

Learner Interpretation of Collaboration in Interprofessional Competency Assessment

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Presented by: Sylvia Langlois

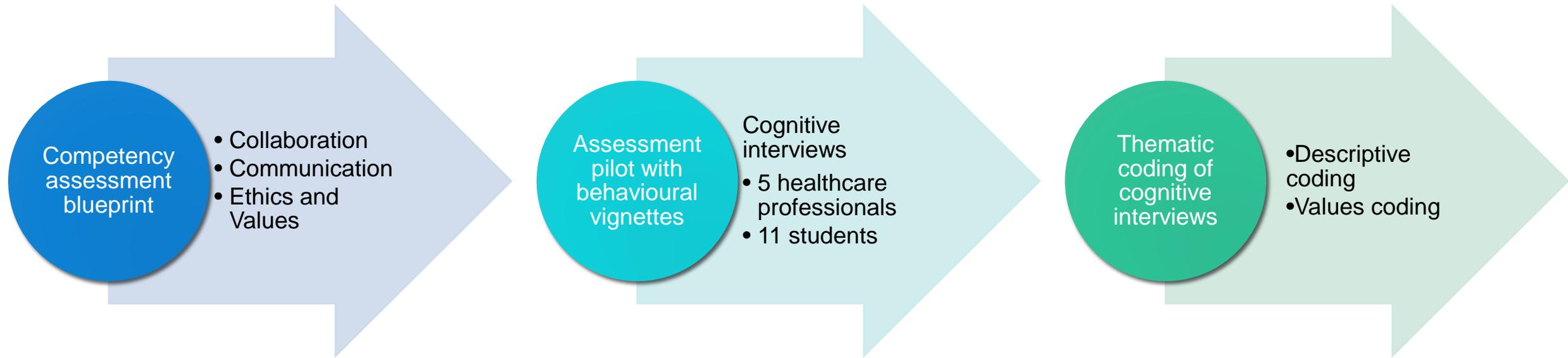
“Collaborating Across Borders VI” Conference, Banff, 2017.

Need for Developmental Feedback



complexity in care, inequities and strains on the healthcare system = schisms in healthcare team practice (Frenk et al., 2010).

Methods & Data



(Saldaña, 2015)

Interprofessional Competence Assessment

*Team members include colleagues, patients/client and families

		Areas for Improvement	Meets expectations	Area of strength	Unable to observe	
COLLABORATION	Describes own role, expertise and scope of practice in relation to other team members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Feedback:
	Consults with and refers to others as appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Involves patients/clients/families in care decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Engages other professionals in shared decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Integrates the perspectives of other team members to develop a shared plan of care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Demonstrates adaptability/flexibility in working with other team members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Participates in reflective activities with team members (e.g., on team process, quality and safety of care)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Applies strategies to improve team function (e.g., team goal-setting, managing group dynamics)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Promotes a positive environment for collaboration with others (e.g., inclusion, positive team interactions, recognition of others' contributions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
COMMUNICATION	Listens attentively when receiving input from team members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Feedback:
	Seeks to understand other team members' perspectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Communicates knowledge and opinions with team members to develop common understandings (e.g., provides clear information, avoids jargon)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Provides feedback to team members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Incorporates feedback from team members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Uses respectful communication even when other team members disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
VALUES & ETHICS	Respects values, beliefs and experiences of all team members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Feedback:
	Acknowledges joint accountability of team members (e.g. for patient safety and health care)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Recognizes the values and goals of patients/clients as central to interprofessional health care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Advocates for interprofessionalism to enhance quality and safety of care (e.g., articulates importance, actively promotes, seeks out opportunities for advancing interprofessionalism)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Behavioural Vignette #1: Alex

“Alex really cares about her patients and goes above and beyond what is expected of her. She is always looking for ways to collaborate with team members, including the patient and the patient’s family, and does whatever she can to support her patients and ensure they receive optimal care. If there is an issue outside her scope of practice, she will bring in the appropriate person to consult. Always thinking of the best interests of the patient, Alex does her due diligence and questions every recommendation and idea shared by other team members to assure that there are no flaws in their thinking. She sets high expectations for the team and is eager to help her teammates grow in their roles – even if this means doing extra research on the side to double check the work of the other team members, or to suggest new resources or perspectives that the other team members should be considering in their respective fields...”

