

## Interprofessional Capability Assessment Tool (ICAT)

<b>Student:</b>	<b>Profession:</b>
<b>Course Level:</b> <b>NOVICE</b> [UG First Year] / <b>INTERMEDIATE</b> [UG Middle Year(s), GEM Year 1] / <b>ENTRY</b> [UG & GEM Final Year]	
<b>Placement site:</b>	
<b>Dates of placement:</b>	
<b>Coordinator/Facilitator completing form:</b>	

For each student, this assessment form needs to be completed by each of the following persons (**please tick**):

- COORDINATOR/FACILITATOR** – assessment will be based on feedback from all relevant staff & student peers
- STUDENT** – self assessment of performance

### **INSTRUCTIONS**

The Interprofessional Capability Assessment Tool is divided into **three core elements of capability**:

- Client-Centred Service/Care
- Client Safety & Quality
- Collaborative Practice

For each of the THREE capability elements the student is graded from *Novice* to *Above Entry Level*. Indicate by circling one of these options. Do not allocate half grades. Grade Descriptors are presented overleaf to assist with making a holistic judgment of each element of capability. Provide specific comments & examples of observed strengths and areas for improvement to guide the student's learning.

The student **MUST** complete a self assessment using this form. The coordinator/facilitator also completes the assessment and then meets with the student to discuss their assessment, including key strengths and areas for improvement. Students are required to develop an "Action Plan" with strategies to improve any element of capability that has been rated below the students' current course level. For example, a student in Year 2 of their course who is rated as *Novice* in any of the three capability domains must complete an action plan to address how they will work towards the *Intermediate* level by the end of the placement. The coordinator/facilitator should inform the relevant university staff member of any student needing to write an "Action Plan".

To **PASS** the **placement**, the coordinator/facilitator(s) must grade the student at their current course level in **all three capability elements**.

