# Inquiry Demonstration Plan

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| **Lesson Title:** | Clinical Rotation | **Lesson #** | 4 | **Date:** | 10 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. In this lesson, the students will do a shift at a clinic where the majority of patients attend with shortness of breath. This gives them the opportunity to practice the skills learned and reviewed in the first three lessons of this project.* |

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 behavior B2: Communicate Effectively B3: Collaborate in the interprofessional health care team | B4: Optimize cardio-respiratory health and wellness in the community B5: Demonstrate critical thinking and reasoning skills C2: 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 | 30 mins | Review any questions that the students have and ask if:   1. Student is comfortable taking the first patient and practicing skills learned 2. If the student would like to observe the first interaction and then practice subsequent assessments. | Ask any pending questions; decide how to approach the day based on personal experience, comfort and desire. Eventually students are expected to conduct assessments independently and accurately. |
| Inquiry |  | Allow students to independently interview patients, facilitate instead of taking over conversations. | Students are encouraged to lead the day by taking the role of the primary respiratory therapist and practicing skills learned in the previous three lessons on real patients. |
| Reflection |  | Allow students to think about their experience. Without interrupting. | Students are to reflect on their experience, name areas of strength, areas of improvement and create a plan for improvement. |
| Discussion |  | Facilitate a discussion of the client sessions that the students led. Encourage questions, provide personal views with rationale, provide feedback and help the students create SMART goals. | Participate in self-reflective discussion with the Respiratory Therapists with the aim of acquiring feedback, seeking assistance setting goals and improving skills. |

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. |