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EDITORIAL ARTICLE**"SHADOWING A NURSE" TECHNIQUE**

According to World Health Organization, educating healthcare professionals improves knowledge and communication between members of healthcare team. Interprofessional Education (IPE) is a pedagogical approach in which the main domains examined are: values, ethical issues, role and responsibilities, communication skills and teamwork. According to literature, "shadowing" is a research technique in which a researcher (shadower) closely follows a member of an organization (shadowee) over an extended period of time so as to improve IPE.^{1,2}

In nursing and medical field, "shadowing a nurse" technique helps nursing students or newly recruited staff nurses to achieve the best clinical practice, learn about the means of communication, and show respect for nurses' knowledge and skills. Moreover, it helps medical students to learn more about nurse's role in patient care and how nurse interact in the team. As medical students follow a nurse-shadowing program, communication between physicians and nurse is improved and professional conflict is diminished.¹⁻⁴ Even in more difficult hospital environment, such as intensive care unit, novice nurses are guided from experienced nurses so it is easier for them to effectively transit into the role of ICU nurse. Additionally, shadowing a nurse is a new and evolving process, which appears to be an effective technique to develop nurses' clinical leadership practices.^{5,6}

The main outcome of this process is that nursing or medical students, professional nurses or doctors of medicine are able to learn new information, increase students' knowledge, apply theory from the classroom, and follow the experienced nurse in daily work.^{7,8}

IPE has been proposed as an important foundation in preparing health professionals for patient care in hospital setting and has a positive impact on health care professionals' attitudes and perception for provided patient care. Teamwork and interprofessional shadowing process may enhance clinical skills. In this way, the learner retrieves an active role in clinical practice; defining the objectives according to his/her needs.⁹

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