



Canadian Stroke Network

Réseau canadien contre  
les accidents cérébrovasculaires

# Best Practice Nursing Care Across the Acute Stroke Continuum

## MODULE 2: Hyperacute Stroke Management

### Facilitator Guide



VER 1.2 SEPT 2009



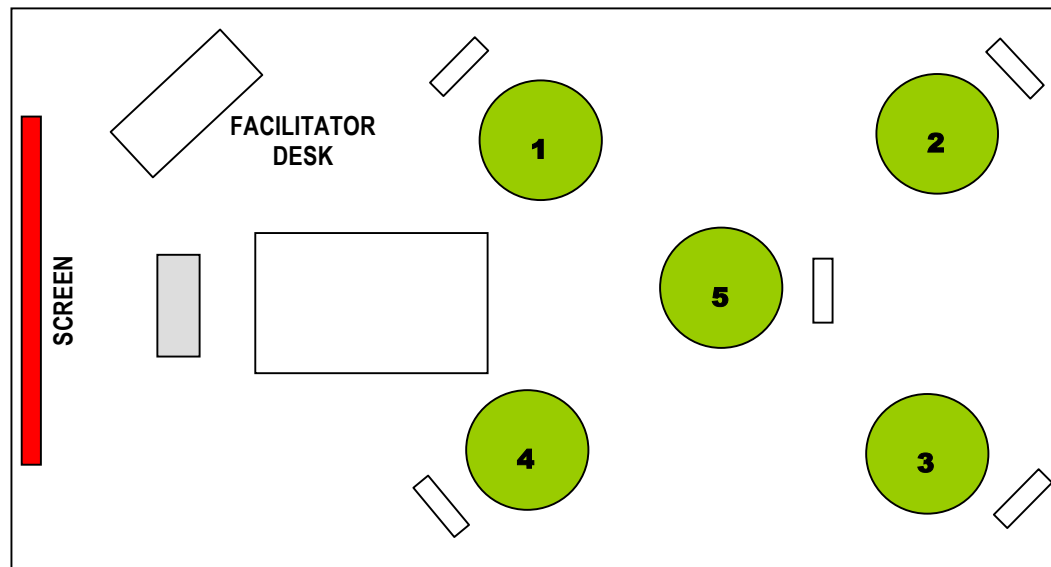
# Set Up and Preparation

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## Classroom Set-up

The following is a recommended classroom set up:

- Round or half-round tables with a maximum of five participants per table, ensuring everyone a clear view of the screen and front of the class (do not place chairs along forward-facing edge of tables)
- Flipchart sheets on stands with coloured markers and erasers beside each table
- Laptop computer hooked up to LCD projector and screen for presentation-lecture activities
- Breakout area for demonstrations with volunteers
- Sufficient room between tables to reduce distraction between teams



Materials per breakout table

- Canadian Stroke Strategy Best Practices and Standards - Canadian Best Practice Recommendations for Stroke Care 2008
- Faaast FAQs for Stroke Nurses 2007
- Other materials TBD

Prepare name cards in advance. This will encourage everyone to become familiar with their classmates and allows you to pre-assign seating to ensure appropriate teams for the exercises. If participant names are not provided to you in advance, have blank name cards for them to complete at their tables

**IMPORTANT: Breakout team setup**

- If possible, before the workshop, determine experienced and novice participants in order to create mixed breakout groups in order to foster peer learning

Ensure that the room(s) will be set up in advance with tables and chairs arranged in the proper manner (see diagram previous page)

Determine how many participants will be in the class so that you can prepare the correct number of handouts.

Make sure all classroom supplies and equipment are ready and in good working condition (e.g., flip charts and markers, whiteboard markers and erasers, projector and necessary cables, etc.)

Other things to keep in mind:

- Respect one another's point of view.
- Use cell phones or other electronic devices only during breaks.
- Be on time at the start of class and after breaks.
- Do not talk over other people.
- Suspend computer and email use during class.
- Share openly with team members.

### **Workshop Management**

As part of classroom management, it is important to establish classroom rules before the workshop begins. Engage the participants by allowing them to set the rules for the day. Let them brainstorm among themselves and then help to fill in the list. Participants like it better when they can contribute rather than being told what they can and cannot do. When they think they set the rules, they are more likely to follow them or at least not question them if a rule is broken.

