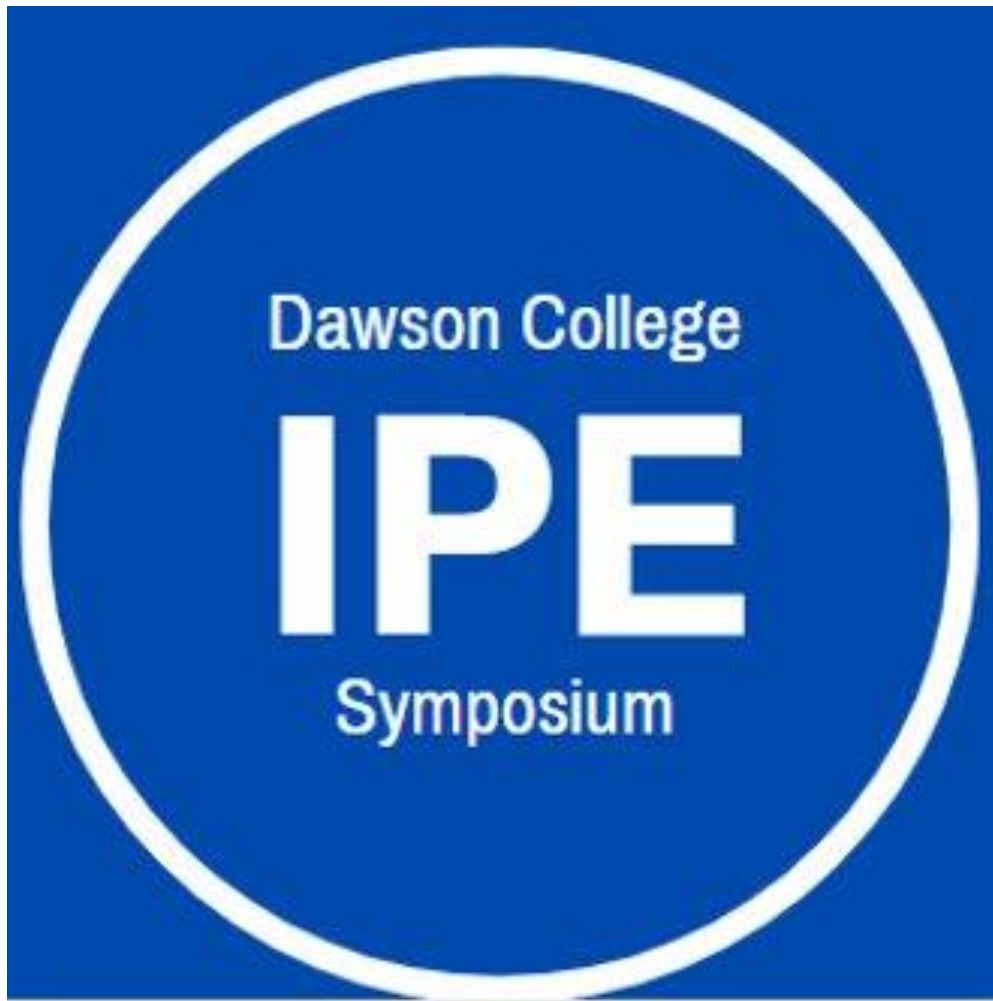


DAWSON COLLEGE
IPE SYMPOSIUM

Friday October 17, 2025



Building a safe learning environment where the stakes are low, but the learning is high!

What is Interprofessional Education?

IPE exists when two or more professions learn with, from, and about each other to improve the quality of care (WHO, 2010).

Some interesting research on IPE:

- IPE helps the effective collaboration amongst multiple health care professionals, which is essential for the existence and persistence of an all-encompassing and comprehensive health care approach (Bridges, 2011).
- IPE activities allow students to understand their own professional identity while gaining an understanding of other professional's roles on the health care team. (Bridges, 2011).



Medical Emergency Simulation: Diagnostic Imaging & Radiation Oncology 2023

- IPE has the potential to enhance practice, improve the delivery of services and make a positive impact on patient care (CIHC, 2008).



Team Functioning: blood procurement Nursing & Biomedical Laboratory Technology 2024

- IPE benefits Dawson's students because they will be able to master their communication, critical thinking, problem solving, creativity, teamwork, and leadership skills thus aligning well with our strategic plan and graduate profile.