Behavioural Vignette #1: Alex

...In addition to seeking ways to improve the function of the interprofessional team, Alex is eager to grow in her own role. She is open to receiving feedback and readily invites and listens to constructive criticism. When feedback is received, she does her best to ensure she understands what is being said and why, so asks a lot of questions of the person providing the feedback and requests evidence to support the statements being made. Alex regularly speaks up in team meetings and often plays the role of the devil's advocate to ensure that each decision has been carefully thought through and the best plan of care is being implemented with the patient. She can get on board with an idea that she did not originally agree with as long as it has been appropriately debated and sufficient evidence has been provided to support the different viewpoint. Her tireless efforts advocating for the health of her patients, and the need for interprofessional team members to collaborate in the delivery of the patient's health care plan, do not go unnoticed....

Behavioural Vignette #1: Alex

...Patients describe Alex as a fearless warrior as she is always pushing herself and others to improve and implement new collaborative plans in the best interests of the patient. As soon as she is done with one case she is immediately on to another. She may reflect on previous cases when she has a moment to spare, but can't waste any time fighting to improve the health of the new patient she is working with."

Interprofessional Competence Assessment

*Team members include colleagues, patients/client and families

		Areas for Improvement	Meets expectations	Area of strength	Unable to observe	
COLLABORATION	Describes own role, expertise and scope of practice in relation to other team members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Feedback:
	Consults with and refers to others as appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Involves patients/clients/families in care decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Engages other professionals in shared decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Integrates the perspectives of other team members to develop a shared plan of care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Demonstrates adaptability/flexibility in working with other team members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Participates in reflective activities with team members (e.g., on team process, quality and safety of care)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Applies strategies to improve team function (e.g., team goal-setting, managing group dynamics)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Promotes a positive environment for collaboration with others (e.g., inclusion, positive team interactions, recognition of others' contributions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
COMMUNICATION	Listens attentively when receiving input from team members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Feedback:
	Seeks to understand other team members' perspectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Communicates knowledge and opinions with team members to develop common understandings (e.g., provides clear information, avoids jargon)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Provides feedback to team members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Incorporates feedback from team members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Uses respectful communication even when other team members disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
VALUES & ETHICS	Respects values, beliefs and experiences of all team members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Feedback:
	Acknowledges joint accountability of team members (e.g. for patient safety and health care)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Recognizes the values and goals of patients/clients as central to interprofessional health care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Advocates for interprofessionalism to enhance quality and safety of care (e.g., articulates importance, actively promotes, seeks out opportunities for advancing interprofessionalism)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Sample Ratings from a Health Professional (pilot)

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VALUES & ETHICS	Respects values, beliefs and experiences of all team members	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Feedback:
	Acknowledges joint accountability of team members (e.g. for patient safety and health care)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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COLLABORATION	Describes own role, expertise and scope of practice in relation to other team members	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Feedback: <i>"...I'm not sure she would be easy to work with...I'm not convinced that she actually is respectful of her other team members and values their opinions"</i>
	Consults with and refers to others as appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Involves patients/clients/families in care decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
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COMMUNICATION	Listens attentively when receiving input from team members	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Feedback: <i>"she's open to receiving feedback. And I assume because she's so keen about asking for the rationale and evidence that she'd be listening attentively to every word that's being said."</i>
	Seeks to understand other team members' perspectives	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
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VALUES & ETHICS	Respects values, beliefs and experiences of all team members	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Feedback: <i>"I don't think it is joint accountability. I think she's holding them accountable, they themselves, and when you're working within a team you are jointly accountable and I'm not seeing evidence of that."</i>
	Acknowledges joint accountability of team members (e.g. for patient safety and health care)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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VALUES & ETHICS	Respects values, beliefs and experiences of all team members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Feedback:
	Acknowledges joint accountability of team members (e.g. for patient safety and health care)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Sample Ratings from a Health Professions Student (pilot) Interprofessional Competence Assessment

