



Icebreakers

Misconceptions

Get into pairs. Share with your partner the biggest misconception the public has about your profession. How would you educate the public about this misconception? Come back to the large group and process your findings – what did you learn? How did you feel about speaking about the misconceptions or hearing the misconceptions? How might this occur when working with patients or caregivers?

Speed Disciplining

Set up chairs in 2 circles, one inside the other. Have students sit in the circles facing a partner. Facilitator will be the time keeper. The students have two minutes to find out all they can about the other student's discipline (education, training, areas of employment, what they do in day-to-day practice etc.). Timekeeper calls time at two minute mark and everyone quickly goes to a new seat with a new partner and repeat the process. Come back to the large group after and share one or two things that they learned or surprised them about the other discipline.

Here's My Card

Hand out cue cards and pens – have the student's think of 3 or 4 qualities of their discipline or activities of their profession but don't write the name of the discipline on the card. Have them write the 3 or 4 qualities plus a catchy advertising phrase on their business cards. Have the students exchange cards, and then share what's written on the card one at a time in the large group. Large group guesses which profession it is.

True or False?

Ask the students to say 3 things about themselves – 2 which are true and one that is not. Everyone has to guess the false one. Then the student's think of 3 things about their profession; 2 things that are false and one thing that is true – guess the true thing.

Similar/Dissimilar

Get into groups of 3. One person is the recorder. Write down all the things about your profession that are similar. Write down all the things that are different in your professions. Come back and share in the large group.



Magic Hat

Students write down 2 questions about 2 different professions – put the questions in a hat. Pass the hat around and each student pulls a question out of the hat to answer. They have to convince the groups that they are that particular profession – afterward try to guess who the actual nurse, PT, etc. are – clarify any of the questions/answers at the time.

School Ties

Get into pairs – share with your partner what profession you are in and where you are studying. Share what has been the most challenging part of your education to date. Share what has been the most exciting and rewarding part to date. In the large group, share what you think your “growing edge” for the IPE placement is. Consider writing these on a flip chart to learn where students have similar IPE goals.

Time Capsule

You are building a time capsule and are asked to put 3 things in the capsule that best reflect your profession and what you do in patient care. Introduce yourself to the group, and share with the group what things you would choose, and why.

Jargon


Acronyms and Jargon – ask everyone to write down 3 acronyms/jargon words that are common to their profession but that may not be as familiar to other professions. Invite the group to search through the list looking for commonalities or differences in how words are used (e.g. transfer from acute care, transfer from bed to wheelchair, etc). Or you may choose to have the students work in 2s and 3s and swap papers and ask others to guess what they are. The writer can then explain, clarify and ask who else uses these words/acronyms (e.g. PT, OT, Nursing very likely have shared understanding of transfer).

Profession Description

Choose a profession. Ask everyone to write down on a paper (anonymously) what he or she believes describes the role, educational preparation, etc. The student whose profession was chosen then reviews these and comments on their accuracy, what surprised them.

First Moments

In pairs – share the moment when you decided to become a particular health care professional. Describe it – where you were, when it was etc. What were the factors or inspiration for your choice? Come back to the large group – what are 3 qualities of your profession? How are you like those qualities?



Ball of Yarn

Stand in a circle facing each other. One person starts, holding a ball of yarn. Share patient care activities with the group. Hold onto your end of the yarn and pass the ball of yarn to someone opposite you. That person grabs onto the line of yarn and shares their activities. If you notice that someone shares an activity that is similar to what you may do or how you might work with a patient, ask for the ball of yarn to be passed back to you. Continue to hold onto points on the line and build a yarn “patient care” net connecting all of you. You may wish to be creative on how you wrap the yarn around each other!

These next exercises are a little fun, a little more creative, and may be more risky for students

Superhero

“Superman...faster than a speeding bullet...able to leap tall buildings in a single bound...challenged by kryptonite.” Create a superhero name for your discipline/profession and a phrase that indicates your profession’s superhero ability or quality plus the biggest challenges in your profession. Introduce yourself to the group as your superhero persona.

Fairy Tale (this is actually taken from a Comedy Improvisation game)

All Fairy Tales have a protagonist (patient) and a challenge to overcome (injury/disease) and heroes or heroines (health care providers). Sit in a circle – starting with the opening line “Once upon a time....in the far off land of...” Start your story and then stop when you want the person beside you to take over. Be sure to include aspects of your profession in the funny little fairy tale. You may choose to say a whole phrase or just one word – the challenge is to leave the story hanging and for the next person to rush in with the next part of the story.

Sinclair L, Lowe M, Paulenko T & Walczak A. (2007). Facilitating interprofessional clinical learning: Interprofessional education placements and other opportunities. University of Toronto, Office of Interprofessional Education: Toronto.