Collaborative Leadership: Motivational Interviewing. Social Service & Physiotherapy Technology 2024

Guiding principles for a constructive shared learning experience

Respect; Avoid Judgment

Respect people's beliefs, opinions, viewpoints even if different from your own. Adopt a non-judgmental approach

(Active) Listening

Try to hear people out, recognize their emotions and understand their perspectives

"I" and "My" Experience

Everyone should speak from their own experiences. Avoid "we" statements. Don't speak for others.

Don't Make Assumptions; Avoid Generalizations

Do not assume other people's experiences or intentions. Don't make blanket statements about any group of people.

Be Self-Aware: Take Space, Make Space/Step-Up, Step Back

Be aware of how much space you are taking/how much you are speaking. Leave space for others to step in.

Critique Ideas, Not People

Don't make things personal. Make sure you recognize your own positionality, even as you critique ideas.

Confidentiality

People share matters that are personal and delicate, so it's important to commit to maintaining confidentiality. *What's said in the room remains in the room.*

Principles drawn from:

Politics & Care. *Safer Spaces: Building respecting, equitable and enabling space*. Retrieved on September 30th, 2022, from politicsandcare.wordpress.com.

Schedule for the Day 2025

8:30-9:00 – Snacks – Lobby of Cineplex theatre

9:00-9:30 – Forum CINEPLEX Theatre

1. Introduction to the disciplines
2. Land acknowledgement
3. Introduction to the day and guiding principles for the day.
4. Situate the student to the booklet prior to the skit performance.

9:30-10:00- Forum CINEPLEX Theatre

- Performance by Dawson College theatre graduates (Skit 1)
- Review of important aspect of the skit pulling from the Didactic Lecture

10:00-10:10 – Travel to Pepsi Forum Breakout classrooms

10:10-12:00 – Assigned breakout room 1h and 50 mins

- Ice Breaker Activity
- Activity 1 – Conflict resolution workshop

12:00 – 1:00 – Lunch – 1 hour

1:00- 1:45 – Forum CINEPLEX Theatre

- Performance by Dawson College Theatre Graduates (Skit 2)
- Creating link between skit and dysfunctional teams
- Presentation of case study – Jean Louis

1:45-1:55 – Travel to Pepsi Forum Breakout classrooms

1:55- 3:15 – Assigned breakout room

- Activity 2 – Jean Louis case study
- Breaking down one of the incidents as an example for the students.
- Discussion and Teamwork: other incidents
- Key Take aways: Debrief what went wrong in the case and what could have been done differently

3:15- 4:00 – Assigned Breakout Rooms

- Collective competence video Lorelei Lingard (7 minutes)
- Activity 3 -- Open Discussion on the topic relating back to the cases and skits
- Closing video of thanks
- Feedback questionnaire online? To be completed before leaving

Performance by the PhysiAct Troupe* (Dawson Professional Theatre Graduates)

Synopsis:

The long running *Macca's Diner* establishment first made its appearance 30 years ago with the help of the original founders: the Gartinos. Alejandro and Paula started the family-owned diner with the hopes of turning it into a small local franchise. Today, we visit one of the many Macca's branches that have popped up throughout the country. More specifically, we visit Aaron M. Anager, owner of the 15-year-old Toronto Macca's branch, alongside his wife and head chef, Richie Quk. However, today is special; after being understaffed for a long time, they welcome a new face to their team: Qasim Gnewman. And who better to train him than their most loyal employee, Billy Beau Bryan.

Characters*:

Richie Quk (played by Valerie Boisvert)

Billy Beau Bryan (played by Jonathan Pariente)

Qasim Gnewman (played by Bryan Ku)

Aaron M. Anager (played by Corbeau Sandoval)

Reginald/Customer 1: (played by Alessandro Leone)

*You will find the actors' bios at the end of this booklet

Conflict Resolution: Key concepts and ideas

Interpersonal conflict issues

Content Conflicts	Relationship Conflicts	Workplace Conflicts	Social Allergen Conflicts
Centers on events, persons, ideologies in the world that are usually external to the people involved in the conflict.	Are numerous and concerned with the relationships between individuals (what to buy, where to hang the picture, who's in charge, who gets the car tonight, intimacy issues, power issues, etc.)	Personality differences, ineffective leadership, lack of openness, physical and emotional stress, differences in values and resulting clashes	Things that annoy you about other people. Irritants!

