



Erik Thoomes graduated as a physiotherapist in The Netherlands in 1984, specialized in sports physiotherapy in 1991 and graduated as a manual therapist in 1992. He works as a clinician in his own private practice in his home town, as well as in a major sports rehab centre where he works with elite athletes.

Registration Form please print

Name: _____

Address: _____

City: _____ Prov: _____

Postal Code: _____

Phone Number: _____

Email address: _____

Having recently started doing his PhD on cervical radiculopathy at the Erasmus Medical Centre, University of Rotterdam, he also teaches physiotherapy undergraduates as well as post graduate manual therapy students with a special interest in clinical reasoning and motor control dysfunction. He was the congress committee chairman of the 2008 IFOMT congress in Rotterdam and is now on the IFOMT Executive Committee.

Lenerdene Levesque has worked in the field of orthopaedics and manual therapy for over 25 years. She graduated from Queen's University and completed her Diploma of Advanced Manual and Manipulative Physiotherapy in 1992. She is an instructor and Chief Examiner for the National Orthopaedic Division. In 2008, she completed the Masters of Clinical Science from the University of Western Ontario.



She currently holds a visiting appointment as an Associate Professor in the School of Physical Therapy at the University of Western Ontario and is a Section Instructor for the Research Methods and Knowledge Translation Course for the Masters of Clinical Science in Manipulative Therapy. She is an active member of the UWO Whiplash Research Group. Currently she is involved in the development and pilot of an online course – Introduction to Clinical Research to Support Evidence Based Practice in Manual Therapy for the University of Toronto and the Orthopaedic Division. She is a clinician and co-owner of a private practice in Ottawa.

Erik and Lenerdene recently presented at the IFOMPT Teachers' Meeting in Spain in November 2010 on "The Use of the RPS Form as a Teaching Tool" and will be presenting at WCPT in June 2011 in Amsterdam on "Contemporary Models in Clinical Reasoning".

Registration Fees:

\$500.00 incl HST (on or before Jan 15th)

\$550 incl HST (after Jan 15th)

Please return this application page with cheque to secure your place. Cheques may be postdated to Feb 15th 2011. Cancellations prior to March 1st subject to \$50 admin fee unless replacement found. No refunds after March 1st, 2011.

East Toronto Orthopaedic and Sports Injury Centre
1577 Danforth Avenue, Unit #4
Toronto, Ontario M4C 1H7

Confirmation will be sent by email. Please ensure your email address is correct.

For additional information, please contact
levesque@sympatico.ca or
david@mytorontophysio.com

IMPROVING YOUR CLINICAL PRACTICE

"A workshop on applying evidence and clinical reasoning to your practice"

March 26, 27 2011

East Toronto Orthopaedic and Sports Injury Centre

"Participants will be encouraged to become critical thinkers and reflective practitioners through the practical use of clinical case studies and facilitated group exercises."



Do you ask yourself these questions?

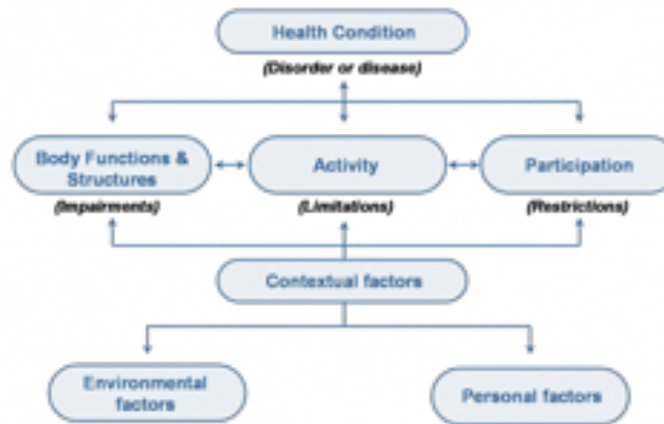
"How do I integrate evidence into my practice when I am so busy?"

"What tools can I use to help me reason through difficult cases?"

If so, then this workshop is for you!



The ICF Model of Health



World Health Organization 2001



MAKING EBP AND CLINICAL REASONING FUN!!

OBJECTIVES: PARTICIPANTS

- * will learn to integrate evidence into daily practice and learn “hands-on” strategies to search online databases for the evidence
- * will learn to critically appraise and gain an understanding of how to interpret the literature using specific examples (diagnostic /invention studies)
- * will have an opportunity to practice validated objective assessment procedures and discuss the use and clinical application of outcome measures
- * will have an understanding of the various clinical reasoning models and their clinical application
- * will have an understanding of the biopsychosocial model and integration with the ICF (International Classification of Function and Disability) and learn the practical use of the RPS form (Rehabilitation Problem Solving Form)
- * will be introduced to the HOAC (Hypothesis Oriented Algorithm for Clinicians) and its clinical application



Course Schedule

Day One

Introduction of EBP / “Live” PubMed Search

Critical Appraisal – How to speed read an article

Practical Session – Validated Objective Tests

Models in Clinical Reasoning

Video Presentation of Subjective Examination and practical use of the RPS form

Discussion of Outcome Measures

Screening for Red Flags – Direct access

Clinical Application of the HOAC II in an elite athlete

Day Two

Cervicogenic Headache Case – Application of clinical reasoning tools

Practical Session – Validated Objective Tests

Proposed Model of Clinical Reasoning: 4 Stages

Clinical Reasoning with Chronic Pain Patients

Thoracic Case Presentation – Where is the evidence?

“As a student, we have clinical courses and evidence-based practice courses but the two rarely come together. This course applies EBP in a practical and clinically useful way. Lenerdene and Erik, through this course, model EBP for everyday use in the clinic. If your education left you wondering how to apply evidence based practice to your practice, you should take this course.”

Paul Philips Physiotherapy Graduating Student

“As an instructor in the Orthopedic Division since 1989 I have observed the educational shift of knowledge acquisition and skill development including more clinical reasoning methodology. This is a worldwide phenomenon. Canadian physiotherapy education whether in the university or post-graduate have made important strides in this direction. Despite these important influences it has become abundantly clear for the orthopaedic trained PT more still needs to be done on this front. The course taught by Lenerdene and Erik will add to your confidence and skill set as it relates to clinical reasoning processes.”

Rolly Lavallee BA BMR PT MCISc FCAMPT,

“The EBP course is great because it challenges the way you approach a clinical problem. The course has challenged the clinical frameworks that I've been using and it has also made me look more critically at my clinical reasoning process. The EBP course is transformative in that you leave the course with a new perspective on problem solving!”

Heather Grewar – BScPT, MScPT, FCAMPT