

The Art and Science of Interprofessional Shadowing: Creating Meaningful Experiences for Any Context

Veronica Young, PharmD, MPH

Sharla King, PhD

Melanie Garrison, MEd



Workshop Objectives

1. Explore innovative approaches to guide learners in processing the shadowing experience
2. Discuss integration of interprofessional shadowing to address interprofessional education (IPE) competencies
3. Start a plan for interprofessional shadowing
4. Analyze facilitating factors and barriers to successful implementation of an active interprofessional shadowing program

Collaboration Between Institutions & Across Borders



Think-Pair-Share

Share interest and/or experience in interprofessional shadowing

Why Interprofessional Shadowing?

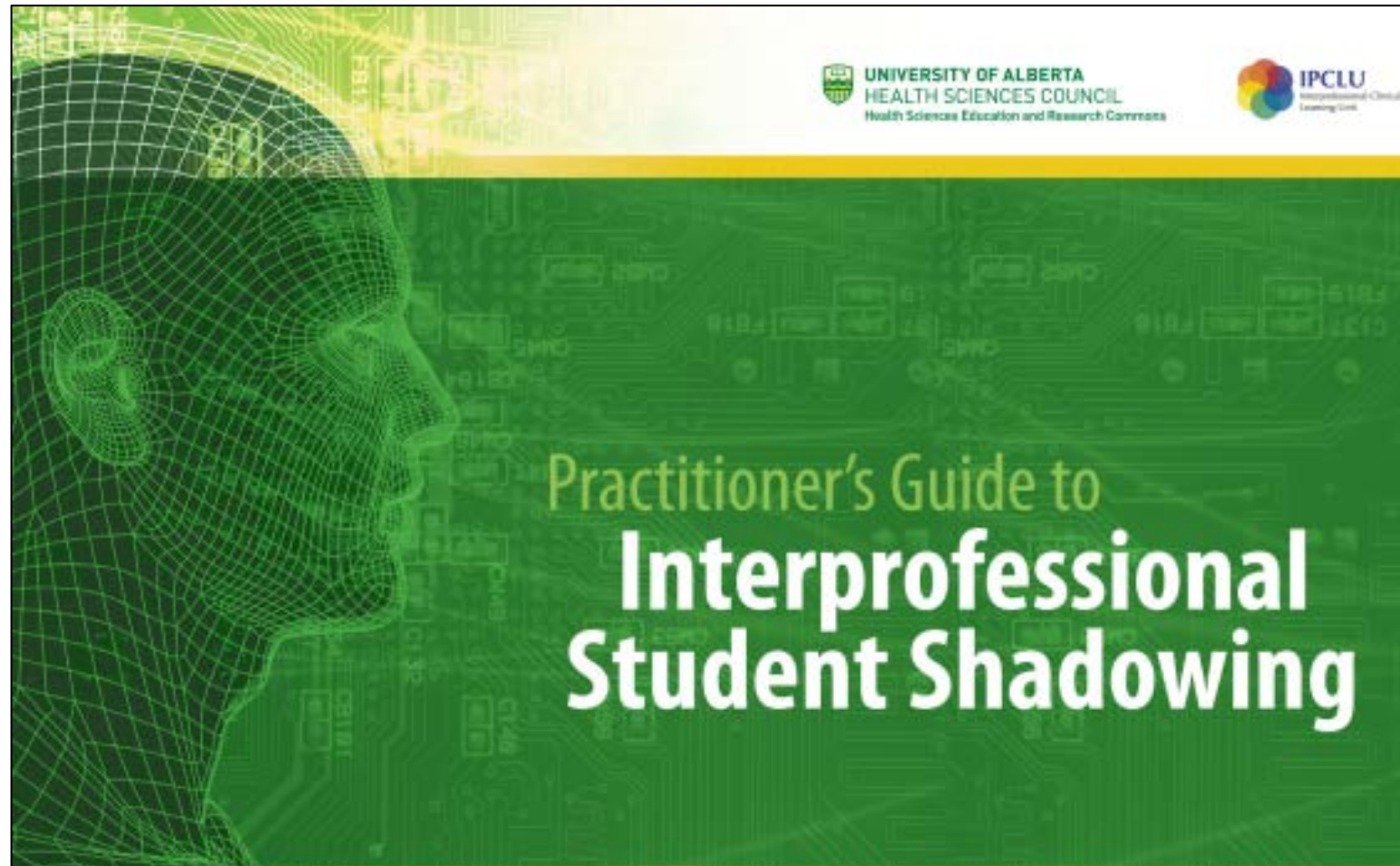


Interprofessional Shadowing Defined

- Early learners
- Introductory
- In-context understanding



Interprofessional Shadowing – U of A



Interprofessional Shadowing Integrated

- Fall Electives
- Clinical Experiences
- Student Integrated
- VIPER

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 dependant on patient consent and professional discretion

