

The University of Western Ontario  
School of Health Studies

Rehabilitation Sciences 4212A  
**Innovations in Rehabilitation**

**Instructor:** Dalton Wolfe, Scientist (Assistant Professor, part-time)

Fall 2020

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**Course Teaching Assistant:** Merna Seliman (Email: [mseliman@uwo.ca](mailto:mseliman@uwo.ca))

**Office Room Number:** Parkwood Institute, Room B3-191 (Virtual meetings will likely be the norm as my office is in the Hospital and visitors are likely to be kept at a minimum)

**Office Hours:** Appointments available on Request

**Class time:** 2 hours of course material will be posted online on OWL each Tuesday and 1 hour each Thursday. However, some lectures (i.e., those on Tuesdays - 3:30-5:30) may also involve live online sessions via Zoom to enable potential Q&A or other forms of interactivity. Even if the lecture is posted in advance of the Tuesday sessions, the instructor will be available during this time for questions or other interaction. In all cases these sessions will be available online asynchronously. Please note that the lecture timetable is subject to change over the term as needed.

**Class location:** Virtual (Zoom links provided through the OWL Course site).

**Note: A key aspect of this course is that some lectures (discussions) will also take place with rehabilitation care providers or patients from Parkwood Institute. These will typically happen in the Tuesday time period although these are subject to change based on availability of health care providers (given schedules are somewhat in flux in the current environment).**

**Given that some lecture presentations for this course will be recorded, please note the following:** The data captured during these recordings may include your image, voice recordings, chat logs and personal identifiers (name displayed on the screen). The recordings will be used for educational purposes related to this course, including evaluations. The recordings may be disclosed to other individuals under special circumstances. Please contact the instructor if you have any concerns related to session recordings.

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation, or the participant has the prior written permission of the instructor.

### **Prerequisite Checking**

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Please refer to the Western Academic Calendar at [www.westerncalendar.uwo.ca](http://www.westerncalendar.uwo.ca) for information on prerequisites and/or antirequisites.

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## **Course Information**

Rehabilitation care providers are well-situated within tertiary care centres to help people with severe disabling conditions to optimize their recovery and better manage the ongoing health challenges that they all too frequently face. This course examines both conceptual and practical approaches to **innovations** in rehabilitation practice including those that incorporate: 1) health promotion /self-management perspectives, 2) high-intensity activity-based approaches, 3) eHealth and m-health solutions and 4) evidence-informed ways to implement practice change. Examples will focus on neuro-rehabilitation practice associated with persons with spinal cord and acquired brain injury.

**More Specific Information:** This course will examine practical and special considerations when planning, implementing and evaluating rehabilitation programs for people with disabling conditions. In particular, this will involve an exploration of the following: introduction to the relationship between disability and health, identification of particular health challenges faced by people with disabilities (with a focus on those with spinal cord injuries or acquired brain injuries) and examination of current and emerging trends in rehabilitation practice as related to self-management, therapy intensity e-health and best-practice implementation. Practical applications will be introduced that focus on the role of physical activity (including activity-based therapies) in maintaining health and wellness of people with disability.

**Primary Learning Objective:** It is expected that the student will achieve a clear understanding of the **practice and issues associated with innovative rehabilitation programming** and **best practice implementation** within a rehabilitation setting. This will include exploring **challenges** to bringing innovations into practice as well as achieving an understanding of **how an inter-disciplinary works together to deliver the best care possible** (and also to achieve **continuous quality improvement**).

For the course, there will be a mid-term examination, a final examination and a group project. Expectations and mark breakdowns are provided below in the section entitled "Evaluation". You are expected to view and participate in every class, as material that is covered during the lecture may not be included in your required readings.

A special aspect of this course is that it will provide several opportunities for practical experiences. This will involve some sessions that involve interactions with rehabilitation health care providers from Parkwood Institute, which houses the Southwestern Ontario Regional Rehabilitation Program. During these sessions there will be opportunities to interact with these Rehabilitation Professionals and potentially individuals who are living with disabling conditions and have been patients within intense rehabilitation programs as well. **At least some of these sessions will be held online live to enable the possibility of students asking questions and directing the health care providers to address issues of interest.**

## Course Materials

Due to copyright regulations, all materials may not be posted to the course website (OWL). However, required readings will consist of pertinent articles from the scientific literature that are either freely available through Western Libraries or generally via the Internet. The instructor will provide links to these resources and facilitate access to these articles.

## Evaluation

Evaluation Component	Date	Proportion of Final Grade
Mid-term Exam	Oct 27/20	20%
Interview (Group) Project	Oct 6/20 (and afterward) **	10%
Course (Group) Project	Due Dec 3/20 (11:59 pm)	30%
Final Exam (Cumulative but focused on material after mid-term)	TBA	40%

**\*\*These will be due beginning Oct 6/20 with 2 groups due that week, 2 groups the following week and so on for successive weeks (with the exception of reading week).**

**Both the mid-term and final exam will be in the form of a take-home exam able to be completed on-line over a specified period of time (2 hours for mid-term and 3 hours for final exam). These will consist mainly of short answer questions (i.e., approximately 3-4 sentences or less) with the potential of 1-2 longer answer questions (i.e., <1page).**

**Late assignments:** – A late assignment (e.g., the final project) will be penalized by 10% for each day, or part of a day, that it is late. For example, an assignment graded as 80/100 will have 10 points deducted from the mark if handed in one day late and will be recorded as 70/100. There will be no exceptions.

In the event a course commitment (i.e., assignment) is missed and in most cases, and where warranted, a make-up examination or assignment will be arranged that is agreeable to the student and instructor.

**Preliminary Information (Course Projects):** – These will consist of 2 components conducted as part of a project team (n≤6/team).

1. Conduct an interview with an individual selected by the instructor to explore that person's perspective on innovation in rehabilitation. The results of the interview will be presented in a 1-page summary as well as a 10-minute video summary of the interview – with each being shared with the class. The 1-page summary and video presentation should serve to highlight the key points noted by the interviewee as well as to describe the primary learnings and implications for innovation in practice obtained by the project team. These will be due beginning Oct 6/20 with 2 groups due that week, 2 groups the following week

and so on for successive weeks (with the exception of reading week). The instructor will illustrate and emphasize key points from these interviews within the lecture materials.

2. To prepare a proposal to develop an innovative intervention targeting people with disabilities. This must involve a rehabilitation program which, in part, involves some form of **behaviour change** and/or **incorporates the facilitation of self-management**. Alternatively, this project can focus on **implementing a practice change** by clinicians – especially one that would be thought of as an **innovative new way to practice**. This project will consist of a written proposal (5 pages) and is based on providing a real-life experience of preparing a proposal to a granting agency that funds novel rehabilitation activities.

More information will be made available for each of these by the 2<sup>nd</sup> lecture.

### **Statement on Evaluation and Compliance to University Policy**

The university-wide descriptor of the meaning of letter grades, as approved by Senate:

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work that is clearly above average
B	70-79	Good work, meeting all requirements and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable.
F	below 50	Fail

It is expected that the grades for this course will fall between 74-80. In the event that the course average falls outside this range, a constant may be added (or subtracted) from each student's grade, by the instructor, to bring the class average in line with school policy.

### **Statement on Health and Wellness**

As part of a successful undergraduate experience at Western, we encourage you to make your health and wellness a priority. Western provides several on-campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your degree. For example, to support physical activity, all students receive membership in Western's Campus Recreation Centre as part of their registration fees. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page (<http://www.music.uwo.ca/>), or the McIntosh Gallery (<http://www.mcintoshgallery.ca/>).

Further information regarding health and wellness-related services available to students may be found at <http://www.health.uwo.ca/>.

