***Shadowing and/or Interviewing Team Members***

***REFLECTION/OBSERVATION ACTIVITY***

# IPE Learning Stage: **** Exposure **** Immersion x Integration

# Overview: Through shadowing and/or interviewing, learners can learn about, from and with a team member (i.e., a staff member or provider) from another profession and/or role. This activity could be completed at any point but is most appropriate for learners in clinical/field placement settings.

# Learning Objectives

* Describe role, responsibilities, and scope of practice of the person shadowed and/or interviewed in relation to others they collaborate with.
* Discuss the impact of role interactions on patient/client/family relationships and outcomes.
* Describe the context and culture of the interprofessional environment that enables or hinders collaboration.

# Activity Description

1. During the activity, information will be gathered through shadowing (accompanying and observing a team member in practice) and/or interviewing (asking questions of a team member). The choice of whether to shadow, interview or do both will be discussed with the preceptor/faculty in consideration of the placement setting.
2. After completing this activity, consider the Post-Activity Reflection questions in a written (one page single spaced) reflection or any other form of submission, as suggested by your assigned faculty.
3. This activity will be followed by a debrief discussion with your preceptor/faculty member.

**Highlight Notes to learners:**

* The activity may be completed individually or as a group (e.g., 2-3 learners could interview and/or shadow an occupational therapist at the same time and, if appropriate, debrief together).
* Students who directly participate in the session will be recognized with a digital badge for Interprofessional Collaborative Practice-Healthcare Practice

# Expected Time to Completion: approximately three hours, plus preparation and debrief. This includes time spent with at least two team members from another profession and debriefing with preceptor/faculty. Consider team members in varying roles (e.g., pharmacist, home care coordinator, personal support worker, etc.)

# Preparation:

* Review the learning objectives, interview questions and reflection questions, in consultation with your preceptor/supervisor.
* List all the team members with whom you interact and reflect on your knowledge of their professions and roles.
* Discuss this list with your preceptor/faculty and together select at least two team members to shadow and/or interview. Consider selecting professions/roles about whom you know the least and/or one with whom you will collaborate regularly.
* Inquire how to best accommodate the team member being interviewed and/or shadowed.
* Consider your understanding of the professions and roles and come prepared to ask questions of any learning gaps in the profession or setting.
* Conduct additional research on the profession and/or provider role to be interviewed/shadowed (e.g., review the professional association websites or the patient/client/family record, as appropriate).

**Note:** Your preceptor/faculty member should explain the purpose of the activity to team members and obtain approval in advance of the learning experience.

# Shadowing Experience

* Shadow team members as they work with others in their role and interact with patients, clients, family, staff members, providers.
* As you shadow and observe the team member, consider the learning objectives of this activity to better understand the role, responsibilities and scope of practice and the interaction of the different professions/roles on patient/client/family relationships and outcomes.
* Ensure that you reflect on the context and culture of the interprofessional environment that facilitates or inhibits collaboration.

# Interviewing Experience:

**Suggested Interviewing Questions as Applicable – Staff Member or Provider**

1. Learning about you and your role:
   1. What factors led to you deciding to enter your profession/role?
   2. How would you describe the scope of practice of your profession and the role you play on this team?
   3. What do you consider the biggest challenges in enacting your role?
   4. I would like to practice explaining my role (learner’s professional role) to other team members. Please provide me with feedback on the following description of my role…
   5. I am also learning how to describe other team members’ roles. Knowing what I now know, here is how I would describe your role… What feedback do you have for my description of your role?
2. Learning about collaboration on this team:
   1. How and when do you collaborate (e.g., assess, plan, and provide intervention) with others on this team? With whom do you collaborate most closely on this team and why? Can you provide a specific example/patient/client/family experience to illustrate?
   2. How do you usually interact with my profession on this team? What goals might we share? How do you contribute to effective decision-making on this team? What factors facilitate or hinder effective decision- making?
   3. Conflict happens in health care and can help benefit a team to make best decisions when managed well. When considering conflict with other team members, to what extent was that conflict related to your roles? What strategies facilitated or hindered a resolution?
   4. Are there areas where you perceive some hierarchies in relationships with other team members? If yes, how do you manage them? If not, what may have contributed to managing differences?
   5. How do you work to establish and maintain relationships on this team?

# Post-Activity Reflection Questions:

After completing this activity, consider the questions below in your reflection. Reflect on your own feelings and learnings from the interaction:

1. What did you learn about the professions/roles on this team that you did not know previously?
2. What are the similarities and differences between the professions/roles (including yours)?
3. What else do you want to learn about the team and its members? What new learning objectives have now emerged for you?
4. How were the patient/client/family voice/goals expressed?
5. Did anything about the experience surprise you or make you uncomfortable? If there was conflict, what were the positions/perspectives behind the conflict and any strategies used to resolve it?
6. What did you learn that you can apply to your own role as a professional and team member in future practice?

# Application to Micro-credential: this activity contributes to the final IPE micro credential on Integration.

# IPE Core Competencies Addressed:

# 1. Teams & Teamwork

# 2. Interprofessional communication

# Values & Ethics

# Roles & Responsibilities

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# Evaluation:

Your feedback on the flexible learning activity is welcome and used for ongoing quality improvement of IPE learning activities. Please evaluate the content and format of the flexible learning activity and upload your responses to the reflection question on the survey link: [**https://forms.office.com/r/tF9pMLiuxv**](https://forms.office.com/r/tF9pMLiuxv)

Student Survey Instructions**: (Select “Reflection/Observation Activity” for question #6, “None of the above” for question #7, and “Shadowing and Interviewing Team Members” for question #8. Upload your responses to the reflection questions according to the instructions for section #11).**