

Connecting knowledge,
privilege, and experience
in an upper year
Kinesiology course

Building Rehabilitation Connections: Thinking Outside the Box

September 21/22, 2019

Student

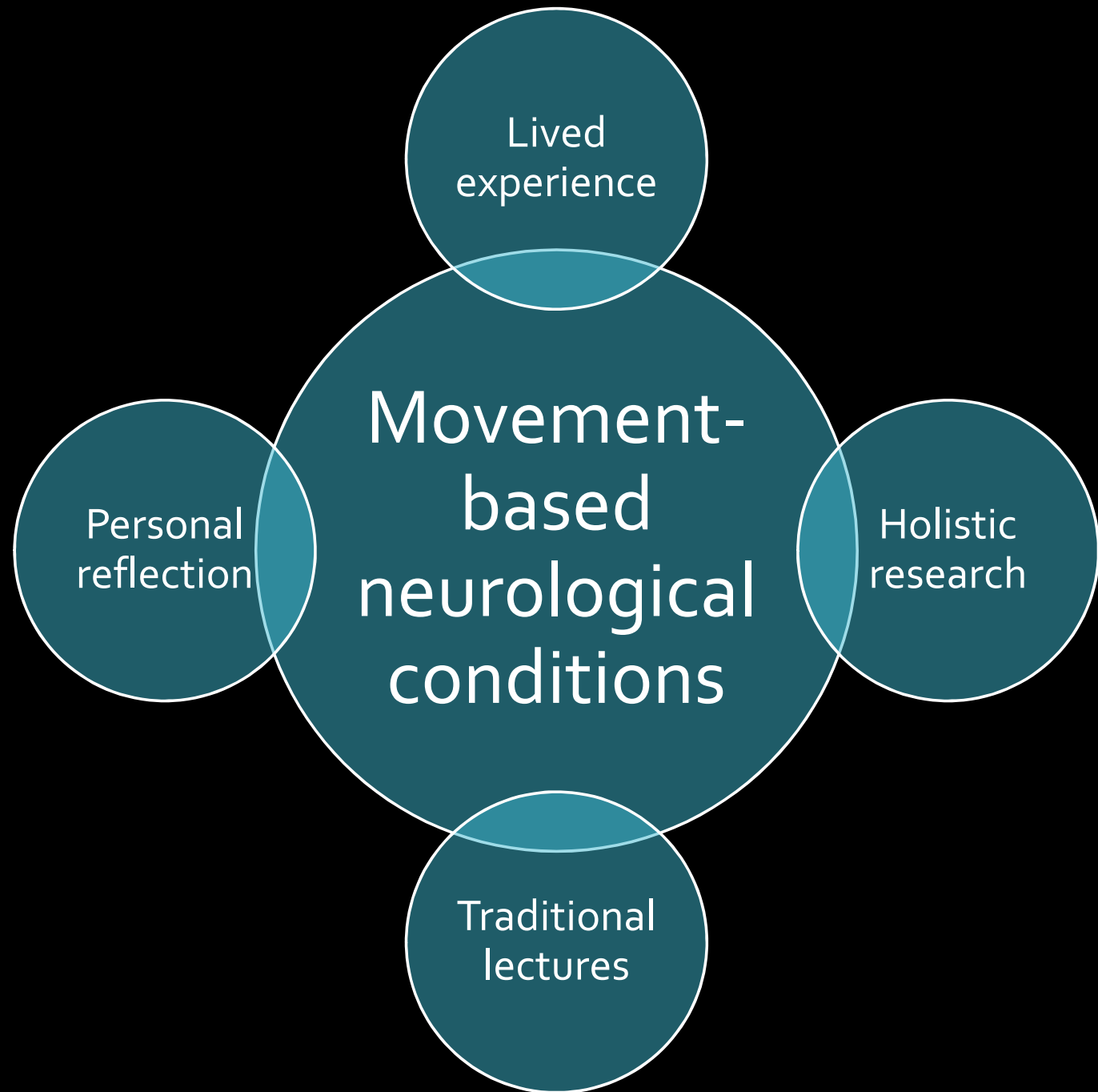
Community
member

Learning

Educational
developer

Instructor

What is
KIN: 498?



What happened in KIN 498?



Student groups paired with someone who had:

Parkinson's disease
Spinal cord injury



Interview



Research



Knowledge product

Challenges



Rewards



Next time



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Student perspective: *Challenges*

- Perspective:
 - Approaching learning with an open mind
 - Thinking outside of the box
 - Non-western lens
 - Trying to see the world from the community member perspective
 - Fully grasp their challenges
- Practice:
 - Understanding evaluation
 - Working in groups
 - Creating interview questions



Student perspective: *Rewards*

- Working with community member
 - More meaningful experience
 - Rewarding to see reaction to presentation
- Holistic experience
 - Focus on wellbeing
- Learned:
 - Importance of person-first treatment
 - About healthcare system from a patient perspective
 - To creatively design individualized therapeutic approaches
- Developed
 - Interpersonal skills
 - Professionalism
 - Interview skills
 - Presentation skills
 - Research skills
- Integrated learning of knowledge and person



Student
perspective:
Next time

- More time with the community member
 - To learn and refine knowledge product
 - To share all of the information that had been learned over the term
- Smaller student groups to support greater diversity of experiences to learn from
- Develop inter-professional partnership with other units



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Community
member
perspective:
Challenges

- Needed to connect with healthcare team to put some of the ideas presented by group into motion



Community
member
perspective:
Rewards

- Enlightening experience with rehabilitation ideas outside typical clinical experience
- Seeing students' passion into the project
- Felt like students really listened to concerns and learned about "me"
 - Personalized options and presentation
- Considered a "whole" person
- Gave me hope for future care
- Stimulating
- Invigorating
- Noticed that students were keen
 - Questions gave the impression they were excited



Community
member
perspective:
Next time

- More time/meetings with students
- Present even more information about options that are presented using privileged access resources
- Provide a bit more local context
 - E.g., local access



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Instructor: Challenges

- Supporting students in non-Western ways of thinking
- Ensuring safety of community members and students



Instructor: Rewards

- Unique learning opportunity
- Student growth
 - Knowledge
 - Ways of thinking and doing
 - Reflections
- Working with community members outside of research



Instructor
perspective:
Next time

- Different community members for this term
- Developing relationships with community members with Indigenous knowledge



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Educational
developer
perspective:
*Observations
from before
and after class
delivery*

- Focus on student preparation
 - Content
 - Context
- Students perceived the course as effortful and impactful
 - Profound changes in ways of thinking
 - New insights into relationships
 - Recognized resilience in community member
- Better quality product for non-academic target



Educational
developer:
Next time

- Consider privilege of health status
- How do differences of sex, gender, ethnicity, indigenous status, socio-economic status etc. impact learning and design of knowledge product?



Summary

- Highly collaborative, fluid, rewarding experience
- More student-community member meetings



Questions

Thank you for your attention