



Interdisciplinary Education (IDE) Proposal Submission Form

Welcome! We are excited that you wish to submit your IDE course/learning experience to the IPE/IDE Council for inclusion in the CHBS IPE/IDE Initiative. You are welcome to contact your department's representative on the IPE/IDE Council at any time to consult with them about your proposal. The members are listed below.

2021-2022 IPE/IDE Council members

Linda Plitt Donaldson, Dean's Office	Michael Hall, Psychology	Janet Wigglesworth, Kinesiology
Lisa McGuire, Social Work	Jeannie Corey, Nursing	Audrey Burnett, Health Sciences
Emily Akerson, IIHHS	Whitney Simmons, Health Professions	Geralyn Timler, Communications Sciences and Disorders
Anne Stewart, Graduate Psychology	Lara Sapp, JMU Libraries	

The IDE Proposal Submission form is divided into five sections:

1/ Members of the Collaborative Team

2/ Course/Learning Experience Information, including its title, summary, learning objectives, delivery mode, and DEI connection

3/ Description of the Student Participants, including majors represented, and whether it is designed for undergraduate students, graduate students, or both

4/Interdisciplinary Domains. In this section, faculty will:

- select which interdisciplinary domains will be taught in the course/learning experience
- select the learning activities that will be used to teach each domain
- select how students will be assessed for each selected domain

5/ Impact Level: Faculty will have an opportunity to select criteria that will help determine whether the course/learning experience will be categorized as foundational/introductory, engaged/intermediate, or immersive/advanced.

NOTE: You do not have to complete this form in a single session. Throughout the process, you will be given the option to save the work that you have completed thus far by entering your email address. An automated message will be sent to you with a link that you can click on to continue working on at a later date/time. When you return, you will be able to modify all aspects of the proposal using the back and forward buttons.

Collaboration Team (if there is more than one instructor for the experience)

Primary Contact for the course/learning experience

First Name

Last Name

Email

Campus Phone

Department/Program

College

Name and Department/Program/Organization of the Collaborating Team Members

Please list each team member on a separate line (example below)

- *Dr. Linda Plitt Donaldson, IHHHS*
- *Dr. Band Aid, Sentara Hospital*
- *Cynthia Jones, Mercy House*
- *Marc Allard, Food and Drug Administration*
- *Navy Bean, Naval Research Lab*

Course/Learning Experience Information

In this section, you will provide information about your Course/Learning Experience:

- title
- summary
- learning objectives
- delivery mode
- and any supporting documents (optional)

Title of Course/Learning Experience

Summary of your course/learning experience (maximum of 500 words)

Please list the learning objectives for the course/learning experience in the space below.

The delivery mode of the IDE course/learning experience (Check all that apply)

- face-to-face
- hybrid (face-to-face AND online)
- synchronous online
- asynchronous online
- Other: please describe

Optional: Additional comments about the delivery mode of your course/learning experience

Do you have any supporting documents to upload?

On the next page, you will be able to upload your syllabus and/or any other supporting documents (a maximum of 2 documents can be uploaded)

- Yes
- No

Document #1

Drag your file here

Or, if you prefer

[Browse](#)

Document #2

Drag your file here

Or, If you prefer

[Browse](#)

Diversity, Equity, and Inclusion

"Through collaborative interprofessional education (IPE) and interdisciplinary education (IDE), we strive to enhance the quality of our learning experiences to challenge historical frameworks and current systems of oppression and injustice to improve the health of individuals and communities regardless of race, ethnicity, class, ability, age, culture, nationality, sexual orientation, SES, religious beliefs, social identities, diverse perspectives, and lived experiences."

How does the proposed course/learning experience relate to any of the DEI goals mentioned above?

*NOTE: DEI need not be the focus of the content of your proposed course/learning experience; however, inclusive and equitable practices are expected while providing learning opportunities across groups.

Majors/Disciplines of students who will be involved (Check all that apply)

- Athletic Training
- Audiology
- Biology
- Communication Sciences and Disorders
- Dietetics
- Education
- Health Sciences
- Health Services Administration
- Kinesiology
- Nursing
- Nutrition and Physical Activity
- Occupational Therapy
- Physician Assistant
- Psychology
- Social Work
- Speech Language Pathology
- Other: Please describe

Is this a course or a learning experience?

- Course
- Learning experience connected to one or more courses
- Learning experience NOT connected to a course

Please list related course number(s) (ie. PSY 200, KIN 100)

Student Level (*check all that apply*)

- Undergraduate
- Graduate
- Other: Please explain

Semester that the IDE course or learning experience will be offered (*check all that apply*).

- Fall
- Spring
- Summer
- Other: please explain

Optional: Add a comment about when the course/learning experience will be offered.

Interdisciplinary Domains

The next four sections focus on matching your course/learning experience with one or more of the four domains chosen by the IPE/IDE Council. On the following screens, please indicate which of the domains your course/learning experience addresses. It is not necessary to include all four domains in each course/learning experience; please choose the most relevant one(s).

The domains include:

- Domain 1: Values and Ethics
- Domain 2: Understanding Roles and Responsibilities
- Domain 3: Interdisciplinary Communication
- Domain 4: Interdisciplinary Teams and Teamwork

For each selected domain, please choose or describe the learning activities that will be used. *Some examples of learning activities: lectures, discussion about a video, field trips, small group work, case studies, conferences, research projects, practicum, externship, consultation, or serving on an interdisciplinary team to complete a simulation or to provide a service.*

In addition, for each selected domain, please choose or describe how student learning will be assessed. *Some examples of assessments: written reflection papers, debriefing sessions, research projects, group projects, case study completion, or others.*

Domain #1 focuses on Values and Ethics (VE) in the context of interdisciplinary education.

