

# Interprofessional Collaborator Assessment Rubric



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## What is a Rubric?

A Rubric is an assessment tool that lists a set of performance criteria which define and describe the important competencies being assessed. Rubrics are useful to instructors because it can improve the planning of learning experiences and increase the quality of direct instruction by providing focus, emphasis, and attention to particular details as a model for learners.

For learners, a rubric provides clear targets of proficiency to aim for. Learners can use Rubrics for self-assessment as

individuals, in groups, and for peer assessment. It is believed that Rubrics may improve learners' performance and therefore increase learning, particularly when learners receive Rubrics beforehand, understand how they will be evaluated and can prepare accordingly. Rubrics are becoming increasingly popular with educators moving toward more authentic, performance-based assessments.

## Interprofessional Collaborator Assessment Rubric

Competency Category		Descriptor				
<b>Conflict Management/Resolution:</b>		Ability to effectively manage and resolve conflict between and with other providers, patients/clients and families.				
Competency Statements		1. Demonstrates active listening and is respectful of different perspectives and opinions from others 2. Works with others to manage and resolve conflict effectively.				
Rubric Scale	Dimensions	Not Observable	Minimal	Developing	Competent	Mastery
	Active Listening <b>Behavioural Indicator</b>		1 <input type="checkbox"/> Does not use active listening techniques when others are speaking.	2 <input type="checkbox"/> Occasionally uses active listening when others are speaking.	3 <input type="checkbox"/> Frequently uses active listening when others are speaking.	4 <input type="checkbox"/> Consistently uses active listening when others are speaking.

## Using the Collaborator Rubric

The Interprofessional Collaborator Assessment Rubric is intended for use in the assessment of interprofessional collaborator competencies. Collaborative practice in health care occurs when multiple health workers from different professional backgrounds provide comprehensive services by working with patients, their families, carers and communities to deliver the highest quality of care across settings (WHO, 2010)<sup>1</sup>. Development of the Rubric tool was guided by an interprofessional advisory committee comprising educators from the fields of medicine, nursing and the rehabilitative sciences.

## Key Principles

- 1) The Rubric has been developed for usage across different health professional education programs and in different learning contexts.
- 2) The Rubric dimensions are not intended to coincide with a specific year or level of a learner in his/her program of studies.
- 3) The Rubric may be used as a tool for formative and summative assessment of learners' competencies in

interprofessional collaboration. As a formative assessment, the Rubric would allow learners to receive constructive feedback on competency areas for further development and improvement. As a summative assessment, the Rubric may be used to assess learners' achievement. The Rubric may also be introduced early in a program and used repeatedly to assess growth and development over time.

4) Usage of the Rubric in a reliable manner may require multiple interactions and repeated observation of a learner over a period of time.

5) Programs/disciplines should define remediation opportunities for learners not achieving an acceptable level of competency within their program area.

## Rubric Validity

The Rubric dimensions are based on interprofessional collaborator competency statements that were developed and validated through a typological analysis of national and international competency frameworks, a Delphi survey of experts, and interprofessional focus groups with students and faculty.

<sup>1</sup>World Health Organization (WHO) Study Group on Interprofessional Education and Collaborative Practice. (2010). *Framework for Action on Interprofessional Education & Collaborative Practice*. Geneva, Switzerland: World Health Organization.

## Interprofessional Collaborator Assessment Rubric

Instructions: For each of the dimensions below, check specific phrases which describe the performance of the learner.

### Notes:

Assess by what is appropriate to the context/task.

- Occasionally: the learner demonstrates the desired behaviour once in a while.
- Frequently: the learner demonstrates the desired behaviour most of the time.
- Consistently: the learner always demonstrates the desired behaviour.

**Communication:** Ability to communicate effectively in a respectful and responsive manner with others (“others” includes team members, patient/client, and health providers outside the team).

1. Communicates and expresses ideas in an assertive and respectful manner.
2. Uses communication strategies (e.g. oral, written, information technology) in an effective manner with others.

