

<b>iTOFT BASIC Version</b> <i>Individual Teamwork Observation and Feedback Tool</i>				Please tick one	Institutional logo		Date	
Student ID		Observer ID			Inappropriate	Appropriate	Responsive	Feedback for student
Profession		Profession						
Year level		Student peer observer Yes/No						Team composition
Graduate entry Yes/No								
<b>Observable behaviours</b>				Not applicable to this activity				
<b>Shared decision making</b>								
1. Plans patient/client care or group/community intervention with team members								
2. Prioritises actions relevant to the management of the patient/client or the group/community intervention								
3. Reviews patient/client or group/community goals when/if the situation has changed								
4. Advocates for patient/client/family or group/community as partners in decision-making processes								
5. Shares health care information with patients/clients /families or group/community								
6. Integrates patient's/client's/family's or group/community's circumstances, beliefs and values into care/intervention plans								
7. Includes relevant health professionals in patient/client care management or group/community intervention as appropriate								
<b>Working in a team</b>								
8. Participates in interprofessional discussions about patient/client care or group/community intervention								
9. Demonstrates respect for others in and outside the team								
10. Invites the opinions of other team members								
11. Participates in discussions about team performance								
<b>Overall global impression</b>								Comment:

## Scale descriptors

Not applicable to this activity	It is not possible to demonstrate this behaviour in this activity, in this context. <b>For example:</b> there may be no reason/opportunity to have a discussion about team performance.
Inappropriate	The student's teamwork behaviour is not appropriate in this context. <b>For example:</b> doesn't respond when asked a question; disrespectful or insufficient communication; insensitive behaviour; inadequate or incorrect information given; doesn't gain informed consent; doesn't disclose an error; aggressive behaviour.
Appropriate	The student is engaged with the team in the activity. However, does not take the opportunity to further develop teamwork behaviours. <b>For example:</b> gives accurate responses to questions when asked but does not ask questions or seek clarification; listens to feedback but does not initiate discussion; does not offer suggestions.
Responsive	The student is actively engaged with the team in the activity and demonstrates commitment in learning about teamwork. <b>For example:</b> speaks up, asks for information; integrates the perspectives of others; reflects back to others; clarifies, motivates, acknowledges the contribution of others; builds upon the ideas of others; encourages others.

## Behavioural item descriptors

Shared decision making	
1.	The student actively engages with the team to achieve an integrated care management plan or group/community intervention plan and identifies actions within their scope of practice that address needs. <b>Includes:</b> creates, plans, negotiates, speaks up, agrees.
2.	The student actively engages with the team to prioritise the actions identified in the integrated care management plan or group/community intervention plan. <b>Includes:</b> negotiates, speaks up, agrees.
3.	The student actively engages with the team to review the goals of the integrated care management plan or group/community intervention plan when the situation has changed. <b>Includes:</b> monitors, reassesses, negotiates, speaks up, agrees.
4.	The student actively with the team to put a case on behalf of a patient/client or group/community for the right to be a partner in decision making. <b>Includes:</b> gives information, speaks up, negotiates.
5.	The student actively engages with the patient/client or group/community to exchange information to achieve a shared understanding of the subject. <b>Includes:</b> gives information, seeks information, listens, reflects back, discusses options, discusses preferences.
6.	The student actively engages with the team to achieve a shared understanding of the patient's/client's or group's/ community's predisposition and integrate considerations into the integrated care management plan or group/community intervention plan. <b>Includes:</b> listens, reflects back, asks questions, clarifies, negotiates, agrees.
7.	The student recognises the boundaries of his/her and colleagues' scope of practice and identifies a knowledge gap that may be met by another health professional. <b>Includes:</b> questions, evaluates, sources, refers.
Working in a team	
8.	The student actively engages with the team in discussions to achieve a common understanding about decisions and actions to take. <b>Includes:</b> speaks clearly, removes jargon, explains discipline specific terminology, reflects back, clarifies, builds on another's ideas.
9.	The student is polite and shows consideration of the contributions of other people. <b>Includes:</b> acknowledges another's opinion, actively listens, is kind, is mindful, appreciates.
10.	The student actively seeks information from others in the team. <b>Includes:</b> asks, requests, searches, asks for feedback.
11.	The student actively engages in discussions about how the team performed together and the impact on patient/client care or group/community intervention. <b>Includes:</b> evaluates, clarifies, reflects, speaks directly, encourages, gives feedback, receives feedback.

