IPE & INTERPROFESSIONAL COLLABORATIVE PRACTICE: ASSESSMENT OF TEAMWORK

Professor Jill Thistlethwaite
OUTLINE OF WORKSHOP

1. Introductions & learning outcomes
2. Teamwork competencies
3. Work-based assessment
4. Assessment of IPE activities
5. Teamwork tools
6. Feedback – formative/summative
7. Revisit outcomes – what else do we need to learn?
LEARNING OUTCOMES

- Define teamwork competencies while conceptualizing teamwork as both a set of linked attributes and a global construct.
- Identify existing work-based assessment (WBA) instruments across the health professions that could be used in the assessment of teamwork competencies.
- Consider the circumstances, clinical settings (e.g. primary and secondary care) and types of interprofessional teams in which teamwork competencies can be assessed.
LET’S DISCUSS….

- Who we are and why we are here – expectations
- Our level of expertise
- What other outcomes do we want?
WHAT DOES INTERPROFESSIONAL MEAN TO YOU?
DEFINITIONS

- Multiprofessional: occasions when two or more professions learn side by side
- IPE: occasions when two or more professions learn from, with and about each other to improve collaboration and the quality of care (CAIPE)
- Added value...

**Dimension One: IDENTIFYING FUTURE HEALTHCARE PRACTICE NEEDS.** This dimension seeks to connect health professionals' practice needs to new and changing workplace demands in all health sectors. Curriculum considerations take into account global health and educational reforms; how these link to the development of knowledges, competencies, capabilities and practices; as well as local institutional delivery conditions.

**Dimension Two: DEFINING AND UNDERSTANDING CAPABILITIES.** This dimension describes the knowledges, capabilities and attributes health professionals require. This component addresses how changing health services impact on expertise, identities and practice, which ultimately impacts upon the training and preparation of future health professionals.

**Dimension Three: TEACHING, LEARNING & ASSESSMENT.** This dimension pertains to the development of appropriate learning, teaching and assessment experiences, all of which have been guided by the messages inherent within D1 and D2.

**Dimension Four: SUPPORTING INSTITUTIONAL DELIVERY.** This dimension focuses on the impact of local university structure and culture on the shaping of curriculum design and delivery, such as timetabling, logistics and entry requirements.
The purpose of assessment

Why do we assess?
BECAUSE....

- To ensure students are fit to practise *(collaboratively)*
- And are safe
- The public expect it
- To give feedback *(formative)*
- To drive learning *(assessment for learning)*
- To improve standards
- To make sure students learn/know what we have taught them *(assessment of learning)*
- To rank students/award prizes
From the London Deanery: **Curriculum alignment**


[http://www.faculty.londondeanery.ac.uk/e-learning/setting-learning-objectives/the-educational-paradigm]
THE UTILITY OF ASSESSMENT

- Utility = educational impact $\times$ reliability $\times$ validity $\times$ cost effectiveness $\times$ acceptability $\times$ feasibility
- Van der Vleuten, 1990
COMPE TENCE V PERFORMANCE

- **Competence:** The ability to do the job. Assessed in end-point examinations usually under examination conditions.
- **Performance:** The ability to do the job well. Assessed ‘on the job’ in clinical practice. Relates to continuing quality improvement.
COMPETENCE, COMPETENT, COMPETENCY, COMPETENCY-BASED EDUCATION

- What graduates should be able to do in practice – rather than only what they are able to demonstrate during training
- Competency-based – behavioural learning outcomes
- Competent – not competent - incompetent
FERNANDEZ ET AL (2012) – LITERATURE REVIEW OF MEANINGS OF COMPETENCE

1. Components of competence (usually knowledge and skills)
2. What competence enables a competent person to do (adequately or successfully)
3. Purpose of the competence
Lurie has criticized examples of the very broad competencies defined by medical boards and accreditation bodies, noting that many are abstract and socially constructed concepts, which are difficult to translate into observable and therefore assessable behaviours (Lurie, 2012)
REFLECTION

- Talbot (2004) - competency is not synonymous with competence.

