# Table of Contents

<table>
<thead>
<tr>
<th>Content</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interprofessional Education Course Leadership</td>
<td>3</td>
</tr>
<tr>
<td>Educational Framework for Interprofessional Shadowing</td>
<td>4</td>
</tr>
<tr>
<td>Learning Objectives and Outcomes for Experience</td>
<td>5</td>
</tr>
<tr>
<td>Instructional Design and Assessment</td>
<td>6</td>
</tr>
<tr>
<td>FAQ’s</td>
<td>7</td>
</tr>
<tr>
<td>Appendix A: App-Based Evaluations</td>
<td>8-9</td>
</tr>
<tr>
<td>Appendix B: Reflection Assessment Instructions</td>
<td>10-12</td>
</tr>
<tr>
<td>Appendix C: Guided Shadowing</td>
<td>13</td>
</tr>
</tbody>
</table>
Interprofessional Education Course Leadership

Tiffany Diers, MD
Course Director
College of Medicine
tiffany.diers@uc.edu

Jill Boone, PharmD
Course Director
College of Pharmacy
Email: jill.boone@uc.edu

David Paulik, MA
Course Coordinator
College of Medicine
Phone: 513-558-5580
Email: david.paulik@uc.edu
Educational Framework for Interprofessional Shadowing

*The Who, What, Why, and Where*

**Who?**

Medicine and pharmacy students during their first and second year are required to satisfy interprofessional education requirements in an effort to prepare physicians and pharmacists that are competent in the domains of interprofessional collaborative practice and can function effectively and efficiently in contemporary models of healthcare.

**What?**

Shadowing other practitioners will allow students to gain a broader perspective of the role that different professions play in patient care. The student will observe practitioner interactions with patients and other team members to understand practices for collaboration, teamwork, as well as patient safety.

**Why?**

Health care delivery is a multidisciplinary practice that requires precise coordination of care among different professions and provider types. However, health care providers often do not understand other disciplines’ daily responsibilities, teamwork interface, and communication issues, which inhibits the effective coordination of patient care.

**Where?**

Each student currently shadow two professions. All students are required to complete a nursing shadowing requirement. The other shadowing requirement is met by shadowing a practitioner from Occupational Therapy (OT), Physical Therapy (PT), Speech-Language Pathology (SLP), or dietetics. The second shadowing requirement is chosen based on student and clinical availability.
Learning Objectives & Outcomes for Experience

Shadowing Session Learning Objectives

Through shadowing, students will be able to do the following:

1. Describe the role of the professional in patient care (i.e., different types of roles, duties, conditions of patient seen, setting of practice)
2. Discuss how the professional communicates with other health professionals
3. Identify strategies used by the professional to describe their findings and recommendations to patients and family members
4. Interact respectfully with other health professionals, patients and family members in a clinical environment

Applications in Interprofessional Collaborative Practice (IPCP) Course Learning Outcomes

The above session learning objectives serve as a component in preparing students to meet the overarching course learning outcomes for Applications in IPCP, which are additionally aligned with the Interprofessional Education Collaborative (IPEC) competencies.

By the end of the course, students will be able to do the following:

1. Create respectful and cooperative relationships with other health professionals
2. Explain the roles and responsibilities of the health professionals/students in the contexts you experienced and how the team works together to provide care
3. Listen actively and encourage ideas and opinions of other team members, patients and/or family members
4. Communicate clearly and respectfully with patients and family members
5. Demonstrate use of teamwork skills in working with other health professionals
6. Describe strategies for supporting healthy behavior change and/or patient safety through interprofessional collaboration
7. Identify shared professional values including equity in health care access and quality and patient autonomy
Instructional Design and Assessment

For many students, the shadowing experiences in Applications in IPCP is their first exposure to the clinical setting. This experience is not merely designed for passive observation, but is structured to be engaging and formative in their training as a future health care practitioner. With this in mind, students are assessed on a number of levels, including before, during, and after the shadowing experience. These expectations are detailed below:

**Before the Session**

- Students are expected to review an informational PowerPoint created, updated, and approved by our clinical partners to establish a working understanding of the fundamental roles and responsibilities of that profession.
- Additionally, students must complete an Institute for Healthcare Improvement (IHI) Open School Module entitled, *A Guide to Shadowing: Seeing Care through the Eyes of Patients and Families.*
- Students are assessed before the shadowing experience by an electronic quiz on the material in the PowerPoint, as well as the IHI Open School module.

**During the Session**

- Students are expected to establish trust with the practitioners they shadow and maintain a professional presence throughout the experience. This includes, but is not limited to, arriving punctually to the right location; having completed the pre-work, remaining engaged during the session, asking thoughtful questions; communicates with the practitioner, patients, and families respectfully and with integrity. Appendix C contains a guided shadowing handout that students are provided to help them gauge what questions to ask.
- Students are assessed on professionalism via an app-based electronic passport that gauges how the student presented themselves during the session, and presents their understanding of the importance of interprofessional collaborative practice (IPCP). More details on the app and instructions are in Appendix A.

