

Guide to Completing Curtin's Interprofessional Capability Assessment Tool

Background

The Interprofessional Capability Assessment Tool is the evaluation tool used for all interprofessional placements for students in the Faculty of Health Sciences at Curtin University. Developed in 2009 by an interprofessional team of staff the tool has been modified over the past few years based on feedback particularly from the tool users: academic and industry staff and students.

Key tool features

- It assesses key capabilities organised into three interdependent domains or “elements” required for effective interprofessional collaborative practice
- It is both a self assessment (student) and staff assessment (facilitator or fieldwork educator[s])
- It provides just summative (end of placement) feedback to guide the student’s development of the interprofessional capabilities for the future
- The form is completed by the student and staff separately and then a meeting held to discuss this.

Completing the ICAT form – Novice & Intermediate Student Versions

The ICAT form can be completed electronically or in hard copy – the interactive form can be typed directly into. The following instructions will guide you in completing the ICAT correctly.

Step 1. As stated above as a separate process the student will complete the form and the facilitator (staff member) will complete the form. To do this electronically open the ICAT in PDF reader and fill in the relevant details. Click in the shaded area after each title ensuring that all fields are completed (as in the picture below). For the hard copy just write this in the space provided.

Interprofessional Capability Assessment Tool (ICAT)	
Student:	Profession:
Course Level: NOVICE [UG First Year] / INTERMEDIATE [UG Middle Year(s), GEM Year 1] / ENTRY [UG & GEM Final Year]	
Placement site:	
Dates of placement:	
Coordinator/Facilitator completing form:	
For each student, this assessment form needs to be completed by each of the following persons (please tick):	
<input type="checkbox"/>	COORDINATOR/FACILITATOR – assessment will be based on feedback from all relevant staff & student peers
<input type="checkbox"/>	STUDENT – self assessment of performance

Step 2. Read the examples of the capabilities required within each domain. **Reflect on your/the student’s performance** of these capabilities at that point in time. When describing their capabilities include **evidence** you have gained over the placement. This reflection will take the form of comments and examples such as:- *“Jack has communicated well with his peers and also with the more senior students. He is able to give a basic description of the role of his professions and explain how they can contribute to care with familiar client groups with support. He has worked well as a member of the interprofessional team but needs to be more proactive in contributing to team discussions....”* In the electronic form these comments & examples are typed straight into the box provided. In the hard copy they are written in the box.

Step 3 On the basis of your comments and examples, using the rubric (grade descriptors) on page 2 of the form, decide at what level the student has demonstrated the capabilities – **Novice, Intermediate, Entry** or **Above Entry** level. In the electronic version you need to click on the drop down menu and select the level. In the hard copy just write the level - **Novice, Intermediate, Entry** or **Above Entry**.

Please note that although you are encouraged to rate each capability separately within each element these capabilities should not be viewed as a comprehensive list but instead as examples of what you might expect for a student at their stage in their professional preparation. The capabilities should also not be viewed as independent items as they are closely linked to each other. Please use the comments & examples section to indicate any additional capabilities you have observed the student demonstrate during the placement.

Step 4 A meeting is then held between the facilitator who completed the form and the student to discuss the assessment. The focus of this discussion is on any significant differences between the student and facilitator's ratings. Where differences occur the student should be invited to provide evidence for their ratings. At this meeting the facilitator may change their ratings if they feel the student has provided a convincing argument for this but the final rating is decided by the facilitator. On the final page the overall strengths and areas for improvement should be recorded. The form is then signed and dated by the facilitator (staff) and the student.

Step 5 If the student's performance is below the expected level i.e. any capability element is below the student's current course level then the student is required to **prepare an action plan** to address the most significant areas for improvement.

Step 6 Each school within Curtin has their own process for how the ICATs are submitted to their staff. The students should be aware of these requirements and ensure that they follow these. Note: The student should keep a copy of both their own and the facilitator's final form for their own records.

Note: An **iPad version** of this tool is available on request.

If you have any questions about this assessment tool please contact Margo Brewer at 9266 9288 or M.Brewer@curtin.edu.au.