



UNIVERSITY OF ALBERTA
HEALTH SCIENCES COUNCIL
Health Sciences Education and Research Commons



IPCLU
Interprofessional Clinical
Learning Unit



Practitioner's Guide to **Interprofessional Student Shadowing**

Practitioner's Guide to Interprofessional Student Shadowing

Goal: Support students to learn more about your profession's role.

Before a shadowing interaction:

- Be realistic about your time, agreeing to shadow when you are pressured for time may not produce the optimal experience
- Discuss the length of the interaction, even short interactions can be useful if intentional; inform student that length of interaction may change based on emerging clinical issues
- Discuss the format of the interaction – will you provide information via discussion, or can the students observe your clinical routine and/or rounds
- Request student's formal and/or informal learning objectives in advance
- Use patient consent and your discretion to determine if student-patient interaction is appropriate
- Consider providing student with background information on your profession
- Connect with student's preceptor or instructor to discuss interaction

During a shadowing interaction, you may wish to describe:

- Your role, broadly, including scope of practice changes and restricted activities
- Education requirements of your profession (number of years, clinical time, courses etc)
- Activities in your daily work routine
- How you have adapted your role for this setting
- How you work with a patient to achieve patient's goals
- How and when your patient contact is initiated
- How you work with the student's profession
- How you work with other professions, including points of role overlap

