

iTOFT ADVANCED Version
individual Teamwork Observation and Feedback Tool

Student ID		Observer ID	
Profession		Profession	
Year level		Student peer observer Yes/No	
Graduate entry Yes/No			
Observable behaviours			

Not applicable to this activity	<i>Please tick one</i>		
	Inappropriate	Appropriate	Responsive

Institution logo	Date
Activity observed:	
Team composition:	
Feedback for student	

Shared decision making

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

Working in a team

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

Leadership

7. When leading is sensitive to the needs of the team
8. Provides constructive feedback to team members about their performance

Patient Safety

9. Discusses patient safety issues with the team
10. Works with other team members to manage conflict

Overall global impression	Comment:
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Scale descriptors

Not applicable to this activity	It is not possible to demonstrate this behaviour in this activity and/or in this context. For example: 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. For example: 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. For example: 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. For example: 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

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. Includes: 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. Includes: 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. Includes: questions, evaluates, sources, refers.
Working in a team	
4.	The student actively engages with the team in discussions to achieve a common understanding about decisions and actions to take. Includes: 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. Includes: acknowledges another's opinion, actively listens, is kind, is mindful, appreciates.
6.	The student actively seeks information from others in the team. Includes: asks, requests, searches, asks for feedback.
Leadership	
7.	The student assumes a situational leadership role to coordinate and integrate perspectives of team members. Includes: 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, Includes: supports, is consistent, facilitates understanding, uses direct language, shares information, questions, reflects back.
Patient safety	
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. Includes: 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. Includes: engages, speaks directly, is calm, is self aware, reflects, is willing, negotiates, facilitates, motivates, learns lessons.