



## RISE Health Science Education Innovation (HSEI) Competency and Intervention Assessment

The **RISE Health Science Education Innovation (HSEI) Competency and Intervention Assessment** comprises two complementary rubrics designed to guide and evaluate innovation in health science education. Grounded in the definition of HSEI as *new ideas with the potential to transform teaching and learning, scale across disciplines and learners, and improve practice and health outcomes*, these tools provide a structured approach to both personal and project development. The **HSEI Competencies Assessment Rubric** evaluates seven core competencies essential to becoming an effective health science education innovator, supporting longitudinal growth and informing RISE funding decisions. In parallel, the **HSEI Intervention Assessment Rubric** focuses on five key domains involved in designing and implementing an educational intervention aimed at addressing a specific health issue. As part of the RISE program, participants are expected to develop a clear vision and pilot measurable, impactful interventions. Together, these rubrics offer a cohesive framework to support and assess innovation from idea to implementation.

### HSEI Competencies Assessment Rubric<sup>1, 2</sup>

| Competency                                                                                                                                                                          | Competency Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <b>Creativity:</b> generates ideas, alternatives, and possibilities to expand thinking beyond traditional rules and patterns                                                        | <p><b>1—Remedial</b> The innovator <u>fails to consider</u> approaches to generate new ideas, alternatives, and possibilities.</p> <p><b>2—Emerging</b> The innovator adopts <u>traditional</u> approaches from <u>within their own discipline</u> to generate new ideas, alternatives, and possibilities.</p> <p><b>3—Developing</b> The innovator applies <u>traditional</u> approaches from <u>across different disciplines</u> to generate new ideas, alternatives, and possibilities.</p> <p><b>4—Excelling</b> The innovator integrates <u>novel</u> approaches from <u>across different disciplines</u> to generate new ideas, alternatives, and possibilities.</p>                                                                                                                                       |
| <b>Critical Thinking:</b> applies reasoned consideration to evidence, context, and methods to inform decision-making                                                                | <p><b>1—Remedial</b> The innovator <u>fails to consider</u> evidence, context, or methods to inform decision-making.</p> <p><b>2—Emerging</b> The innovator considers evidence, context, and methods but <u>does not use</u> this information to inform decision-making.</p> <p><b>3—Developing</b> The innovator applies evidence, context, and methods to inform <u>some</u> of their decision-making.</p> <p><b>4—Excelling</b> The innovator integrates evidence, context, and methods to inform <u>most</u> of their decision-making.</p>                                                                                                                                                                                                                                                                   |
| <b>Initiative:</b> adopts a proactive approach for developing, assessing, and operationalizing ideas to foster positive change while remaining persistent in overcoming constraints | <p><b>1—Remedial</b> The innovator <u>fails to adopt</u> strategies for developing, assessing, and operationalizing ideas that overcome constraints that could stifle advancing their ideas.</p> <p><b>2—Emerging</b> The innovator adopts strategies for developing, assessing, and operationalizing ideas, but these strategies <u>do not overcome</u> constraints that could stifle advancing their ideas.</p> <p><b>3—Developing</b> The innovator adopts strategies for developing, assessing, and operationalizing ideas that overcome <u>some</u> constraints that could stifle advancing their ideas.</p> <p><b>4—Excelling</b> The innovator adopts strategies for developing, assessing, and operationalizing ideas that overcome <u>most</u> constraints that could stifle advancing their ideas.</p> |

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| <b>Intellectual Curiosity:</b> asks thought-provoking questions to explore unknown aspects of an idea and challenge existing perspectives and explanations | <p><b>1—Remedial</b> The innovator <u>fails to ask</u> questions about unknown aspects of an idea that might challenge their own perspectives and explanations.</p> <p><b>2—Emerging</b> The innovator asks questions that explore unknown aspects of an idea but <u>does not use</u> the information gathered to challenge existing perspectives and explanations.</p> <p><b>3—Developing</b> The innovator asks questions that explore unknown aspects of an idea and uses <u>some</u> of the information gathered to challenge existing perspectives and explanations.</p> <p><b>4—Excelling</b> The innovator asks questions that explore unknown aspects of an idea and uses <u>most</u> of the information gathered to challenge existing perspectives and explanations.</p> |
| <b>Intelligent Risk-taking:</b> weighs benefits and disadvantages of choices to assume calculated risks that yield important outcomes                      | <p><b>1—Remedial</b> The innovator <u>fails to weigh</u> the benefits and disadvantages of their choices to inform calculated risks.</p> <p><b>2—Emerging</b> The innovator weighs benefits and disadvantages of their choices but <u>does not use</u> this information to inform calculated risks.</p> <p><b>3—Developing</b> The innovator weighs benefits and disadvantages of their choices and uses <u>some</u> of this information to inform calculated risks.</p> <p><b>4—Excelling</b> The innovator weighs benefits and disadvantages of their choices and uses <u>most</u> of this information to inform calculated risks.</p>                                                                                                                                           |
| <b>Teamwork:</b> collaborates with a broad network of individuals with diverse expertise and viewpoints to generate unique ideas and solutions             | <p><b>1—Remedial</b> The innovator <u>fails to collaborate</u> with a broad network of individuals who provide diverse expertise and viewpoints.</p> <p><b>2—Emerging</b> The innovator collaborates with a broad network of individuals from their <u>own discipline only</u> who provide <u>limited</u> diversity in expertise and viewpoints.</p> <p><b>3—Developing</b> The innovator collaborates with a broad network of individuals from <u>across different disciplines</u> who provide <u>some</u> diversity in expertise and viewpoints</p> <p><b>4—Excelling</b> The innovator collaborates with a broad network of individuals from <u>across different disciplines</u> who provide <u>significant</u> diversity in expertise and viewpoints</p>                       |
| <b>Visioning:</b> develops a clear direction for the desired future state with sufficient detail to determine if it has been achieved                      | <p><b>1—Remedial</b> The innovator <u>fails to develop</u> a direction for the desired future state with sufficient detail to determine if it has been achieved.</p> <p><b>2—Emerging</b> The innovator develops a direction for the desired future state but provides <u>insufficient</u> detail to determine if it has been achieved.</p> <p><b>3—Developing</b> The innovator develops a direction for the desired future state and provides <u>sufficient</u> detail to determine if it has been achieved.</p> <p><b>4—Excelling</b> The innovator develops a clear direction for the desired future state and provides <u>extensive</u> detail to determine if it has been achieved.</p>                                                                                      |

