

# Interprofessional Education Assessment and Planning Instrument for Academic Institutions

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Interprofessional Education with an Emphasis on Prevention



ASSOCIATION FOR PREVENTION TEACHING AND RESEARCH

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Funding for development of this instrument was made possible in part through the APTR-ODPHP Cooperative Agreement No.  
APTHP020003. The findings and conclusions related to this instrument are those of the author(s) and do not necessarily  
represent the views of the Office of Disease Prevention and Health Promotion, U.S. Department of Health and Human Services  
or the Association for Prevention Teaching and Research.

APTR gratefully acknowledges the efforts of project consultants Annette G. Greer, PhD, MSN, RN and Maria C. Clay, PhD and the  
APTR members who volunteered their time to create this instrument.

## Background

This instrument, containing two parts, was designed, tested, and is now being made available to any academic institution wishing to evaluate interprofessional education with an emphasis on prevention. The first part measures interprofessional education. The second part measures prevention education. The combination of both sections should provide an institutional assessment of Interprofessional Education with an emphasis on prevention.

This instrument was designed to do the following: 1) assist institutions in gauging where they are in development of Interprofessional Prevention Education and 2) assist institutions wishing to further advance Interprofessional Education with an emphasis on prevention.

## The Self-Assessment

The self-assessment instrument is organized into five domains that are derived from the interprofessional prevention education literature. Each domain is associated with specific items and response options. A completed instrument will provide a profile of an institution's status with the implementation of interprofessional education with an emphasis on prevention.

The five domains are:

- I. Educational Venues
- II. Educational Evaluation
- III. Programmatic Participation
- IV. Institutional Support
- V. Faculty Incentive

## Definitions

The following terms used in this self-assessment are particularly important for consistency in interpretation:

<b>Interprofessional Education (IPE):</b>	Members or students of two or more professions associated with health or social care, engaged in learning with, from, and about each other. It is an initiative to secure interprofessional learning and promote gains through interprofessional collaboration in professional practice (CAPIE, 1997).
<b>Multi-professional Education (MPE):</b>	Members or students of two or more professions associated with health or social care, learning alongside one another; parallel learning, rather than interactive learning.
<b>Uni-professional Education:</b>	Members or students of a single profession learning together interactively or in parallel. Freeth et al. (2005)
<b>Course:</b>	An educational experience for approved academic credit.
<b>Shared Course:</b>	A cross-listed or co-listed course attended by multiple disciplines.
<b>Shared placement:</b>	Multiple disciplines co-located at a clinical or community placement site which may or may not include integrated learning opportunities.
<b>Educational venue:</b>	A workshop, a module, symposium, an orientation, or program.

<b>Educational materials:</b>	Printed materials, electronic materials (CD, DVD, Podcast).
<b>Primary prevention:</b>	An approach used prior to the origin of disease or health alteration to decrease the numbers of new cases. [adapted from: Commission on Chronic Illness (1957)]
<b>Secondary prevention:</b>	An approach used after the disease or health alteration has been recognized, (before it causes suffering and disability) which seeks to lower the rate of established cases. [adapted from: Commission on Chronic Illness (1957)]
<b>Tertiary prevention:</b>	An approach used after suffering or disability has been experienced from a disease state or health alteration, in order to prevent further deterioration. [adapted from: Commission on Chronic Illness (1957)]
<b>Clinical Rotation:</b>	An experiential learning activity located in clinical settings such as hospitals, clinics, community agencies, or via home visits.
<b>Parallel Learning:</b>	Similar to parallel practice in which students from different disciplines contribute to patient care but with minimal communication among them; parallel learning exists when there are similar educational activities but minimal cross-disciplinary student contacts.

## Instructions for Scoring Instrument

This self-assessment instrument is designed to be completed by a team that reflects diverse health science institutional constituencies or by a unit within that constituency. The focus of the assessment and planning can occur at the unit level or can occur at the institutional level. Regardless, the process would be the same. Each team member would independently score the instrument, and then share results with others on the team. As with focus, the instrument can be used for assessment and/or planning.

### To Be Used For Assessment

Read each item carefully by looking across each row associated with the item. Mark the level in the column which best describes the status of interprofessional or prevention activities at the institution. An answer should be provided for all items; if there is no answer, mark “Unable to Assess”. Please do not leave any items blank. Please note, an institution does not have to have a similar rating for each item. In fact, it is anticipated that an institution will have varying levels. Nevertheless, scoring each item gives a visual representation of where an institution is on the scale and assists leaders in determining priority areas. It is recommended that the self-assessors designate a timeframe of an academic year, preferably the year prior to the assessment.