GRADE DESCRIPTORS	Novice	Intermediate	Entry	Above Entry
<b>Client-Centred Service/Care</b>	Acknowledges the need to be client-centred in planning safe, high quality service/care. Actively listens to the client. Communicates in a respectful manner that promotes positive interactions.	Communicates with the client in a respectful manner. Initiates positive interactions. Actively listens to the clients & caregivers. Describes key aspects of client-centred service/care.	Communicates with client, caregivers & other team members in a manner that promotes understanding & positive interaction. Ensures informed consent. Works in partnership with client & other team members to plan & implement services/care. Facilitates client participation in decision making & self-management. In partnership with client & other team members recommends appropriate improvements in policies & procedures.	Develops an effective therapeutic partnership with client, caregivers & other team members to collaboratively plan, implement & evaluate service/care. Effectively exchanges information with all those involved to facilitate and enable client self-management, encourage client interaction, ensure client participation in decision making, & obtain informed consent. Maintains therapeutic partnership throughout provision of service.
<b>Client Safety &amp; Quality</b>	Behaves in a professional manner at all times. Maintains client confidentiality. Complies with basic policies, procedures & standards of practice. Identifies key factors that impact on the safety & quality of service/care for clients.	Behaves in a professional manner at all times. Maintains client confidentiality. Complies with important policies, procedures & standards of practice. Practices are evidence based. Discusses own professional perspective on client safety & quality & seeks others input on this. Critically evaluates research on client safety. Describes benefits of understanding the role, responsibilities & competence of other professions to improving service/care.	Consistently behaves in a professional manner. Adheres to policies & procedures, including national & international standards. Practices are evidence based with sound reasoning. Delivers safe & acceptable quality service/care. Undertakes critical evaluations. Reflects on own competence & constraints of own profession. Contributes to the evaluation of client safety & quality outcomes.	Demonstrates a very high level of professional behaviour at all times. Complies with all policies, procedures or standards of practice. Practices are evidence based with detailed clinical reasoning. Delivers safe, high quality care consistently. Undertakes in depth critical evaluations without support. Facilitates team ethics & professional behaviour. Initiates evaluation of client safety & quality.
<b>Collaborative Practice</b>	Demonstrates developing effective listening, oral & written communication skills. Requires significant support with formal communication e.g. client report, referral letter. Effectively communicates own point of view to others. Demonstrates respect for others roles, views, values & ideas. Demonstrates a basic knowledge of own & other professions. Participates in the exchange of professional knowledge & collaborative decision making. Demonstrates effective teamwork including a non-blaming approach with others. Seeks others input into service/care planning. Describes common situations where conflict might arise in interprofessional teams & strategies that could be employed to address this. Reflects on learning, own contribution to the team & progress in developing interprofessional capabilities.	Demonstrates effective communication with a range of people. Checks understanding of others to ensure effective communication. Requires some support with formal communication e.g. client report, referral letter. Clearly explains the role & responsibilities of own profession in relevant practice context. Effectively participates in & contributes to teamwork & team discussions. Demonstrates emerging initiative & independence. Participates in resolution of conflict that arises & reflects on learning that results. Seeks feedback from others to strengthen teamwork skills & collaborative relationships. Participates in reflection on team outcomes. Develops a plan to address knowledge, skills, attitudes & values that will enhance collaborative practice	Communication is clear, comprehensive, culturally appropriate & respectful. Communicates in a manner that encourages effective working relationships with a wide range of people. Formal communication is completed independently. Consistently establishes effective, collaborative working relationships. Demonstrates a clear understanding of the role & responsibilities of own profession. Contributes positively to the knowledge of others. Initiates the exchange of professional knowledge & shared decision making. Facilitates others to engage in team activities & to contribution of professional knowledge. Responds to & synthesises information from others, incorporating their contribution into service/care plans. Refers clients to other professions/services appropriately. Demonstrates enthusiasm, confidence & proactivity. Demonstrates independence in familiar contexts. Provides leadership with encouragement. Evaluates/reflects on own collaborative practice capabilities. Resolves conflicts with little support.	Highly developed communication skills which are adapted to a wide range of audiences & contexts. Communication skills facilitate effective working relationships with all relevant parties, within & between organisations. Formal communication is of a high standard and completed independently. Demonstrates a consistently high level of collaborative practice skills & critically evaluates these independently. Level of confidence & independence are high but appropriate. Independently refers clients to other relevant professions & agencies. Consistently enthusiastic & proactive. Frequently facilitates others to engage in team activities & to contribute professional knowledge. Engages in collaborative leadership. Initiates & effectively manages conflict resolution.

CLIENT-CENTRED SERVICE/CARE	MID PLACEMENT RATING
<p><b><i>Indicative examples of what is required</i></b></p> <p>Works in partnership with the client &amp; caregivers to plan, implement &amp; evaluate service/care</p> <p>Facilitates client's engagement in self-management of health</p> <p>Shares information with the client in a way that encourages interaction, ensures informed consent, &amp; enhances their participation in choice &amp; decision making</p>	<p><b>Comments &amp; examples</b></p>
CLIENT SAFETY & QUALITY	MID PLACEMENT RATING
<p><b><i>Indicative examples of what is required</i></b></p> <p>Maintains professional behaviour at all times</p> <p>Adheres to policies &amp; procedures that ensure client safety &amp; quality</p> <p>Demonstrates practice that meet ethical standards</p> <p>Demonstrates practice that adheres to current evidence &amp; to relevant standards</p> <p>Critically evaluates policies &amp; procedures.</p> <p>Critically evaluates client safety &amp; quality outcomes, recommending changes to service/care as required</p>	<p><b>Comments &amp; examples</b></p>

