

# PLP Team IPC Workshop Role Plays

## Workshop Learning Objectives

- 1) Introduce some **key concepts and language** of IPC that are foundational to the emerging IPE curriculum material for health care professionals
- 2) Provide **opportunities** for team members to **reflect on & affirm** team's **current IPC strengths** using this framework
- 3) **Identify opportunities for enhancement of IPC** in the context of this team's work
- 4) Provide **opportunities** for professionals to **describe** their **team's IPC practices** as they might when talking to students or new team members.

The role play section of the workshop has been designed to specifically address learning objectives 3 and 4.

## **Learning Activity #1** (maximum 30 minutes total time)

AIM – practice describing the team's *a)* current IPC practices and  
*b)* opportunities for enhancement of IPC in SK context.

### How unfolds:

- Pairs discussions of perceived personal value of working collaboratively across professions.
- Share key points with group to create a common supply of responses that anyone can draw upon
- Lorena use script to introduce situation → leads into Roberta script which includes first interview question. Allow pause to see if anyone steps forward to respond.
- Lorena steps in only if necessary, reminds group that they can draw upon the ideas they have generated in discussion to this point (point to but don't read flip charts). And that the point of this is to create an opportunity to communicate these ideas to someone outside the regular team membership...in this situation the interested party is Roberta. Turn it back to Roberta who paraphrases a small portion of final statement and asks the question again.
- Objective is to keep group moving towards a more realistic interview mode with Lorena intervening only when required. Roberta uses body language and eye contact to draw more participants into the discussion.

## **Learning Activity #2** (maximum 30 minutes total time)

AIM – practice identifying and describing the potential learning for a student participating in an interprofessional shadowing experience.

### How unfolds:

- Lorena gives notice that will be asking for one volunteer to read script, and the rest of the group will work together to answer the student's questions. Then use script to set stage. Identify volunteer, provide script and start role play.
- Lorena will halt process once question is tabled and invite participant suggestions of possible answers. Then solicit someone to try "playing" that answer to student. Repeat up to two more times.
- Student, Olivia, continues through questions, with Lorena facilitating a volunteer to answer, only to extent that is required.
- Objective is to create the sense of a direct student-to-professional discussion with as little interruption in the flow as the group can manage. Olivia works to draw more participants into the discussion.

## PLP Workshop - Scenario Details

### 1.) Individual Perspective on IPC

AIM – practice describing the team's a) current IPC practices and  
b) opportunities for enhancement of IPC in SK context.

#### 4.0 Pairs Discussions ( 6 min.)

a) in what ways have you enhanced your skills, knowledge, & patient-centred practice by collaborating with staff from other professions on this team?



SHARE conclusions  
(4-5 min)

**Drawing on:** > the ideas the group put forward earlier about your team's IPC practices and strengths, *and*  
> your personal experiences that you have just discussed.

#### In this simulation...

SickKids has hired a consultant to gather information to support the hospital's strategic planning process. The executive team wants to gain a better understanding of the current state of Interprofessional Collaborative Practice in SickKids. The consultant was told that your team was a collaborative innovation designed to enhance patient care at SickKids, and that you would be able to provide useful insight into the current situation. The consultant has now scheduled a brief interview with the whole team. You've been told that you should be completely frank with the consultant.

We'd like you to work together to answer our consultant's questions about how interprofessional collaboration works in the complex care unit. Anyone should feel free to respond. So let's bring in our consultant.....Roberta.

**Roberta:** I appreciate you taking time as a team to meet with me to talk about the current state of interprofessional collaboration here at SickKids. The hospital's executive team has encouraged me to report honestly and constructively about current state of interprofessional collaboration here at SickKids. You should be aware that in total I will be meeting with 6 different clinical teams and interviewing 25 individual health care professionals. So my report will not be connecting any specific teams or individuals with the results but rather it will focus on the nature and extent of interprofessional collaboration practices and opportunities *in general*. This report will then serve as background for the hospital's strategic planning discussions. I have a few specific questions that I am asking each group.

**Q1.** Based on what you have learned about effective interprofessional collaboration, could you describe for me a couple of the key interprofessional collaborative practices that your team regularly uses?

**Q2.** I understand that your team is unique in SickKids, in that you don't have a physical home or ward of your own, but rather you cover children in multiple wards. Are there any practices that you think are unique to your situation that the team has developed to manage this special situation?

**Q3.** Where does the leadership for your team come from?

**Q4.** Earlier you described how you work together as a team. On a daily basis you are also working with many professionals who are not members of your team. Can you describe the differences, if any, in how collaboration works with professionals on the regular wards, with whom you may not have the same team relationship?

**Q. 5** Are there areas of practice where you think the team could go further in developing regular collaborative practices? And in your view, what is needed to get there?

## PLP Workshop - Scenario Details

### 2. Student focus

AIM – Practice identifying and describing the potential learning for a student participating in an interprofessional shadowing experience.

*Explain will be asking for one volunteer to help by reading the script, and the others will contribute by filling in some answers to the simulated student's questions.*

Situation –

- **Physiotherapist Student, OLIVIA**, arrives for scheduled shadowing. The professional she will be shadowing has asked Olivia about her expectations. Olivia indicates that she is interested in getting a better understanding of what the professional does, but also of getting a better understanding of the process of working on an interprofessional team.
- Ask for the volunteer “reader”. (reassure them this is the easy part!)

→ Have the volunteer reader identify their profession

Script – Professional: “Hi, Olivia. I’m glad to have you joining me today. I’m scheduled to see a couple of patients that I think could be of interest to you.

Olivia: “Good. And when would be a good time to talk about what I’m seeing??

Professional: “Well, how about if I give you a couple of things to look for before we start, and then we can debrief after we’ve seen all three patients?”

Halt → Lorena ASK *Would someone like to take a stab at describing to Olivia something that she would benefit from watching out for during a shadowing experience? (Allow up to three demonstrations) Ideally someone will volunteer and is able to move directly into the role play response. If this isn’t working you can facilitate a discussion about a possible response and then encourage someone to “try that idea out by answering Olivia. We want to wean them from this “break” from the role so increasingly people are focused on Olivia and the facilitated function is minimized.*

*(continue...)*

**Professional:** “So Olivia, I said that we would debrief after visiting those patients. I have some time now, so do you have any questions about what you saw today?”

**Olivia:** “Yes. Thank you. I was wondering about how others on the team get updated about the questions those parents asked today and the answers that you gave?”

*(seek/ engage volunteer respondent.)*

**Olivia:** “How can you be sure that the other team members will agree with your answers?”

*(engage volunteer respondent)*

**Olivia:** “If I were a staff physiotherapist on this team, in what kind of situations would you expect to work closely with me?”

*(engage volunteer respondent)*

**Olivia:** “I think I’ve learned a lot by this today. As a future physiotherapist, what one lesson do you think I should try to carry forward from this shadowing experience?”

*(engage volunteer respondent)*