### **Workshop Rules**

When presenting to a group of professionals:

- Learn and use names;
- Make and move eye contact (i.e., don't face the screen, or read from the book);
- Try to have a conversation with the participants (vs. a "formal" presentation or speech);
- Vary your pace and tone;
- Personalize the presentation to the audience's market, project, etc.; and
- Include personal and/or audience experiences.

It is also a good idea to have a contingency plan in case you experience equipment failure, for example. You should carry an extra copy of your presentation and participant guide files on a CD or flash drive, so you can use someone else's computer if necessary. Also, carry paper copies of your files in case the projector doesn't work.

### **Practice, Practice, Practice**

Effective facilitation requires a focus on the participants, and not on your presentation. This can best be accomplished by practicing your a point of familiarity and comfort with the presentation. As you practice, consider these tips:

- Practice out loud, using all the equipment you will actually use in the workshop;
- Have an audience (friends, family, coworkers);
- Videotape yourself, and review the tape for mannerisms, etc.; and
- Don't rush the practice – a good practice “run” through the program may last 25-50% as long as the actual workshop may take.

### **Presentation Tips**

Facilitating a workshop is like improvisational theater – you have an outline of what you plan to do, various materials and props, and objectives. But, you also interact with an “audience” and are focused on accomplishment of their and your objectives. The following tips will help you accomplish these objectives and make the workshop effective for the participants

### **Audience Analysis**

To the extent possible, try to determine in advance, or in conversation with the participants as they assemble for the workshop, the following information about them:

- Their past training, and experience with, the topics of the workshop;
- Their attitude about training in general, and this workshop in particular (i.e., are the “for” you or “against” you);
- What training techniques have worked, and failed, with them in the past;
- Why they are participating (e.g., interested, need the training, were ordered to attend, etc.)

### **Maintaining Focus**

It may be difficult to keep a group aligned and heading the same direction. The following techniques can be used to help them keep focused:

- Use names, especially of the people who are not focused;
- Point to something in the room;
- Summarize the imminent key points in advance
  - “Next, we’ll talk about...”
  - “Three reasons why this is critical are...”
- Give assignments
  - “In this next section, I’d like you to...”
  - “I’ll be asking you ...”
- Pay attention to how long it’s been since the last break. If it’s been much longer than 1-1.5 hours, it may be time for a short break.

### **Avoiding Distractions**

The Workshop Rules you set will help you avoid distractions (cell phones, interruptions, etc.) But, you need to be careful about distractions you might accidentally create. In particular,

- Be careful about your use of jargon that the participants might not understand; review your presentation in advance, and cover the jargon you plan to use when you begin the workshop;
- Study your practice videotapes, or ask friends, for any words or phrases you might overuse when speaking and try to reduce their usage;
  - Examples: “Ummm”, “Know what I mean?”, “At the end of the day...”
- Empty your pockets, so you don’t jingle coins, keys, etc.;
- Turn your cell phone off; and
- If you’re using a remote control, practice using it in advance, put in fresh batteries (and carry a spare set), and pick and use a particular place where you’ll set it when not in use (and where you’ll always be able to quickly find it when you need it!).

**Questions**

When asking questions,

- Wait for answers, even if it's a bit uncomfortable for a few seconds;
- If no one answers, you can
  - Make, and hold, eye contact with a participant;
  - Ask someone to answer, by name;
  - Approach someone; or
  - Use a provocation such as “Many people would answer this question as follows “.....” do you agree? What do you think of their answer?”
- Ask questions that require opinions, so participants don't worry about giving the wrong answer and being embarrassed;
- Do not tell someone they gave the wrong answer – they might not speak again in the workshop; a more diplomatic way to handle this situation is to say “I see. Many people answer this same question .....” and give the right answer.

When receiving questions, you can

- answer the question if you can;
- reflect the question back to the participants, to let them answer;
- poll the participants on several possible answers to the question; or
- if you don't know the answer, use one of the latter two responses, or admit you don't know but will find out and respond.

