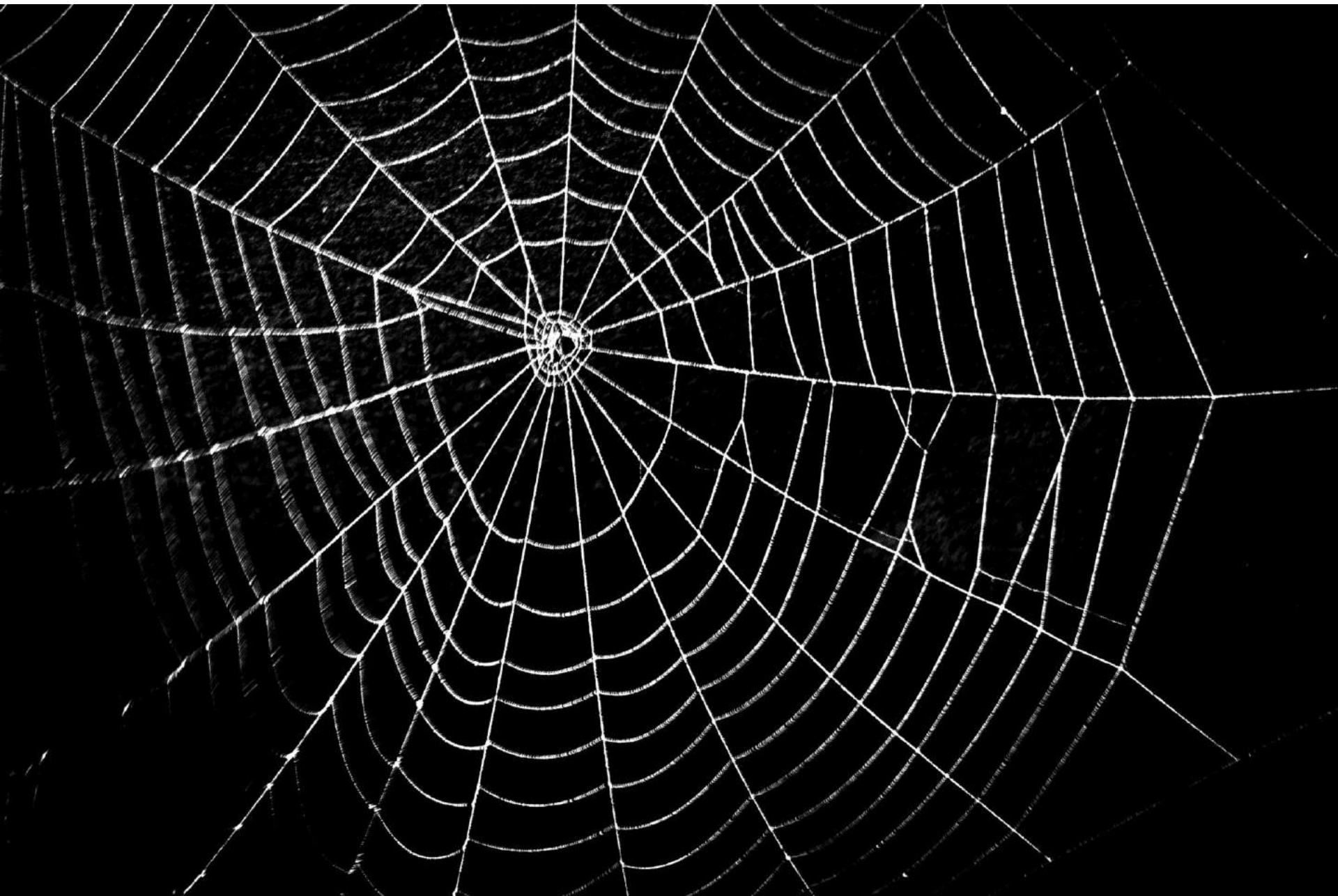




Role Clarification

Winter 2023





WELCOME



INTERPROFESSIONAL EDUCATION

- exists when two or more professions learn **with, from, and about** each other to improve the quality of care
(WHO, 2010)

