# RISE Health Science Education Innovation (HSEI) Intervention Development Rubric

The *RISE Health Science Education Innovation (HSEI) Intervention Development Rubric* assesses five domains associated with developing an education intervention to address a specific health issue. HSEI is defined as new ideas with the potential to change existing approaches in teaching and learning, scale to different areas and learners, and improve practice and health. As part of our RISE program, you are expected to construct a vision that is supported by education intervention(s) that can be piloted with measurable outcomes. This rubric is used to assess the development of the HSEI intervention over time and guide funding decisions.

| Domain | Domain Criteria |
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| **Degree of impact** | **1—Does Not Impact Resources, Processes, or Systems**<br>The HSEI intervention does not impact resources, processes, or systems.<br>**2—Impacts Resources, Processes, or Systems Through Adjustments**<br>The HSEI intervention impacts existing resources, processes, or systems through adjustments that introduce small corrections or updates.<br>**3—Impacts Resources, Processes, or Systems Through Modifications**<br>The HSEI intervention impacts existing resources, processes, or systems through modifications that introduce novel applications to different settings and/or populations.<br>**4—Impacts Resources, Processes, or Systems Through Transformations**<br>The HSEI intervention impacts existing resources, processes, or systems *or* creates impactful new ones through transformations that introduce radically different methods, technologies, or operating changes. |
| **Scale of implementation** | **1—Does Not Scale**<br>The HSEI intervention is not scalable for implementation.<br>**2—Scales within Single Organization and/or Domain**<br>The HSEI intervention is scalable for implementation within a single organization and/or a single health science learner domain.<br>**3—Scales across Multiple Organizations and/or Domains**<br>The HSEI intervention is scalable for implementation across multiple organizations and/or multiple health science learner domains.<br>**4—Scales Nationwide and/or Across the Continuum**<br>The HSEI intervention is scalable for implementation nationwide (or beyond) and/or across the health science learner domains. |
| **Translation of outcomes** | **1—Does Not Translate into Outcomes**<br>The HSEI intervention does not translate into any outcomes.<br>**2—Translates into T1 Outcomes**<br>The HSEI intervention translates into improved knowledge, skills, or other attribute (e.g., professionalism) outcomes.<br>**3—Translates into T2 Outcomes**<br>The HSEI intervention translates into improved healthcare or science practice outcomes.<br>**4—Translation into T3 Outcomes**<br>The HSEI intervention translates into improved health or science outcomes. |
| **Construction of vision** | **1—Does Not Construct a Vision**<br>The HSEI intervention does not construct a vision that can be achieved through implementation of specific education interventions.<br>**2—Constructs Vague Vision**<br>The HSEI intervention constructs an incomplete vision for the desired future state of science, health, and/or healthcare delivery that does not describe how the vision will be achieved through implementation of specific education interventions. |

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| | **3—Constructs Acceptable Vision**<br>The HSEI intervention constructs a partial vision for the desired future state of science, health, and/or healthcare delivery that loosely describes how the vision will be achieved through implementation of specific education interventions.<br>**4— Constructs Clear Vision**<br>The HSEI intervention constructs a complete vision for the desired future state of science, health, and/or healthcare delivery that precisely describes how the vision will be achieved through implementation of specific education interventions. |
| **Piloting of HSEI intervention with measurable outcomes** | **1—Not Feasible for Pilot**<br>The HSEI intervention is not feasible for a pilot with measurable outcomes.<br>**2–Feasible for Pilot After Significant Changes**<br>The HSEI intervention is feasible for a pilot with measurable outcomes after significant changes.<br>**3–Feasible for Pilot After Minor Changes**<br>The HSEI intervention is feasible for a pilot with measurable outcomes after minor changes.<br>**4—Feasible for Pilot**<br>The HSEI intervention is feasible for a pilot with measurable outcomes. |

**References**


1. Serdyukov P. Innovation in education: What works, what doesn't, and what to do about it? J Innov Teach Learn. 2017;10:4-33.
2. McGaghie WC. Medical education research as translational science. Sci Trans Med. 2010;2:19.
3. Mangrulkar R, Ross P, Zaidi N. Defining a framework for health science education innovation. 2020. Available at : https://harvardmacy.org/blog/defining-a-framework.