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| **SESSION Overview** |
| **Location** | Dawson College Physiotherapy Technology labs |
| **Date** | April 11th, 2023 |
| **Courses** | Physiotherapy Technology – Neurology Social Service – Seminar course  |
| **Faculty**  | Gloria Theyasasgam – Physiotherapy TechTim Miller – Physiotherapy TechMarti Miller – Social ServiceYaffa Elling – Social ServiceAlyssa Kuzmarov – Social Service |
| **Technicians** | Ophelie Lébon |
| **Equipment needed** | 4 labs – 2P.14 (classroom), 2P.16 (lab), 2P.18 (lab), & 2P.085 cases – Jordan, Tristan, Pat, Charlie, and SamStringNumbers and letters for groups |
| **Schedule** | *12:00-12:15 - Activity 1*Intro to activities, Ice breakers, and get to know you games* The Web

*12:15 – 12:20 – Activity* *2 –* Introduction to activity*12:20 – 1:30 – Activity 3 - CASES** 12:20 – 12:25– STEP 1 - Presentation of the case scenario and task
* 12:25– 12:35 – STEP 2 - Sharing of intervention within heterogeneous mix of students.
* 12:35 – 1:00 - STEP 3 - Execution of intervention from team
* 1:00 – 1:30 - STEP 4 – Debrief

*1:30 – 1:45 – Activity 4 – Consolidate* |
| **Pre work** | Prior to the activity 1. Students will be given access to the Sam case video. They are to watch the two videos. The first is the intervention by the team and the second video is the debrief.
2. Students will be placed into discipline specific groups and allocated a new case. They are to watch the short case video and start to come up with discipline specific questions. They are to arrive on the day of the activity with a list of questions they would ask the client.
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| **ACTIVITY 1 – A DEEPER LOOK AT ROLE CLARIFICATION** |
| *IPE LEVEL*  | 1 – Exposure, self-assessment, and reflections |
| *IPE COMPETENCY*  | * 1. – Interprofessional communication

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;
	+ 1.1 – Learn 2 new terms about the other professions
	+ 1.1 – Be able to identify these terms
	+ 1.3 – Be able to identify some of the roles of the other profession when dealing with a patient
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| Time allotted  | 15 minutes |
| Exercise #1 – THE WEBEquipment needed – String – long enough for the entire groupTime: 15 minutes | Have students reflect on one word that they feel best describes their profession at this point in the education. Have students gather in a circle with nothing in the middleFirst person starts with the ball of stringThey mention their name and the word that best describes their professionWhile holding the end of the string, the throw the ball of string across the circle to another personThis person then says their name and their word that best describes their profession. This person then holds the end of the string and throws the ball of string to another person in the circleThe cycle repeats itself over and over until each person has an end of the stringAt this point, THE WEB is createdFacilitator then intervenes with prompting questions on collaboration, Interprofessional education, etc. Facilitator allows a few students around the circle to drop their end of the string. The WEB will lose its stiffness and durability. This can highlight improper collaboration between health professionals thus causing lower level of patient care |

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| **ACTIVITY #2 – INTRODUCTION TO THE OVERLAP**  |
| *IPE LEVEL* | 1 – Exposure, self-assessment, and reflections |
| *IPE COMPETENCY*  | * 1. – Interprofessional communication

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;
	+ 1.1 – Identify types of questions other professions use to treat patient
	+ 1.3 – Identify some of the roles of the other profession when dealing with a patient
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| Time allotted  | 5 minutes |
| Didactic presentation on Bio, Psycho, Social | Facilitated by the teachers – bringing in some key takeaways from the Sam case and linking them to the Bio Psycho Social model of case |

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| **ACTIVITY #3 – BREAK OUT SESSIONS – 4 CASES** |
| *IPE LEVEL* | 2 – Immersion case-based learning |
| *IPE COMPETENCY*  | 2.1– Interprofessional communication 2.3 – Role clarification2.4 – Team Functioning |
| *IPE CATEGORY* | A – Exchange based learningC – Action-based learning |
| Learning Objectives- To learn with, from, and about each other | Learning Outcomes* The ability to;
	+ 2.1 – Identify types of questions other professions use to treat patient/client
	+ 2.3 – Identify types of roles other professions use to treat patient/client
	+ 2.4 – Work together with a team to develop a list of intervention questions
 |
| Time Allotted  | 70 minutes |
| Step #1 – Case presentationTime: 5 minutes | Students are divided into small break out sessions.The groups are mixed equally of both professions (ideally).Guest patient or simulation patient can explain in short detail their case. This can be from a written script or ad-libbed depending on the patient. Students write down potential questions they would ask the patient.  |
| Step #2 – Share information.Time: 10 minutes | Students are then asked to find a partner student from their program. Once partners are established, students are then asked to create small sub groups of both professions. Once small sub groups are established, students then share questions generated. Within sharing session, students are asked to reflect on the types of questions that are similar and dissimilar. Students are also asked to reflect and comment on different roles within each profession.  |
| Step #3 – Execute simulation intervention.Time: 25 minutes | Students are then to stay in these small groups with a mix of each profession. They are then selected to start the intervention with the client in a role-play scenario. At any point during the scenario, students are encouraged to help each other out thus removing some of the pressure. Throughout the scenario, the facilitator can write down certain pros and cons of the intervention. Focus should be on role clarification based on type of intervention and less of quality of intervention.  |
| Step #4 – Debrief the scenario.Time: 30 minutes | The scenario is now finished. Students are then guided through a debrief following the provided script. The group is encouraged to narrow down to 2 key takeaways that will be shared with the entire class during the consolidating time.  |

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| **ACTIVITY #4 – CONSOLIDATION ACTIVITY** |
| *IPE LEVEL* | 2 – Immersion case-based learning |
| *IPE COMPETENCY*  | 2.1– Interprofessional communication 2.3 – Role clarification2.4 – Team Functioning |
| *IPE CATEGORY* | A – Exchange based learning |
| Learning Objectives | Learning Outcomes* The ability to;
	+ 2.1 – Identify types of questions other professions use to treat patient
	+ 2.3 – Identify types of roles other professions use to treat patient
	+ 2.4 – Work together with a team to develop a list of intervention questions
 |
| Time allotted | 15 minutes |
| Sharing of key takeaways | Students are back in the main room. Each break out room is encouraged to share their 2 key takeaways from the scenario activity. The facilitator will jot down the takeaways in a table of ‘similarities and differences’ between the two professions.  |