

## An anthropological detour to learn interprofessional collaboration and reflect on person-centered care

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### INTRODUCTION

Interprofessional collaboration is essential for optimal quality of care<sup>1</sup>. One core competency is the aspiration to ensure patient, family and community-centered care<sup>2</sup>. To achieve the early acquisition of these skills, the Department of Family Medicine (DMF) at Unisanté has integrated shadowing as a pedagogical method during the one-month practice internship in family doctors' practice (3<sup>rd</sup> year of master) at the University of Lausanne.

**Shadowing suggests following: observing and interacting with patients in their daily life**, with minimal impact on the normal course of their activities<sup>3</sup>.

**The educational benefits include increased understanding and respect for the roles of other health professionals, teamwork and communication skills, and reflect about one owns position** with respect to others, patient and family<sup>4</sup>.



### METHOD

In 2021, a first pilot project took place with volunteers.

We asked family doctors teaching in practice to find a patient with complex care needs who was willing to meet with a student. The student was then instructed to go to the patient's home and be curious about the care he or she was receiving from different health care professionals. Person-centered care, communication, clarity of roles, teamwork, conflict management and collaborative leadership were the topics that were asked to discuss with the patient. The student then critically observed the interactions between the patient, other health care professionals and the team dynamic. A time was also provided to reflect on their shadowing experience in small groups at the end of their internship.

The pedagogical concept was assessed with a questionnaire filled out by students and family doctors teaching in practice and we invited everyone to a focus group discussion. The teaching team then improved the teaching content by modifying the written materials, creating a short video vignette to present the concept, and implementing a video conference on the first day of their internship.

We initiated a second pilot project with a larger group of randomly selected participants. The same evaluation was completed by a questionnaire and a focus group. Finally, shadowing has been introduced for all students in June 2022 and remains evaluated only by the same questionnaires.

### RESULTS

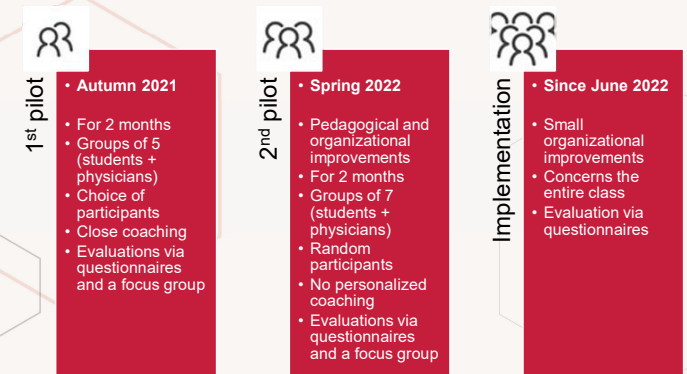
Since April 2021, 175 students were enrolled, 104 completed the evaluation form and 6 took part in a focus group. 81% of shadowing took place with adults and 19% with pediatric patients.

57% of students felt their thinking was stimulated. Shadowing allowed better understanding how care is organized around a patient in the community (56%) and feeling the patient's point of view (63%).

In average 70% reported that interviews with other health professionals helped to better understand their respective roles. Several students think that shadowing should take place earlier in their studies. Overall, student satisfaction increased since the global introduction of shadowing in June 2022.

53 family doctors teaching in practice responded to the questionnaire. In average 57% acknowledged the need to introduce shadowing in family medicine clerkships and 91% felt that family medicine is an ideal place to teach interprofessional collaboration.

Selected results of the student questionnaire	1 <sup>st</sup> and 2 <sup>nd</sup> pilot		Since June 2022	
	Yes	No	Yes	No
Instructions were clear	42%	58%	86%	14%
Reflection has been stimulated	42%	54%	72%	28%
Shadowing has led to a better understanding of the organization of primary care	50%	44%	62%	35%
They enjoyed meeting a patient in his/her environment	70%	25%	67%	26%
Shadowing allowed them to put themselves in the patient's shoes	51%	40%	77%	19%
Shadowing allowed them to better understand the role of other health care professionals	60%	25%	79%	19%
Overall, they enjoyed participating in shadowing	32%	51%	63%	33%



### CONCLUSION

Shadowing as a teaching method is more and more appreciated by all students and presents some organizational challenges.

Nevertheless, it appears to be effective in stimulating thinking on interprofessional collaboration. It also stimulates understanding and analysis of organizational and situational factors that play an important role in the care process.

It is still a work in progress :

We will continue to reflect with the students in small groups on their experiences and evaluate this teaching.

We are thinking about integrating some students from other professions and we are also exploring the possibility of moving the shadowing earlier in the medical curriculum.

### References

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