Work with individuals from other majors and disciplines to maintain a climate of mutual respect and shared values.

Please select the learning activities that will be used to teach ethics and values in an interdisciplinary context (check all that apply):

- lectures
- discussion about a video
- field trip
- small group work
- case study or case studies
- conference
- research project
- practicum
- externship
- consultation
- serving on an interdisciplinary team to complete a simulation or provide a service
- Other (please describe)

Optional: Additional comments about learning activities that will be used to teach ethics and values in an interdisciplinary context.

How will student learning about ethics and values in an interdisciplinary context be assessed (check all that apply)?

- written reflection paper
 - debriefing session
 - research project
 - group project
 - case study completion
 - Other (please describe)
-

Optional: additional comments about how student learning about ethics and values in an interdisciplinary context will be assessed

Domain #2 focuses on Understanding Roles and Responsibilities (RR)

Use the knowledge of one's own role and responsibilities as well as of those in other disciplines to appropriately assess needs and complete collaborative work.

Please select the learning activities that will help students to understand roles and responsibilities in an interdisciplinary context (check all that apply):

- lecture
- discussion about a video
- field trips
- small group work
- case study
- conference
- research project
- practicum
- externship
- consultation
- serving on an interdisciplinary team to complete a simulation or to provide a service
- Other: please describe

Optional: Additional comments about learning activities to help students understand roles and responsibilities in an interdisciplinary context

How will student learning about roles and responsibilities in an interdisciplinary context be assessed (check all that apply)?

- written reflection paper
- debriefing sessions
- research project
- group project
- case study completion
- Other: please describe

Optional: additional comments about assessing student learning with regard to roles and responsibilities in an interdisciplinary context

Domain #3 focuses on Interdisciplinary Communication (CC).

Communicate in a responsive and responsible manner that supports a team approach.

Please select the learning activities that will teach students about interdisciplinary communication (check all that apply):

- lecture
- discussion about a video
- field trip
- small group work
- case study or case studies
- conference
- research project
- practicum
- externship
- consultation
- serving on an interdisciplinary team to complete a simulation or provide a service
- Other: please describe

Optional: additional comments about learning activities to teach students interdisciplinary communication skills

How will student learning about interdisciplinary communication be assessed (check all that apply)?

- written reflection paper
 - debriefing session
 - research project
 - group project
 - Other: please describe
-

Optional: additional comments about how student learning regarding interdisciplinary communication will be assessed

Domain #4 focuses on Interdisciplinary Teams and Teamwork (TT):

Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate collaborative work.

Please select the learning activities that will teach interdisciplinary team building and teamwork (check all that apply):

- lectures
- discussion about a video
- field trip
- small group work
- case study
- conference
- research project
- practicum
- externship
- consultation
- serving on an interdisciplinary team to complete a simulation or to provide a service
- Other: please describe

Optional: additional comments about learning activities designed to teach interdisciplinary team building and teamwork

How will student learning about interdisciplinary teams and teamwork be assessed (check all that apply)?

- written reflection paper
- debriefing session
- research project
- group project
- Other: please describe

Optional: additional comments about assessing student learning about interdisciplinary teams and teamwork

The last four questions will help to determine the impact level for your IDE submission.

How much time will this course or learning experience require from the student?

- The time commitment involves attending one or more lectures or activities related to a discipline other than the student's own (Foundational / 1 point)
- The time commitment involves one or more engaged experiences that include preparation and follow-up activities (Engaged / 2 points)
- The time commitment involves a semester-long process or at least three times of engagement with interdisciplinary activities (Immersive / 3 points)

How many of the domains will be taught in this course/learning experience?

- one or more (Foundational / 1 point)
 - two or more PLUS engaging with peers from other disciplines (Engaged / 2 points)
 - three or more PLUS engaging with peers from other disciplines (Immersive / 3 points)
-

What type of activities and level of engagement will the course/learning experience involve?

- Students learn primarily individually.* Activities may include attending a lecture, listening to a discipline-specific representative guest speaker embedded within a course, or attending a conference or a community event. (Foundational / 1 point)
 - Students learn from others through active and engaged participation within small group collaborative interactions* that facilitate the exchange of information between students/professionals from two or more majors and disciplines. Examples include group research projects, simulations, presenting at a professional conference, or participating in service-learning opportunities (Engaged / 2 points)
 - Students have ample opportunities for extensive collaboration, team leadership, and independent display of skills.* Examples include research team participation, high-quality simulations, ongoing consultation, and student teaching. May include the completion of an undergraduate honors thesis, master's thesis, or doctoral dissertation, externships, and service-learning opportunities. (Immersive / 3 points)
-

How extensive is the assessment process for this course/learning experience?

- The student completes a reflection or research/lab report as an assessment after attending/completing the activity (Foundational / 1 point)
 - The student completes a reflection or research/lab report as an assessment AND has opportunities to debrief with faculty members and other participants (Engaged / 2 points)
 - The student participates in a formal debriefing in which a facilitated reflection is comprehensive. The learnings are consolidated and reflected upon with respect to both process and content. Examples: a peer-reviewed article or lab report, interactive presentation of research findings, formal meetings with a mentor or advisor. (Immersive / 3 points)
-

Add up the points from the preceding questions in the impact level section, then choose the impact level which you believe best aligns with your course/learning experience.

- Foundational / introductory (4-7 points)
- Engaged / intermediate (8-10 points)
- Immersive / advanced (11-12 points)

Optional: additional comments about the appropriate level of impact for this course/learning experience

That's it! We appreciate the time and attention you have spent on your proposal. Please remember to click DONE to submit!