Dimensions	Not Observable	Minimal 1	Developing 2	Competent 3	Mastery 4
<i>Respectful Communication</i>		<input type="checkbox"/> Communicates with others in a disrespectful manner.	<input type="checkbox"/> Occasionally communicates with others in a confident, assertive and respectful manner.	<input type="checkbox"/> Frequently communicates with others in a confident, assertive and respectful manner.	<input type="checkbox"/> Consistently communicates with others in a confident, assertive and respectful manner.
		<input type="checkbox"/> Does not communicate opinion or pertinent views on patient care with others.	<input type="checkbox"/> Occasionally communicates opinion or pertinent views on patient care with others.	<input type="checkbox"/> Frequently communicates opinion and pertinent views on patient care with others.	<input type="checkbox"/> Consistently communicates opinion and pertinent views on patient care with others.
		<input type="checkbox"/> Does not respond or reply to requests.	<input type="checkbox"/> Occasionally responds or replies to requests in a timely manner.	<input type="checkbox"/> Frequently responds or replies to requests in a timely manner.	<input type="checkbox"/> Consistently responds or replies to requests in a timely manner.
<i>Communication Strategies</i>		<input type="checkbox"/> Does not use communication strategies (verbal & non-verbal) appropriately with others.	<input type="checkbox"/> Occasionally uses communication strategies (verbal & non-verbal) appropriately.	<input type="checkbox"/> Frequently uses communication strategies (verbal & non-verbal) appropriately in a variety of situations.	<input type="checkbox"/> Consistently uses communication strategies (verbal & non-verbal) appropriately in a variety of situations.
		<input type="checkbox"/> Communication is illogical and unstructured.	<input type="checkbox"/> Occasionally communicates in a logical and structured manner.	<input type="checkbox"/> Frequently communicates in a logical and structured manner.	<input type="checkbox"/> Consistently communicates in a logical and structured manner.
		<input type="checkbox"/> Does not explain discipline-specific terminology/jargon.	<input type="checkbox"/> Occasionally explains discipline-specific terminology/jargon.	<input type="checkbox"/> Frequently explains discipline-specific terminology/jargon.	<input type="checkbox"/> Consistently explains discipline-specific terminology/jargon.
		<input type="checkbox"/> Does not use strategies that are appropriate for communicating with individuals with impairments (e.g., hearing, cognitive).	<input type="checkbox"/> Occasionally uses strategies that are appropriate for communicating with individuals with impairments (e.g., hearing, cognitive).	<input type="checkbox"/> Frequently uses strategies that are appropriate for communicating with individuals with impairments (e.g., hearing, cognitive).	<input type="checkbox"/> Consistently uses strategies that are appropriate for communicating with individuals with impairments (e.g., hearing, cognitive).

**Comments:**

**Collaboration:** Ability to establish/maintain collaborative working relationships with other providers, patients/clients and families.

1. Establishes collaborative relationships with others in planning and providing patient/client care.
2. Promotes the integration of information from others in planning and providing care for patients/clients.
3. Upon approval of the patient/client or designated decision-maker, ensures that appropriate information is shared with other providers.

<b>Dimensions</b>	<b>Not Observable</b>	<b>Minimal 1</b>	<b>Developing 2</b>	<b>Competent 3</b>	<b>Mastery 4</b>
<i>Collaborative Relationship</i>		<input type="checkbox"/> Does not establish collaborative relationships with others.	<input type="checkbox"/> Occasionally establishes collaborative relationships with others.	<input type="checkbox"/> Frequently establishes collaborative relationships with others.	<input type="checkbox"/> Consistently establishes collaborative relationships with others.
<i>Integration of Information from others</i>		<input type="checkbox"/> Does not integrate information from others in planning and providing patient/client care.	<input type="checkbox"/> Occasionally integrates information from others in planning and providing patient/client care.	<input type="checkbox"/> Frequently integrates information and perspectives from others in planning and providing patient/client care.	<input type="checkbox"/> Consistently integrates information and perspectives from others in planning and providing patient/client care.
<i>Information Sharing</i>		<input type="checkbox"/> Does not share information with other providers.	<input type="checkbox"/> Occasionally shares information with other providers that is useful for the delivery of patient/client care.	<input type="checkbox"/> Frequently shares information with other providers that is useful for the delivery of patient/client care.	<input type="checkbox"/> Consistently shares information with other providers that is useful for the delivery of patient/client care.
		<input type="checkbox"/> Does not seek approval of patient/client or designated decision-maker when information is shared.	<input type="checkbox"/> Occasionally seeks approval of the patient/client or designated decision-maker when information is shared.	<input type="checkbox"/> Frequently seeks approval of the patient/client or designated decision-maker when information is shared.	<input type="checkbox"/> Consistently seeks approval of the patient/client or designated decision-maker when information is shared.
<b>Comments:</b>					

**Roles and Responsibility:** Ability to explain one's own roles and responsibilities related to patient/client and family care (e.g. scope of practice, legal and ethical responsibilities); and to demonstrate an understanding of the roles, responsibilities and relationships of others within the team.

1. Describes one's own roles and responsibilities in a clear manner.
2. Integrates the roles and responsibilities of others with one's own to optimize patient/client care.
3. Accepts accountability for one's contributions.
4. Shares evidence-based and/or best practice discipline-specific knowledge with others.

