants will be professional service providers working in stroke care across the continuum: acute care, rehabilitation, long term care and community.

Nurses, Physiotherapists, Occupational Therapists, Social Workers, other para professionals. Social workers are “old hands” in terms of this educational module.

Each session will have anywhere from 7 to 12 people, mostly coming from the same facility or level of service. Participants will be mostly female.

Each session will have 1 facilitator.

For the first “field test”, the facilitator will be Rika Vander Laan.

Why:

The psychosocial impact of stroke is profound and often ignored. When it is ignored the impact is compounded, becomes more devastating and leads to poorer recovery and quality of life.

Service providers often feel helpless in the face of a survivor’s experience after a stroke. Many providers believe they need to “fix” the patient and relieve the psychosocial impact.

Service providers need to enhance their knowledge and skills in recognizing, understanding the psychosocial impact of a stroke on the individual’s life, so that they can:

- recognize and identify the specific impacts on individuals in a timely manner
- apply the current research/best practices
- develop and implement, with the individual who has experienced a stroke, strategies that are of help to the survivor.

The facilitator wants to:

- enhance the knowledge and skills of providers about the impact of stroke
- explore with them their understanding of psychosocial impact of a stroke
- enhance their knowledge of current research findings and best practices
- enhance their confidence in their ability to be of help.

The organization wants to improve the quality of life of stroke survivors.

Heart and Stroke Foundation of Ontario wants to facilitate the integration of best practice (knowledge translation).
Introduction: Psychosocial Impact of Stroke
South East Region, Ontario Stroke System

When:

1300 to 1500 hrs. 2 hours learning time.
February 28, 2007

Where:

Providence Centre
Room with flexibility in arrangement, movable chairs and tables

Materials needed for every 3 participants:

- flip charts and paper
- set of markers in 6 colours
- masking tape
- post it notes
- 2 large and 2 small in variety of colours

The Content

<table>
<thead>
<tr>
<th>Knowledge, skills and attitudes:</th>
<th>Achievement Based Objectives</th>
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</thead>
<tbody>
<tr>
<td>Possible common psychosocial impacts of stroke</td>
<td>By the end of the workshop, the participants will have:</td>
</tr>
<tr>
<td>Current research and best practices related to the psychosocial impact of stroke</td>
<td>Identified at least 6 psychosocial impacts of stroke</td>
</tr>
<tr>
<td>Manifestation of impact in a survivors life, behaviour, and conversations</td>
<td>Reviewed the current research and best practices and identified what is new for them</td>
</tr>
<tr>
<td>Role of provider</td>
<td>Described what one might see, hear, observe that will tell them what a survivor is experiencing</td>
</tr>
<tr>
<td></td>
<td>Articulated interventions and strategies that are helpful for the survivor</td>
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</tbody>
</table>
Welcome and Introduction of the Agenda

Task # 1: Introductions and a Quote (Warm Up)

Find a partner that you do not know well.

Introduce yourselves and then share your thoughts about the quotes that you will find on your chairs. We will hear something about you and your thoughts in our full circle.

(All the quotes come from research literature and their sources are listed in the appendix of your package).

Task # 2: Evidence Related to Psychosocial Impact: What’s Happening

2a) With a partner, discuss possible/common psychosocial impacts of stroke. Write them on a post-it note.

We will post them on a flip chart, posting new ideas until all ideas have been heard.

2b) Listen to the latest research findings about the psychosocial impact of stroke. (Power Point handout is at the back of your package). Write down your questions.

Health Care provider and patient perspectives: We will discuss the implications of these differing perspectives and how that might that influence our practice.

What we know patients/clients experience.
What are your questions?
What do you notice?
What surprises you?

We will hear some of your questions and thoughts.

We will compare our lists with the list from the evidence.
What needs to be added to our lists?
Task # 3: Assessment: What does it look like, sound like?

3a) Around the room written on flip charts, are 6 common/possible psychosocial impacts of stroke.

With a partner, **stand** under one of the impacts/flip charts. **Identify** and **write** on the flip chart what you might see, hear, observe that would tell you that a survivor is experiencing that particular impact.

3b) With your partner, **move** around the room and **read** each of the other flip charts.

☞ **Jot** down what you notice and any questions you have.

We will **hear** some examples of what you noticed and your questions.

Task # 4: Intervention: How can I be of help?

4a) In groups of 3, **identify** how as a service provider you might be of help to these survivors as they experience the psychosocial impact of stroke. Be as specific as possible.

☞ **Record** the intervention/actions on post it notes.

We will **post** them on the flip chart.

4b) **Review** the list of interventions from the research and best practice guidelines in the handout being passed around.

☞ **Compare** them to those we have listed.

☞ **Circle** any that did not appear on our list.

☞ **Add** any that do not appear on the handout.

Let’s hear your questions and comments.
Task # 5: Integration: Now what do I do?

Individually, reflect on the activities/interventions we have identified that are of help to survivors.

Identify one activity/intervention with which you are very comfortable and you know you integrate consistently in your practice.

Identify one activity/intervention which is perhaps more challenging and which you want to focus on in the next month. Write it in your daybook.

We will hear a few examples.

Task # 6: Evaluation: How was it?

Respond to questions on feedback form and place the completed form on the pile.

Thank you for participating in this educational experience.