## HSEI Intervention Assessment Rubric <sup>3-6</sup>

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

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| <b>Construction of vision</b>                                      | <p><b>1—Does Not Construct a Vision</b><br/>The HSEI intervention <u>does not construct a vision</u> that can be achieved through implementation of specific education interventions.</p> <p><b>2—Constructs Vague Vision</b><br/>The HSEI intervention constructs an <u>incomplete vision</u> for the desired future state of science, health, and/or healthcare delivery that <u>does not describe</u> how the vision will be achieved through implementation of specific education interventions.</p> <p><b>3—Constructs Acceptable Vision</b><br/>The HSEI intervention constructs a <u>partial vision</u> for the desired future state of science, health, and/or healthcare delivery that <u>loosely describes</u> how the vision will be achieved through implementation of specific education interventions.</p> <p><b>4—Constructs Clear Vision</b><br/>The HSEI intervention constructs a <u>complete vision</u> for the desired future state of science, health, and/or healthcare delivery that <u>precisely describes</u> how the vision will be achieved through implementation of specific education interventions.</p> |
| <b>Piloting of HSEI intervention with measurable outcomes</b>      | <p><b>1—Not Feasible for Pilot</b><br/>The HSEI intervention is <u>not feasible</u> for a pilot with measurable outcomes.</p> <p><b>2—Feasible for Pilot After Significant Changes</b><br/>The HSEI intervention is feasible for a pilot with measurable outcomes <u>after significant changes</u>.</p> <p><b>3—Feasible for Pilot After Minor Changes</b><br/>The HSEI intervention is feasible for a pilot with measurable outcomes <u>after minor changes</u>.</p> <p><b>4—Feasible for Pilot</b><br/>The HSEI intervention is feasible for a pilot <u>with measurable outcomes</u>.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Institutional priority alignment*</b>                           | <p><b>1—Does Not Align</b><br/>The proposed intervention does not align with institutional priorities.</p> <p><b>2—Partially Aligns</b><br/>The proposed intervention partially aligns with institutional priorities.</p> <p><b>3—Mostly Aligns</b><br/>The proposed intervention mostly aligns with institutional priorities.</p> <p><b>4—Fully Aligns</b><br/>The proposed intervention fully aligns with institutional priorities.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Integration into existing systems and workflows<sup>6</sup></b> | <p><b>1—Does Not Integrate</b><br/>The proposed intervention does not integrate into existing systems and workflows.</p> <p><b>2—Partially Integrates</b><br/>The proposed intervention partially integrates into existing systems and workflows.</p> <p><b>3—Mostly Integrates</b><br/>The proposed intervention mostly integrates into existing systems and workflows.</p> <p><b>4—Fully Integrates</b><br/>The proposed intervention fully integrates into existing systems and workflows.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

\*Institutional priorities include - Advancing Cross-Campus Collaboration and External Partnerships; Emerging Educational Technology Visioning, Governance and Scaling; Enhancing Research Environment, Collaboration and Innovation Experience; Establishing Health Careers and Educator Pathways; Expanding Access to Research Resources, Mentorship and Professional Development; Fostering Belonging, Community Building and Inclusive Culture; Promoting Research Safety, Integrity and Quality Culture

## References

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2. Perez-Penalver, M.J., Lourdes, E.A.-M. and Montero-Fleta, B. (2018), "Identification and classification of behavioural indicators to assess innovation competence", *Journal of Industrial Engineering and Management*, Vol. 11 No. 1, pp. 87-115.
3. Serdyukov P. Innovation in education: What works, what doesn't, and what to do about it? *J Innov Teach Learn*. 2017;10:4-33.
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6. Deena M. Hamza, Glenn Regehr. Eco-normalization: evaluating the longevity of an innovation in context. *Acad Med*. 2021;96(Suppl 2):S48-S53.