Dimensions	Not Observable	Minimal 1	Developing 2	Competent 3	Mastery 4
<i>Roles and Responsibilities</i>		<input type="checkbox"/> Does not describe one's own role and responsibilities with the team/patient/family.	<input type="checkbox"/> Occasionally describes one's own role and responsibilities with the team/patient/family.	<input type="checkbox"/> Frequently describes one's own roles and responsibilities with the team/patient/family.	<input type="checkbox"/> Consistently describes one's own roles and responsibilities in a clear manner with the team/patient/family.
<i>Role/Responsibility Integration</i>		<input type="checkbox"/> Does not include the roles and responsibilities of other providers in the delivery of patient care.	<input type="checkbox"/> Occasionally includes the roles and responsibilities of other providers in the delivery of patient care.	<input type="checkbox"/> Frequently includes the roles and responsibilities of all necessary health providers to optimize collaborative patient/client care.	<input type="checkbox"/> Consistently promotes and includes the roles and responsibilities of all necessary health providers to optimize collaborative patient/client care.
<i>Accountability</i>		<input type="checkbox"/> Does not demonstrate professional judgment when assuming tasks or delegating tasks.	<input type="checkbox"/> Occasionally demonstrates professional judgment when assuming tasks or delegating tasks.	<input type="checkbox"/> Frequently demonstrates professional judgment when assuming tasks or delegating tasks.	<input type="checkbox"/> Consistently demonstrates professional judgment when assuming tasks or delegating tasks.
		<input type="checkbox"/> Does not accept responsibility for the failure of collaborative goals.	<input type="checkbox"/> Occasionally accepts responsibility for the failure of collaborative goals.	<input type="checkbox"/> Frequently accepts responsibility for the failure of collaborative goals.	<input type="checkbox"/> Consistently accepts responsibility for the failure of collaborative goals.
		<input type="checkbox"/> Does not accept responsibility for individual actions that impact the team.	<input type="checkbox"/> Occasionally accepts responsibility for individual actions that impact the team.	<input type="checkbox"/> Frequently accepts responsibility for individual actions that impact the team.	<input type="checkbox"/> Consistently accepts responsibility for individual actions that impact the team.
		<input type="checkbox"/> Does not explain own scope of practice, code of ethics, standards and/or clinical guidelines in relation to collaborative patient-centred relationship.	<input type="checkbox"/> Occasionally explains own scope of practice, code of ethics, standards and/or clinical guidelines in relation to collaborative patient-centred relationship.	<input type="checkbox"/> Frequently explains own scope of practice, code of ethics, standards and/or clinical guidelines in relation to collaborative patient-centred relationship.	<input type="checkbox"/> Consistently explains own scope of practice, code of ethics, standards and/or clinical guidelines in relation to collaborative patient-centred relationship.
<i>Sharing Evidence-Based/ Best Practice Knowledge</i>		<input type="checkbox"/> Does not share evidence-based or best practice discipline-specific knowledge with others.	<input type="checkbox"/> Occasionally shares evidence-based or best practice discipline-specific knowledge with others.	<input type="checkbox"/> Frequently shares evidence-based or best practice discipline-specific knowledge with others.	<input type="checkbox"/> Consistently shares evidence-based or best practice discipline-specific knowledge with others.

**Comments:**

**Collaborative Patient/Client-Family Centred Approach:** Ability to apply patient/client-centred principles through interprofessional collaboration.

1. Seeks input from patient/client and family in a respectful manner regarding feelings, beliefs, needs and care goals.
2. Integrates patient's/client's and family's life circumstances, cultural preferences, values, expressed needs, and health beliefs/behaviours into care plans.
3. Shares options and health care information with patients/clients and families.
4. Advocates for patient/client and family as partners in decision-making processes.

<b>Dimensions</b>	<b>Not Observable</b>	<b>Minimal 1</b>	<b>Developing 2</b>	<b>Competent 3</b>	<b>Mastery 4</b>
<i>Patient/Client Input</i>		<input type="checkbox"/> Does not seek input from patient/client and family.	<input type="checkbox"/> Occasionally seeks input from patient/client and family.	<input type="checkbox"/> Frequently seeks input from patient/client and family.	<input type="checkbox"/> Consistently seeks input from patient/client and family.
<i>Integration of Patient/Client Beliefs and Values</i>		<input type="checkbox"/> Does not integrate patient's/client's and family's circumstances, beliefs and values into care plans.	<input type="checkbox"/> Occasionally integrates the patient's/client's and family's circumstances, beliefs and values into care plans.	<input type="checkbox"/> Frequently integrates patient's/client's and family's circumstances, beliefs and values into care plans.	<input type="checkbox"/> Consistently promotes and integrates patient's/client's and family's circumstances, beliefs and values into care plans.
<i>Information Sharing with Patient/Client</i>		<input type="checkbox"/> Does not share options and health care information with patients/clients and families.	<input type="checkbox"/> Occasionally shares options and health care information with patients/clients and families.	<input type="checkbox"/> Frequently shares options and health care information with patients/clients and families.	<input type="checkbox"/> Consistently shares options and health care information with patients/clients and families.
<i>Patient Advocacy in Decision-Making</i>		<input type="checkbox"/> Does not advocate for patient/client and family as partners in decision-making processes.	<input type="checkbox"/> Occasionally advocates for patient/client and family as partners in decision-making processes.	<input type="checkbox"/> Frequently advocates for patient/client and family as partners in decision-making processes.	<input type="checkbox"/> Consistently advocates for patient/client and family as partners in decision-making processes.
<b>Comments:</b>					

