Interprofessional Learning Activity by the Centre for Clinical Education, CCE.

**Interprofessional reflective observation, “shadowing”**

Instructions for supervisors and lecturers version: 30-10-2013

This learning activity is performed by students, supervisors and/or lecturers at each unit together with the patient or, for example, in a laboratory environment. Patients shall be informed of the purpose of the learning activity and their rights regarding influence and participation, and the right to discontinue participation without any infringement on their right to good health care. The students are given an insight into the care environment and observe interaction with another health care professional and this enables and facilitates interprofessional skills that can create conditions for the good and safe care/rehabilitation that patients can receive. The learning activity can be planned and implemented with one or more students from different professions. Interprofessional shadowing can also imply that one student shadows another student.

**Interprofessional education and inter-professional learning**

Specialisation in health care and an ageing population places increasing demands on collaboration between different professions. In order to meet people’s different needs and provide good care it is necessary that the various professionals have an awareness of each other’s areas of expertise and can collaborate. It is essential that the appropriate knowledge, skills and approach are already included in the basic education so that students can take responsibility and apply their skills in a way that benefits the whole team and the patient (Ponzer, Faresjö & Mogensen, 2009).

**Definition**

"Interprofessional Education (IPE) occurs when two or more professions learn with, from and about each other to improve collaboration and quality of care. [http://www.caipe.org.uk/about-us/defining-ipe](http://www.caipe.org.uk/about-us/defining-ipe) Interprofessional Learning (IPL) is the learning arising from interaction between students or members of two or more professions. This may be a product of interprofessional education or happen spontaneously in the workplace or in education settings” [http://www.ecu.edu.au/__data/assets/pdf_file/0011/357734/Dementia-Facilitator-Manual.pdf](http://www.ecu.edu.au/__data/assets/pdf_file/0011/357734/Dementia-Facilitator-Manual.pdf)

**Aim**

On the basis of patients’ health care needs and by applying a holistic and safety perspective, the students shall acquire knowledge about how different professions can provide the best possible and most efficient health care/rehabilitation through team collaboration.

**Learning Outcomes**

The following IPE learning outcomes apply for the Karolinska Institutet’s training programmes as established by the Board of Education, minutes 2011:11 § 9, meeting 20.11.124th Training programmes shall have the possibility of adding profession-specific learning objectives to be achieved during placements at clinical training units. Learning outcomes based on Level 3 shall be specified in the course/item in which the clinical training placement is included.

**Level 1** students should be able to identify and describe the skills of the professionals with whom they will collaborate in their future professional activities

**Level 2** students should be able to collaborate with other professionals to achieve improved health, and more efficient care and rehabilitation

**Level 3** students should be able to analyse and reflect on how collaboration between different professionals contributes to increased safety and improved health.
The learning outcomes below that are based on Level 3 shall be specified in the course which the clinical training placement is included.

**The students should after completion of the course/item:**
- Together with the team and from an ethical approach be able to analyse and meet the patient's needs and evaluate the patient's treatment, care and rehabilitation
- Be able to reflect on their own and other professionals’ skills in order to increase patient safety and demonstrate the ability to communicate and interact with patients, families and other professionals

**Method**

Interprofessional shadowing implies that a student follows and observes a practitioner/professional or alternatively another student, for half a day. Thereafter the shadowing exercise shall be summarised in a brief reflection around what interprofessional collaboration and communication can imply. The follow up can be supplemented by a seminar comprising a larger group of students, assuming that several students carried out the shading at around the same time, in which several professional tutors can attend.

**The supervisor's role**

The students are supervised by their professional supervisors. At any such seminar the respective professions’ supervisors and/or lecturers should attend if possible. The supervisor should draw the students’ attention to the fact that one single occasion cannot be representative of anyone’s typical working day.

**Implementation**

The supervisor and/or lecturer identify and explain the purpose of the learning activity to the person being shadowed. On agreement of the time and place the students prepare according to the following questions. The supervisors and/or lecturers responsible for the patient(s) obtain patient consent in accordance with standard procedures.

**Basis for observation and reflection for students:**

a) What are the professional tasks?

b) What are the professional objectives of the interventions?

c) What is the professional's function and role in the team?

d) How was the patient informed?

e) How was the patient involved in his/her care?
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1. **f) How does the professional communicate (verbally, in writing or non-verbally) in the situation/meeting with the patient and/or other people in the situation?**

After completion of the shadowing the students are given the opportunity to put questions to the person being shadowed.

**The following questions can serve as a basis for discussion with the person being shaded:**

   a) What professionals are included in the team?
   b) Which other professionals does the person being shadowed collaborate with?
   c) How do the professionals collaborate (is there a structure or procedure for the team collaboration)?
   d) When do the professionals communicate or collaborate (in what situations)?
   e) Does this particular shadowing visit represent a typical day?

**The student is given dedicated time for reflection and to compile a written reflection according to the following steps:**

   A short description of the shadowing visit.
   A comparison from different perspectives (their own as students and others).
   What has the student learned from the shadowing visit?
   A self-assessment of their interprofessional strengths.

   The written reflection of interprofessional shadowing is submitted to the supervisor or lecturer responsible for the student.

**Assessment**

The supervisor provides oral feedback on the reflection and certifies the student’s participation in the interprofessional shadowing learning activity. Assessment is based on the criteria established for the respective educational programmes.

**Appendices**

Certificate of completion of the IPE activity (Appendix 1).
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**References**


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