### To Use as A Planning Document

Repeat the process of reading across each row. Mark the level which best identifies the level that the institution wishes to achieve. Specific responses can be based on institutional strategic plans, institutional goals, accreditation requirements, or ideological educational philosophies. Again, it is not necessary that all items have similar ratings, as the institution may not desire advancement in all categories; nor does advancement have to occur simultaneously across every item to be successful. Instead, institutions may opt to concentrate development in selected areas.

Items addressing interprofessional education (IPE) will be presented first followed by items addressing prevention.

## Interprofessional Education Assessment and Planning Instrument for Academic Institutions

ITEM	Level 0	Level 1	Level 2	Level 3	Level 4		
<b>IPE Courses</b>	No courses with interprofessional collaborative concepts.	Interprofessional collaborative concepts within a single discipline's course for learners within that discipline.	Interprofessional collaborative concepts within a single discipline's course for learners from multiple disciplines.	Interprofessional collaborative concepts within a shared course for learners from multiple disciplines (Example: Co-listed, cross-listed).	Interprofessional collaborative concepts within a course for learners from multiple disciplines which may or may not be taught by IPE faculty team (Example: Course that has its own IPE designation).		
Choose the level that characterizes your unit:		<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Unable to Assess
Choose the level that characterizes your institution as a whole:		<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Unable to Assess
Notes:							

ITEM	Level 0	Level 1	Level 2	Level 3	Level 4		
<b>IPE Clinical Rotations</b>	No clinical rotations with Interprofessional collaborative concepts.	Interprofessional collaborative concepts within a single discipline placement for single discipline learners without planned interaction /integration of other learners.	Interprofessional collaborative concepts coordinated by a single discipline placement for learners from multiple disciplines, using parallel learning.	Interprofessional collaborative concepts within shared placement for learners from multiple disciplines, using parallel learning.	Interprofessional collaborative concepts within a placement for learners from multiple disciplines, using interactive /integrated learning.		
Choose the level that characterizes your unit:		<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Unable to Assess
Choose the level that characterizes your institution as a whole:		<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Unable to Assess
Notes:							

## Interprofessional Education Assessment and Planning Instrument for Academic Institutions

ITEM	Level 0	Level 1	Level 2	Level 3	Level 4		
<b>IPE Community Projects/ Service Learning</b>	No Interprofessional collaborative community projects.	Interprofessional collaborative community projects within a single discipline's placement for single discipline learners.	Interprofessional collaborative community projects within single discipline placement for learners from multiple disciplines.	Interprofessional collaborative community projects within a shared placement for learners from multiple disciplines.	Interprofessional collaborative community shared projects within a shared placement for learners from multiple disciplines.		
Choose the level that characterizes your unit:		<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Unable to Assess
Choose the level that characterizes your institution as a whole:		<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Unable to Assess
Notes:							

ITEM	Level 0	Level 1	Level 2	Level 3	Level 4		
<b>IPE Standardized Assessment or Evaluation</b>	No Interprofessional collaborative assessment/evaluation.	Interprofessional collaborative assessment/evaluation within a single discipline conducted by a single discipline for their learners.	Interprofessional collaborative assessment/evaluation coordinated by a single discipline for multiple discipline learners.	Interprofessional collaborative assessment/evaluation within a shared placement for multiple discipline learners.	Interprofessional collaborative assessment/evaluation within a shared placement for multiple discipline learners that has its own IPE designation.		
Choose the level that characterizes your unit:		<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Unable to Assess
Choose the level that characterizes your institution as a whole:		<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Unable to Assess
Notes:							

ITEM	Level 0	Level 1	Level 2	Level 3	Level 4		
<b>IPE Extra-Curricular Activities</b>	No Interprofessional collaborative extra-curricular activities.	Interprofessional collaborative extra-curricular activities coordinated by a single discipline for single discipline learners.	Interprofessional collaborative extra-curricular activities coordinated by a single discipline for learners from multiple disciplines.	Interprofessional collaborative extra-curricular activities within a shared placement for learners from multiple disciplines.	Interprofessional collaborative extra-curricular activities within a shared placement for learners from multiple disciplines that has its own IPE designation.		
Choose the level that characterizes your unit:		<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Unable to Assess
Choose the level that characterizes your institution as a whole:		<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Unable to Assess
Notes:							

## Interprofessional Education Assessment and Planning Instrument for Academic Institutions

ITEM	Level 0	Level 1	Level 2	Level 3	Level 4	
<b>Health Professional Student/Program Participation</b>	No health professional students/programs participate in any level of IPE.	1-25% of the health professional students/programs participate in some level of IPE.	26-50% of the health professional students/programs participate in some level of IPE.	51-75% of the health professional students/Programs participate in some level of IPE.	76-100% of the health professional students/programs participate in some level of IPE.	
Choose the level that characterizes your unit:	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Unable to Assess
Choose the level that characterizes your institution as a whole:	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Unable to Assess
Notes:						