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COMMUNICATION	Listens attentively when receiving input from team members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Feedback: <i>"She seems to be very actively seeking to understand someone else's perspective..."</i>
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	Health Prof. 1	Health Prof. 3	Health Prof. 5	STUD 2	STUD 4	STUD 6	STUD 8
1) Describes own role, expertise and scope of practice in relation to other team members	Meets Expectations	Area of Improvement	area of strength	area of strength	unable to observe	unable to observe	unable to observe
2) Refers to other professionals as appropriate (consults with others and refers to as appropriate)	Area of Strength	Meets Expectations	area of strength	area of strength	area of strength	area of strength	meets expectation
3) Involves patients/clients/families in care decisions	Unable to Observe	Area of Improvement	area of strength	area of strength	meets expectations/area of strength	area of strength	area of strength
4) Consults with and engages other professionals as appropriate in shared decision making	n/a	Area of Improvement	meets expectations	area of strength	area of strength/meets expectation	area of improvement	meets expectations
5) Integrates the perspectives of other team members to develop a shared plan of care	Meets Expectations	Area of Improvement	meets expectations	area of strength	meets expectations	area of strength	area of strength
6) Demonstrates adaptability/flexibility in working with other team members	Meets Expectations	Area of Improvement	area of Improvement	rated area of strength/would change to meets expectations	meets expectations/area of strength	area of improvement	meets expectations
7) Participates in reflective activities with team members (e.g., on team process, quality and safety of care)	Meets Expectations	Area of Improvement	Unable to observe	area of strength	unable to observe	area of improvement	not able to observe
8) Applies strategies to improve team function (e.g., team goal-setting, managing group dynamics)	Meets Expectations	Area of Improvement	meets expectations	meets expectations	area of improvement	area of improvement	meets expectations
9) Promotes a positive environment for 9) collaboration with others (e.g., inclusion, positive team interactions, recognition of others' contributions)	Assuming meets expectations? Not made explicit in the cognitive interview	Meets Expectations	Area of Improvement	area of strength	meets expectations	meets expectations	area of improvement
1) Listens attentively when receiving input from team members	Area of Strength	Meets Expectations	Area of Strength (reasoning is counterintuitive)	area of strength	area of strength	area of strength	unable to observe
2) Seeks to understand other team members' perspectives	Area of Strength	Meets Expectations	Area of Strength (reasoning is counterintuitive)	meets expectations	area of strength	meets expectations	meets expectations
3) Communicates knowledge and opinions with team members to develop common understandings (e.g., provides clear information, avoids jargon)	Area of Strength	Area of Improvement	meets expectations	are of strength	meets expectations	area of strength	area of strength
4)Provides feedback to team members	Meets Expectations	Area of Improvement	meets expectations (inferring)	meets expectations	not able to observe	unable to observe	meets expectation
5) Incorporates feedback from team members	Area of Strength	Meets Expectations	meets expectations (inferring)	area of strength	same as above	unable to observe	area of strength
6) Uses respectful communication even when other team members disagree	Unable to Observe	Meets Expectations	meets expectations (inferring)	meets expectations	unable to observe	unable to observe	meets expectations
1) Respects values, beliefs and experiences of all team members	Meets Expectations	Area of Improvement	area of improvement	not done	meets expectations	meets expectations/area of improvement	area of improvement
2) Acknowledges joint accountability of team members (e.g. for patient safety and health care)	Meets Expectations	Area of Improvement	meets expectations	meets expectations	area of improvement	area of improvement	area of improvement
3) Recognizes the values and goals of patients/clients as central to interprofessional health care		Meets Expectations	area of strength	area of strength	meets expectations	area of strength	area of strength
4) Advocates for interprofessionalism to enhance quality and safety of care (e.g., articulates importance, actively promotes, seeks out opportunities for advancing interprofessionalism)	Area of Strength	Area of Improvement	area of strength	area of strength	area of improvement	area of strength	area of strength

