# Inquiry Demonstration Plan

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| **Lesson Title:** | Simulation Scenarios  | **Lesson #** | 3 | **Date:** |  4 August |
| Name: | Iliana Musinova | Subject(s): | RTCT 3110 | Grade(s): | Third Year University  |

Rationale & Overview

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| *Please see Lesson 1 for explanation*  |

Key Questions For Inquiry

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| Core Question & Supporting Questions for Inquiry Project | Question(s) Addressed in This Lesson |
| *Please see Lesson 1 for explanation*  |  |

**Inquiry Approach and Rationale**

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| *Please see Lesson 1 for explanation*  |

Core Principles of Effective Teaching (Sharon Friesen) Focus on one or more core principles in the lesson

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| **Core Principle 1:**  | ***Please see Lesson 1 for explanation. The principals apply to all four lessons, only in different work environments and contexts: case studies, simulation and seeing real patients.***  |
| **Core Principle 2:**  |  |
| **Core Principle 3:** |  |
| **Core Principle 4:**  |  |
| **Core Principle 5:**  |  |

Respiratory Therapy National Competency Framework

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| Core Competencies  |
| B1: Demonstrate professional behaviorB2: Communicate EffectivelyB3: Collaborate in the interprofessional health care team | B4: Optimize cardio-respiratory health and wellness in the communityB5: Demonstrate critical thinking and reasoning skillsC2: Optimize patient safety |

Big Ideas (STUDENTS UNDERSTAND)

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| Students must assess the patient as a whole using a multi-system approach: central nervous system, cardiovascular system, respiratory system, gastro-intestinal and gastro-urinary systems. Students must understand the interconnectedness of body systems and be able to identify the cause of symptoms based on presentation. Students must be able to relate the effect of medication on the body, understand the role of the RT and the therapies that can be implemented. Students must understand the impact that the therapist has on the body and how to intervene in an emergency situation.  |

Learning Standards

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| **(STUDENTS DO)** | **(STUDENTS KNOW)** |
| Learning Standards - Curricular Competencies | Learning Standards - Content |
| Patient history, physical respiratory assessment, oximetry, treatment plan: pharmacology, physical therapy, oxygen therapy, secretion removal; CXR interpretation, interpret electrolytes and labs, participate in rounds/ report, spirometry, breathing techniques.  | Students must have pre-existing knowledge from didactic portion of the program and should be prepared to incorporate knowledge into practice.  |

BC Curriculum Indigenous Connections/ First Peoples Principles of Learning

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| *Please see Lesson 1 for explanation*  |

Respectful Relations

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| *Please see Lesson 1 for explanation*  |

Lesson Activities

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| Time Allotted | Teacher | Students |
| Invitation | 45 mins | Any questions from the last two classes?Explain the purpose of simulation, orient students to equipment and mannequin. Show what “normal” lungs sound like in the mannequin. Explain the structure of the day. Split the group into small groups of 4 students each.  | Ask existing questions. Become comfortable with available equipment and ask questions if unfamiliar with certain equipment. Listen to the mannequin’s chest.  |
| Inquiry | 1 hr | Students get to practice their skills in a simulated environment. The teacher will set up the mannequin: vital signs (heart rate, blood pressure, Oxygen saturation, lung sounds, voice). Manage mannequin based on student actions to imitate real life situations. (See Simulation Scenario Forms) | Demonstrate interviewing skills, interpretation, assessment and treatment skills based on “patient” presentation.  |
| Reflection  | 2 hrs. | After each covered scenario we will hold a debriefing session where we will discuss objectively what was done and not done, what should have been done, how they felt, what they were thinking, talking about standard procedure, establish goals and highlight strengths of each student in each group. General rule of thumb is for every hour of practice, students require 2 hours of debriefing time.  | Participate in debriefing by describing the scenario, their understanding, what their assessment was and evaluate their skills. Students are to come up with their strengths and areas of improvement. Students should ask questions and develop deep understanding on the scenarios.  |
| Discussion |  | In this class, discussion and reflection will be intertwined as students are encouraged to reflect on their performance and then discuss the scenarios as a group as described in “reflection” | Students will reflect on their performance and then participate in discussion with the group.  |

Materials and Resources

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| Computers, textbooks, class notes, printed scenarios, PowerPoint Presentation, markers and massive paper for gallery walk.  |

Organizational Strategies

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| Book open space classroom with tables and chairs, have masks and hand sanitizers available for all students, maintain social distancing while working together, keep in mind company policies. |

Proactive, Positive Classroom Learning Environment Strategies

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| Everyone will be invited to participate in small and big group discussions. If students feel more comfortable working on scenarios alone, this opportunity will be provided to them before we take up the scenarios as a big group.  |