

## Student's Guide to Interprofessional Shadowing

**Goal:** To explore another profession's role in context.

### BEFORE a shadowing interaction:

- Request interaction in advance
- Negotiate length of interaction based on professional's case load; adapt if clinical issues emerge
- Discuss format - discussion, observation of routine
- Provide learning objectives in advance
- Understand patient contact is dependent on patient consent and professional discretion

### DURING a shadowing interaction, discuss:

- Professional's role, broadly (including scope of practice and restricted activities)
- Education of their profession (#of years, clinical time, courses etc.)
- Activities in their daily work routine
- How have they adapted their role to setting patient's goals
- How they work with other professions, including points of role overlap

## Practitioner's Guide to Interprofessional 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



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