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| **OVERVIEW** |
| **Location** | Dawson College 4C.1 (Main) and rooms (4C.1, 4H.10, and 4G.2B) |
| **Date** | August 29th, 2023 |
| **Courses** | Physiotherapy Technology – Therapeutic Relations – 3rd year Social Service – Mandated Clients – 3rd year  |
| **Faculty**  | Sharon Clegg – Physiotherapy TechTim Miller – Physiotherapy TechYaffa Elling – Social Service |
| **Technicians** | n/a |
| **Equipment needed** | n/a |
| **SESSION 1** |
| **PRE-HOMEWORK**  | *STEP 1 - Nahman case video – link here:*  [*https://www.youtube.com/watch?v=y3e8k6UfiLw*](https://www.youtube.com/watch?v=y3e8k6UfiLw)*STEP 2 - Recall previous times when working in a group. What went well? What didn’t?* *STEP 3 – Cheat sheet on Diabetes and exercise* |
| **Session 1 – 8:30am – 11:30am** | *8:30 – 8:50 - Activity 1*Intro to activities, Ice breakers, and get to know you games* *Spaghetti and Marshmallow GAME*

*8:50 –9:25 – Activity* *2* Teamwork and Collaborative Practice slides * Draw conclusions – apply roles when working as a team in an everyday life conversation

*9:25-9:40 – Break/Travel**9:40-10:50 – Activity 3 - Break out groups** 9:40-9:50 – STEP 1 – prep for sim
* 2:50-10:20 – STEP 2 – Sim Nahman – 3 rounds of 10 minutes
* 10:20-10:50 – STEP 3 – debrief in break out groups

*10:50-11:15 - Activity 4** Large debrief with entire group
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| **SESSION 1 - ACTIVITY 1 – ENERGIZER – SPAGHETTI AND MARSHMALLOWS** |
| *IPE LEVEL*  | 1 – Exposure, self-assessment, and reflections |
| *IPE COMPETENCY*  | 2 – Interprofessional communication 3 – Team Functioning5 – Collaborative Leadership |
| *IPE CATEGORY* | C – Active based learning |
| Learning Objectives | Learning outcomes |
| * To learn with, from, and about each other
 | * The ability to;
	+ 2.2 – Effectively communicate to other team members
	+ 3.4 – Participate and be respectful of all members’ participation in collaborative decision making
	+ 5.3 – Facilitate effective decision making
	+ 5.4 – Facilitate effective team processes
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| Time allotted  | 15 minutes |
| Exercise #1 – Spaghetti and Marshamallows | Students work in small multidisciplinary groups of about 6. Each group is given the same amount of uncooked spaghetti and marshmallows. Task is to create the highest tower that can stand on its own. Every group starts at the same time. Total time is 5 minutes. After activity, host can ask reflective/rhetorical questions * How did it go?
* Were all ideas accepted?
* Did someone take charge?
* How did that make you feel? How did the group manage?
* Did you fail? Did you succeed? Why?
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| **SESSION 1 - ACTIVITY 2 – TEAM FUNCTIONING and COLLABORATIVE PRACTICE OVERVIEW** |
| *IPE LEVEL* | 1 – Exposure, self-assessment, and reflections |
| *IPE COMPETENCY*  | 3 – Team Functioning5 – Collaborative Leadership |
| *IPE CATEGORY* | A – Exchange based learningB – Observation based learning |
| Learning Objectives- To learn with, from, and about each other | Learning Outcomes * The ability to;
	+ 3.1 – Identify types of roles that are typically taken when working within team
	+ 5.3 – Establish how to facilitate effective team
	+ 5.1 – Establish a climate for collaborative practice among all participants
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| Time allotted  | 35 minutes |
| Exercise #1 – Didactic and Active slides | Students will participate in the Team Functioning Overview workshopIncludes * Individual and collective reflections on working in a team
* Application in an ‘everyday, real life’ conversation/scenario

