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

Building Rehabilitation Connections: Thinking Outside the Box
September 21/22, 2019
What is KIN: 498?

Movement-based neurological conditions

Lived experience

Holistic research

Personal reflection

Traditional lectures
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
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
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
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
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
Student

Community member

Educational developer

Instructor

Learning
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