### **Handling Difficult Situations**

Things don't always go smoothly. For a variety of reasons, you might encounter the following difficult situations. If you do, consider the suggested solutions.

#### ***Difficult Situation***

1. Questions are asked before you get to that topic.
2. There are side conversations; people are not paying attention.
3. There is a self-proclaimed "expert" who's disruptive.
4. Someone is a "heckler" who's intentionally disrupting the workshop.

#### ***Solutions***

- Give a very brief answer. Mention that you'll cover it in more depth later. Ask if that's okay for now.
- Ask what questions people have. Pause, or soften your voice. Approach the people having the conversation, or call them by name.
- Compliment them, and enlist their help when you ask for it. (You might want to enlist this help before the workshop, or in a break.)
- Enlist the audience (especially coworkers) to quiet them down.

### **Emergency Kit**

Most facilitators have, at one time or another, wished they had packed an extra small bag containing the following items:

- Bottle of water;
- Their CD or flash drive with a backup copy of their workshop files;
- Paper copy of the presentation and participant guide;
- Extension cord with enough outlets for all electrical equipment;
- Medicine for headaches or allergy/cold/flu symptoms;
- Bandages and antiseptic;
- Hand wash;
- Markers, tape, etc.; and

Consider this as your Facilitator's Emergency Kit!

# Introduction

15 min



Action	Time	Resources Needed
<b>Introduction – 15 min TOTAL</b>		
1. Display <u>Module 2</u> title slide as participants walk in	1 min	Slide 1
2. When ready to begin, display <u>Welcome</u> and review the structure and focus of the module	1 min	Slide 2
3. Display <u>Expectations?</u> and ask participants what <u>they</u> want to get out of this module	2 min	Slide 3
4. Record expectations on your flipchart at front of class		
5. Display <u>Objectives</u> to bridge to module objectives.	1 min	Slide 4



Action	Time	Resources Needed
<p><b>Objectives</b></p> <ol style="list-style-type: none"> <li>1. Review key objectives of this module, telling participants that their own expectations will also be addressed during the day</li> <li>2. Display <u>Agenda</u> and review key sections of this module</li> <li>3. Display <u>Continuum of Stroke Care</u> and position this module within the continuum (click twice to display yellow callout)                             <ul style="list-style-type: none"> <li>• <i>Stress that early assessment for stroke rehabilitation should start at this phase in the continuum of stroke care</i></li> </ul> </li> <li>4. Display <u>Why Is This Important?</u> and review the importance of hyperacute stroke management in the continuum of stroke care</li> <li>5. Display <u>Canadian Best Practice Recommendations for Stroke Care 2008</u> and review key points</li> <li>6. Display <u>Stroke 101</u> to bridge to this new section (optional section for audiences without previous knowledge of stroke)</li> </ol>	<p>2 min</p> <p>2 min</p> <p>3 min</p> <p>2 min</p> <p>1 min</p> <p>1 min</p>	<p>Slide 4</p> <p>Slide 5</p> <p>Slides 6-7</p> <p>Slide 8</p> <p>Slide 9</p> <p>Slide 10</p>



# Stroke 101

15 min







# Pre-Hospital Stroke Care

45 min







Action	Time	Resources Needed
1. Display <u>Care of Patient with Stroke</u> and ask participants why the time of onset of stroke is a critical piece of information	1 min	Slide 15
2. Click slide again to display key answer points		
3. Display <u>Last Seen Normal-1</u> and review the case study, then ask participants what was the time of onset of the stroke and click slide to display options	2 min	Slide 16
4. Display <u>Last Seen Normal-2</u> and review key points of the case study	2 min	Slide 17
5. Display <u>Pre-Hospital Important Steps</u> and review key points	2 min	Slide 18
6. Display <u>Key Components of Paramedic Prompt Cards</u> and review key points with segue into Cincinnati Pre-Hospital Stroke Scale	2 min	Slide 19
7. Display <u>Cincinnati Pre-Hospital Stroke Care</u> and review probability of stroke given the number of major findings (Arm drift, Facial droop and Speech)	2 min	Slide 20
1. Display <u>Pre-Hospital Stroke Care</u> and review key points about system onset, neurological exam, basic data, other tPA exclusions and information obtained by EMS	2 min	Slide 21
8. Display <u>NIH Stroke Scale</u> and review its function and what it measures	1 min	Slide 22