Students will participate in the Collaborative Practice workshopIncludes * Examples of collaborative practice
* Types of collaboration needed depending on case severity
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| **SESSION 1 - ACTIVITY 3 – BREAK OUT ROOMS – NAHMAN CASE** |
| *IPE LEVEL* | 2 – Immersion case-based learning |
| *IPE COMPETENCY*  | 2 – Interprofessional communication 3 – Team Functioning5 – Collaborative Leadership |
| *IPE CATEGORY* | C – Action-based learningD – Simulation-based learning |
| Learning Objectives- To learn with, from, and about each other | Learning Outcomes* The ability to;
	+ 2.4 – Communicate to ensure common understanding of care decisions
	+ 3.3 – Effectively facilitate discussions and interactions among team members
	+ 5.1 – Work with others to enable effective client outcomes
	+ 5.7 – Apply collaborative decision-making processes
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| Time Allotted  | 70 minutes |
| Exercise #1 – Case presentationTime: 5 minutes | Students are divided into small teams/groups of about 6-7 (mix of disciplines)The groups are mixed equally of both professions.The facilitator can re-explain the case, scenario, and task.  |
| Exercise #2 – prep for NahmanTime: 10 minutes | They have 10 minutes to prepare for Nahman’s appointment with them. They have to provide Nahman with the correct advice regarding exercise. They also have to help guide Nahman to continue learning how to live with his diabetes (motivation, social support, cognitive way of thinking, etc.)  |
| Exercise #3 – Sim with NahmanTime: 3 x 10-minute simulations | The team then has an appointment with Nahman. They are tasked with providing Nahman with the appropriate advice for his exercise routine. During the role play, Nahman acts very upset and is challenging the team. Nahman is blaming the team for the miscommunication and is even pointing fingers at some of the team members. Throughout the scenario, Nahman continues to challenge the team and it’s function. See ‘Nahman scenario’ for more details. Each team passes in a simulation type rotation. Rinse repeat style of sim with a small change to Nahman’s character/reaction. See Nahman script for more details. Nahman character sim 1 – be angry, oppositional, pissed, minimizingNahman character sim 2 – defeated, no hope, giving up, catastrophizing, labeling as a bad person.Nahman character sim 3 – unsure, confused, fidgety, anxious, overwhelmed, worried |

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| **SESSION 1 - ACTIVITY 4 – DEBRIEF** |
| *IPE LEVEL* | 2 – Immersion case-based learning |
| *IPE COMPETENCY*  | 2 – Interprofessional communication 3 - Team Functioning5 – Collaborative Leadership |
| *IPE CATEGORY* | C – Action-based learningD – Simulation-based learning |
| Learning Objectives- To learn with, from, and about each other | Learning Outcomes* The ability to;
	+ 2.5 – Determine ways to develop trusting relationships with clients and their families
	+ 3.5 – Regularly reflect on functioning with the members of the team
	+ 3.6 – Determine ways to establish and maintain effective healthy working relationships with team members
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| Time Allotted  | 30 minutes |
| Exercise #1 – Debrief | All students will remain in break out groups. The facilitator will guide the debrief using the Nahman Script.  |

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| **SESSION 1 - ACTIVITY 5 – CONSOLIDATION** |
| *IPE LEVEL* | 2 – Immersion case-based learning |
| *IPE COMPETENCY*  | 2 – Interprofessional communication 3 - Team Functioning5 – Collaborative Leadership |
| *IPE CATEGORY* | C – Action-based learningD – Simulation-based learning |
| Learning Objectives- To learn with, from, and about each other | Learning Outcomes* The ability to;
	+ 2.5 – Determine ways to develop trusting relationships with clients and their families
	+ 3.5 – Regularly reflect on functioning with the members of the team
	+ 3.6 – Determine ways to establish and maintain effective healthy working relationships with team members
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| Time Allotted  | 25 minutes |
| Exercise #1 – Large Debrief | All students will then return to the main room to complete a large debrief together. Each break out group is asked to have their representative share the key takeaway from the session. This is linked to the learning objectives. The facilitator of this activity is encouraged to summarize each key takeaway to make sure there is enough time. Included in this step can be an introduction to the next session in 6 weeks.  |