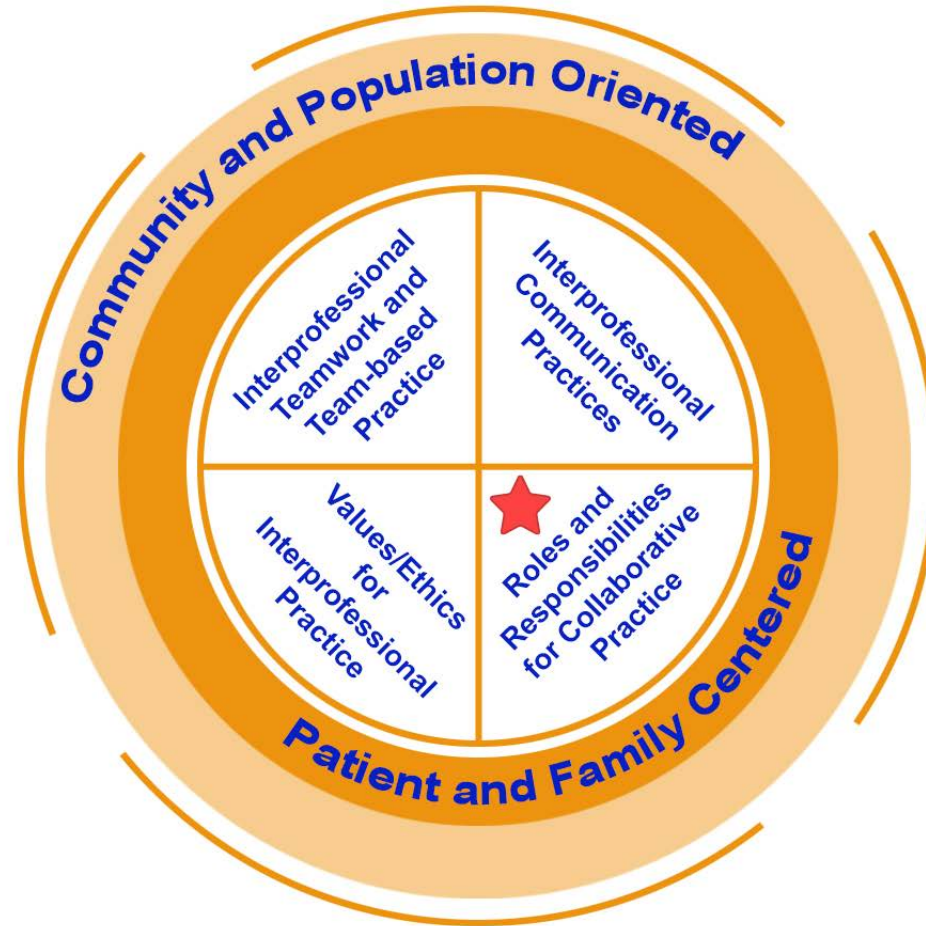
During a shadowing interaction, discuss:

- 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
- How they work with a patient to achieve patient's goals
- How and when patient contact is initiated
- How they work with other professions, including points of role overlap

Structured Interprofessional Active Observation (SIAO)



Interprofessional Education Collaborative (IPEC) Core Competencies



The Learning Continuum pre-licensure through practice trajectory

Elements of SIAO

Element	Description
Structured	Developed guidelines and tools
Interprofessional	Encouraged observation of different interprofessional practitioners (patient-centered; population-oriented)
Active observation	Avoided passive shadowing; encouraged guided engagement as appropriate

Guideline and Tool Development

Student Guide to SIAO



Student Guide to Structured Interprofessional Active Observation

Goal: Explore the role of IP practitioners in delivering patient-centered and/or population-oriented care, how the observed professions are integral to the health care team, and how might a pharmacist interact with these professions as part of this team.

