



NATIONAL FRAMEWORK ASSESSMENT OF INTERPROFESSIONAL TEAMS

The 'Canadian Interprofessional Health Collaborative National Competency Framework' outlines the competencies necessary for effective Interprofessional Patient-Centred Collaborative Practice. Ideally, teams that have members who demonstrate their own profession's specific and unique competencies and the interprofessional competencies will be prepared to provide patient/clients with optimal, integrated care. The Framework is organized into six competency domains:

- I. INTERPROFESSIONAL COMMUNICATION
- II. PATIENT/CLIENT/FAMILY/COMMUNITY-CENTRED CARE
- III. ROLE CLARIFICATION
- IV. COLLABORATIVE LEADERSHIP
- V. TEAM FUNCTIONING
- VI. INTERPROFESSIONAL CONFLICT RESOLUTION

This assessment tool, which uses the Competency Framework as a foundation, is designed to guide a review of your team's current performance in Interprofessional Collaborative Practice. Please respond to each of the competency statements below with your interprofessional team in mind. Begin by indicating at which competency level your team meets each of the stated indicators. Based on the cumulative assessment of the indicators under each competency, then assess as which level your team meets each of the stated competencies.

E.g. COMPETENCY DOMAIN: <i>Describes the competencies in the domain.</i>						
Indicator	Never	Rarely	Sometimes	Almost Always	Always	Does Not Apply
➤ Indicator #1			X			
➤ Indicator #2					X	
➤ Indicator #3					X	





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I. INTERPROFESSIONAL COMMUNICATION: <i>Learners/practitioners from varying professions communicate with each other in a collaborative, responsive and responsible manner</i>						
Indicator	Never	Rarely	Sometimes	Almost Always	Always	Does Not Apply
Establish team work communication principles						
Actively listen to other team members including patients/clients/families						
Communicate to ensure common understanding of care decisions						
Develop trusting relationships with patients/clients/families and other team members						
Effectively use information and communication technology to improve interprofessional patient/client/community-centred care						





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II. PATIENT/CLIENT/FAMILY/COMMUNITY-CENTRED CARE: Learners/practitioners seek out, integrate and value, as a partner, the input and engagement of patients/clients/families/community in designing and implementing care/services.

Indicator	Never	Rarely	Sometimes	Almost Always	Always	Does Not Apply
Support the participation of patients/clients and their families, or community representatives as integral partners with those health care personnel providing their care or service planning, implementation and evaluation						
Share information with patients/clients (or family and community) in a respectful manner and in such a way that is understandable, encourages discussion, and enhances participation in decision making						
Ensure that appropriate education and support is provided by learners/practitioners to patients/clients, family members and others involved with their care or service						
Listen respectfully to the expressed needs of all parties in shaping and delivering care or services						





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III. **ROLE CLARIFICATION:** *Learners/practitioners understand their own role and the roles of those in other professions, and use this knowledge appropriately to establish and meet patient/client/family and community goals.*

Indicator	Never	Rarely	Sometimes	Almost Always	Always	Does Not Apply
Describe your own role and that of others						
Recognize and respect the diversity of other health and social care roles, responsibilities and competencies						
Perform own role in a culturally respectful way						
Communicate roles, knowledge, skills and attitude using appropriate language						
Access others' skills and knowledge appropriately through consultation						
Consider the roles of others in determining their own professional and interprofessional roles						
Integrate competencies/roles seamlessly into models of service delivery						





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IV. COLLABORATIVE LEADERSHIP: *Learners and practitioners work together with all participants, including patients/clients/families, to formulate, implement and evaluate care/services to enhance health outcomes.*

Indicator	Never	Rarely	Sometimes	Almost Always	Always	Does Not Apply
Work with others to enable effective patient/client outcomes						
Advance interdependent working relationships among all participants						
Facilitate effective team processes						
Facilitate effective decision making						
Establish a climate for collaborative practice among all participants						
Co-create a climate for shared leadership and collaborative practice						
Apply collaborative decision-making principles						
Integrate the principles of continuous quality improvement to work processes and outcomes						





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V. TEAM FUNCTIONING: *Learners/practitioners understand the principles of team dynamics and group processes to enable effective interprofessional team collaboration.*

Indicator	Never	Rarely	Sometimes	Almost Always	Always	Does Not Apply
Understand the process of team development						
Develop a set of principles for working together that respects the ethical values of members						
Effectively facilitate discussions and interactions among team members						
Participate and be respectful of all members' participation in collaborative decision-making						
Regularly reflect on your functioning with team learners/practitioners and patients/clients/families						
Establish and maintain effective and healthy working relationships with learners/practitioners, patients/clients, and families, whether or not a formalized team exists						
Respect team ethics, including confidentiality, resource allocation and professionalism						





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VI. INTERPROFESSIONAL CONFLICT RESOLUTION: <i>Learners/practitioners actively engage self and others, including the patient/client/family, in dealing effectively with interprofessional conflict.</i>						
Indicator	Never	Rarely	Sometimes	Almost Always	Always	Does Not Apply
Value the potential positive nature of conflict						
Recognize the potential for conflict to occur and taking constructive steps to address it						
Identify common situations that are likely to lead to disagreements or conflicts, including role ambiguity, power gradients, and differences in goals						
Know and understand strategies to deal with conflict						
Set guidelines for addressing disagreements						
Effectively work to address and resolve disagreements, including analyzing the causes of conflict and working to reach an acceptable solution						
Establish a safe environment in which to express diverse opinions						
Develop a level of understanding among those with differing views; allow all members to feel their viewpoints have been heard no matter what the outcome						