Identifying Conflict Triggers

Helps us understand and categorize the root cause of the conflict

1. Hierarchy and Power balance
2. Policies and Procedures
3. Roles
4. Information
5. Goals and values
6. Perceptions and Biases

Non-violent communication steps

- 1) Observation: What specifically happened?
- 2) Feeling: What are you feeling?
- 3) Need: What underlying need do you have?
- 4) Request: Give clear and specific request

Conflict Resolution Styles

1. Competing: Adversarial; win-lose
2. Avoidant: Deny and withdraw; no outcome
3. Accommodating: Give in; lose-win
4. Compromising: Split difference; lose-lose
5. Collaborating: Cooperative; win-win

5 steps to conflict resolution

Define	Look beyond	Request solutions	Identify agreed upon specific solutions	Come to an agreement
What happened? How did this incident begin?	When do you think this problem between us first arose? What are the feelings involved? Show empathy* .	What are the underlying needs? What do you think would help address those needs?	What are the pros and cons of each solution? Do the solutions meet needs?	How will we prevent a disagreement in the future?

***Empathy:** "The capacity to understand and respond to another person's subjective experience" (Ives et al. 2020 p.421)

*Empathy is often confused with **Sympathy**. "Sympathy is I feel bad FOR you. Empathy is I feel WITH you. Sympathy can make us feel more alone. Empathy helps us feel connected" (Brown, 2020).*

Collective Care

- The notion that we can "...**collectivize our struggles and care for each other** in ways that are congruent with our visions and values." (Profitt, 2011, p. 288).
- Understanding how **systemic factors** (ex: unrealistic work demands, insufficient resources) impact our individual and collective wellbeing in the healthcare system and how this can in turn impact the quality of care we provide to the patient/client.
- There is only so much one person can do, but when groups of people (practitioners) come together for a **common purpose** (the patient/client's wellbeing), a great deal more can be accomplished.

Examples of Collective Care Practices in the workplace:

- Cultivating a sense of belonging
- Team-building practices
- Solution-focused work
- Nonviolent communication
- Learning from each other
- Acknowledging and appreciating each team member's contribution
- Practicing Cultural Safety

SKIT # 1 – NOTES

CONFLICT 1: _____

What type of conflict: (circle): Content. Relationship. Workplace. Social Allergen

What was the trigger? _____

CONFLICT 2: _____

What type of conflict: (circle): Content. Relationship. Workplace. Social Allergen

What was the trigger? _____

CONFLICT 3: _____

What type of conflict: (circle): Content. Relationship. Workplace. Social Allergen

What was the trigger? _____

CONFLICT 4: _____

What type of conflict: (circle): Content. Relationship. Workplace. Social Allergen

What was the trigger? _____

NOTES

Breakdown and categorizing the conflicts

Breakout room – Activity 1

Overview of the activity

Students will work in interprofessional groups to:

- a) Discuss the conflicts observed in the play production
 - b) Share previous experiences with and in resolving conflict
 - c) Design a typical conflict scenario observed in a healthcare setting
 - d) Design solutions to resolve a conflict
 - e) Debrief of solutions
-

1.1 – ICE BREAKER: (to be completed in small groups) (10:10- 10:30)

- 1. Introduce yourself and your discipline
- 2. What are 3 words that come to mind when you think of conflict and why?
- 3. What is the conflict resolution style that you most relate to and why?
- 4. Were there commonalities found across the IPE group in relation to question 2 and 3?

NOTES

1.2 – Discuss typical conflicts in small and larger group (10:30- 10:50)

Share conflicts that you have observed in your clinical experience within your field/discipline. Draw from the conflict and triggers seen in the morning skit. Pay attention to the commonalities and differences between the conflicts discussed. How would you categorize them? What are the triggers?

1.3– Design a typical conflict scenario (to be completed in small groups) (10:50- 11:15)

Working with your team, design a typical conflict scenario observed within the health care sector. (it could be one previously mentioned in the group discussion)

GUIDING QUESTIONS

What category of conflict does it fall into? What triggered this conflict? Who is involved? Where did the communication breakdown? Was patient care affected?

