

CHBS IPE and IDE Portfolio Registration Review Rubric

The purpose of the checklist is to support the review of the requests for registration into the CHBS portfolio of IPE and IDE learning experiences. Learning experiences and courses will be evaluated on three criteria: 1) learning process and 2) learning content. In addition to ensuring that IPE and IDE content is intentionally being addressed, the review will determine the “impact level” of the course or learning experience. The Impact Level factors into the thresholds students have to meet to be recognized at graduation.

LEARNING PROCESS CRITERIA
<p>Methods of Engaging with IPE and IDE content</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students are receiving information relevant to IPE and IDE, primarily in the one-way direction from lecturer(s) to the students <input type="checkbox"/> Students are receiving information and discussing or interacting with IPE or IDE content through large and/or small interprofessional or interdisciplinary group interaction <input type="checkbox"/> Students are receiving information, discussing IPE or IDE content, and applying acquired knowledge and skills of their own discipline to solve problems in large and/or small interprofessional or interdisciplinary groups
<p>Level of reflection about the learning experience. To what degree do students spend time reflecting on their learning and the implications of their learning as an integral part of the learning experience?</p> <ul style="list-style-type: none"> <input type="checkbox"/> No oral or written reflection <input type="checkbox"/> Individual students complete a written reflection <input type="checkbox"/> Students reflect and debrief with faculty and peers from the same discipline <input type="checkbox"/> Students reflect and debrief with faculty and peers from two or more disciplines
<p>Number of faculty/facilitator professions/disciplines. How many faculty staff, facilitators, community facilitator professions/disciplines are typically involved?</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 profession/discipline <input type="checkbox"/> 2 professions/disciplines <input type="checkbox"/> 3 or more professions/disciplines
<p>Number of student disciplines. How many student disciplines are typically involved?</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 student discipline <input type="checkbox"/> 2-3 student disciplines <input type="checkbox"/> 4 or more student disciplines
<p>Duration of the activity. What is the duration of engagement for students participating in the course or learning experience?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students meet 1 – 3 hours <input type="checkbox"/> Students meet 4 – 8 hours <input type="checkbox"/> Students meet multiple times throughout the semester

LEARNING CONTENT CRITERIA
<p>IPE Competencies or IDE Domains addressed. How many IPEC Core Competencies or IDE Domains are intentionally addressed during this learning experience or course? Competency/Domains are: 1) Values and Ethics, 2) Roles and Responsibilities, 3) Communication, and 4) Teams and Teamwork.</p> <p> <input type="checkbox"/> 1 IPEC Core Competency or IDE Domain addressed <input type="checkbox"/> 2 IPEC Core Competencies or IDE Domains addressed <input type="checkbox"/> 3-4 IPEC Core Competencies or IDE Domains addressed </p>
<p>Inclusive excellence integration. To what degree is inclusive excellence included in the learning experience or course?</p> <p> <input type="checkbox"/> No explicit inclusion of inclusive excellence <input type="checkbox"/> Some inclusion of inclusive excellence <input type="checkbox"/> Inclusive excellence is at the core of the learning experience </p>

Impact Levels

	Foundational	Engaged	Immersive
Defining the levels	Introduction of IPE competencies or IDE domains required for effective interprofessional and interdisciplinary collaboration	Application & practice of acquired IPE competencies or IDE domains with IP and ID student teams, standardized patients, simulations, case-based discussions.	Advanced application & higher-level, sustained engagement over time, in interprofessional or interdisciplinary clinical or student teams, community, or scholarship
Examples of IPE and IDE activities	<ul style="list-style-type: none"> IPE and IDE Introductory Module A lecture that integrates reflective interaction among students from various professions/ disciplines, Listening to a discipline-specific representative when speaker(s) relate how the professions/ disciplines would work together 	<ul style="list-style-type: none"> Participation in IP or ID team-based case studies and simulations, Practicing teamwork and communication skills with peers or standardized patients Participating in service-learning activities that integrate reflection with focus on IPE competencies and/or incorporates interprofessional or interdisciplinary perspectives. 	<ul style="list-style-type: none"> Credit bearing IPE or IDE course, Sustained application of IPEC competencies in work with patients, community, or in solving real-world problem IPE or IDE-focused practicum, internship, field work, research project
What is the duration of the activity?	Low (e.g. less than 3 hours)	Moderate (e.g., 4-8 hours)	High (more than 8, sustained over time)

Degree of interactivity?	Didactic/one-way/information/individual learning	Includes large and/or small interprofessional or interdisciplinary group interaction during which students teach and learn with, from, and about each other	Includes large and/or small interprofessional or interdisciplinary group student interaction during which students teach and learn with, from, and about each other which is sustained over time
What is the level or learning depth?	Students receive information	Students receive information and discuss content & work on a team to apply IPE competencies or IDE Domains in a case study or simulation format	Students receive information, discuss content, and work on a team to apply knowledge and skills with a team to real world situations
Does the learning activity include reflection and debrief focused on IP and ID collaboration?	No reflection or individual reflection	Reflection and debrief with faculty and peers from the same discipline; focus on content and process	Reflection and debrief with faculty and peers in two or more disciplines; focus on content and process over multiple opportunities
How many disciplines are represented among students?	One	Two - three	Four or more

Impact Level (based on assessment above):

☐ Foundational

☐ Engaged

☐ Immersive

Strengths:

Areas for Improvement (increasing rigor):

Suggestions and/or Comments: