

Staff Education Discussion Guide

Driven: A Post-Stroke Journey

Using Patient Narrative to Support Clinical Practice

Purpose

This guide supports structured staff discussions using *Driven: A Post-Stroke Journey* to deepen understanding of the lived experience of stroke recovery and to reflect on how clinical practices influence patient engagement, expectations, and long-term outcomes.

Learning Objectives

After participating in this discussion, staff should be able to:

- Recognize how patient expectations evolve across recovery phases
 - Identify clinical strategies that support motivation without creating unrealistic expectations
 - Reflect on the role of fatigue, frustration, and acceptance in long-term rehabilitation
 - Apply person-centred, goal-oriented care principles more effectively
 - Appreciate the importance of long-term recovery beyond discharge
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Suggested Session Format

Time: 45–60 minutes

Participants: Interprofessional team

Preparation:

- Read selected chapters or excerpts (educator may pre-select)
- Encourage participants to consider parallels with their own clinical experiences

Session Structure:

1. Brief overview of the book and author context (5 min)
2. Guided discussion using prompts below (30–40 min)

3. Key takeaways and clinical application (10–15 min)

Discussion Themes & Prompts

1. Expectations vs. Reality in Stroke Recovery

Prompt:

- How do patients commonly define “recovery”?
- How does the author’s journey reflect a shift from “full recovery” to “functional recovery”?
- How can clinicians support hope while avoiding false reassurance?

Clinical Reflection:

- Are we explicit enough when discussing prognosis and timelines?
 - How do we revisit expectations as recovery evolves?
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2. Acceptance Is Not Giving Up

Prompt:

- How does the author describe acceptance?
- What language do we use that may unintentionally suggest “giving up”?
- How can acceptance coexist with continued rehabilitation efforts?

Clinical Reflection:

- How do we reframe acceptance as an adaptive coping strategy?
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3. Fatigue, Frustration, and Persistence

Prompt:

- How does post-stroke fatigue impact motivation and participation?
- What signs of emotional or cognitive fatigue do we sometimes overlook?

Clinical Reflection:

- How can therapy plans better account for invisible barriers like fatigue?
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4. Problem-Solving and Adaptation

Prompt:

- The author describes “thinking outside the box” to complete tasks.
- How do we encourage adaptive strategies without undermining skill recovery?

Clinical Reflection:

- Are we supporting creativity and autonomy in daily task performance?
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5. Role of Caregivers and Spouses

Prompt:

- How is the spouse portrayed in the recovery journey?
- What risks exist for caregiver burnout?

Clinical Reflection:

- How do we balance caregiver involvement with caregiver well-being?
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6. Long-Term Recovery and Community Reintegration

Prompt:

- How does the narrative challenge the idea that recovery ends at discharge?
- What supports are often missing in the chronic phase?

Clinical Reflection:

- How do we prepare patients and families for recovery as a long-term process?
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Key Practice Takeaways

Encourage staff to identify:

- One change in language they will use with patients
 - One way to improve goal-setting conversations
 - One strategy to better support long-term engagement
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Alignment with Best Practices

This discussion supports:

- Person- and family-centred care
 - Education across the continuum of care
 - Self-management and participation
 - Interprofessional collaboration
 - Lifelong recovery after stroke
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Educator Notes

- This resource is reflective, not prescriptive
 - Individual recovery experiences vary
 - Use alongside evidence-based clinical guidelines
 - Particularly valuable for teams working with chronic stroke populations
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Optional Follow-Up Activities

- Short reflective writing exercise
- Case study comparison
- Team discussion on discharge education improvements
- Integration into student or new staff orientation