Interdisciplinary Team Competency Grid

COMPETENCY	NOVICE	PROFICIENT	EXPERT
TEAM FUNCTION	• Defines the interdisciplinary team	• Collaborates with the interdisciplinary team to identify and meet patient/family identified needs	• Models and teaches interdisciplinary team process and function to new team members
	• Explains the difference between the medical model and the hospice philosophy of care	• Assesses patient/family needs using patient/family-centered, holistic approach	• Advocates for reframing the focus of care cooperatively with medical model practitioners/organizations
	• Describes the purpose and value of the interdisciplinary team to hospice care	• Articulates the purpose and value of the interdisciplinary team to patients and families, fellow team members and community	• Serves as a role-model for interdisciplinary care, demonstrates expertise in utilizing the strengths of each discipline/perspective and recognizing their limitations
	• Describes the purpose and value of the interdisciplinary team meeting	• Participates in the interdisciplinary team meeting and considers the perspectives of all disciplines in the care planning process	• Facilitates in-depth exploration of patient/family needs and engages in care planning processes that include all disciplines and address all patient/family identified needs
	• Identifies interdisciplinary team related regulations and complies with them	• Demonstrates compliance by putting regulations into context/practice	• Keeps abreast of and educates colleagues about regulatory changes and assists in the development of organizational policy and process to ensure compliance
	• Describes ethical practice in end-of-life care	• Participates in discussion of ethical issues and problem-solving	• Models ethical practice, is skilled in leading discussions about ethical issues and leads the problem-solving and resolution process
	• Identifies the elements of team process/team development (using B. Tuckman's [1965] "forming, storming, norming, performing" or other model of group development)	• Describes the relevance of and applies group process/development to his/her interdisciplinary team	• Observes group process and the development of his/her interdisciplinary team and reflects observations back to the group in efforts to further its development
	• Describes team discussion, team meeting, collaborative practice, evaluation, support , memorial and team activities	• Participates in team discussion, team meeting, collaborative practice, support, memorial and team activities	• Observes team discussion, meetings, collaborative practice, support, memorial and team activities, reflects observations back to the group and facilitates full integration of all members of the team

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	• Describes the process and rationale for interdisciplinary team evaluation	• Participates in interdisciplinary team evaluation and identifies strategies to improve the team's work and collaboration	• Synthesizes interdisciplinary team evaluation; notes trends, identifies need for improvement and progress toward improvement; facilitates improvements
WORKING WITH PATIENTS/FAMILIES	• Articulates the role and contribution of each discipline to patient/family care	• Promotes interdisciplinary care to meet identified patient/family needs	• Helps patient/family (and colleagues) sort through complex and multi-dimensional needs to achieve identified goals
	• Describes the assessment process and methods of identifying patient/family-directed goals	• Assesses and identifies desired patient/family-directed goals	• Ensures that comprehensive and ongoing assessments are interdisciplinary and that they identify patient/family-directed goals
	• Describes the purpose of the plan of care in reflecting patient/family-centered goals and in directing the work of the interdisciplinary team	• Participates in the development of the plan of care and uses it to guide interdisciplinary teamwork and practice	• Helps team maintain focus on patient-family identified goals in the plan of care (vs. their own); assists the IDT in revising the plan of care while maintaining patient/family-centered focus
	• Describes organizational protocols related to family closure	• Provides appropriate closure with families in compliance with organizational protocols	• Serves as a role model for fellow team members in providing closure that is firm yet sensitive to family needs
	• Describes patient/family centered care, advocacy and support	• Promotes patient/family centered care, advocacy and support	• Models interdisciplinary focused patient/family centered care, advocacy and support
WORKING WITH TEAM MEMBERS	• Identifies the specific role and responsibilities he/she has within the team	• Identifies the strengths and limitations he/she brings to the team	• Recognizes and utilizes professional and personal strengths, and values the diverse strengths of team members
	• Describes healthy and unhealthy boundaries	• Maintains and promotes healthy boundaries	• Confronts boundary issues within oneself and the team and challenges team to learn from experience
	• Describes the importance of providing understanding and support to fellow team members	• Demonstrates understanding and support in interactions with team members	• Models behaviors of understanding and support and attends to the grief/loss needs of the team
COMMUNICATION	• Keeps team members informed of patient/family needs/status	• Utilizes collaborative team process to meet patient/family needs and effectively and efficiently applies them to care delivery	• Clarifies thoughts and ideas, identifies and dispels misunderstandings around

