

IPE and IDE Portfolio Registration Review Rubric

Learning experiences and courses submitted for review to include in the IPE and IDE catalogue will be evaluated on the four criteria: 1) learning process, 2) learning content, and 3) assessment. The following rubric will be used for both IPE and IDE learning experience registration, with the only difference being in the learning content (I.e., focus on competencies/domains).

A learning experience or course does not need maximum points in every criteria to qualify as a strong IDE and/or IPE proposal.

LEARNING PROCESS CRITERIA	Points
<p>Level of interactivity among students. What is the amount of time spent in direct interaction among students from multiple professional or disciplinary programs in this learning experience or course?</p> <ul style="list-style-type: none"> a. Minimal interactivity – learning experience or course includes only a didactic lecture where most of the information giving is one-way from the lecturer(s) to the students (0 points) • Moderate interactivity – about 25 - 50% of learning experience or course includes large and/or small group student interaction (1 point) • Maximum interactivity – more than 50% of the learning experience or course includes large and/or small group student interaction (2 points) 	
<p>Level of learning depth.</p> <ul style="list-style-type: none"> a. Students are receiving information relevant to IPE and IDE (0 points) b. Student are receiving information and discussing or interacting with content relevant to IPE and IDE (1 point) c. Students are receiving information, discussing content, and applying acquired knowledge and skills of their own discipline to solve problems in an IPE /IDE context (2 points) 	
<p>Level of post-learning experience reflection. To what degree do students spend time reflecting on their learning and implications of their learning as an embedded part of the experience?</p> <ul style="list-style-type: none"> a. no oral or written reflection (0 points) b. individual students complete a reflection (1 point) c. students reflect and debrief with faculty and peers in the same discipline (2 points) d. students reflect and debrief with faculty and peers in two or more disciplines (3 points) 	
<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"> a. 1 profession/discipline (0 points) b. 2 professions/disciplines (1 point) c. 3 or more professions/disciplines (2 points) 	
<p>Number of student professions/disciplines. How many student professions/disciplines are typically involved?</p> <ul style="list-style-type: none"> a. 1 student profession/discipline (0 points) b. 2-3 student professions/disciplines (1 point) c. 4 or more student professions/disciplines (2 points) 	

<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"> a. Students meet 1 – 3 hours (1 point) b. Students meet 4 – 8 hours (2 points) c. Students meet more than 8 hours throughout the semester (3 points) 	
<p>LEARNING PROCESS POINTS SUBTOTAL (must have a minimum of 6 LEARNING PROCESS points)</p>	
LEARNING CONTENT CRITERIA	Points
<p>IPEC Core Competencies or Domains addressed. How many IPEC Core Competencies or IDE Domains are addressed during this learning experience or course?</p> <ul style="list-style-type: none"> a. 1 IPEC Core Competency or IDE Domain addressed (1 point) b. 2 IPEC Core Competencies or IDE Domains addressed (2 points) c. 3-4 IPEC Core Competencies or IDE Domains addressed (3 points) 	
<p>Inclusive excellence integration. To what degree is inclusive excellence included in the learning experience or course?</p> <ul style="list-style-type: none"> a. No explicit inclusion of inclusive excellence (0 points) b. Some relation to inclusive excellence (1 point) c. Inclusive excellence is at the core of the learning experience (2 points) 	
<p>LEARNING CONTENT POINTS SUBTOTAL (must have a minimum of 1 LEARNING CONTENT points)</p>	
ASSESSMENT CRITERIA	Points
<p>Assessment Content. What is the focus of the assessment when measuring the learning activity or course impact?</p> <ul style="list-style-type: none"> a. No assessment (0 points) b. Outputs/program evaluation (e.g., demographics, number participated, learning experience feedback, etc.) (1 point) c. Assessment of knowledge, beliefs, attitudes, skills, or behavioral outcomes using quantitative and/or qualitative methods (2 points) d. Assessment of knowledge, beliefs, attitudes, skills, or behavioral outcomes using quantitative and/or qualitative methods focused on IPE Core Competencies/IDE Domains (3 points) <p>NOTE: these points are not mutually exclusive and can be additive (max 6 points)</p>	
<p>ASSESSMENT POINTS SUBTOTAL (must have a minimum of 1 ASSESSMENT points)</p>	
<p>TOTAL SUBMISSION STEPS, LEARNING PROCESS & CONTENT AND ASSESSMENT POINTS (must have a minimum of 11 total points)</p>	

Impact Level Score

	Foundational	Engaged	Immersive
What is the time commitment for students? (Q8)	2-3 hours	3 or more hours, one-time learning experience	More than 5 hours, scaffolded and repeated over time learning experiences
What is the depth of and interaction mode of learning with, from, and about each other? (Q10)	Students receiving information	Students receiving information and discussing IPE & IDE content	Students receiving information, discussing content, and applying knowledge and skills
Is the IPE and IDE learning activity followed up with reflection and debrief about interprofessional or interdisciplinary interaction? (Q11)	No reflection or individual reflection	Reflection and debrief with faculty and peers from the same discipline; focus in content	Reflection and debrief with faculty and peers in two or more disciplines; focus on content and process
How many disciplines are represented among students? (Q6)	One	Two or more	Two or more
How many IPE / IDE competency or domain areas are <u>explicitly</u> addressed? (Q14)	Four	One primary, two or more secondary	At least two primary, three or more secondary
Activities lead to student learning/acquiring of IPE Competencies/IDE Domains (Q15)	Didactic	Check: Pre-brief Didactic Application Debrief Reflection	Check: Pre-brief Didactic Application Debrief Reflection

<p>Describe how you rate the experience on impact levels and why.</p>			
<p>Additional description</p>	<p>IPE and IDE Introductory Module (possibly in the future: attending a lecture, listening to a discipline-specific representative or attending a professional conference or community event connected with IPE or IDE.)</p>	<p>Engaged IPE and IDE learning experience is offered as a brief one-time event where students learn about, with, and from each other in small groups. One or more IPE competencies/IDE Domains are introduced via direct instruction and practiced as primary, and others may be addressed implicitly, as secondary. Examples: Workshops that include a case study, simulation.</p>	<p>Students are engaged as interprofessional or interdisciplinary team members as they apply collaborative team skills, demonstrating two or more of the IPE competencies or IDE domains as they focus on patient/client, community, or real-world problems. The engagement is recurring. Examples: academic course or clinical/practicum experience in interprofessional setting, master's theses and doctoral dissertations conducted with interdisciplinary teams.</p>

Strengths:

Areas for Improvement (increasing rigor):

Suggestions and/or Comments: