

Interpreting the ACIPE Rubric

The rubric is designed to be a behavior-based instrument to measure a learner’s development within each of three categories of interprofessional competencies (IPEC, 2016): communication, roles/responsibilities, and teams/teamwork. For each of the categories, this development is described in terms of an early, inexperienced learner (Novice) to the most advanced, exemplary level of Aspirational learner. Note that the Proficient level is the graduation target, and is a reasonable goal for most learners.

In general, learners should demonstrate all skills listed within one level, before they progress to the next level. It is possible, however, for a learner to “fit” between levels, as an observer may have noted successful performance of a few of the skills (but not all) of two sequential levels. Development and/or more observations may be needed to assure that all skills from a lower level have been mastered. However, keep in mind that these behaviors are examples of essential skills at each level, and may not be a comprehensive list. For this reason, a learner who has demonstrated one or more of the skills is said to be a learner “at” that level, even if all the skills haven’t been mastered. It still describes the developmental level at which the learner is functioning. Examples of scenarios are shown below that show this developmental progression.

Level	None of the skills in this level	1 or more but not all skills in this level	All skills in this level	None of the skills in the next level	1 or more skills in this level PLUS 1 or more skills in next level	All skills in this level PLUS 1 or more skills in the next level but not all	All of the skills in the next level
Novice	(Early) Novice	Novice	Novice	Novice	Between Novice/Evolving	Evolving	Evolving
Evolving	Novice	Evolving	Evolving	Evolving	Between Evolving/Proficient	Proficient	Proficient
Proficient	Evolving	Proficient	Proficient	Proficient	Between Proficient/Accomplished	Accomplished	Accomplished
Accomplished	Proficient	Accomplished	Accomplished	Accomplished	Between Accomplished/Aspirational	Aspirational	Aspirational
Aspirational	Accomplished	Aspirational	Aspirational	n/a	n/a	n/a	n/a

When observing, it is important to distinguish between behaviors that were not demonstrated by the learner (and should have been) which therefore **need development**, and those for which there was **no opportunity to observe**. (Example: You did not observe the learner "asking clarifying questions", but there were clearly opportunities for the learner to do so; development is needed in this skill. In contrast, you did not observe “acknowledges feedback by others” because feedback was not offered by anyone on the team, therefore there was “no opportunity to observe”.)

To help the learner understand placement levels:

Your skills in interprofessional communication, roles/responsibilities, and teams/teamwork have been observed, placing you at a developmental level. What this means:

- You may feel that you are able to perform skills in higher levels, but the evaluator may not have observed these
- You may have demonstrated some skills in a particular level, but not all
- You may need to develop further on a particular skill before the evaluator can say that you have demonstrated it successfully
- There may not have been an opportunity to observe a particular skill, making it impossible for the evaluator to assess it

Development of interprofessional core competencies is essential to team-based, collaborative patient care. Please use this feedback as a guide to stretch yourself up to the next level, challenging yourself to practice these skills consistently.