	Health Prof. 1	Health Prof. 3	Health Prof. 5	STUD 2	STUD 4	STUD 6	STUD 8
1) Describes own role, expertise and scope of practice in relation to other team members	Meets Expectations	Area of Improvement	area of strength	area of strength	unable to observe	unable to observe	unable to observe
2) Refers to other professionals as appropriate (consults with others and refers to as appropriate)	Area of Strength	Meets Expectations	area of strength	area of strength	area of strength	area of strength	meets expectation
3) Involves patients/clients/families in care decisions	Unable to Observe	Area of Improvement	area of strength	area of strength	meets expectations/area of strength	area of strength	area of strength
4) Consults with and engages other professionals as appropriate in shared decision making	n/a	Area of Improvement	meets expectations	area of strength	area of strength/meets expectation	area of improvement	meets expectations
5) Integrates the perspectives of other team members to develop a shared plan of care	Meets Expectations	Area of Improvement	meets expectations	area of strength	meets expectations	area of strength	area of strength
6) Demonstrates adaptability/flexibility in working with other team members	Meets Expectations	Area of Improvement	area of improvement	rated area of strength/would change to meets expectations	meets expectations/area of strength	area of improvement	meets expectations
7) Participates in reflective activities with team members (e.g., on team process, quality and safety of care)	Meets Expectations	Area of Improvement	Unable to observe	area of strength	unable to observe	area of improvement	not able to observe
8) Applies strategies to improve team function (e.g., team goal-setting, managing group dynamics)	Meets Expectations	Area of Improvement	meets expectations	meets expectations	area of improvement	area of improvement	meets expectations
9) Promotes a positive environment for 9) collaboration with others (e.g., inclusion, positive team interactions, recognition of others' contributions)	Assuming meets expectations? Not made explicit in the cognitive interview	Meets Expectations	Area of Improvement	area of strength	meets expectations	meets expectations	area of improvement
1) Listens attentively when receiving input from team members	Area of Strength	Meets Expectations	Area of Strength (reasoning is counterintuitive)	area of strength	area of strength	area of strength	unable to observe
2) Seeks to understand other team members' perspectives	Area of Strength	Meets Expectations	Area of Strength (reasoning is counterintuitive)	meets expectations	area of strength	meets expectations	meets expectations
3) Communicates knowledge and opinions with team members to develop common understandings (e.g., provides clear information, avoids jargon)	Area of Strength	Area of Improvement	meets expectations	are of strength	meets expectations	area of strength	area of strength
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1) Respects values, beliefs and experiences of all team members	Meets Expectations	Area of Improvement	area of improvement	not done	meets expectations	meets expectations/area of improvement	area of improvement
2) Acknowledges joint accountability of team members (e.g. for patient safety and health care)	Meets Expectations	Area of Improvement	meets expectations	meets expectations	area of improvement	area of improvement	area of improvement
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	Health Prof. 1	Health Prof. 3	Health Prof. 5	STUD 2	STUD 4	STUD 6	STUD 8
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2) Refers to other professionals as appropriate (consults with others and refers to as appropriate)	Area of Strength	Meets Expectations	area of strength	area of strength	area of strength	area of strength	meets expectation
3) Involves patients/clients/families in care decisions	Unable to Observe	Area of Improvement	area of strength	area of strength	meets expectations/area of strength	area of strength	area of strength
4) Consults with and engages other professionals as appropriate in shared decision making	n/a	Area of Improvement	meets expectations	area of strength	area of strength/meets expectation	area of improvement	meets expectations
5) Integrates the perspectives of other team members to develop a shared plan of care	Meets Expectations	Area of Improvement	meets expectations	area of strength	meets expectations	area of strength	area of strength
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7) Participates in reflective activities with team members (e.g., on team process, quality and safety of care)	Meets Expectations	Area of Improvement	Unable to observe	area of strength	unable to observe	area of improvement	not able to observe
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9) Promotes a positive environment for 9) collaboration with others (e.g., inclusion, positive team interactions, recognition of others' contributions)	Assuming meets expectations? Not made explicit in the cognitive interview	Meets Expectations	Area of Improvement	area of strength	meets expectations	meets expectations	area of improvement
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1) Respects values, beliefs and experiences of all team members	Meets Expectations	Area of Improvement	area of improvement	not done	meets expectations	meets expectations/area of improvement	area of improvement
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3) Recognizes the values and goals of patients/clients as central to interprofessional health care		Meets Expectations	area of strength	area of strength	meets expectations	area of strength	area of strength
4) Advocates for interprofessionalism to enhance quality and safety of care (e.g., articulates importance, actively promotes, seeks out opportunities for advancing interprofessionalism)	Area of Strength	Area of Improvement	area of strength	area of strength	area of improvement	area of strength	area of strength

Feedback from Health Professionals

Health Professionals

Interpretation:

Needing/inferring
Alex's profession
to inform rating
judgments

“She strikes me as someone who is looking out to always question the roles of the other team members and there really wasn't a sense of...what does she bring to the table? Except for a lot of questioning of other team members' perspectives, contributions. The whole idea about double checking the work of others.... **I don't get a sense of what she does...what her role is - what profession is she?**”

Health Professionals I

Interpretation:
seen as poor IPC
by the lack of
flexibility of Alex's
approach

“She seems to always have the same role, **which is asking lots of questions.** But that is not always the appropriate strategy to use. And so this question is asking about flexibility – if she is always using the same tactic, I would argue that she is not being flexible...”

Health Professional

Interpretation:
asking lots of
questions not seen
as reflection, seen
as precursor to
team conflict

“So she is reflecting. But is she reflecting WITH the team members?
Again, she is asking lots of questions – that might not promote reflection in others, it might actually promote challenges in others”

Health Professional

Interpretation:
questioning or
double checking
seen as a sign of
insecurity in her
role

“she seems insecure in her role and part of growth on the interprofessional team is being open to both constructive feedback and positive feedback and not to **always question it**. Sure you can question it, but if that’s where you always go [with] it, there’s something wrong with that approach...”

Health Professional

Interpretation:
Alex's questioning
behaviour seen as
intimidating, which
may prevent her
from getting
appropriate
feedback

“So I think...she listens attentively...I think she might be abrasive, but she's attentive...she takes on feedback, **but she asks a lot of questions which I think would put people off from actually providing her with it.** So she thinks she's asking them for clarification, but I think she actually might intimidate people.”