ITEM	Level 0	Level 1	Level 2	Level 3	Level 4	
<b>IPE Personnel Support</b>	No staff dedicated to IPE.	Staff assigned on at least a 1-25% FTE (individual or shared) with/without designated funds.	Staff assigned on at least 26-50% FTE (individual or shared) with/without designated funds.	Staff assigned on at least 51-75% FTE (individual or shared) basis with/without designated funding.	At least one FTE (individual or shared) 76-100% dedicated IPE staff with/without designated funding provided.	
Choose the level that characterizes your unit:	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Unable to Assess
Choose the level that characterizes your institution as a whole:	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Unable to Assess
Notes:						

ITEM	Level 0	Level 1	Level 2	Level 3	Level 4	
<b>Institutional policy support of IPE</b>	IPE or similar language does not appear in official or unofficial institutional documentation.	IPE or similar language does not appear in official institutional documentation, but does appear unofficially in institutional documentation. For example, email communications or convocation speeches.	IPE or similar language does not appear in official institutional documentation but official IPE language documentation is being considered.	IPE language appears in official institutional documents but is very general and not specific to measurable outcomes.	IPE language appears in official institutional documents and is tied to specific measurable outcomes.	
Choose the level that characterizes your unit:	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Unable to Assess
Choose the level that characterizes your institution as a whole:	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Unable to Assess
Notes:						

## Interprofessional Education Assessment and Planning Instrument for Academic Institutions

ITEM	Level 0	Level 1	Level 2	Level 3	Level 4		
<b>IPE Faculty Members</b>	No faculty members participate in IPE.	Faculty members participate in IPE based on an individual interest (not officially encouraged or discouraged).	Faculty members are encouraged to participate in IPE/team teaching (add-on responsibility).	Faculty members are given release time to collaborate on IPE/team teaching.	Faculty members' roles are substantially dedicated to IPE, some faculty are designated as core IPE teachers.		
Choose the level that characterizes your unit:		<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Unable to Assess
Choose the level that characterizes your institution as a whole:		<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Unable to Assess
Notes:							

ITEM	Level 0	Level 1	Level 2	Level 3	Level 4		
<b>Faculty IPE Incentives</b>	Participation in IPE makes promotion and tenure problematic.	Participation in IPE is not considered in promotion and tenure.	Participation in IPE is considered and viewed as neutral, with no effect on promotion and tenure.	Participation in IPE positively affects promotion and tenure decisions.	Participation in IPE advances promotion and tenure decisions as a priority focus.		
Choose the level that characterizes your unit:		<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Unable to Assess
Choose the level that characterizes your institution as a whole:		<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Unable to Assess
Notes:							

ITEM	Level 0	Level 1	Level 2	Level 3	Level 4		
<b>Prevention Courses</b>	Prevention not identified as a feature of the curriculum.	Prevention content included in basic or clinical science courses but <b>without</b> emphasis in course schedules and reading materials.	Prevention content included in at least a few basic or clinical science courses <b>with</b> emphasis in course schedules and reading materials.	Prevention content included in multiple basic or clinical science courses, schedules and reading materials.	Prevention content included intentionally in almost all courses.		
Choose the level that characterizes your unit:		<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Unable to Assess
Choose the level that characterizes your institution as a whole:		<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Unable to Assess
Notes:							



## Interprofessional Education Assessment and Planning Instrument for Academic Institutions

ITEM	Level 0	Level 1	Level 2	Level 3	Level 4		
<b>Prevention Clinical Rotations</b>	Prevention not identified as a feature of the clinical rotations.	Prevention content included in clinical rotations but <b>without</b> emphasis in course schedules and reading materials.	Prevention content included in at least a few clinical rotations <b>with</b> emphasis in course schedules and reading materials.	Prevention content incorporated intentionally in almost all clinical rotations.	Prevention content is included as a focus in all clinical rotations.		
Choose the level that characterizes your unit:		<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Unable to Assess
Choose the level that characterizes your institution as a whole:		<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Unable to Assess
Notes:							

ITEM	Level 0	Level 1	Level 2	Level 3	Level 4		
<b>Prevention Community Projects or Courses Using Service-Learning</b>	Prevention not identified as a feature of the collaborative community projects, or in courses using service-learning.	Prevention content included in collaborative community projects or courses using service-learning but <b>without</b> emphasis in course schedules and reading materials.	Prevention content included in collaborative community projects or courses using service-learning <b>with</b> emphasis in course schedules and reading materials.	Prevention content incorporated intentionally in almost all collaborative community projects or in courses using service-learning.	Prevention content is included as a focus of collaborative community projects or in courses using service-learning.		
Choose the level that characterizes your unit:		<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Unable to Assess
Choose the level that characterizes your institution as a whole:		<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Unable to Assess
Notes:							

