



Authentic, Innovative and Feasible: Designing Assessments for a New Module

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This project addresses the development of a module that uses healthcare-related ethical dilemma scenarios to support the interprofessional development of moral reasoning competencies.

- The course is based upon a teaching and assessment process known as intermediate concept measures (ICMs)^{1, 2}.
- The ICMs are centred on healthcare-related dilemma scenarios, each with 12 hypothetical action options for the practitioner in the scenario, arranged into five plausible practice settings and representative of authentic interprofessional collaborations.
- The students read the dilemma scenario and then rate and rank the hypothetical action options to choose the three most defensible and least defensible.



A blended approach will be taken in the delivery of this interprofessional course with most sessions delivered online. There will be 8 online lectures covering moral reasoning and ethical practice in healthcare and the 6 interprofessional learning (IPL) domains (role understanding; interprofessional communication; interprofessional values; coordination and collaborative decision-making; reflexivity; and teamwork)^{3,4} and three workshops where the students will work through the ethical dilemmas.
Assessment methods for the course were mapped onto the learning outcomes.



Intermediate Concept Measures

Students are presented with the professional dilemma, and a question to consider (what would you do?)
Students are assessed on their individual and group responses and rating and ranking of the action options for the health professional in the dilemma scenario.

Photographic reflection

Students are asked to take a photograph to illustrate their values system, learning journey and personal development of moral reasoning skills. At an in-person session, the students then do a one-minute presentation to explain their photograph and how it reflects their values system related to moral reasoning in healthcare. This is then followed by a short Q&A session where the students justify their choice of photograph.

Module Learning Outcomes

1. Critically review plausible, authentic healthcare dilemma scenarios.
2. Demonstrate competence in reasoning through professional dilemmas individually and in group contexts.
3. Reflect their value system and through discussion, debate and negotiation with others expand their range of perspectives to further inform their thinking and align their values with shared interprofessional values.
4. Develop key interprofessional skills necessary to function as part of interprofessional healthcare teams.

Peer review

Each student assesses another student on their initial response to the dilemma scenario. The same rubric will be used for both peer and examiner assessment of healthcare students' moral reasoning capabilities⁵. The rubric will provide detailed descriptors of different levels of performance to signpost improved reasoning.

Video analysis

Video record 10-15mins of the students working on the moral dilemma in the second workshop and use a rubric incorporating the 6 IPL domains (role understanding; interprofessional communication; interprofessional values; coordination and collaborative decision-making; reflexivity; and teamwork) to analyse each group member's contribution to the discussion.

Conclusion

This poster displays plans for a novel and innovative assessment strategy supported by the literature that will be employed in a new, elective, interprofessional module. It provides examples of meaningful assessment that do not lead to a large assessment burden for students or workload for educators.

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References

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