1.4– Design solutions for the conflict (11:15 11:30)

Define What happened? How did this incident begin?	Look beyond When do you think this problem between us first arose? What are the feelings involved? Show empathy* .	Request solutions What are the underlying needs? What do you think would help address those needs?	Identify agreed upon specific solutions What are the pros and cons of each solution? Do the solutions meet needs?	Come to an agreement How will we prevent a disagreement in the future?

1.5 - 2 Groups present their conflict/solutions with the option of performing a SKIT 11:30- 11:40

1.6–Consolidation and Morning Debrief– (11:40 - 12:00)

What are THREE (3) **key takeaways** from the morning's session?

Key takeaway 1:

Key takeaway 2:

Key takeaway 3:

Welcome back to the afternoon

1:00 to 4pm

SKIT # 2: Conflict Resolution

NOTES

What steps were taken to discuss and resolve conflict? Were conflicts resolved? What stood out to you?

DEBRIEF in the large theatre

What conflict resolution strategies were displayed in the skit? _____

List 3 words that describe the communication between the skit characters? _____

Jean Louis case study

During the case study video, please jot down what you believe are the **FOUR (4) triggers/conflicts** that occurred while learning about Jean Louis' care. Briefly outline the type of conflict seen and potential triggers that brought on this conflict.

CONFLICT 1: _____

What type of conflict: (circle): Content. Relationship. Workplace. Social Allergen

What was the trigger? _____

CONFLICT 2: _____

What type of conflict: (circle): Content. Relationship. Workplace. Social Allergen

What was the trigger? _____

CONFLICT 3: _____

What type of conflict: (circle): Content. Relationship. Workplace. Social Allergen

What was the trigger? _____

CONFLICT 4: _____

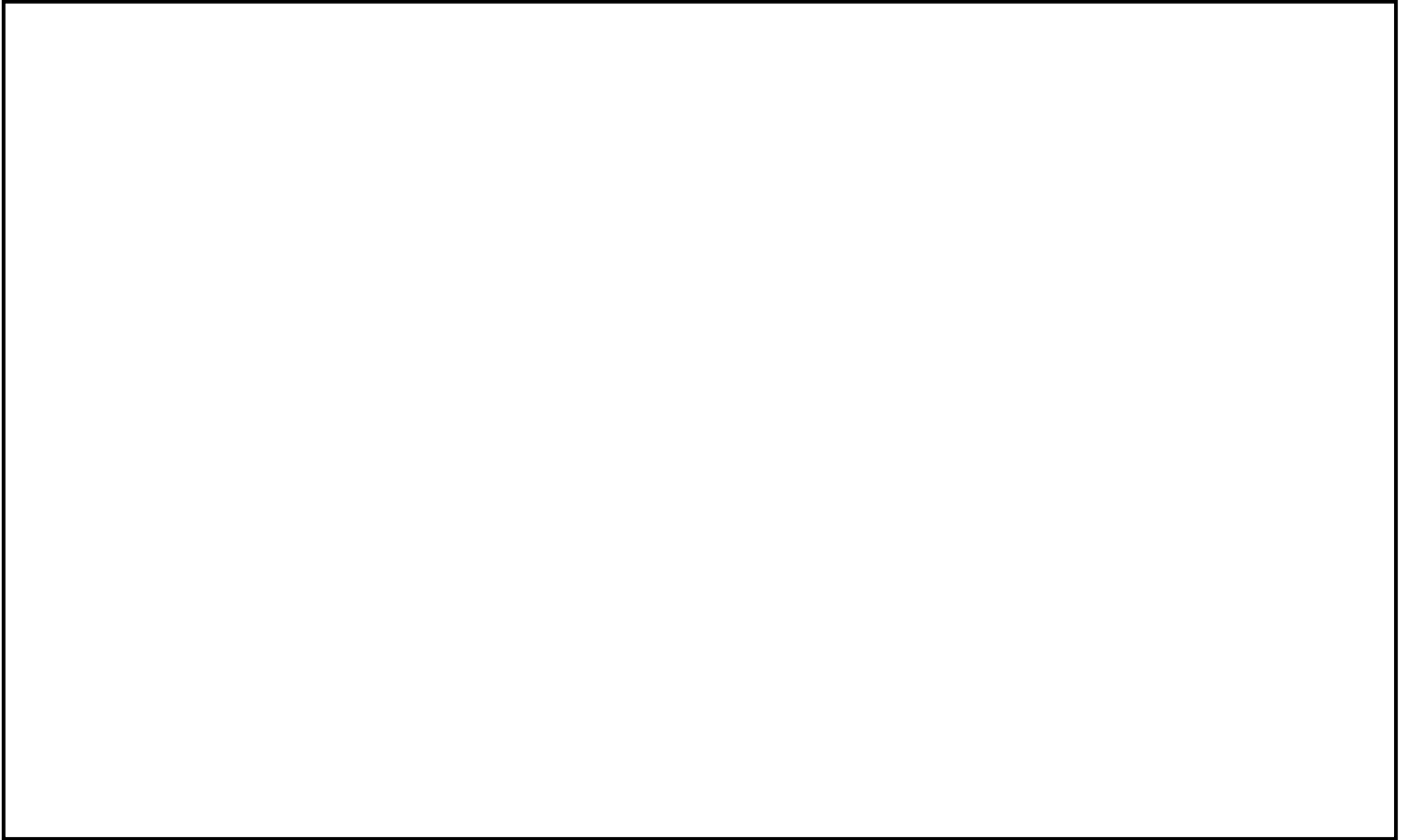
What type of conflict: (circle): Content. Relationship. Workplace. Social Allergen

