

## Learning IN and FROM Teams: LIFT Self-Assessment Tool

The LIFT Self-Assessment Tool is a useful reflective tool for students who are hoping to compare their own interprofessional (IP) collaborative practice competencies pre- and post- engagement in one or more placement settings. The tool can also be used by preceptor to help facilitate a discussion to explore students' learning goals related to collaborative practice [p.4 learning plan template]. Students may also wish to use the tool as a foundation for discussion with their peers/preceptors from within their own discipline or other disciplines. The completed assessment tool acts as an artifact to include in the students' learning portfolios.

The tool provides a 5-point Likert scale that allows the learner to self-assess one's level of comfort in displaying certain behaviours associated with several IP collaborative practice competency domains. The tool includes self-reflection questions to serve as a guide for reflection prior to and after engaging in the clinical placement. The LIFT Self-Assessment tool is a unique instrument in the field of IPE as it is one of the first surveys developed by primarily by students (in consultation with other key stakeholders) to measure the competencies related to collaborative practice and incorporates a retrospective pre-test/post-test design.

### BACKGROUND:

The UBC Health Practice Education Committee received a Teaching and Learning Enhancement Fund (TLEF) grant to create a flexible IPE model to ensure that all health professional students, regardless of location, timing or length of clinical placement, receive the interprofessional education necessary to work in collaborative practice. In consultation with stakeholders including patients, faculty, preceptors, and health authority administrators as well as through a review of literature on interprofessional education in the clinical setting, a novel IPE model has been developed. The model is grounded on 5 pillars: Facilitation of comparable and Reliable IPE/ICP Experiences; Student Assessment, Portable, Evaluative Ease, and Sustainable. It includes 3 phases: (1) Integrated IP Curriculum; (2) Clinical Placement Activities; and (3) Post-Placement Assessment.

# UBC Health – LIFT Self-Assessment Tool

Name: \_\_\_\_\_

Program/Year: \_\_\_\_\_

Adapted from:

1. BC Practice Education Committee: *Advancing Teamwork in Healthcare - Competence Assessment, Planning, Evaluation (CAPE) Tool.*
  2. Dalhousie University ICCAS – *Interprofessional Collaborative Competencies Attainment Survey*
- SCALE – 1= no confidence/comfort; 5 = high confidence/comfort levels

	Please rate your comfort/ability for each criteria under the respective CIHC competency (1 = Not Comfortable at All; 5 = Very Comfortable)										Preceptor/Student Comments
	Before your placement					After your placement					
	1	2	3	4	5	1	2	3	4	5	
<b>Role Clarification</b>											
How comfortable did/do you feel describing your role and scope of practice to other healthcare professionals (HP) and team members?											
How comfortable did/do you feel describing the scopes of practice of others that you collaborated with?											
How would you rate your ability to recognize how the skills and knowledge of other HPs complement or overlap with your own abilities?											
<b>Team Functioning/Patient/Client-Centered Care</b>											
How often do you reflect on your ability to work collaboratively with other HPs and clients/families? <i>1 = Never; 5 = After each patient or colleague encounter</i>											
How comfortable do you feel working with other healthcare professionals to develop a set of principles that will guide your work together?											
How comfortable did/do you feel negotiating responsibilities within overlapping scopes of practice?											
<b>Collaborative Leadership</b>											
How comfortable did/do you feel working with other HPs and clients/families to build interdependent practice and enhance patient/client care?											
<b>Interprofessional Communication</b>											
How comfortable did/do you feel communicating with other HPs to ensure common understanding of patient/client care decisions?											
How would you rate your ability to express your ideas/views/concerns without being judgemental of your colleagues/peers?											
<b>Interprofessional Conflict Resolution</b>											
How comfortable did/do you feel identifying common situations that are likely to lead to disagreements or conflicts, including role ambiguity, power gradients, and differences in goals?											
How comfortable do you feel identifying strategies to deal with conflict, working to reach an acceptable solution, and, establishing guidelines/protocols for addressing disagreements in the future?											

## SELF-REFLECTION

Reflecting on your Interprofessional experience, please use these questions as opportunities to take notes or make comments about your learning journey. Please hold on to these notes and when you complete the Student Exit Survey, you will have the opportunity to answer the same questions with more integrated answers. It is hoped that providing the questions to you in advance will help you keep track of your learning.

**Please describe TWO things you learned about the professions you worked with that you didn't previously know:**

**Please describe TWO strategies that helped you work with the other professions to figure out how to work together:**

**How has your clinical experience impacted your beliefs on why *Interprofessional Communication* is important?**

**How has your clinical experience impacted your approach to managing conflict in the healthcare/community setting?**

# LEARNING PLAN

Student Name >  
Date >

Preceptor Name >  
Site/Location >

CONTEXT (reason for learning plan) >

COLLABORATIVE PRACTICE GOALS	STRATEGIES	ASSESSMENT	RESULTS
<ul style="list-style-type: none"> <li>▶ Desired area of development</li> <li>▶ Learning outcomes targeted (use National Interprofessional Competency Framework discipline-specific competency framework. (e.g. CANMEDS))</li> </ul>	<ul style="list-style-type: none"> <li>▶ What strategies will help the learner achieve this goal?</li> <li>▶ Specify details (e.g., frequencies persons responsible, whenever possible)</li> </ul>	<ul style="list-style-type: none"> <li>▶ How will learner performance be assessed?</li> <li>▶ Timeline for progress review?</li> </ul>	<ul style="list-style-type: none"> <li>▶ Goal achieved fully, partially, or not at all?</li> <li>▶ Next steps?</li> </ul>
<ul style="list-style-type: none"> <li>▶ E.g., Regarding role clarification, ask 3 profession-specific questions to each individual on my clinical team.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Participation in a team meeting</li> <li>▶ Participation in a discharge planning meeting</li> <li>▶ Participation in Rounds</li> </ul>	<ul style="list-style-type: none"> <li>▶ E.g. Share my self-reflection and, the completed LIFT Self-Assessment Tool with my preceptor</li> </ul>	

Student Signature: \_\_\_\_\_

Preceptor Signature: \_\_\_\_\_

The Learning Plan template has been adapted with permission from Brenda Hardie and Bill Upward *Learner in Difficulty* modules: UBC's Department of Family Practice in the Faculty of Medicine.