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			patient/family needs
	• Describes the importance of being non-judgmental in working with patients and families	• Seeks, provides and receives feedback without judgment	• Confronts judgment within oneself and the team and challenges team to learn from experience
	• Reports relevant patient/family information in a professional, efficient manner	• Summarizes relevant patient/family information in a professional, efficient manner, ensuring the inclusion of all team members and volunteers	• Provides analysis of relevant patient/family information in a professional, efficient manner for team members and volunteers
	• Collaborates with fellow team members to schedule visits with patient/family and reports outcomes of visits to other team members	• Coordinates visits with team members to best meet patient/family identified needs	• Engages team in evaluation of its productivity, efficiency and effectiveness in implementing the plan of care
	• Identifies urgent and/or changing needs and communicates them to the team	• Collaborates with team members to determine a timely and effective response to urgent/changing needs	• Leads team in developing timely and effective response to urgent/changing needs and ensures plan of care is being followed
QUALITIES OF A HIGH FUNCTIONING TEAM MEMBER	• Documents key patient/family information in a timely, accurate, compliant manner that addresses needs identified in the plan of care	• Summarizes key patient/family information in a manner that reflects care and collaboration with team members to implement and continually revise the plan of care	• Provides guidance to fellow team members about the documentation process and its relevance to their work and serves as a key organizational resource to evaluate and guide the development of systems and processes to facilitate efficient documentation
	• Describes the behaviors of punctuality, follow through and accountability with respect to team collaboration	• Is punctual, follows through and is accountable to other team members	• Models appropriate time management, shares strategies and coaches peers
	• Describes the importance and value of courtesy, respect, inclusiveness and non-judgment with respect to patients/families and fellow team members	• Demonstrates courtesy, respect, inclusiveness and non-judgment with respect to patients/families and fellow team members	• Works collaboratively with team members to expand understanding of inclusion and leads the development of new strategies/approaches as indicated
	• Participates in professional development opportunities in professional discipline and interdisciplinary team development	• Assists in identifying, creating and/or teaching professional development and interdisciplinary team development activities	• Leads, teaches and assists in the evaluation of professional development and interdisciplinary team development activities
	• Identifies and describes own practice approaches	• Actively develops and enhances own practice approaches through supervision, mentoring, coaching or related activities	• Develops self-reflective ability to monitor own practice approach(es) and models self-reflection to team

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			members
	• Describes best practices in own discipline and interdisciplinary team practice	• Applies best practices in own discipline to care delivery and interdisciplinary team practice	• Leads the identification and creation of care delivery processes to further the development of the interdisciplinary team
COLLABORATIVE PROBLEM SOLVING	• Describes critical thinking	• Utilizes critical thinking	• Assesses the effectiveness of critical thinking to the team process and patient/family outcomes
	• Describes situations that lead to, and identifies ways people respond to, conflict	• Articulates the value/role of team conflict and views it as opportunity to enhance team function	• Models and coaches team in effective conflict resolution
	• Identifies problems in team function and practice	• Participates in problem-solving about team function and process	• Models problem-solving skills in addressing problems in team function and process
	• Identifies common pitfalls to teamwork (for example: discipline-ism, lone ranger-ism, martyr-ism*)	• Practices teamwork without yielding to pitfalls	• Addresses pitfalls to team work (i.e. discipline-ism, lone ranger-ism, martyr-ism*) when observed/experienced

* DEFINITIONS:

Discipline-ism
- Identification with one's own specialty in a way that presumes one's own discipline has more value than the others or that diminishes the contributions of other disciplines
- Lack of collaboration or failure to recognize the value of perspectives from other disciplines and a team approach
- Domination or control due to the influence or approach of members in particular disciplines
- Limiting opportunities for input from other disciplines
- Failure to convey value of other disciplines to patients and families

Lone-Ranger-ism
- Acting independently, without collaboration or input from the interdisciplinary team

- Behavior that results in isolation or lack of fellowship, responsibility, and accountability of all team members toward each other
- Demonstrates lack of ability to participate as a team member/work with team; possibly a result of discomfort sharing attention or success with others
- Acting and believing that "I can do it alone"

Martyr-ism
- Acting and believing that "I have to carry the burden because no one else can do what I do," resulting in perceived sacrifice of self
- Behavior indicates need for attention, need for recognition or inability to practice within appropriate professional boundaries
- Behavior reflects an exaggerated sense of self-importance and skill
- Inability (or lack of willingness) to identify and utilize appropriate resources

Functional Utilization of the Interdisciplinary Team Competency

NHPCO's Competency Subcommittee (of its Professional Education Committee) has identified the following functional uses for the *Interdisciplinary Team Competency:*

- Employee Selection/Hiring: develop job-specific criteria for IDT-related positions in your organization utilizing the competency and design interview questions to assess candidate's skills
- Orientation Programs: utilize the "novice" indicators in planning your orientation program and to ensure that incoming staff understand the interdisciplinary team model
- Ongoing Education: utilize the competencies to develop an annual education plan, developing seminars and workshops to teach IDT members new skills
- Professional Development: use the novice, proficient and expert levels to develop an individual's professional development plan or to create a "career ladder" for IDT members
- Performance Appraisals: incorporate relevant IDT competency indicators into annual performance appraisal processes, using them to measure an individual's performance of specific job skills