- Competency models that use criterion-referenced approaches do not encourage the ‘deep and reflective’ engagement required during professional practice-based learning.

- Attainment of competencies does not guarantee satisfactory performance, which requires technical ability aligned with reflective practice.
Miller’s pyramid

DEVISE AN ASSESSMENT FOR AN IP OUTCOME....
ASSESSMENT – OF DEFINED LEARNING OUTCOMES

• Teamwork (collaborative practice)
  Complex competence – shows how, does

• Knowledge of roles and responsibilities
  Knows

• Communication Skill - Shows how, does

• Respect Attitude/behaviour - does
ASSESSMENT FORMATS

- Knows…MCQ (multiple choice) and written tests
- Knows how…written tests asking for more than knowledge recall - reasoning
- Shows how…OSCE (objective structured clinical examination), team OSCE, team project
- Does…on the job, observation, multisource feedback (multiple professions)
ASSESSMENT OF TEAMWORK SKILLS?
INDIVIDUAL VERSUS TEAM ASSESSMENT

- Often driven by professional accreditation or university regulations
- Usually of the individual within a team rather than the team itself (if multiprofessional)
- Who assesses? Can one profession assess another?
‘our way of seeing competence reflects the individualist orientation of the education system’; we cannot guarantee that by bringing together individuals assessed as competent, a competent, functioning team will result’ (Lingard, 2009)
ASSESSMENT METHODS

- Team project: assessment of content and process; include peer and self assessment? Align with learning outcomes?
- Clinical interaction: authentic? Over what time frame? Who assesses?
- Simulation of clinical team based activity: eg diabetes clinic; CPR (but newly formed team)
WBA

• Needs to focus on what may be observed (behaviour)
• Needs to include reflection – students should be able to justify why and what they are learning and how they know they have learnt it – helps develop capacity for lifelong learning
Work-Based Assessment

For assessing the ‘does’ of Miller’s pyramid – i.e., performance on the job

Wide range of sources of data and evidence

Good validity but often poor reliability and feasibility

Requires teamwork in action…but for students often new teams
WOULD YOU INVOLVE THIS HEALTH PROFESSIONAL/STUDENT/TEAM IN THE CARE OF A FAMILY MEMBER?

• What do you base your decision on?
TEAMWORK INSTRUMENTS

- More formative than summative?
- For individual ‘interprofessional’ behaviour
- Who assesses and how often?
- Remediation?
“Support for the project has been provided by the Australian Government Office for Learning and Teaching. The views expressed in project do not necessarily reflect the views of the Australian Government Office for Learning and Teaching.”
PROJECT PARTNERS

Prof. Jill Thistlethwaite, (LEAD)
- University Technology Sydney - A/Prof. Roger Dunston
- University of Sydney - A/Prof. Christopher Roberts
- Curtin University - Prof. Sue Fyfe
- University of Derby - Prof. Dawn Forman
- University of Central Queensland - A/Prof. Monica Moran
- University of British Columbia, Canada - A/Prof. Lesley Bainbridge

University of Queensland
- Ms Kathy Dallest
- A/Prof. Diann Eley
- A/Prof. Fiona Bogossian
- Prof. Jenny Strong

UTS Consultant: Prof. David Boud
Research assistant: Ms Robyn Dickie
Admin assistant: Ms Wendy Freeman
• 555 items and 90 instruments
• Searches were replicated yielding 83 new articles.
STAGE 2

DELPHI CONSULTATION
• 91 experts were invited to participate and 43 people consented

ROUND ONE
• 50 Items in an online questionnaire
• Experts were asked to rate and comment
• 41 people completed
• Items then ranked, mapped and refined
• With a final list of 25

ROUND TWO
• 25 items in an online questionnaire
• Items then ranked, mapped and refined
• Final list of 18 for the candidate assessment tool
Individual Student Teamwork Assessment Tool - iSTAT

Please tick in the appropriate box when behaviour is observed during the activity. There is a comment box for each item for specific feedback. An overall comment box is located on the back page.