<b>iTOFT ADVANCED Version</b> <i>Individual Teamwork Observation and Feedback Tool</i>				Please tick one	Institutional logo	Date
Student ID		Observer ID				
Profession		Profession				
Year level		Student peer observer Yes/No				
Graduate entry Yes/No						
<b>Observable behaviours</b>				Not applicable to this activity		
				Inappropriate		
				Appropriate		
				Responsive		
					<b>Activity observed:</b>	
					Team composition	
					<b>Feedback for student</b>	
<b>Shared decision making</b>						
1. Plans patient/client care or group/community intervention with team members						
2. Includes patient/client/family or group/community as partners in decision-making processes						
3. Includes relevant health professionals in patient/client care management or group/community intervention as appropriate						
<b>Working in a team</b>						
4. Participates in interprofessional discussions about patient/client care or group/community intervention						
5. Demonstrates respect for others in and outside the team						
6. Invites the opinions of other team members						
<b>Leadership</b>						
7. When leading is sensitive to the needs of the team						
8. Provides constructive feedback to team members about their performance						
<b>Patient Safety</b>						
9. Discusses patient safety issues with the team						
10. Works with other team members to manage conflict						
<b>Overall global impression</b>						Comment:

## Scale descriptors

Not applicable to this activity	It is not possible to demonstrate this behaviour in this activity and/or in this context. <b>For example:</b> there may be no reason to have a discussion about patient safety issues; the facilitator or a health professional is leading the team not a student.
Inappropriate	The student's teamwork behaviour is not appropriate in this context. <b>For example:</b> doesn't respond when asked a question; disrespectful or insufficient communication; insensitive behaviour; inadequate or incorrect information given; doesn't gain informed consent; doesn't disclose an error; aggressive behaviour; becomes personal in conflict.
Appropriate	The student is engaged with the team in the activity. However, does not take the opportunity to further develop teamwork behaviours. <b>For example:</b> gives accurate responses to questions when asked but does not ask question or seek clarification; listens to feedback; does not initiate discussion; does not offer suggestions.
Responsive	The student is actively engaged with the team in the activity and demonstrates commitment in learning about teamwork. <b>For example:</b> speaks up, asks for information; integrates the perspectives of others; reflects back to others; clarifies, motivates, acknowledges the contribution of others; builds upon the ideas of others; encourages others; deals with tensions; self regulates when there is conflict.

## Behavioural item descriptors

<b>Shared decision making</b>	
1.	The student actively engages with the team to achieve an integrated care management plan or group/community intervention plan and identifies actions within their scope of practice that address needs. <b>Includes:</b> creates, plans, negotiates, speaks up, agrees, prioritises, reviews, refers.
2.	The student actively engages with the patient/client or group/community to achieve agreed decisions on the plan and management. <b>Includes:</b> shares information, seeks information, integrates preferences, discusses options, advocates.
3.	The student recognises the boundaries of his/her and colleagues' scope of practice and identifies a knowledge gap that may be met by another health professional. <b>Includes:</b> questions, evaluates, sources, refers.
<b>Working in a team</b>	
4.	The student actively engages with the team in discussions to achieve a common understanding about decisions and actions to take. <b>Includes:</b> speaks clearly, removes jargon, explains discipline specific terminology, reflects back, clarifies, builds on another's ideas.
5.	The student is polite and shows consideration of the contributions of other people. <b>Includes:</b> acknowledges another's opinion, actively listens, is kind, is mindful, appreciates.
6.	The student actively seeks information from others in the team. <b>Includes:</b> asks, requests, searches, asks for feedback.
<b>Leadership</b>	
7.	The student assumes a situational leadership role to coordinate and integrate perspectives of team members. <b>Includes:</b> listens, is approachable, invites participation, uses direct language, coordinates, integrates, speaks up, acknowledges limits, uses mistakes for learning, sets boundaries, holds people accountable.
8.	The student gives objective practical advice and guidance to encourage other team members to consider options for further development of teamwork skills, <b>Includes:</b> supports, is consistent, facilitates understanding, uses direct language, shares information, questions, reflects back.
<b>Patient safety</b>	
9.	The student speaks up if there is a risk of harm, is open to talking about risk and errors and supports others to do so. <b>Includes:</b> is honest, problem solves, analyses, is constructive, prevents, learns, encourages, supports.
10.	The student actively discusses disagreements in the team and supports the integration and reconciliation of differences. <b>Includes:</b> engages, speaks directly, is calm, is self aware, reflects, is willing, negotiates, facilitates, motivates, learns lessons.