Health Care Deja vu



Goals for today's session

Activity	Learning Objectives	Learning Outcome
Energizer	1 - To learn with, from, and about each other	1.1 - Learn 2 new terms about the other profession 1.2 - Identify some of the roles of the other profession when dealing with a patient/client
Sam, Charlie, Pat, Jordan, and Tristan cases	2 – To conduct an intervention on a patient/client as a team	2.1 - Identify types of questions other professionals use when dealing with patient/client 2.2 – Develop a common list of intervention questions 2.3 – Understand the roles each profession might take with a patient/client

Timing for today's session

Activity	Time	Location
12:00	Welcome and icebreaker	2P.14
12:15	Bridge from pre-homework	2P.14
12:20	Breakout rooms – Role play scenarios	Labs
1:30	Consolidation activity	2P.14



SAM

AGE	17 years old
Occupation	Grade 10 student (He was held back one year in grade 7)
BIO	<p>Client was hit over the head with a crow bar, in a gang-related fight, with broken tibia and fibula and ribs.</p> <p>Patient was non-weight bearing x 6 weeks but now has his cast removed but has pain of the R calf, decreased strength of the R ankle, knee and hip, poor standing balance and decreased walking ability (uses a cane, walks a maximum of 300m)</p> <p>Patient is very fatigued and gets tired easily</p>
PSYCHO	<p>Patient says he does not remember the fight to the physio. It's possible he does remember but does not want to talk about it</p> <p>He is a sullen young man, not very talkative but he does open up slightly</p>
SOCIAL	<p>Lives with single mother in Verdun, but is currently couch-surfing and living at a buddy's place</p> <p>No contact with his father</p> <p>He is afraid to go back to school, fear of retaliation</p> <p>He wants to get out of the gang but does not know how</p> <p>The mother wants him to go live with his grandmother in Chateauguay, to lay low for a while</p> <p>Smokes a lot of pot to calm his anxiety</p>

A close-up photograph showing a person's hand holding a series of light-colored wooden letters that spell out the word "CONCLUSION". The letters are arranged in a slightly curved line on a dark, textured wooden surface. The lighting is soft, highlighting the grain of the wood and the texture of the hand. The word "CONCLUSION" is the central focus of the image.

CONCLUSION

Some Social Service Roles

- **Clinician/Counselor:** A trained professional who seeks to support and provide guidance to a person who is negotiating a personal, social, psychological and/or emotional problem.
- **Advocate:** Champions the rights of others through empowerment or direct intervention. The social worker may advocate for a client, group, organization, or community.
- **Broker:** Provides linkages between the client and other agencies or sources of needed resources. For a client recently diagnosed as HIV-positive, for example, to investigate various medical and supportive services and assess them in light of the client's needs and resources.
- **Empowering:** Empowers clients in finding solutions to the challenges they face. Offers support and encouragement to clients so that they can more easily accomplish tasks and solve problems. For example, may help a mental health patient adjust to day treatment.
- **Mediator:** Takes a neutral stance between two systems in order to help resolve conflict and to help establish a better communication flow. For example, divorce mediation, or business mediation between quarreling business partners.