**Team Functioning:** Ability to contribute to effective team functioning to improve collaboration and quality of care.

1. Recognizes and contributes to effective team functioning and dynamics.
2. Recognizes that leadership within the healthcare team may alternate or be shared depending on the situation.
3. Contributes in interprofessional team discussions.

<b>Dimensions</b>	<b>Not Observable</b>	<b>Minimal 1</b>	<b>Developing 2</b>	<b>Competent 3</b>	<b>Mastery 4</b>
<i>Team Functioning and Dynamics</i>		<input type="checkbox"/> Does not recognize the relationship between team functioning and quality of care.	<input type="checkbox"/> Occasionally demonstrates recognition of the relationship between team functioning and quality of care.	<input type="checkbox"/> Frequently demonstrates recognition of the relationship between team functioning and quality of care.	<input type="checkbox"/> Consistently demonstrates recognition of the relationship between team functioning and quality of care.
		<input type="checkbox"/> Does not recognize strategies that will improve team functioning.	<input type="checkbox"/> Occasionally demonstrates recognition of strategies that will improve team functioning.	<input type="checkbox"/> Frequently demonstrates recognition of strategies that will improve team functioning.	<input type="checkbox"/> Consistently demonstrates recognition of strategies that will improve team functioning.
<i>Shared Leadership</i>		<input type="checkbox"/> Does not recognize the importance of alternating or sharing leadership with others.	<input type="checkbox"/> Occasionally shares leadership and alternates leadership with others when appropriate for the discipline involved.	<input type="checkbox"/> Frequently shares leadership and alternates leadership with others when appropriate for the discipline involved.	<input type="checkbox"/> Consistently shares leadership and alternates leadership with others when appropriate for the discipline involved.
<i>Team Discussion</i>		<input type="checkbox"/> Does not view themselves as part of the team.	<input type="checkbox"/> Occasionally demonstrates recognition of themselves as part of a team.	<input type="checkbox"/> Frequently demonstrates recognition of themselves as part of a team.	<input type="checkbox"/> Consistently demonstrates recognition of themselves as part of a team.
		<input type="checkbox"/> Does not contribute to interprofessional team discussions.	<input type="checkbox"/> Occasionally contributes to interprofessional team discussions.	<input type="checkbox"/> Frequently contributes to interprofessional team discussions.	<input type="checkbox"/> Consistently contributes to interprofessional team discussions.
<b>Comments:</b>					

**Conflict Management/Resolution:** Ability to effectively manage and resolve conflict between and with other providers, patients/clients and families.

1. Demonstrates active listening and is respectful of different perspectives and opinions from others.
2. Works with others to manage and resolve conflict effectively.

<b>Dimensions</b>	<b>Not Observable</b>	<b>Minimal 1</b>	<b>Developing 2</b>	<b>Competent 3</b>	<b>Mastery 4</b>
<i>Respect for different perspectives</i>		<input type="checkbox"/> Does not consider the perspectives and opinions of others.	<input type="checkbox"/> Occasionally seeks the perspectives and opinions of others.	<input type="checkbox"/> Frequently seeks the perspectives and opinions of others.	<input type="checkbox"/> Consistently seeks the perspectives and opinions of others.
		<input type="checkbox"/> Does not seek clarification in a respectful manner when misunderstandings arise.	<input type="checkbox"/> Occasionally seeks clarification when misunderstandings arise, but it is not necessarily done in a respectful manner.	<input type="checkbox"/> Frequently seeks clarification in a respectful manner when misunderstandings arise.	<input type="checkbox"/> Consistently seeks clarification in a respectful manner when misunderstandings arise.
<i>Active Listening</i>		<input type="checkbox"/> Does not use active listening techniques when others are speaking.	<input type="checkbox"/> Occasionally uses active listening when others are speaking.	<input type="checkbox"/> Frequently uses active listening when others are speaking.	<input type="checkbox"/> Consistently uses active listening when others are speaking.
<i>Conflict Management</i>		<input type="checkbox"/> Does not manage or resolve conflict with others.	<input type="checkbox"/> Occasionally uses appropriate conflict resolution strategies to manage and/or resolve conflict.	<input type="checkbox"/> Frequently uses appropriate conflict resolution strategies to manage and/or resolve conflict.	<input type="checkbox"/> Consistently uses appropriate conflict resolution strategies to manage and/or resolve conflict.
<b>Comments:</b>					