**After the Session**

- Following the shadowing experience, students should review notes made during the experience in the IPCP Journal, reflect on the experience, how they plan on working with that profession in the future and what additional skill development is needed to do so effectively. NOTE: Because students complete a primary care clerkship during their first two years of medical school, we encourage them to plan a goal related to development of IPCP skills to act on in the short-term, in addition to their long-term goals related to future practice.
- Students are assessed on the overall experience by completing a structured reflection in which they recount the experience, identify the roles and responsibilities observed of the professional, and how that professional interacted with other members of the healthcare team, as well as patients and their families. The instructions for the reflection assignment are in Appendix B.
FAQ Sheet

Q: What do I do if the students who are supposed to shadow me do not show up?
A: If the student is a medical student, contact David Paulik (513-558-5580 or david.paulik@uc.edu). If the student is a pharmacy student, contact the College of Pharmacy at 513-558-0705.

Q: Are there specific things that I should show and/or share with the students?
A: Yes! Please include the student while you or a colleague is seeing a patient. This is a key learning experience for the students to learn about your practice.

Q: How do I verify that the student shadowed me?
A: After the visit, the student will provide you with an app-based evaluation on the student’s personal phone. This is a brief assessment that the student indeed attended and allows you the opportunity to provide feedback. Data provided is not immediately released to the student.

Q: What do I do if the students did not behave well during shadowing?
A: Unprofessional behavior is not tolerated. Evaluations completed by the preceptor via the app are reviewed on a weekly basis for concerns by the course coordinator. If your student shows an egregious lapse in professionalism, please do not wait for the evaluation to be reviewed. Instead, contact David Paulik (513-558-5580 or david.paulik@uc.edu) or the College of Pharmacy at 513-558-0705.

Q: What do I do if I want to give kudos to a student?
A: If your students does something well or shows exceptional initiative during the visit, we welcome that feedback! Both colleges have mechanisms in place to acknowledge exemplary feedback provided by faculty, staff, and clinical practitioners through the app-based evaluation or by emailing David Paulik at david.paulik@uc.edu.

Q: Do they students have work to do before shadowing?
A: Yes! Details in this guide provide the instructional design of the shadowing experiences. Students should be actively engaged and thus, prepared, during the session. Inattentive, unprepared students should be noted on the evaluation so that the course directors and coordinators can address the issue in a timely manner.

Q: How do I know when students are coming to shadow?
A: Each clinical site is provided a Google Spreadsheet of the dates and times that students are to schedule. Upon request, we can establish a weekly confirmation process for the schedules.

Q: What do I do if I need to cancel shadowing?
A: If you need to cancel a shadowing experience please contact David Paulik (513-558-5580 or david.paulik@uc.edu) or the College of Pharmacy at 513-558-0705 as soon as possible so that the student can be timely notified and rescheduled.
Appendix A: App-Based Evaluations

**Step 1:** The student begins the evaluation process by clicking the begin button on their phone screen as shown on the right.

**Step 2:** The student will then enter their name, choose the profession they are shadowing, the date, and the site. Then tap Next.
Step 3: Once the student taps Next, the preceptor evaluation screen will then come up. At this time, please answer the brief questions. When you are done, tap Next.

Step 4: This screen gives you the opportunity to provide qualitative feedback. Please consider providing thoughtful feedback that is actionable to help the student further their training. Please note: if you responded no to any of the prompts on the previous screen (see Step 3), you must provide an explanation here. When you are done, tap Submit.

Step 5: The evaluation is now complete! You may return the device to the student.
Appendix B: Reflection Assessment Instructions

Writing Critical Reflections for Shadowing Experiences
Adapted from Case Western Reserve School of Medicine

“The reflective practitioner is one who uses the tool of reflection to revisit an experience both to learn from it and to frame murky complex problems in professional practice.” (Mann, 2009)

The reflective practitioner “is able to identify essential professional problems, to challenge self-evident ‘truths,’ to seek feedback and to use it for personal professional development.” (Schön, 1983)

Goals of Reflective Writing:
In using reflective writing as a form of assessment in this course, the goals are to:
- Enhance your learning from an experience as you revisit it and consider how it fits into your prior understanding;
- Prompt research into questions raised by your reflection on an experience;
- Develop your skills in self-directed learning as you set goals to further your learning; and,
- Provide insight for the course director into your experience in the course and achievement of anticipated learning outcomes.