## Interprofessional Education Assessment and Planning Instrument for Academic Institutions

ITEM	Level 0	Level 1	Level 2	Level 3	Level 4		
<b>Standardized Assessment/Evaluation of Prevention Education Programs</b>	Standardized assessment/evaluation of prevention education programs is not a feature of education venues.	Standardized assessment/evaluation of prevention education is offered but without emphasis in educational venues.	Standardized assessment/evaluation of prevention education is offered with emphasis in educational venues.	Standardized assessment/evaluation of prevention education is incorporated in almost all educational venues.	Standardized assessment/evaluation of prevention education is incorporated intentionally in all educational venues.		
Choose the level that characterizes your unit:		<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Unable to Assess
Choose the level that characterizes your institution as a whole:		<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Unable to Assess
Notes:							

ITEM	Level 0	Level 1	Level 2	Level 3	Level 4		
<b>Prevention Extra-Curricular Activities</b>	Prevention content is not a feature of extra-curricular activities.	Prevention content is offered in extra-curricular activities but without emphasis in schedules and reading materials.	Prevention content is included in extra-curricular activities with emphasis in schedules and reading materials.	Prevention content incorporated intentionally in almost all extra-curricular activities.	Prevention content is included as a focus of all extra-curricular activities.		
Choose the level that characterizes your unit:		<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Unable to Assess
Choose the level that characterizes your institution as a whole:		<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Unable to Assess
Notes:							

ITEM	Level 0	Level 1	Level 2	Level 3	Level 4		
<b>Health Professional Students/Programs Participation</b>	No health professional students/programs participate in any prevention activities.	1-25% of the health professional students/programs participate to some extent in prevention activities.	26-50% of the health professional students/programs participate to some extent in prevention activities.	51-75% of the health professional students/programs participate to some extent in prevention activities.	76-100% of the health professional students/programs participate to some extent in prevention activities.		
Choose the level that characterizes your unit:		<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Unable to Assess
Choose the level that characterizes your institution as a whole:		<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Unable to Assess
Notes:							

## Interprofessional Education Assessment and Planning Instrument for Academic Institutions

ITEM	Level 0	Level 1	Level 2	Level 3	Level 4		
<b>Prevention Personnel Support</b>	No personnel support is allocated to prevention content.	Staff assigned on at least a 1-25% FTE (individual or shared) with/without designated institutional funds.	Staff assigned on at least 26-50% FTE (individual or shared) with/without designated institutional funds.	Staff assigned on at least 51-75% FTE (individual or shared) basis with/without designated institutional funding.	At least one 76-100% FTE (individual or shared) dedicated IPE staff with/without designated institutional funding provided.		
Choose the level that characterizes your unit:		<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Unable to Assess
Choose the level that characterizes your institution as a whole:		<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Unable to Assess
Notes:							

ITEM	Level 0	Level 1	Level 2	Level 3	Level 4		
<b>Institutional Policy Supports Prevention</b>	No prevention or similar language in official or unofficial institutional documentation.	Prevention or similar language does not appear in official institutional documentation, but does appear unofficially in institutional documentation e.g., email communications or convocation speeches.	Prevention or similar language does not appear in official institutional documentation but policy makers are considering it.	Prevention language appears in official institutional documents but is very general and not linked to specific measurable outcomes.	Prevention language appears in official institutional documents and is tied to specific measurable outcomes.		
Choose the level that characterizes your unit:		<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Unable to Assess
Choose the level that characterizes your institution as a whole:		<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Unable to Assess
Notes:							

## Interprofessional Education Assessment and Planning Instrument for Academic Institutions

ITEM	Level 0	Level 1	Level 2	Level 3	Level 4		
<b>Prevention Faculty Members</b>	No faculty members participate in prevention teaching.	Faculty members participate in prevention teaching based on individual interest (not officially encouraged or discouraged).	Faculty members encouraged to participate in prevention teaching (add-on responsibility).	Faculty members given release time to participate in prevention teaching.	Faculty members' roles are substantially dedicated to prevention teaching. Some faculty members designated as core prevention teachers.		
Choose the level that characterizes your unit:		<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Unable to Assess
Choose the level that characterizes your institution as a whole:		<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Unable to Assess
Notes:							

ITEM	Level 0	Level 1	Level 2	Level 3	Level 4		
<b>Faculty Prevention Incentives</b>	Participation in prevention teaching is considered but makes promotion and tenure problematic.	Participation in prevention teaching is not considered in promotion and tenure.	Participation in prevention teaching is considered and viewed as neutral, with no effect on promotion and tenure.	Participation in prevention teaching affects promotion and tenure decisions in a positive manner.	Participation in prevention teaching advances promotion and tenure decisions as a priority focus.		
Choose the level that characterizes your unit:		<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Unable to Assess
Choose the level that characterizes your institution as a whole:		<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Unable to Assess
Notes:							