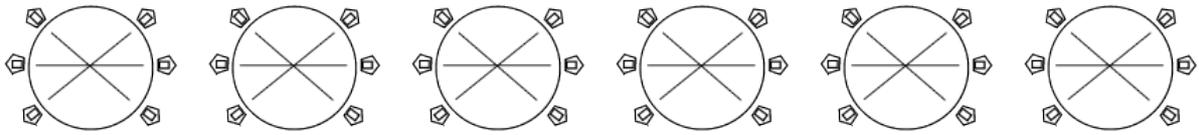# ROUNDTABLE DISCUSSION: PAIN EDUCATION

ABSTRACT

The roundtable discussion activity (RTD) can be used in any situation involving a group of stakeholders who are meeting to discuss a 'real life' issue, with the aim of reaching consensus about the best course of action. To date, the RTD has been used in two separate learning contexts: 1) Physical Geography, with undergraduate students using blended delivery approach and 2) Health Sciences, with postgraduate students studying at a distance/online. The details below outline the application of the RTD in the health context.

KEYWORDS

Roundtable; Consensus building; Health Sciences; Situational Learning; Clinical practice

CONTACT

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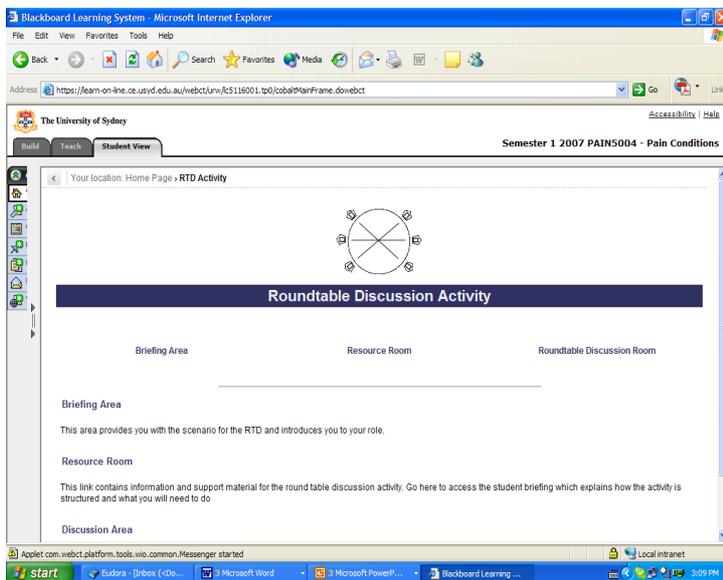
DESCRIPTION

The RTD role play is built around the interactions of a multidisciplinary team, (4 health professionals), who are meeting regarding the management of a complex patient case. Each team member is represented by a small group of participants. These small 'consultant' groups prepare a position statement about the case. Then, one player from each group participates in the (online) team meeting, with external support/advice from their 'consultant' group. The team meeting enables exploration of the clinical decision making process within an inter-professional team context.

AUDIENCE/GROUP SIZE

Groups from 12 to about 24 work well. Students are divided into 'consultant' groups and allocated 1 out of the 4 stakeholder roles to play. Smaller numbers may necessitate removal of 1 stakeholder role, whereas larger numbers may require the formation of "parallel meetings" of approximately equal size.

LEARNING OPPORTUNITIES

The activity provides opportunities for the development of specific and generic outcomes:
- Gain appreciation of the intricacies of (clinical) decision making
- Gain insights into the perspectives of other stakeholders
- Develop collaboration and negotiation skills
- Integrate and synthesise a range of information resources
- Appreciate the importance of a (multidisciplinary) team approach

TIME AND SETTING

Conducted over a 6 week timeframe in the 4th core unit of study the students undertake. All aspects of the role play ('briefing', 'in role' participant interaction, debriefing) occur in an online context.

RESOURCES

Online environment with capacity for asynchronous/synchronous group discussion (open/private).
Student resources include a role play briefing document; role descriptors; scenario; role-play tips; role play resources (patient history/initial readings).
Facilitator resources include an activity briefing and a debriefing guide.

ASSESSMENT

Individual Written Assessment: The assessment task provides a debriefing opportunity as students are required to re/consider the situation under consideration in the RTD, given some changed circumstances, and complete an individual reflection about the insights they have gained as a result of the activity.

LEARNING ACTIVITIES

STAGE 1	**Roundtable Discussion BRIEFING**	
	▪ Activity Briefing	Week 1
	▪ Stakeholder Role Discussion	
STAGE 2	**Roundtable Discussion ACTION**	
	▪ Developing Professional Interpretation	Week 2-3
	▪ Reviewing Professional Interpretations	
	▪ Multidisciplinary Team (MDT) Meeting	Week 4
	▪ Preparation of MDT Recommendations	
STAGE 3	**Roundtable Discussion DEBRIEFING**	
	▪ Review	Week 5
	▪ Debrief	Week 6

Task 1: Role play
Stage 1 – Briefing (RTD structure/expectations, role allocation/role brief, case presentation)
Stage 2 – Action (development of stakeholder position, team meeting to determine course of action)
Stage 3 – Debrief
Task 2: Individual Written Assessment

1-2 weeks are allocated for debriefing activity online, using framework outlined in facilitator guide.

REUSABILITY

The roundtable discussion activity (RTD) is reusable in a variety of learning contexts involving consensus decision making.

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