



# ASSESSING TEAMWORK: STORIES FROM THE FIELD



NATIONAL CENTER for  
INTERPROFESSIONAL  
PRACTICE and EDUCATION

Practical Guide: Volume 4



# Assessing Teamwork: Stories from the Field

## A PRACTICAL GUIDE: VOLUME 4

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### Overview

The National Center for Interprofessional Practice and Education (the National Center) receives numerous requests from educators, practitioners, and researchers in the interprofessional education and collaborative practice (IPECP) community. Many requests concern teamwork as it occurs within interprofessional collaborative practice (IPCP): how to define it, how to measure it, and how to develop a plan for assessing it at the individual team member and collective group levels. Across our community of users, people want access to high quality measurement tools. They also seek guidance on how to appraise and select the right tools for their particular purposes and settings.

The purpose of our Practical Guide series is to help users assess IPCP teamwork at different points throughout the education-to-practice IPECP continuum.<sup>9</sup> In presenting a workshop on these topics in August 2016, we also learned that many people confuse *assessment* (of individuals, teams) with *evaluation* (of programs and strategic interventions). We recognize that people want to know more about how to develop a plan for evaluating programs designed to teach and assess IPCP teamwork.

The framework for these Guides grew out of research conducted by the National Center in 2015.<sup>21, 22</sup> Drawing from the science of teamwork and a national survey of 32 thought leaders, the Center identified 11 essential teamwork competencies. These are competencies exhibited by effective teams as a whole. We also identified 20 individual-level competencies, which are believed to impact an individual's ability to successfully contribute to team performance. Although there is overlap between these competency lists and those developed by others, for example, by the Interprofessional Education Collaborative (IPEC),<sup>10</sup> the competencies in *Volume 1* have value due to their basis in the literature, specifically on teamwork, and the consensus results from our survey.

***Volume 1. What is Teamwork in Interprofessional Collaborative Practice? —***

Introduces and explains teamwork concepts, based on the literature of effective teams across many disciplines, including health and social care.

***Volume 2. Assessing Interprofessional Collaborative Practice Teamwork —***

Describes important measurement concepts for assessing IPCP teamwork competencies and performance across the continuum, from undergraduate training through continuing professional development.

***Volume 3. Steps for Developing an Assessment Plan —*** Provides a step-by-step process for developing an assessment plan of IPCP teamwork competencies and performance; can be applied at the undergraduate, graduate, or professional development levels.

***Volume 4. Assessing Teamwork: Stories from the Field —*** Provides case studies of assessing IPCP teamwork in academic and practice settings.

***Volume 5. Incorporating IPCP Teamwork Assessment into Program Evaluation —*** Provides guidance for evaluating programs designed to strengthen teamwork capacity and performance. To be published in late Fall 2017.

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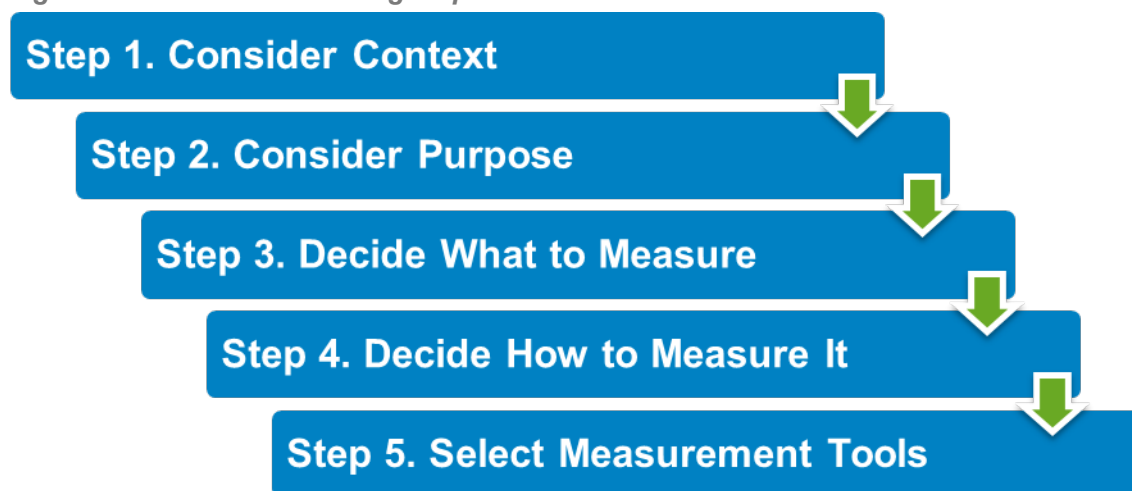
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### Purpose

People often think of validity as a characteristic of a measurement tool, but validity is actually a characteristic of the full assessment process, including the tools, who uses them, and how they are used. Creating an assessment plan is an important step in establishing the validity of an assessment process. It summarizes what is to be measured and provides the rationale for assessment methods that are chosen as well as those that are not chosen.

The purpose of this guide is to illustrate the 5-step assessment planning process shown below (and described in *Volume 3*) with real-world examples of interprofessional, collaborative practice (IPCP) or interprofessional education (IPE) teamwork assessment in different interprofessional education and collaborative practice (IPECP) settings.

*Figure 1. Assessment Planning Steps*



### Distinguishing assessment, evaluation, and research

What's the difference between *assessment*, *evaluation*, and *research*? These terms are used in different ways and sometimes interchangeably by different people. Here is how we use them:

- *Assessment* means the measurement of knowledge, skills, attitudes, perceptions, or behaviors of individuals, groups, teams, or environments. Assessment data can be quantitative or qualitative and can be used for different purposes, from promoting self-awareness and learning, to grading students in a class, to identifying appropriate clinical sites for IPCP training, to benchmarking team performance for quality improvement. Assessment was discussed at length in *Volume 3* of this series.
- *Evaluation* means review of programs that are designed to produce desired changes in knowledge, skills, behaviors, etc., to achieve larger aims. In contrast to assessment, where we typically make observations or judgments about individuals or groups, in evaluation we make observations or judgments about programs. Evaluation plans focus on underlying program needs, processes, and outcomes. They focus on local stakeholder needs, such as program planning, improvement, expansion, or termination. Evaluation planning is the subject in *Volume 5* of this series.