COLLABORATIVE PRACTICE	MID PLACEMENT RATING
<b><i>Indicative examples of what is required</i></b>	<b>Comments &amp; examples</b>
Collaborates with team members & others within & across organisations to ensure safe, high quality service/care, referring on as appropriate	
Respects values, beliefs & culture of all relevant parties	
Verbal, nonverbal & written communication is clear, comprehensive & culturally appropriate	
Actively listens to knowledge & opinions of the client, team members & colleagues	
Effectively communicates role, knowledge & opinions to team members in a way that promotes positive collaboration	
Recognises & respects the roles, responsibilities & competence of all team members	
Contributes to the knowledge of others in the team	
Responds to & synthesises information from others & incorporates this into the service/care plan for clients	
Uses information & communication systems effectively to exchange information with relevant parties within & between teams & organisations	
Respects team ethics including confidentiality, resource & workload allocation.	
Demonstrates appropriate level of enthusiasm & proactivity	
Demonstrates appropriate level of independence & responsibility	
Facilitates effective interprofessional team interactions & provides leadership when appropriate	
Critically evaluates own knowledge, skills, attitudes & values, & the impact of these on services/care.	
Critically evaluates own collaborative practice capabilities	
Reflects on team structure & function & own contribution to these	
Participates actively in the resolution of conflict to ensure effective collaborative practice	

CLIENT-CENTRED SERVICE/CARE	END PLACEMENT RATING
<i>Indicative examples of what is required</i>	<b>Comments &amp; examples</b>
Works in partnership with the client & caregivers to plan, implement & evaluate service/care	
Facilitates client's engagement in self-management of health	
Shares information with the client in a way that encourages interaction, ensures informed consent, & enhances their participation in choice & decision making	
CLIENT SAFETY & QUALITY	END PLACEMENT RATING
<i>Indicative examples of what is required</i>	<b>Comments &amp; examples</b>
Maintains professional behaviour at all times	
Adheres to policies & procedures that ensure client safety & quality	
Demonstrates practice that meet ethical standards	
Demonstrates practice that adheres to current evidence & to relevant standards	
Critically evaluates policies & procedures.	
Critically evaluates client safety & quality outcomes, recommending changes to service/care as required	

COLLABORATIVE PRACTICE	END PLACEMENT RATING
<b><i>Indicative examples of what is required</i></b>	<b>Comments &amp; examples</b>
Collaborates with team members & others within & across organisations to ensure safe, high quality service/care, referring on as appropriate	
Respects values, beliefs & culture of all relevant parties	
Verbal, nonverbal & written communication is clear, comprehensive & culturally appropriate	
Actively listens to knowledge & opinions of the client, team members & colleagues	
Effectively communicates role, knowledge & opinions to team members in a way that promotes positive collaboration	
Recognises & respects the roles, responsibilities & competence of all team members	
Contributes to the knowledge of others in the team	
Responds to & synthesises information from others & incorporates this into the service/care plan for clients	
Uses information & communication systems effectively to exchange information with relevant parties within & between teams & organisations	
Respects team ethics including confidentiality, resource & workload allocation.	
Demonstrates appropriate level of enthusiasm & proactivity	
Demonstrates appropriate level of independence & responsibility	
Facilitates effective interprofessional team interactions & provides leadership when appropriate	
Critically evaluates own knowledge, skills, attitudes & values, & the impact of these on services/care.	
Critically evaluates own collaborative practice capabilities	
Reflects on team structure & function & own contribution to these	
Participates actively in the resolution of conflict to ensure effective collaborative practice	

**MID-PLACEMENT SUMMARY COMMENTS** – overall strengths and areas for improvement

Date:

NOTE: If the student's capabilities are below their current course level (novice/intermediate/entry) please discuss ways they can progress forward and attach action plan.

**END-PLACEMENT SUMMARY COMMENTS** – overall strengths and areas for improvement

Date:

NOTE: If the student's capabilities are below their current course level (novice/intermediate/entry) please discuss ways they can progress forward and attach action plan.

This assessment has been discussed with the student.

FACILITATOR: \_\_\_\_\_ DATE: \_\_\_\_\_ STUDENT: \_\_\_\_\_ DATE: \_\_\_\_\_  
(signature) (signature)