

I - FOR: Interdisciplinary / Interprofessional Team Building								
	1	1.5	2	2 · 5	3	3 · 5	4	
A	Does not yet understand other disciplines and their significance		Beginning to understand general roles, responsibilities, and scope of practice of other disciplines		Identifies and assembles team members with knowledge and skills appropriate to a given task (e.g. clinical, research, and policy challenges)		Uses knowledge of competencies and roles for disciplines other than one's own to improve teaching, research, policy, and systems of care	N / A
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	Does not yet participate in interdisciplinary activities		Beginning to participate in interdisciplinary activities		Participates actively in interdisciplinary activities; excellent team player		Serves as a role model in interdisciplinary work; shares leadership based on appropriate use of team member strengths	N / A
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	Does not yet recognize the need to use terminology accessible to other disciplines		Beginning to understand the value of and sometimes employ terminology accessible to other disciplines		Adjusts terminology to meet the needs of team members		Understands other disciplines well enough to "translate" among them	N / A
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	Does not yet recognize team dynamics nor resolve conflicts		Beginning to recognize team dynamics; listens well but does not routinely work to improve team function		Builds trust and respect; fosters collaboration and cooperation		Articulates shared outcomes to promote team synergy; identifies and redirects forces that negatively influence team dynamics	N / A
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E	Does not yet recognize that disciplines differ in approach		Beginning to recognize that disciplines differ in approach; seeks answers only from within their own discipline, even when there are disputes		Recognizes different disciplinary paradigms; appeals to scientific evidence to resolve disputes		Recognizes philosophical differences among disciplines; contributes to research to resolve disputes	N / A
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F	Does not yet seek input from other disciplines aside from their own		Beginning to use the input of other disciplines, but is unlikely to seek out those individuals when confronted with ambiguous situations		Actively seeks out and uses input from people with diverse perspectives to make decisions; develops prioritized, coordinated plans that focus on the task at hand (not just their own disciplinary needs)		Adopts tools, techniques and methods of other disciplines to address challenges and meet needs; submerges disciplinary identity to address organizational/system needs	N / A