Before the active observation:

- Work with preceptor to make arrangements
- Determine length of observation based on IP practitioner's workload; adapt if clinical issues emerge
- Ask IP practitioner when you may ask questions (anytime during the observation vs. asking questions at the end of the observation)
- Provide the "IP Practitioner Guide" to the observed practitioner
- Ensure the observed practitioner understand the objectives
- Understand patient contact is dependent on patient consent and professional discretion

Practitioner Guide to SIAO



Interprofessional Practitioner's Guide to Structured Interprofessional Active Observation

Goal: Support pharmacy students in learning more about your profession's role in providing patient-centered and/or population-oriented care, and how your profession is an integral part of the health care team.

Before the active observation

- Be realistic about your time, agreeing to be observed when you are pressured for time may not produce the optimal experience
- Discuss the length of the interaction, including when you prefer a student to ask questions (e.g., anytime during the observation vs. at the end of the observation); inform student the length of interaction may change based on emerging clinical issues
- To maximize learning, students are required to spend at least 2 hours with you
- Consider providing student with background information on your profession

Adapted with permission from the University of Alberta

Learner Self-Assessment: ICCAS

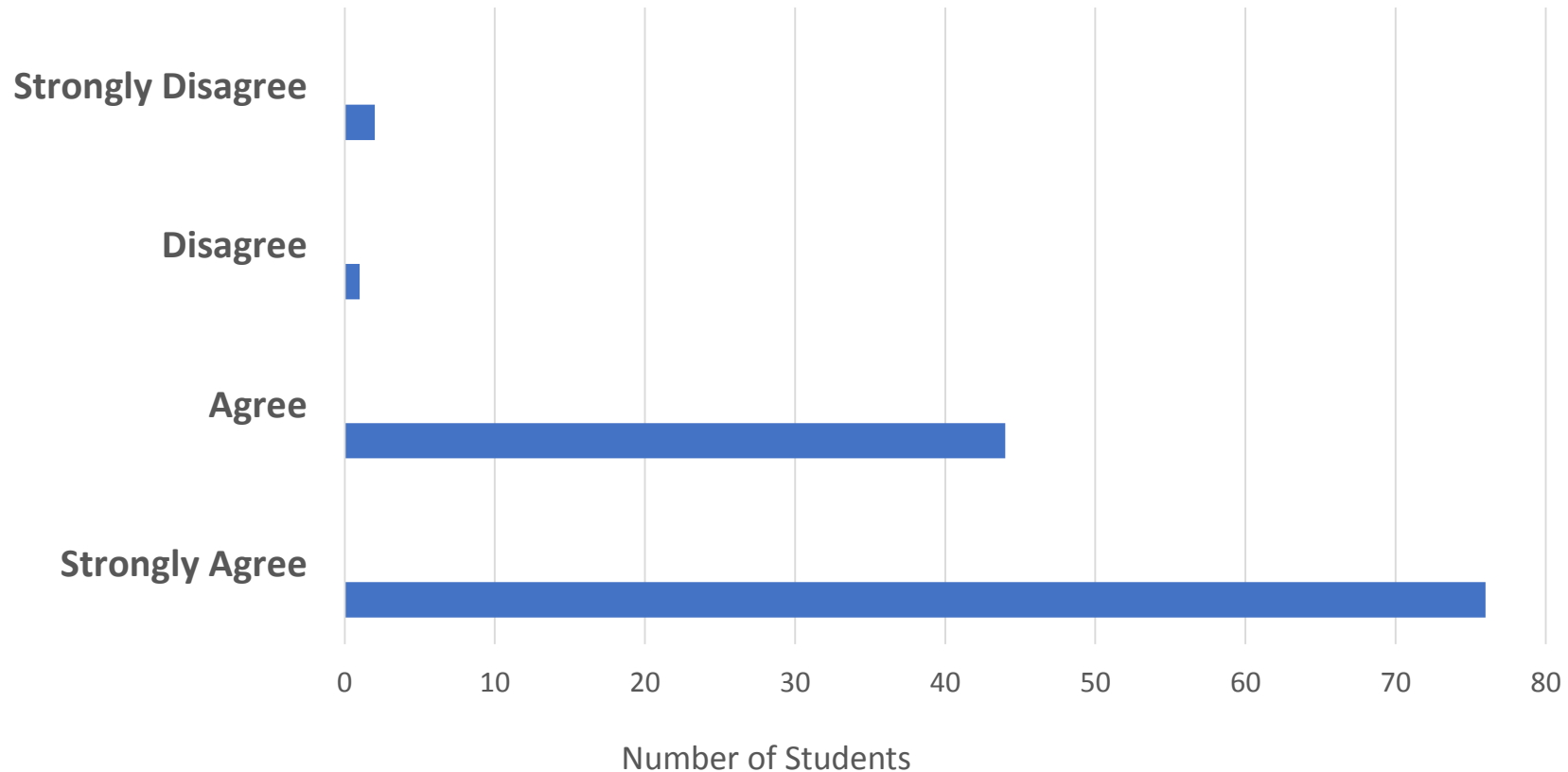
Self-Perceived Abilities	Before*	After*
1. Identify and describe my abilities and contributions to the interprofessional (IP) team	5	6
2. Be accountable for my contributions to the IP team	5	6
3. Understand the abilities and contributions of IP team members	4	6
4. Recognize how others' skills and knowledge complement and overlap with my own	5	7
5. Seek out IP team members to address issues	4	6
6. Work effectively with IP team members to enhance care	5	6
7. Learn with, from and about IP team members to enhance care	5	7