How to Write a Critical Reflection:
Critical Reflection is different because it is…
- Not just what happened
- More than your personal opinion of events
- Requires
  - Data gathering
  - Integration of past, present, and future experiences
  - Analysis and reframing
- Length roughly ¾ page with standard formatting (single space, 12 point, Times New Roman, 1 inch margins)

Model for Reflection
- Look back
- Think in depth
- Learn about yourself
- Plan your next steps

Step 1: Look back at a situation or experience
- Look back at something that happened or some thought you find yourself focusing on and describe it briefly

Step 2: Think in depth about your experience or thought
- Think in depth about why your experience happened or why your thought is so important to you. What hunches, ideas, guesses, interpretations come to mind as you analyze your experience?
- Here are some phrases to use to get your thinking started:
  - “significant aspects were” or “important ideas were” or “useful issues arose from”
  - “previously I thought/felt/noticed or did not know, did not question…”
  - “this might be because of” or “this is perhaps due to…”
Step 3: Describe what you learned about yourself or your role

- Write what you’ve learned about yourself, your role, or the situation
- Here are some phrases to get you started:
  - “I have learned that…” or “I now realize…” or “I now feel…” or “I find myself wondering if…”

Step 4: Plan what you will do next

- Describe what you’re going to do next/your action plan, next steps. This may be resolving to do something differently the next time; it may be adopting a new attitude or changed thinking; it may be needing to puzzle further

*Good critical reflections focus on the analysis, not the story, so concentrate on O, A, and P.*

Prompts for Shadowing

As you write your reflection, please address the following aspects of your experience in writing the “Subjective” section, rounding out what you learned from your shadowing experience with additional information from other sources as listed above (“Objective” section). Then, assess your understanding of these three areas and identify gaps that represent opportunities for future learning (“Assessment”) and craft a SMART goal to pursue one of these in the next 1-2 years (“Plan”).

- The role and responsibilities of the healthcare professional in providing care to the patient
- How he/she interacts with the patient and family members
- How he/she interacts with other members of the healthcare team.

The reflections will be graded based on the rubric on the next page and are due within two weeks of completing your shadowing session.

NOTE: Your reflection must include the following information on top of the page, or points will be deducted:

- Name
- Profession shadowed
- Date of shadowing
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Superior</th>
<th>Sufficient</th>
<th>Minimal</th>
<th>Unacceptable</th>
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<tr>
<td><strong>Depth of Reflection</strong></td>
<td>Response demonstrates an in-depth reflection on, and personalization of,</td>
<td>Response demonstrates a general reflection on, and personalization of, the</td>
<td>Response demonstrates a minimal reflection on, and personalization of, the concepts presented in the course materials to date. Viewpoints and interpretations are unsupported. Examples, when applicable, are not provided.</td>
<td>Response demonstrates a lack of reflection on, or personalization of, the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.</td>
</tr>
<tr>
<td><strong>(5 points)</strong></td>
<td>concepts presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.</td>
<td>concepts presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Required Components</strong></td>
<td>Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly.</td>
<td>Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed.</td>
<td>Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed.</td>
<td>Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.</td>
</tr>
<tr>
<td><strong>(5 points)</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Structure</strong></td>
<td>Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.</td>
<td>Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.</td>
<td>Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.</td>
<td>Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.</td>
</tr>
<tr>
<td><strong>(5 points)</strong></td>
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Appendix C: Guided Shadowing

Guided Shadowing
Overview

You will be shadowing two of the following professions:

Nursing    Dietetics    Physical Therapy (PT)    Occupational Therapy (OT)    Speech-Language Pathology (SLP)

Intended learning outcomes for the shadowing experience:

- Describe the role of the professional in patient care (i.e. different types of roles, duties, conditions of patient seen, setting of practice)
- Discuss how the professional communicates with other health professionals
- Identify strategies used by the professional to describe their findings and recommendations to patients and family members
- Interact respectfully with other health professionals, patients and family members in a clinical environment

Consider the following when observing the practitioner interacting with patients, families, or other practitioners:

- What is similar or different about this profession compared to your prior assumptions?
- What type of communication, e.g., verbal, written, or non-verbal does the healthcare professional use with the patient and/or family?
- How do you think this way of communicating with patients/families compares with the types of communication you will use as a healthcare professional?
- Was there anything about your shadowing experience that surprised you?

Discuss the following with the practitioner before the shadowing experience ends:

- Does this reflect a typical day?
- What types of communication does the healthcare professional normally have with patients and what information do they normally give? At what points during the patient’s care do they communicate with patients?
- How does the healthcare professional manage situations where patients are angry or upset? What strategies can be adopted to help professionals cope with challenging situations?
- Does the team discuss and agree on the information that is shared with patients/families and who will give this information?
- With what other professions would the healthcare professional normally communicate and how?
- Would the healthcare professional normally communicate with a member of your healthcare profession and if so, in what situation?