If you are in emotional or mental distress, please visit Western Psychological Services (<https://www.uwo.ca/health/psych>) for a list of options for obtaining help. To help you learn more about mental health, Western has developed an interactive mental health learning module, found here: <https://uwo.ca/health/wec/education/learning.html>.

### **Statement on Use of Electronic Devices (Note: it is likely that exams and lectures will remain "virtual" over the length of the term, but in the event we return to in-person classes, the following may apply)**

**During Exams:** Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any electronic devices during ANY tests, quizzes, midterms, examinations, or other in-class evaluations.

**During Lectures and Tutorials:** Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that

may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class. **Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.**

**Statement on Use of “Clickers” (Note: it is likely that lectures will remain “virtual” over the length of the term, but in the event we return to in-person classes, the following may apply)**

Personal Response Systems (“clickers”) may be used in some classes. For those classes in which we use this technology, it is your responsibility to ensure that the device is activated and functional. You must speak with the course instructor immediately, if you have any concerns about whether or not your clicker is malfunctioning.

You must use only your own clicker. For all components of this course in which clicker records are used to compute a portion of the grade:

- The use of somebody else’s clicker in class constitutes a scholastic offence;
- The possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offense

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**ADDITIONAL STATEMENTS**

**Student Code of Conduct**

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at The University of Western Ontario, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow. For more information, visit <http://www.uwo.ca/univsec/pdf/board/code.pdf>.

**English Proficiency for the Assignment of Grades**

Visit the website [http://www.uwo.ca/univsec/pdf/academic\\_policies/exam/english.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/exam/english.pdf).

**Academic Consideration**

The University recognizes that a student’s ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances, including short-term illness or injury. Reasonable academic consideration is a cooperative process between the University, the student, and academic staff. All participants in the process must act in good faith, and fulfil their respective obligations, if it is to succeed.

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant as to temporarily render them unable to meet academic requirements, may submit a request for academic consideration through the following routes:

- (i) Submitting a Self-Reported Absence form, provided that the conditions for submission are met;
- (ii) For medical absences, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner, in order to be eligible for Academic Consideration; or
- (iii) For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration, in order to be eligible for academic consideration.

Students seeking academic consideration:

- Are advised to consider carefully the implications of postponing tests or midterm exams or delaying handing in work;
- Are encouraged to make appropriate decisions, based on their specific circumstances, recognizing that minor ailments (e.g., upset stomach) or upsets (e.g., argument with a friend) are not normally an appropriate basis for a self-reported absence;
- **Must communicate with their instructors no later than 24 hours** after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence;
- **Are advised that all necessary documentation, forms, etc. are to be submitted to academic counselling within two business days after the date specified for resuming responsibilities**

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe as to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less. The following conditions are in place for self-reporting of medical or extenuating circumstances:

- a. Students will be allowed a maximum of two self-reported absences between September and April, and one self-reported absence between May and August;
- b. The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30am the following morning if the form is submitted after 4:30pm;
- c. The duration of the excused absence will terminate prior to the end of the 48 hour period, should the student undertake significant academic responsibilities (e.g., write a test, submit a paper) during that time;
- d. The duration of an excused absence will terminate at 8:30am on the day following the last day of classes each semester, regardless of how many days of absence have elapsed;
- e. Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations (i.e., “bellringers”);
- f. Self-reporting may not be used for assessments (e.g., midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course;
- g. Students must be in touch with their instructors no later than 24 hours after the end of the period covered by the Self-Reported Absence form, to clarify how they will be expected to fulfil the academic expectations they may have missed.

### **Scholastic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website:  
[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf).

Additionally,

1. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently

submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

### **Support Services**

There are various support services around campus and these include, but are not limited to:

1. Student Development Centre -- <http://www.sdc.uwo.ca/ssd/>
2. Student Health -- <http://www.shs.uwo.ca/student/studenthealthservices.html>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>