*median

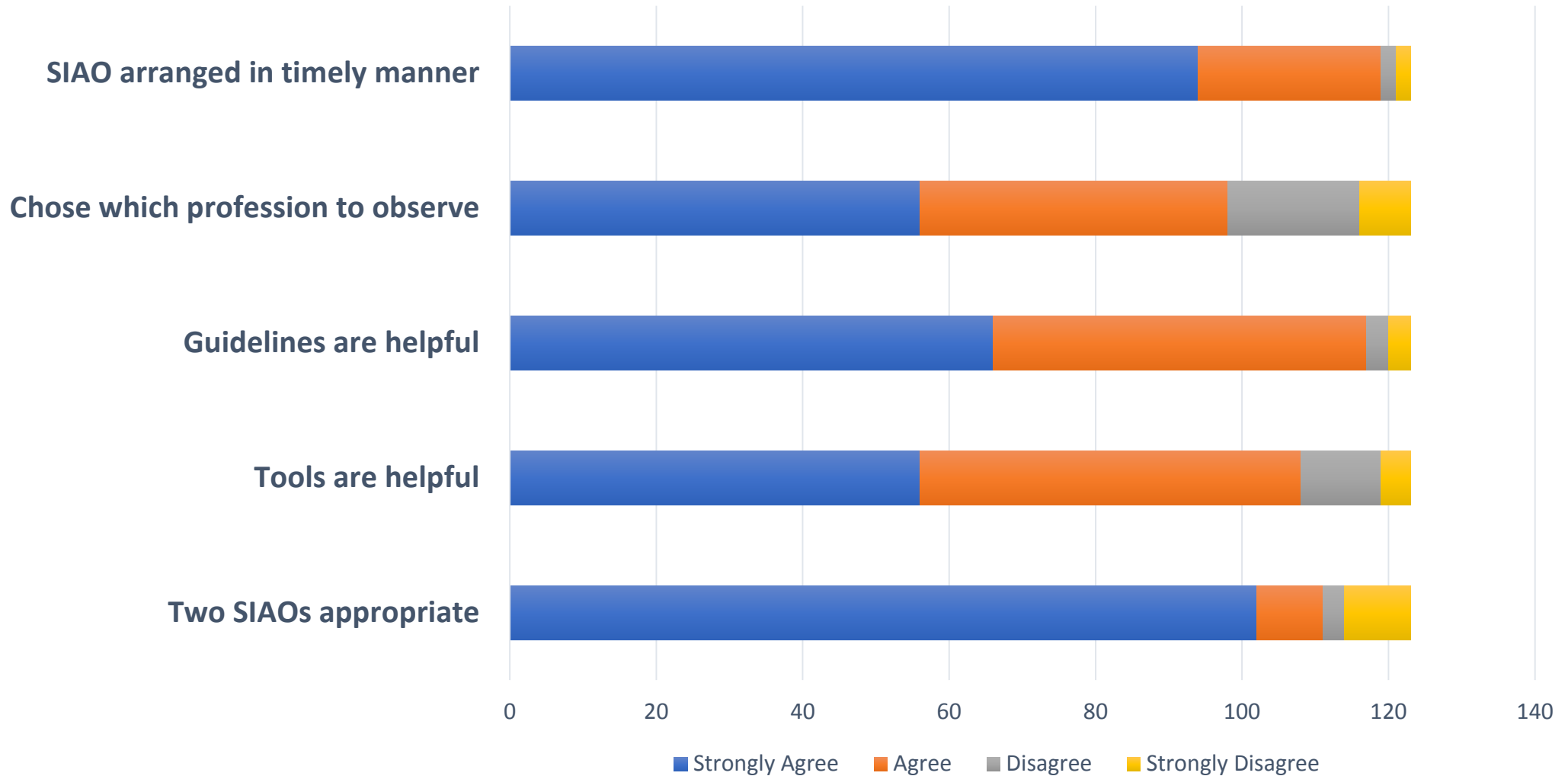
Likert scale 1-7: 1=strongly disagree; 2=moderately disagree; 3=slightly disagree; 4=neutral; 5=slightly agree; 6=moderately agree; 7=strongly agree; n/a

