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| **Overview of Procurement Activity** | |
| **Location** | Dawson College – Nursing labs 6B.1 and 6B.11 |
| **Date** | September 20th, 2023 |
| **Courses** | Nursing 3rd year students  Biomedical Laboratory Tech – 3rd year students |
| **Faculty** | 9 Faculty from 3rd year nursing  Tim Miller – Phystech  Danny Vescio – Biomedlab |
| **Technicians** | TBD |
| **Equipment needed** | 10 x arms for procurement  All material for procurement  10 hospital beds |
| **PRE-HOMEWORK** | none |
| **SCHEDULE OF ACTIVITIES** | *8:00 – 8:20 – Activity 1 – Icebreaker and details of the activity*  *8:20 –8:40 – Activity* *2 – Case presentation via script*   * Student volunteers read off the script highlighting some of the issues that arise within the two disciplines’ overlap   *8:40-9:45 – Activity 3 – Small group work*  Students break off into small multidisciplinary teams   * 8:40-8:45 – STEP 1 – set up groups, move to beds, etc. * 8:45-9:00 – STEP 2 – role play scenario #1 * 9:00-9:45 – STEP 3 – Discuss multiple scenarios and how to deal with them   *9:45-10:00 - BREAK 15 minutes*  *10:00-10:20– Continue yellow sheet*  *10:20-10:45 - Activity 4 – Consolidation activity* |

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| **ACTIVITY 1 – Welcome and Icebreaker** | |
| *IPE LEVEL* | 1 – Exposure, self-assessment, and reflections |
| *IPE COMPETENCY* | * 1. – Interprofessional communication |
| *IPE CATEGORY* | A – Exchange based learning |
| Learning Objectives  - To learn with, from, and about each other | Learning Outcomes   * The ability to;   + 1.1 – Communicate between health professionals |
| Time allotted | 20 minutes |
| Exercise #1 – Find your pair or party | Students participate in ‘Find your party ice breaker activity. |

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| **ACTIVITY 2 – Case presentation** | |
| *IPE LEVEL* | 2 – Immersion case-based learning |
| *IPE COMPETENCY* | 2.1 – Interprofessional communication  2.3 – Role Clarification |
| *IPE CATEGORY* | A – Exchange based learning  B – Observation based learning |
| Learning Objectives  - To learn with, from, and about each other | Learning Outcomes   * The ability to;   + 2.1 – Identify types of issues that arise around the process of procurement   + 2.3 – Identify scope of role within the process of procurement |
| Time Allotted | 20 minutes |
| Exercise #1 – Case presentation  Time: 20 minutes | Students are divided into small breakout sessions.  Student volunteers read the script that details the case of Mr. Johnson. The script demonstrates as many ‘issues’ that arise between the two professions concerning procurement. |

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| **ACTIVITY 3 – Breakout groups** | |
| *IPE LEVEL* | 2 – Immersion case-based learning |
| *IPE COMPETENCY* | 2.1 – Interprofessional communication  2.3 – Role Clarification |
| *IPE CATEGORY* | A – Exchange based learning  B – Observation based learning  C – Action based learning |
| Learning Objectives  - To learn with, from, and about each other | Learning Outcomes   * The ability to;   + 2.1 – Discuss roles within the procurement task   + 2.3 – Demonstrate roles and scope of practice within the process of procurement |
| Time Allotted | 85 minutes |
| Exercise #1 – Role plays simple scenario – Pink sheet | Students are divided into small breakout groups of about 8 students (6 nursing students and 2 biomedlab students)  Nursing students determine which two students will demonstrate their process for blood procurement. In addition, a Biomedlab student acts as Mr. Johnson in order for the exercise to mimic a real-life scenario – role play. The role play is to run about 10 minutes roughly. |
| Exercise #2 – Group Discussion – Yellow sheet | Each student will be given a small package of material/worksheets to work through as a group. The worksheets will guide the conversation between the students. Students are encouraged to make notes on their worksheets as they will need these for the culminating activity.  On the Yellow Sheet will be the different issues that came up during the script/play that the students presented at the beginning. In addition, other typical issues will be introduced on the yellow sheet so that the students could navigate how to manage most (if not all) types of issues that typically arise. |

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| **ACTIVITY 4 – Consolidation** | |
| *IPE LEVEL* | 2 – Immersion case-based learning |
| *IPE COMPETENCY* | 2.1 – Interprofessional communication  2.3 – Role Clarification |
| *IPE CATEGORY* | A – Exchange based learning  B – Observation based learning  C – Action based learning |
| Learning Objectives  - To learn with, from, and about each other | Learning Outcomes   * The ability to;   + 2.1 – Discuss key takeaways in the communication process   + 2.3 – Discuss other discipline’s role within the practice |
| Time Allotted | 25 minutes |
| Groupings | Students are to remain in their teams. |
| Debrief | Follow Consolidation worksheet.  Facilitators simply need to perform a debrief on the activity and try to tease out some key takeaways. Make an emphasis on the idea of what is controllable and uncontrollable. |