Physiotherapy Roles

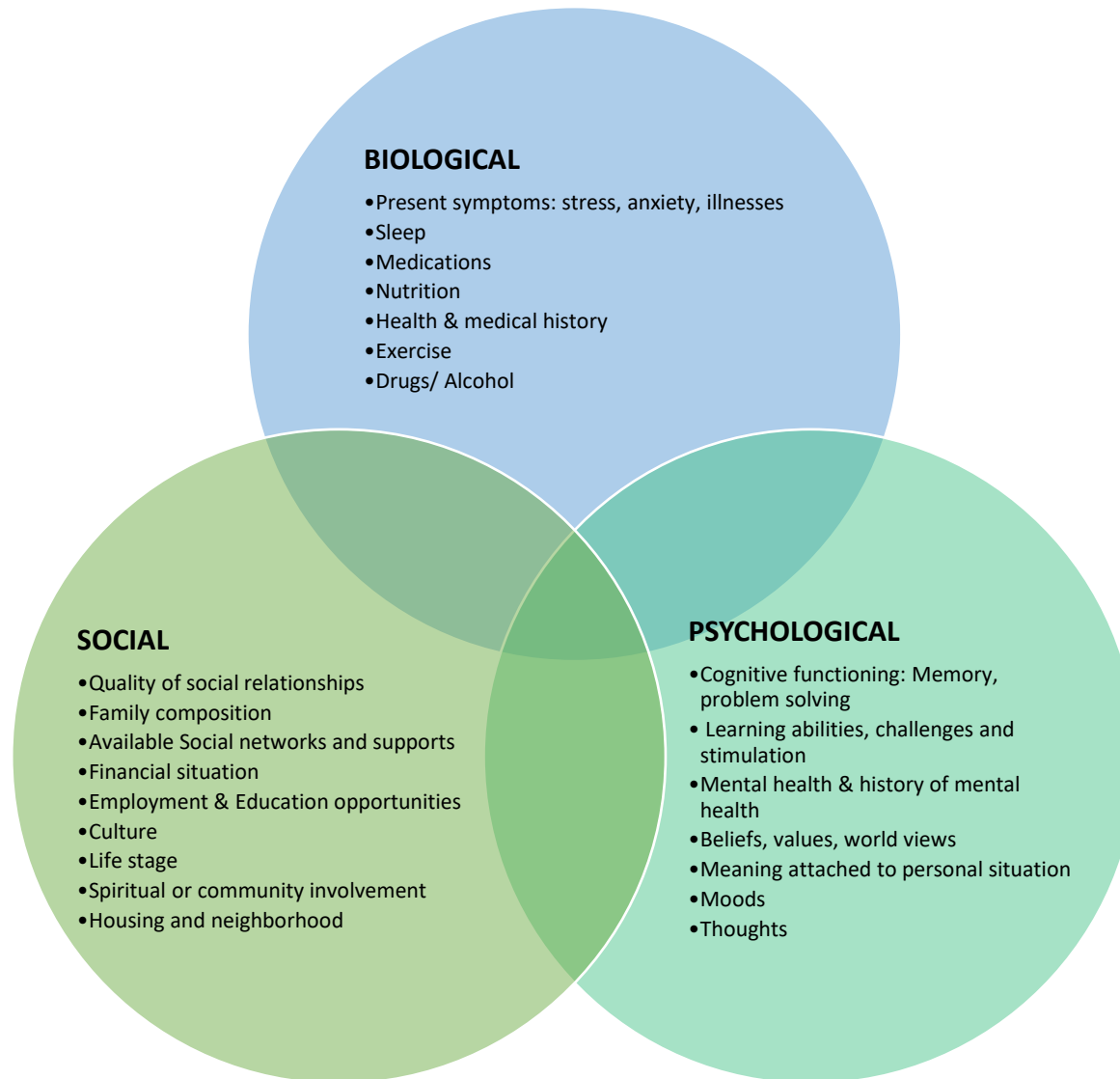
Goal: to restore, maintain, and make the most of a patient's mobility, function, and well-being. (*College of physiotherapists of Ontario)

Evaluation and treatment focuses on physical abilities.

- Impairments (pain, joint mobility, loss of muscle strength, balance)
- Activities (getting in and out of bed, walking, dressing/using arms)
- Participation (in school, work, sports, hobbies...)

The patient/client may be seen by a physiotherapist **and/or** physiotherapy technologist.