What was the trigger? _____

NOTES

DEBRIEF IN Theatre: Outlining above 1:35 to 1:45

NOTES

A large, empty rectangular box with a thin black border, intended for taking notes during the debrief session.

**Travel to Afternoon breakout room
1:45 to 1:55 pm**

Afternoon Breakout Session: Activity 2
Overview of the activity
1:55 to 3:15pm

Students will work in interprofessional groups to:

- a) Outline the conflicts and triggers found in the 4 incident reports related to Jean Louis' case.
- b) Determine recommendations to address the issues identified in the incident reports

DISCLAIMER

This case study is intended solely for educational purposes within an interprofessional learning context. It is not designed to single out, criticize, or elevate any one discipline over another. The scenarios and conflicts presented are meant to highlight common challenges that can arise in interprofessional practice. The primary goal is to encourage learners to analyze the conflict, explore multiple perspectives, and collaboratively develop constructive strategies for resolution.

Incident Report 1

Conflicts and Triggers	Resolution/better understanding of the Conflict	Which professionals are involved?	
Describe the conflict. What were the triggers that led to conflict? Why do you think this happened?	What steps can we take to resolve this conflict? What are your recommendations to prevent this conflict in the future?	Social Service	
		Physiotherapy Tech	
		Biomedical Laboratory Tech	
		Radiation Oncology	
		Diagnostic Imaging	
		Medical Ultrasound Tech	
		Nursing	
		Other (indicate here)	
		Was patient care affected? YES NO How?	

Incident Report 2

Conflicts and Triggers	Resolution/better understanding of the Conflict	Which professionals are involved?	
Describe the conflict. What were the triggers that led to conflict? Why do you think this happened?	What steps can we take to resolve this conflict? What are your recommendations to prevent this conflict in the future?	Social Service	
		Physiotherapy Tech	
		Biomedical Laboratory Tech	
		Radiation Oncology	
		Diagnostic Imaging	
		Medical Ultrasound Tech	
		Nursing	
		Other (indicate here)	
		Was patient care affected? <div>YES NO</div> How?	

Incident Report 3

Conflicts and Triggers	Resolution/better understanding of the Conflict	Which professionals are involved?	
Describe the conflict. What were the triggers that led to conflict? Why do you think this happened?	What steps can we take to resolve this conflict? What are your recommendations to prevent this conflict in the future?	Social Service	
		Physiotherapy Tech	
		Biomedical Laboratory Tech	
		Radiation Oncology	
		Diagnostic Imaging	
		Medical Ultrasound Tech	
		Nursing	
		Other (indicate here)	
		Was patient care affected? <div>YES NO</div> How?	