Action	Time	Resources Needed
1. Display <u>NIH Stroke Scale</u> (3 slides) and discuss what it assesses and when used	5 min	Slides 22-24
2. Display CNS Stroke Scale (2 slides) and discuss what it assesses	5 min	Slides 25-26
3. Display <u>Check Up Quiz</u> to bridge to the Check Up Quiz activity	1 min	Slide 27
<b>Quiz: Check Up Quiz – 5 min TOTAL</b>		
2. Display the Check Up Quiz question slides to run the quiz	5 min	Slides 28-35
3. When done, display <u>In the Emergency Room</u> to bridge to this new section.	1 min	Slide 36



# In the Emergency Room

30 min

Action	Time	Resources Needed
<p><b>In the Emergency Room – TOTAL time 30 min</b></p>		
<p>1. Display <u>7-Step Stroke Chain of Survival</u> and click slide to display each of the seven steps (participants have already seen Steps 1-4)</p>	1 min	Slide 37
<p>2. Display <u>Time is Brain</u> and ask participants what this phrase means</p>	1 min	Slide 38
<p>3. Display <u>Where You Can Make a Difference</u> and review key points</p>	1 min	Slide 39
<p>4. Display <u>Diminishing Returns Over Time</u> and ask participants what the graph shows, then discuss</p>	1 min	Slide 40
<p><b>TABLE ACTIVITY: Your Role in the Emergency Room</b></p>	10 min	Slide 41
<p><b>OBJECTIVE:</b> To get participants thinking about their role and that of a stroke team providing stroke care in the ER.</p>		
<p>5. Display <u>In the Emergency Room</u> to introduce this table activity and present the instructions:</p> <ul style="list-style-type: none"> <li>a. At your tables, discuss and flip chart key points about your role in the ER:           <ul style="list-style-type: none"> <li>- What can you do to assess patients &amp; triage rapidly?</li> <li>- What are the key activities of the stroke team?</li> <li>- What is your role in facilitating a smooth transfer from ER to an inpatient unit?</li> </ul> </li> <li>b. When done, we'll debrief the whole group to arrive at some best practices</li> </ul>		



Action	Time	Resources Needed
6. Display <u>What is the single most important key to stroke care success?</u> and ask for suggestions, then click slide again to reveal the answer and discuss	1 min	Slide 42
7. Display <u>What Needs to Get Done?</u> to bridge to discussion of treatment objectives and management	1 min	Slide 43
8. Display the following set of slides to discuss what needs to get done in hyperacute stroke management: <ul style="list-style-type: none"> <li>- <i>Treatment Objectives</i></li> <li>- <i>Early Management – Initial Steps (2 slides)</i></li> <li>- <i>Candidates for tPA (2 slides)</i></li> <li>- <i>Exclusions for tPA (3 slides)</i></li> <li>- <i>Monitoring Needs During tPA Treatment</i></li> </ul>	10 min	Slides 44 – 52
9. Display <u>Check Up Quiz</u> to bridge to the Check Up Quiz activity		
<b>Quiz: Check Up Quiz– 5 min TOTAL</b>	1 min	Slide 53
10. Display the Check Up Quiz question slides to run the quiz	5 min	Slides 54-58
11. When done, display <u>Let’s take a break...</u> and ask participants to be back in 15 minutes	15 min	Slide 59
12. Display <u>Best Practice Recommendations</u> to bridge to this new section.	1 min	Slide 60



