Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

Authentic, Innovative and Feasible: Designing Assessments for an Interprofessional Module

Interprofessional Education and the resolution of moral dilemmas

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Interprofessional Learning
Teaching and Learning Methods

Active and Interactive Learning

Development of a module that uses healthcare-related ethical dilemma scenarios to support the interprofessional development of moral reasoning competencies.
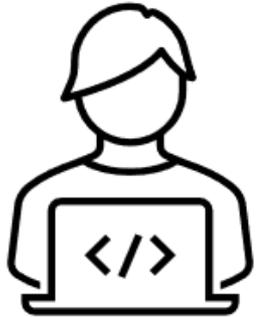
- Based upon a teaching and assessment process known as intermediate concept measures (ICMs)[1, 2.]
- The ICMs are centred on healthcare-related dilemma scenarios, each with 12 hypothetical action options for the practitioner in the scenario representative of authentic interprofessional collaborations.
- The students read the dilemma scenario and then rate and rank the hypothetical action options to choose the three most defensible and least defensible action options.

1. Roche C. Thoma S, Wingfield J (2014) From Workshop to E-Learning: Using Technology-Enhanced "Intermediate Concept Measures" As a Framework for Pharmacy Ethics Education and Assessment. Pharmacy 2:2, 137-160.
2. Thoma S, Derryberry WP, Crowson HM (2013) Describing and testing an intermediate concept measure of adolescent moral thinking. European Journal of Developmental Psychology 10:2, 239-252.

Moral reasoning in healthcare

Interprofessional (IPL) module details

Blended approach

8 online lectures covering moral reasoning and ethical practice and the 6 IPL domains (role understanding; interprofessional communication; interprofessional values; coordination and collaborative decision-making; reflexivity; and teamwork)

3 workshops where the students will work through the ethical dilemmas

Assessment methods

Mapped onto the learning outcomes of the module

Aimed to be meaningful and authentic but still feasible in terms of the assessment load for both students and educators

Learning outcomes and assessment approaches

1 of 4. Critically review plausible, authentic healthcare dilemma scenarios.

ICMs - 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.

2 of 4. Demonstrate competence in reasoning through professional dilemmas individually and in group contexts.

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 capabilities[5].

Learning outcomes and assessment approaches

3 of 4. 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.

Photographic reflection - to illustrate their values system, learning journey and personal development of moral reasoning skills. Students asked to do a one-minute presentation at an in-person session to explain their photograph.

4 of 4. Develop key interprofessional skills necessary to function as part of interprofessional healthcare teams

Video analysis - Video record 30mins of the students working on the moral dilemma in the second workshop and use a rubric incorporating the 6 interprofessional learning domains 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.