Program Evaluation

This activity helped me meet my educational outcome: "Compare the unique and shared roles and responsibilities of a pharmacist with that of other professionals in delivering patient-centered and/or population-oriented care".





Program Evaluation




Individual Activity: Complete Worksheet

- Develop an initial proposal for a new or improve an existing interprofessional shadowing program





TEXAS Pharmacy
The University of Texas at Austin
College of Pharmacy



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

The Art and Science of Interprofessional Shadowing: Creating Meaningful Experiences for Any Context

Worksheet for Individual Activity

Take a few minutes to draft an initial plan for interprofessional shadowing considering learning objectives, environments, learners, and the interprofessional practitioners observed. Explore options to encourage active engagement during shadowing. Consider both opportunities and anticipate hurdles for a Structured Interprofessional Active Observation (SIAO) at your institution.

DRAFTING A PLAN

1. Learning Objectives

Determining learning objectives is an essential first step to shape the context, mechanisms and outcomes of a shadowing experience (Kent et al., 2017). Your objectives will stem from the competencies you want to highlight. Check off those competencies your experience will address:

Interprofessional Education Collaborative (IPEC) Core Competencies	Canadian Interprofessional Health Collaborative (CIHC) Competency Domains
<input type="checkbox"/> Values and Ethics <input type="checkbox"/> Roles/Responsibilities <input type="checkbox"/> Interprofessional Communication <input type="checkbox"/> Teams and Teamwork	<input type="checkbox"/> Interprofessional Communication <input type="checkbox"/> Patient/Client/Family/Community-Centred Care <input type="checkbox"/> Role Clarification <input type="checkbox"/> Team Functioning <input type="checkbox"/> Collaborative Leadership

Home & Continuing/Long-term Care	Community/Social Services
<input type="checkbox"/> Physician practices <input type="checkbox"/> Primary Care Networks <input type="checkbox"/> Outpatient services <input type="checkbox"/> Urgent care clinics <input type="checkbox"/> Rehabilitation centers	<input type="checkbox"/> Social support services/agencies <input type="checkbox"/> Support groups <input type="checkbox"/> Housing <input type="checkbox"/> Homeless agencies (street or shelter) <input type="checkbox"/> Public health services <input type="checkbox"/> Community pharmacy

3. Learners and Observed Professionals

Broadening inclusiveness of learners and professionals allows for richer shadowing experiences. Increased appreciation of the roles and responsibilities of observed professionals in the continuum of care further enhances quality and person-centered care.

Learners' Professional Programs:	
<input type="checkbox"/> Audiology <input type="checkbox"/> Dentistry <input type="checkbox"/> Dental Hygiene <input type="checkbox"/> Dental Assisting and other dental health <input type="checkbox"/> Diagnostic Imaging	<input type="checkbox"/> Optometry <input type="checkbox"/> Pharmacy <input type="checkbox"/> Physical Therapy <input type="checkbox"/> Psychology <input type="checkbox"/> Radiation Therapy <input type="checkbox"/> Respiratory Therapy

Group Activity - Troika Consulting

Groups of 3: one is “client”, the other two are “consultants”

1. Client share question/challenge related to the worksheet (2 min)
2. Consultants ask the client clarifying questions (1 min)
3. Client turns around with his/her back to the consultants
4. Consultants discuss the question and generate ideas, while client listens (2 min)
5. Client turns around and shares what was most valuable (1 min)

Large Group Debrief
Lessons Learned

Key Takeaways

- Identify IPE competencies targeted by the experience
- Consider the continuum of care for shadowing sites
- Provide structure to shadowing
- Encourage active observation
- Evaluate program assets needed to implement and sustain the experience
- Address barriers to implementation and sustainability
- Determine coordination support
- Evaluate outcomes



Veronica Young youngv@austin.utexas.edu

Melanie Garrison melanie.garrison@ualberta.ca

Sharla King sharla.king@ualberta.ca