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| **SESSION Overview** | |
| **Location** | Dawson College labs and classes |
| **Date** | October 11th |
| **Courses** | Physiotherapy Technology - Anatomy 1  Social Service – Resources for human needs  Ultrasound – Fundamentals of the profession  Radiation Oncology - Introduction to the profession?  Diagnostic Imaging - Computed Tomography |
| **Faculty** | TBD |
| **Technicians** | TBD |
| **Equipment needed** | Labs from each discipline |
| **Schedule** | *10:00-10:20 - Activity 1*  Intro to activity   * Signature Bingo * Explanation of learning objective of activity and explanation of IPE   *10:20 – 11:20 – Activity* *2*  COLLABORATIVE DOCUMENT AND TOUR   * Students collectively attempt to answer document/questions while also receiving a tour of the lab spaces   *11:20-11:45 – Activity 3*  Consolidation - CROSSWORD   * Students have to consolidate information and attempt to solve a cross word puzzle |

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| **ACTIVITY 1 – INTRO TO IPE** | |
| *IPE LEVEL* | 1 – Exposure, self-assessment and reflection |
| *IPE COMPETENCY* | 1.3 – Role clarification |
| *IPE CATEGORY* | A – Exchange based learning |
| Learning Objectives | Learning outcomes |
| * To learn with, from, and about each other | * The ability to;   + 1.3.1. – Learn the names of other med tech professions   + 1.3.2. – Be able to identify some of the roles of the other professions when dealing with a patient |
| Time allotted | 20 minutes |
| Exercise #1 – WHO AM I? | Students will be given a bingo sheet. They are encouraged to work individually attempting to get as many ‘signatures’ as possible. The goal is to identify each students’ disciplines as well as observe the overlaps and differences between the professions. |
| Task #2 – Explanation of session and intro to what is IPE | Teacher presents slides regarding goals and objectives of the activity. Teacher presents slides regarding IPE. |

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| **ACTIVITY #2 – COLLABORATIVE DOCUMENT** | |
| *IPE LEVEL* | 1 – Exposure, self-assessment and reflection |
| *IPE COMPETENCY* | 1.3 – Role clarification |
| *IPE CATEGORY* | B – Observation based learning |
| Learning Objectives  - To learn with, from, and about each other | Learning Outcomes   * The ability to;   + 1.3.1 – Identify types of labs and equipment that is used in profession   + 1.3.2 – Identify some of the types of tests, procedures, and interventions that are completed by profession that are similar and different to own profession   + 1.3.3 - Identify the common overlaps and differences between the roles of each discipline |
| Time allotted | 60 minutes |
| Collaborative document | Students are to work on collaborative document by sharing their prepared answers for their profession. During this time, a rotating system will be in place. In each classroom, students will be divided into two groups. In each group, there will be roughly 2 students from each discipline. Group A will answer the first 2 questions while receiving a tour of the space. Group B will answer the last 2 questions while seated in the classroom. After 20 minutes, groups switch.  During the tour, students will be encouraged to ask questions, share experiences, and ‘use’ equipment when applicable.  When looking at questions – have other disciplines guess what the other disciplines do instead of simply having the students present their answers |

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| **ACTIVITY #3 – CONSOLIDATE** | |
| *IPE LEVEL* | 1 – Exposure |
| *IPE COMPETENCY* | 1.3 – Role clarification |
| *IPE CATEGORY* | A – Exchange based learning |
| Learning Objectives  - To learn with, from, and about each other | Learning Outcomes   * The ability to;   + 1.3.1 – Identify key terms in professions and how they differ from own profession |
| Time Allotted | 25 minutes |
| CROSSWORD PUZZLE  15 minutes | Teacher forms small groups of heterogeneous mix of students. An envelope containing the puzzle is given to the students. When the teacher says go, the students attempt to solve the puzzle. Once they feel they are correct, students can submit their answer to the teacher. Words are from each discipline. |
| Conclusion questions  10 minutes | Students collectively respond to conclusion questions. For example;  When do we overlap?  What is interdisciplinary vs. Multidisciplinary vs interprofessional?  What is common about us? |

**Standardize homework / email / MIO**

Hello to all,

We are very excited for you! On Wednesday, October 11h, from 10am-12pm, you will participate in an Interprofessional Education activity where you will get to meet students from other medical technology and health disciplines. The goal of the activity is to have you learn with, from, and about each other’s disciplines and what role each discipline takes when helping a patient or client.

You will each receive a separate message indicating which classroom your activity will take place on October 11th. Some of you will be in your normal classroom and welcome students from other disciplines. Some of you will be traveling to other areas of the main campus or the forum to join other students in their classroom. Please show up on time as the activity will start right at 10am in order to maximize our time together.

In order to prepare for the activity, please see attached question sheet. You are to answer the questions before coming to the activity. Be prepared to share your answers with your colleagues in order to compare and contrast the differences and similarities between the roles that each discipline takes.

Should you have any questions, please do not hesitate to ask your teacher.

Looking forward to Wednesday, October 11th!

See you then!