

Collaborative Learning Unit (CLU)

Shadowing Guidelines for Students

Objective: As one of the unique components of this interprofessional placement within a CLU, students will shadow a number of CLU members in order to increase the students' understanding of the roles and scopes of practice of various members of the CLU on the Mood Disorders Unit and the hospital as a whole. With a better understanding and appreciation of the roles of a diverse group of health care providers, it is hoped and expected that students will feel better equipped and more comfortable collaborating with and understanding the unique contributions made by each CLU member. Students may be involved in shadowing for short periods of time depending on their own interests, availability of CLU members and the overall placement structure. Specific times should be coordinated with the student's supervisor/preceptor in conjunction with Ingela Marlin, the SEIPCLE Clinical Site Coordinator at MHS, to ensure that the student does not miss appointments and meetings that are part of their regular placement requirements.

The following guidelines are provided to assist you in the planning, implementation and reflection of this essential part of your clinical placement with the CLU:

- A list of CLU members who are willing to be shadowed, along with their contact information, has been prepared by the Project Site Coordinator and will be given to you
- Discuss your preferences for shadowing with each of the other students currently on placement with the unit to determine if there are particular individuals whom more than one of you would like to shadow and to ensure diversity in your choices. It is important that each professional is shadowed *only once* so that their workload is not significantly affected. With this in mind:
- Consider pairing with another student (preferably from a different profession) for this activity, when possible and appropriate, to allow sharing your learning with a student colleague and for efficiency.
- Plan your shadowing time with your preceptor/supervisor and Ingela to ensure that it is at a convenient time for your supervisor and your patients (ie. so that you are not missing critical meetings or appointments in your placement)
- After discussing possible meeting times with your student colleague, one student from each pair should take the lead to contact the CLU member in order to work out timelines quickly and with everyone's schedule in mind
- Shadowing times are flexible but it is suggested that you spend a few hours with each person you shadow in order to increase your understanding of their role and scope of practice.
- Discuss specific expectations of the shadowing activity with each CLU member (ie. Can I ask questions during a patient interaction or treatment session? Would you like to receive verbal and/or written feedback?)
- Reflect on each shadowing experience by writing a reflective journal entry for this educational activity (1 page is sufficient). Resources re: reflective learning journals are available.
- Contact the Site Coordinator with any questions