		1	1.5	2	2.5	3	3.5	4	
		I-FOR: Interdisciplinary / Interprofessional Team Building							
A		Does not yet understand other disciplines/professions and their significance		Defines general roles and functions of other disciplines/professions		Describes unique knowledge, skills, and training of other disciplines/professions		Knows how to assemble interdisciplinary/interprofessional teams to address clinical, research, and policy questions	N/A
		□	□	□	□	□	□	□	□
B		Rarely (< 10%) attends or does not yet value interdisciplinary/ interprofessional meetings		Attends interdisciplinary/interprofessional meetings		Participates actively in interdisciplinary/interprofessional meetings; excellent team player		Serves as a role model for others in interdisciplinary/interprofessional work; excellent team leader	N/A
		□	□	□	□	□	□	□	□
C		Does not yet recognize the need to use terminology accessible to other disciplines/professions		Understands the value of and sometimes employs terminology accessible to other disciplines/professions		Adjusts terminology to meet the needs of team members		Understands other disciplines/professions well enough to "translate" among them	N/A
		□	□	□	□	□	□	□	□
D		Does not yet recognize team dynamics nor resolve conflicts		Beginning to recognize team dynamics; listens well but needs others to resolve conflicts		Recognizes team dynamics and gives/receives feedback; actively resolves conflicts		Recognizes team dynamics and manages conflicts; helps others to improve giving and receiving feedback	N/A
		□	□	□	□	□	□	□	□
E		Does not yet recognize that disciplines/professions differ in approach		Seeks answers only from within their own discipline/profession, even when there are disputes		Recognizes different disciplinary/professional paradigms; appeals to scientific evidence to resolve disputes		Recognizes philosophical differences among disciplines/professions; contributes to research to resolve disputes	N/A
		□	□	□	□	□	□	□	□
F		Rarely (< 10%) seeks input from other disciplines/professionals aside from their own		Sometimes (< 50%) uses the input of other disciplines/professions, but is unlikely to seek out those individuals when confronted with ambiguous situations		Usually (> 50%) seeks input and integrates findings of other disciplines/professions; develops prioritized, coordinated plans that focus on the task at hand (not just their own disciplinary/professional needs)		Adopts tools, techniques and methods of other disciplines/professions in their work; submerges disciplinary/professional identity to address the task at hand or organizational/system needs	N/A
		□	□	□	□	□	□	□	□