Incident Report 4

Conflicts and Triggers	Resolution/better understanding of the Conflict	Which professionals are involved?	
Describe the conflict. What were the triggers that led to conflict? Why do you think this happened?	What steps can we take to resolve this conflict? What are your recommendations to prevent this conflict in the future?	Social Service	
		Physiotherapy Tech	
		Biomedical Laboratory Tech	
		Radiation Oncology	
		Diagnostic Imaging	
		Medical Ultrasound Tech	
		Nursing	
		Other (indicate here)	
		Was patient care affected? <div>YES NO</div> How?	

Activity 3. 3:15 to 3:50pm
The Concept of Collective Competence

*"The healthcare system is full of competent professionals...
The challenge is forming a competent team" (Lingard, 2012)*

Watch the 7-minute video of Lorelei Linguard.

Notes

Discussion Points

What makes a collectively competent team?

What steps can we take to move towards collective competence?

If an interprofessional team is collectively competent, does the patient care improve?

Activity 4. 3:50 to 4:00 pm

Closing video of thanks and online feedback form to complete.

Actor Bios



Bryan Ku, a bilingual Montreal-based actor, is excited to embark on this production for his third year. He has continuously thrived as an emerging artist for the past few years. After graduating from Dawson's Professional Theatre Program, he delved professionally into many artistic worlds such as acting, voice acting, improvisation, singing, and MoCap. He has found a way to captivate his audience with his multitudes of styles. Notably, he recently landed the role of Tybalt and Paris in Shakespeare's *Romeo and Juliet*. He has performed at over 100 schools all across Canada and fascinated students with stories they'd never seen before. He is enthralled to present this piece that will merge the worlds of the medical field and the fast-food institute of Macca's Diner. What conflicts will come to light in these workplaces?

Corbeau Sandoval (Any/All) is a shapeshifting storyteller of mixed identity whose process basis itself on diving into their bag of trinkets filled with quotes, ideas and questions stemming from all sorts of inspirations.

Born, raised and based in Tiohtià:ke, she holds the firm belief that "art-making is world-making" (Ismatu Gwendolyn) and that the arts can be a "radical space of togetherness" (Jordan Tannahill). Combining these ideas with their practice founded on the tenets of disability justice, she aims to transform the theatre (and the arts in general) into an act of community creation that consistently rediscovers the past, present, and future and designs safer spaces for people. Today, this work continues as she pushes for active conversations on creative accessibility and equity as foundational elements to the creation process. In tandem, they continue exploring the importance of plurality throughout each of their works. Continuing to juggle different hats, she expands this opportunity for world-building as a writer, producer and performer in several productions for live/recorded media, as an administrator for various companies and as a committee member on multiple boards.





Valérie Boisvert is an emerging bilingual actor and theatre creator. Ever since graduating from Dawson College's Professional Theatre program, she's written and acted in three comedic shows produced by her theatre company, *The Loose Cannons*. Lately, you will find her doing sketch comedy on the indie stages of Montréal, typing away some fanfiction on her five-year-old iPhone, and building up her home studio. Valérie is thrilled to be back at the Dawson IPE Symposium, as she believes the best life lessons are taught through comedy and laughter.

Jonathan Pariente is a trilingual Montreal-based artist who discovered his passion for acting at eight years old. Actively engaged in the artistic community, he thrives as an actor, voiceover artist, improviser, and, more recently, as an upcoming director and writer. Currently, he's involved in several confidential projects in film, TV, and voice for Netflix and Apple TV, with hopes for more on the horizon. Having graduated from the Dawson Dome Theater.



Special Thanks to our IPE Symposium Sponsors and Contributors

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Office of Sustainability

Campus Life

Dawson College Campus Recreation

Social Service Faculty member Rosemary Barrett: Pre-Symposium Video

Dawson Professional Theatre Graduates (Corbeau Sandoval, Valerie Boisvert, Bryan Ku, and Jonathan Pariente)

Dawson Professional Theatre Department

Nursing Department

Social Service Department

Physiotherapy Technology Department

Biomedical Laboratory Technology Department

Radiation Oncology Department

Diagnostic Imaging Department

Medical Ultrasound Department

Interprofessional Education Team

Greatly appreciated food donation of bananas and fried donuts from Marché Korea www.marchekorea.com



Greatly appreciated student prize donation from the Club Atwater.



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