

iTOFT BASIC 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

Please tick one

Institution logo

Date

Inappropriate	Appropriate	Responsive
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Activity observed:

Team composition

Feedback for student

Shared decision making

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

Working in a team

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

Overall global impression

Comment:

Scale descriptors

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

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.
2.	The student actively engages with the team to prioritise the actions identified in the integrated care management plan or group/community intervention plan. Includes: 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. Includes: 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. Includes: 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. Includes: 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. Includes: 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. Includes: 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. Includes: 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. Includes: acknowledges another's opinion, actively listens, is kind, is mindful, appreciates.
10.	The student actively seeks information from others in the team. Includes: 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. Includes: evaluates, clarifies, reflects, speaks directly, encourages, gives feedback, receives feedback.