

*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. 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 interprofessional learning**

Specialization in health care and an ageing population makes 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 are able to 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 occurs when members or students of two or more professions learn with, from and about each other to improve collaboration and the quality of care"*  
(CAIPE, 2002 <https://www.caipe.org/about-us>)

### **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.

### **Intended learning outcomes**

The following IPE intended learning outcomes apply for the Karolinska Institutet's educational programmes as decided by the Board of Education, minutes 2011:11 § 9, meeting 2011-11-24 The 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 ward placement is included.

*Level 1* Identify and describe the skills of the professions that the future profession interacts with

*Level 2* To collaborate with other professionals to achieve improved health, more effective care and rehabilitation of the individual

*Level 3* Be able to analyze and reflect on how collaboration between different professions contribute to increased safety and improved health of the individual

*Clinical training placement at an Interprofessional training ward:*

- 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. 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.

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 teacher 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 involved in his/her care?
- e) 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 pose 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 moment/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.

## 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.

## References and suggested literature

Engqvist Boman, L. och Mogensen, E. (2013). Interprofessionell utbildning – interprofessionellt lärande. Silén och Bolander Laksov (Red.), *Att skapa pedagogiska möten i medicin och vård* (s. 117-136). Lund: Studentlitteratur.

Ponzer, Faresjö & Mogensen (2009). Framtidens vård kräver interprofessionellt samarbete. *Läkartidningen*, 13 (106): 929-931.

World Health Organization (2010). Health Professions Networks Nursing and Midwifery Human Resources for Health: Framework for Action on Interprofessional Education and collaborative Practice. *Geneve: WHO, Department of Human Resources for Health*, p1-62

Wright, A., Hawkes, G., Baker, B. & Lindqvist, S. (2012) Reflections and unprompted observations by healthcare students of an interprofessional shadowing visit *J Interprof Care Jul;26(4):305-11*.

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