Health Professional

Interpretation:
highlights
professional
hierarchies and
assumptions
around knowledge
claims affecting
interprofessional
collaboration

“I think because of the **hierarchy and the level of training** , if I were a physio and you were an OT, but think about the **pre-existing hierarchies**...if the imaging student were to go and tell this to a medical student, versus a medical student going trying to tell an imaging student, that is going to look very different . There is going to be assumptions about breadth of knowledge. If medicine knows everything, they can actually feed back down and that could be completely appropriate, but is that culturally appropriate?”

Health Professional

Interpretation:
feedback is only seen
as useful if the team
member is keen on
receiving the
feedback; seen as
inappropriate if it
challenges team
dynamics/crosses
professional
boundaries

“because feedback is only good if you can deliver it in a way that the person who is receiving it is keen. I’m working off of this as if this were a student.... if there was an OT student who came and started double checking my work, that would not be: **a) that is highly inappropriate, because they are not even at a level where they know their own scope and role.** Given she is very keen and she really wants to learn, but having high expectations as a student of your team – might lead to some challenges with team dynamics and team functioning.”

Feedback from Health Professions Students

Students

Interpretation:
recognized no
mention of Alex's
profession was a
design flaw of the
vignette

-rated "unable to
observe"

"So maybe it wasn't specific enough to me overall, that's why I gave it an unable."

"I don't think there was indication in the stem to help me answer that."

Students

Interpretation:
appreciates Alex's
involvement, and
her patient-
centered approach

“Yeah, she is **super eager**...if she knows the area, she will act on it, or if she doesn't, she will bring in another professional. **She will check if the recommendations from that professional are sufficient for the patient's care** and also, it is **great that she is really involved in her own practice and in benefitting her patient as well.**”

Students

Interpretation:
asking questions is
seen as good, in
pursuit of clarity,
evidence based
practice, and
feedback

“...when she is given feedback, she will always **ask question to clarify. She makes sure she understands what feedback they are providing,** and based on their recommendations, she will act accordingly – **whether there is sufficient evidence to support what their claims are.**”

Students

Interpretation: Alex is evidence oriented when accepting perspectives of others

“She kind of wants, needs the evidence, to understand another person’s perspective . And if there is not enough evidence, then she will go towards what the team members are saying rather than what the person is saying and believing it.”

Students

Interpretation:
notes that
questioning
behaviour can be
controversial when
managing team
dynamics

“It’s nice that she plays a devil’s advocate.
Which is I think is one step, but nothing
about setting the team goals together or
managing the dynamics. **Like I think it’s
good that she plays devil’s advocate,
but I think she can do more than
asking questions...**”

Emergent Themes

Health Professionals

Requested profession to help inform IPC assessment

Too many questions seen as inflexible and poor collaborative practice

Power and hierarchy strongly informed rating judgments

Alex

combative collaborator,
questions,
evidence-based,
patient centered

Students

Recognized no specified "profession" was more a design flaw of the vignette

Liked the questioning, and saw it as integrating perspectives, centered in evidence-based practice

Acknowledged questioning can complicate team dynamics

Discussion:

Rater cognition and Rater effects

“[raters] engage in a highly sophisticated, complex mental process to arrive at their decisions—observing, recalling information from memory storage, and then organizing, combining, weighing, and integrating that information to draw inferences about individuals” (Myford and Wolfe, 2003)

Discussion:

Rater cognition and Rater effects

- Rater evaluation and Rater scores have largely varied, even when watching the same performance (Holmboe et al, 2003)
- Rater variation has often been considered “error” but newer paradigms consider variation as being meaningful interpretation (Gingerich et al, 2011)
- With rater-mediated assessment in competency-based education, it is important to understand how raters make their judgements for validity (Sebok-Syer, 2015)

Discussion:

Power and Hierarchy in IPE/IPC

Power and Hierarchy in IPE

- Baker et al (2011) examined power relations between health professions group using the Witz model of professional closure (1992)
- Findings suggest that differences in behaviours, attitudes, and communication between health professions reinforce traditional power relationships within an IPE context

Power and Hierarchy in IPE assessment

- Findings from this work echo work by Baker et al (2011), in that health professionals' rating judgments relied upon their understanding of existing power relationships in healthcare

Conclusions:

- ❖ Work demonstrates the need to make explicit how rating judgments and decisions are being made in IPE assessment
- ❖ To understand the complex interactions between Raters' existing ideologies around power and hierarchy in healthcare and their rating judgments in an IPE assessment context
- ❖ How these differences indirectly influence the development of IPC competency development in health professions students

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