# **Hyperacute Stroke Management Best Practice Recommendations**

**45 min**















# Patient and Family Education

15 min



Action	Time	Resources Needed
<p><b>Patient and Family Education – 15 min TOTAL</b></p> <ol style="list-style-type: none"> <li>1. Display <u>From the Patient and Family’s Perspective</u> cartoon (optional)</li> <li>2. Display <u>Where You Can Make a Difference!</u> and introduce this table activity</li> </ol> <p><b>TABLE ACTIVITY: Where You Can Make a Difference!</b></p> <p><b>OBJECTIVE:</b> To get participants thinking about their and their institution’s role in educating patients and caregivers about hyperacute stroke management.</p> <ol style="list-style-type: none"> <li>3. Review instructions and run this activity               <ol style="list-style-type: none"> <li>a. At your tables, discuss                   <ul style="list-style-type: none"> <li>- What would be your role in educating and supporting patients and caregivers about hyperacute stroke management?</li> </ul> </li> <li>b. When done, we'll debrief the whole group to identify some best practices</li> </ol> </li> <li>4. Display the following slides to recap patient and family education:               <ol style="list-style-type: none"> <li>1. <i>Patient and Family Education (2)</i></li> </ol> </li> <li>5. Display <u>Putting It All Together</u> to bridge to this final section.</li> </ol>	<p>1 min</p> <p>1 min</p> <p>10 min</p> <p>3 min</p> <p>1 min</p>	<p>Slide 71</p> <p>Slide 72</p> <p></p> <p>Slides 73-74</p> <p>Slide 75</p>



# Putting It All Together

30 min











# Resources

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1. Canadian Stroke Strategy Best Practices and Standards  
Canadian Best Practice Recommendations for Stroke Care 2006
2. Faaast FAQs for Stroke Nurses 2007
3. [www.strokerecoverycanada.com](http://www.strokerecoverycanada.com) Providing support, throughout Canada, to stroke survivors and their families
4. [www.strokesurvivors.ca](http://www.strokesurvivors.ca)  
Provides information about rehabilitation, physiotherapy, caregiving, support services, and more. ... underinvestigated and undertreated in Canadian emergency rooms.
5. [ww2.heartandstroke.ca](http://ww2.heartandstroke.ca)  
The Heart and Stroke Foundation is a reliable source of medical information about stroke and heart disease, surgeries and treatments in Canada
6. [ww.hc-sc.gc.ca](http://ww.hc-sc.gc.ca)  
Stroke is one of the leading causes of death in Canada. ... Health Agency of Canada's Centre for Chronic Disease ... Heart and Stroke Foundation of Canada
7. [www.canadianstrokenetwork.ca](http://www.canadianstrokenetwork.ca)  
The Canadian Stroke Network was established to create a national consortium.
8. [www.strokeconsortium.ca](http://www.strokeconsortium.ca)  
The Canadian Stroke Consortium is an academic network pursuing anti-stroke therapies through research projects and clinical trials.
9. [www.cwhn.ca/resources/kickers/stroke.html](http://www.cwhn.ca/resources/kickers/stroke.html)  
Almost 60% of the 50,000 strokes in Canada each year affect women. ... In 1999, a total of 9,038 women died in Canada as a result in stroke.
10. [www.nlm.nih.gov/medlineplus/stroke.html](http://www.nlm.nih.gov/medlineplus/stroke.html)  
Offers basic information about strokes, diagnosis, risk factors, prevention, treatment, and related issues.

11. [www.ninds.nih.gov/health\\_and\\_medical/disorders/stroke.htm](http://www.ninds.nih.gov/health_and_medical/disorders/stroke.htm)  
Stroke information sheet compiled by the National Institute of Neurological Disorders and Stroke (NINDS) ... Stroke: Hope Through Research
12. [www.stroke.ninds.nih.gov](http://www.stroke.ninds.nih.gov)  
National Institute of Neurological Disorders and Stroke. Home. About the Campaign. Stroke Materials. Health Professional Resources. Campaign Partners
13. [www.strokeassociation.org](http://www.strokeassociation.org)  
Dedicated to decreasing disability and death from stroke through educational programs, products and services, and advocacy.
14. [www.mayoclinic.com/health/stroke/DS00150](http://www.mayoclinic.com/health/stroke/DS00150)  
Comprehensive overview covers symptoms, causes, treatment of interruption of brain's blood supply. ... Stroke is a medical emergency
15. [www.stroke.org](http://www.stroke.org)  
National voluntary health care organization focusing on stroke prevention, treatment, rehabilitation, and research for stroke survivors/families
16. [www.cmaj.ca](http://www.cmaj.ca)  
Contains current and past issues of the Canadian Medical Association Journal