The Biopsychosocial Model of Needs



IT'S

YOUR

TURN

YOUR TASK

- Working as an interprofessional team you will develop an intervention on a new case
- The goal of the intervention is to gather the data necessary to complete the individual's history intake
- You first be given time to share your questions with a team of students from the other discipline
- The team will then conduct an intervention with the patient/client (actor)



GOOGLE IMAGE

CHARLIE	
AGE	64 year old
JOB	Retired restaurant owner
BIO	Patient suffered mild stroke 2 weeks prior Patient demonstrating weakness and mild problems with balance and coordination Patient is very fatigued and gets tired easily
PSYCHO	Patient is arriving to in-patient rehabilitation Patient feels like they are good enough to leave Patient does not want to be there Patient is difficult to work with and does not elaborate on answers
SOCIAL	Lives with significant other and two adult children Strong cultural beliefs against science and medicine Strongly believes in alternative medicines rather than “western” medicine
TEAM	Intervention is being completed at the in-patient rehabilitation center



JORDAN

AGE	57 year old
JOB	Office manager for a pharmaceutical company
BIO	Diagnosed with Guillain Barré Syndrome 1 year ago. Now finished rehab but has some functional limitations. Able to work, travel using adapted transport, maintain activities of daily living but with help. Used to like to swim at local indoor pool but hasn't been going for about 3 months
PSYCHO	Upset with services so far. Seems like there is little help since they left the hospital. Hospital claims local clinic (CLSC) should be helping. CLSC claims partner should be helping. Little to no help from significant other so patient is very discouraged.
SOCIAL	Living in a common-law (same-sex) relationship for the past 10 years. Lives in a 2 bedroom apartment in Dorval – near airport Significant other is a nurse but isn't much help at home Seems like there is some separation between patient and significant other. Limited social network.
TEAM	Intervention is being completed at the patient's apartment

TRISTAN

AGE	52-year-old
JOB	Administrator at local high school
BIO	<p>Patient diagnosed with ALS – Lou Gehrig’s disease 3 months ago</p> <p>Patient’s symptoms started in the limbs – muscle twitching and weakness</p> <p>Patient first noticed symptoms playing weekly hockey game with friends</p> <p>After seeing specialist, diagnosis of ‘limb-onset ALS’ was given</p> <p>Referred for follow up at home</p> <p>Has had an initial evaluation completed in a clinic but prefers home follow up with PhysioTech and Social Work tech</p>
PSYCHO	<p>Very upset</p> <p>Extremely down due to life-altering disease</p> <p>Losing autonomy</p> <p>Scared about dying and when it will happen</p>
SOCIAL	<p>Very supportive family</p> <p>Married with 3 children</p> <p>Parents of patient still alive and well.</p> <p>Siblings live in Montreal</p>
TEAM	Intervention is being completed at their home



PAT

AGE	21 year old
JOB	Student in University
BIO	<p>Patient suffered mild TBI – Traumatic Brain Injury Patient was hit by car crossing De Maisonneuve 2 weeks ago. Driver stopped to help out Ambulance was called to the scene and the patient was transported to hospital Patient was unconscious for 30 minutes Post accident concussion and lack of memory They still have some lack of balance and generalized weakness after being hospitalized for 14 days.</p>
PSYCHO	<p>Patient is now being prepared for discharge Patient in denial of injury and symptoms Very determined to continue with school and succeed Patient has unrealistic expectations to continue with regular life</p>
SOCIAL	<p>Lives alone in an apartment near McGill Family lives in Rimouski Family and friends have mentioned a change in personality since accident</p>
TEAM	Intervention is being completed by team at the hospital.



GOOGLE IMAGE

It's time



Scenarios

- STEP 1
 - Present case and objectives
 - 5 minutes
- STEP 2
 - Mix students into small IPE teams
 - Students are placed into heterogeneous mixture of students (roughly 2 PhysTech and 2 social service) to share and exchange questions
 - 10 minutes

Scenarios

- STEP 3
 - Students will complete intervention as an IPE team
 - At any point, facilitator can ask team to step out of the scenario to allow for a new team to take the lead
 - 25 minutes
- STEP 4
 - Facilitator will guide a debrief aiming for some key takeaways and lessons
 - 30 minutes

Scenarios

- TIPS throughout
 - During intervention, students can decide who is the lead from their discipline
 - They can swap out and someone else can take the lead
 - Encourage teams of two to help with confidence

Go back to
the big
group



Consolidation activity

- Each breakout room will be given a chance to share their 2 key takeaways from the experience
- Facilitator will aim to consolidate the takeaways into a table of similarities and differences