<table>
<thead>
<tr>
<th>Individual Student Teamwork Assessment Tool iSTAT</th>
<th>Not applicable</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Consistently</th>
<th>Assessor Comments for individual teamwork behaviours</th>
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</thead>
<tbody>
<tr>
<td>COMMUNICATION — to succeed in sharing/exchanging information or ideas using a variety of methods.</td>
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<tr>
<td>1. Communicates appropriately in a variety of contexts</td>
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<td>2. Shares health care information with patients/clients/families</td>
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<td>3. Contributes to team discussions</td>
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<td>4. Provides constructive feedback to team members</td>
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<td>5. Discusses team performance</td>
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<td>6. Cautions team members about potentially dangerous situations</td>
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<td>7. Discusses errors that happen</td>
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<td>COOPERATION — the process of working together to the same end</td>
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<td>8. Demonstrates respect for other members of the team</td>
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<td>9. Includes health professionals as relevant in care management</td>
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<td>10. Solicits the opinions of other team members</td>
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<td>11. Advocates for patient/client/family as partners in decision-making processes</td>
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<td>12. Integrates patient/s/client/s/family’s circumstances, beliefs and values into care plans</td>
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<td>COORDINATION - the organisation of the different elements of patient/client care to enable the team to work together towards the same goals</td>
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<td>13. Participates in setting team objectives</td>
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<td>14. Plans patient/client care with team members</td>
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<td>15. Prioritises actions pertinent to the management of the patient/client</td>
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<td>16. Reviews patient/client care goals when the situation has changed</td>
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<td>17. When leading, is responsive to the needs of the team</td>
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<td>18. Works with others to deal effectively with conflict</td>
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Overall individual teamwork behaviour score (5=Performing well; 1=Underperforming) (please circle)
Individual Student Teamwork Assessment Tool - iSTAT
ISTAT V 4.0

Assessment Location (please tick all that apply)
- Hospital
- Inpatient Service
- Outpatient/Clinic
- Community
- General Practice
- School
- Aged Care Facility
- University Campus
- Other ________________

Type of Activity (please tick all that apply)
- Simulation
- Bedside Teaching
- Student Led/Assisted Clinic
- Longitudinal Placement
- Short, focused activity
- Other ________________

Number of Students in activity (please circle) 1 2 3 4 5 6 7

Disciplines participating in the activity (please list) __________________________________________

Assessor Feedback for Student
____________________________________________________________________________________
____________________________________________________________________________________
How long did you spend on preparation for the ISTAT assessment? __________________________
How long did you observe the student in the activity? _________________________________
How long did it take to complete the assessment? ________________________________
How long did it take to provide the feedback? ________________________________

Student Comments on the Assessor’s feedback and/or Reflection on Own Teamwork Behaviour
____________________________________________________________________________________
____________________________________________________________________________________
Will you incorporate this feedback to change your behaviour for future practice
- YES □ - NO □ - UNSURE □

Student Signature ___________________________ Assessor Signature ___________________________
IP PORTFOLIO, PASSPORT…

- Students provide evidence of meeting outcomes
- Menu of activities with different ‘credits’…
STANDARD SETTING

• If summative need to consider the ‘pass mark’ and whether pass/fail or grades.
• All professions involved must have same stakes in the assessment
FEEDBACK...
Activity 1
- Student reflects & judges work
  - Student asks for specific feedback

Activity 2
- Plan for improved work
  - Others judge and compare

ASSESSMENT OF LEARNING FOR LEARNING
Teamwork capability development in health professions’ students

Pedagogy and education activities prepare students to demonstrate:

Learning Outcomes related to required practice:
- Competencies OR
- Capabilities OR
- Graduate Attributes

iSTAT (individual student teamwork assessment tool)
- Observed Behaviour Items
- 1-18 etc. Descriptors

Team climate, psychological safety, site characteristics mediate learning and performance

RESOURCE PACKAGE
Prepares assessors and students for assessment:
- Assessment and feedback, theoretical underpinnings etc.
- Identifies 'model' behaviours
  - Elements
  - Examples
  - Exemplars
- Discusses feedback for learning
LET’S TALK ABOUT YOU…

- Questions?
- Surprises?
- What are you taking away from the workshop?
REFERENCES