SYDNEY TEACHING COLLOQUIUM 2014

Symposium
*Interprofessional learning across the health disciplines: engaging students through video assessment*

Gillian Nisbet, Health Sciences; Timothy Chen, Pharmacy; Christopher Gordon, Sydney Nursing School; Christine Jorm, Sydney Medical School, and students

Abstract
Interprofessional learning (IPL) is considered an important part of modern health curricula. However, implementation in a pedagogically effective, resource-efficient and sustainable manner for large cohorts of university students remains a challenge (Nisbet, Lee, Kumar, Thistlethwaite, & Dunston, 2011). Interprofessional learning experiences typically are conducted in small groups, without broad health professional student representation and require significant teaching resources (The Interprofessional Curriculum Renewal Consortium Australia, 2013, 2014). To date, logistical challenges have impeded the health faculties at the University of Sydney from providing IPL to large numbers of students. In addition to site-specific and relatively ad hoc activities, for the past few years the faculties of Health Sciences, Medicine, Nursing and Pharmacy have conducted a small scale formal IPL event involving face-to-face student presentations of a management plan for a complex case. This event was resource intensive and not scalable. In 2014, the student teams will instead submit a video of their management plan. A marking rubric for summative assessment of the video has been developed. We envisage that the development of a video assessment related to IPL will permit large-scale student engagement as well as fostering creativity and increasing information technology graduate attributes for health professional students. This symposium will engage the audience with the dual challenges of providing IPL for large numbers of students and theoretical issues related to the use of video assessment for IPL, including the difficulties of fairly assessing group work. The symposium will include:

- Brief background on current international approaches to IPL. Presentation of video management plan as an assessment tool for IPL – pedagogy vs practicalities (facilitated discussion). Consideration of how such a teaching and learning tool could be extended to other faculty groupings such as combining law, business, engineering, and science.
- The construction of the summative video assessment, criteria and standards – participants will be asked to use an IPL marking rubric to assess a selection of videos from the 2014 Health care Team Challenge. Workshop engagement with the audience will be facilitated using an audience response system such as Turning Point or Socrative.
- The students' voice – student participants from the 2014 Health Care Team Challenge will share their experiences of the video assessment task. Outcomes from the symposium discussion are promotion of assessable video products for group work at Sydney University and expert input into improving video marking rubrics for IPL.

*Video as an assessment tool for IPL: pedagogy vs practicalities*
Gillian Nisbet, Health Sciences; Timothy Chen, Pharmacy; Christopher Gordon, Sydney Nursing School; Christine Jorm, Sydney Medical School

*Construction and implementation of an IPL marking rubric*
Christopher Gordon, Sydney Nursing School; Christine Jorm, Sydney Medical School; Gillian Nisbet, Health Sciences; Timothy Chen, (Pharmacy

Student experiences of an IPL video assessment task

Students names to be advised, co-facilitated by Timothy Chen, Pharmacy & Christine Jorm, Medicine

References


Theme

Assessment that engages students in learning that is relevant to the disciplinary, professional and community contexts (theme 1)