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

Dr Rangariroyshe Chipika, Dr Tamasine Grimes, Dr Cicely Roche and Dr Emer McGowan

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.

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.

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.

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.

Project funded by the TCD Faculty of Health Sciences Dean’s Awards for Innovation in Teaching 2022.

References