

Linking Essential Learning Outcomes and Interprofessional Collaborative Practice Competency in Health Science Undergraduates

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Abstract

Assessing student learning outcomes and determining achievement of the Interprofessional Collaborative Practice (IPCEP) Core Competency of Values/Ethics in a generic pre-professional Bachelor of Science in Health Science (BSHS) program is challenging. A course level Student Learning Outcome (SLO) is: "...articulate the impact of personal values and professional ethics in healthcare decision-making". A program level terminal learning outcome is to "...critically discuss the interface of values/ethics on health outcomes". One university level Essential Learning Outcome (ELOs) that all baccalaureate students are expected to achieve by graduation is Ethical Reasoning. This was equivalent to the IPCEP Values/Ethics core competency. This paper describes a strategy to simultaneously measure the Values/Ethics competency at course, program, and university levels. A narrative analysis (n=94) using required ethical decision making BSHS student papers was conducted to determine achievement of SLOs/ELOs and the IPCEP Values/Ethics core competency. Eleven items in the grading criteria were linked to outcome criteria for university ELO competency. A point value was assigned to each of these items using a scoring rubric indicating level of achievement. Results indicated that most students were at the Skilled level for the majority of students, and demonstrated adequate achievement of university, program, and course level learning outcomes as well as achievement of the IPCEP Values/Ethics core competency.

Keywords: Assessment; Essential Learning Outcomes; Ethics; Rubrics; Values; Student Learning Outcomes; Competency

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The purpose of this project was to link university level Essential Learning Outcomes (ELOs) related to Ethical Reasoning with Program Learning Outcomes (PLOs) and Student Learning Outcomes (SLOs) and the Interprofessional Collaborative Practice Core Competency of Values and Ethics in an introductory baccalaureate level health science course. Assessment of a course level assignment using a rubric was used to determine mastery. The course is part of the Bachelor of Health Science (BSHS) Program in the School of Health sciences in a mid-Atlantic public liberal arts college with an enrollment of 8570 undergraduate and graduate students.

Background

Outcome based models of education are centuries old. One example is the apprentice-ship method common in the Middle Ages. Outcome-Based Education “means clearly focusing and organizing every-thing in an educational system around what is essential for all students to be able to do successfully at the end of their learning experiences. This means starting with a clear picture of what is important for students to be able to do, then organizing curriculum, instruction, and assessment to make sure this learning ultimately happen” (Spady, 1994, p. 12).

Several conceptual models of instruction focus on ELOs and student competence (Cydis, et al., 2015). Malan (2000) described characteristics of the outcome based education. It is needs based, and outcome driven. It has a design down approach. It specifies outcomes and levels of outcomes. Malan (200) also stated that criterion based assessment of mastery or competencies is integral to outcomes based education. The focus is shifted from teaching to learning. The frame work is holistic in its outcomes focus, meaning that achievement of outcomes is not enough: they must be built upon continually.

While the idea of outcome based learning is not new, the current trend toward instituting college and university-wide ELOs that provide an overriding structure aimed at providing a comprehensive, cohesive education across disciplines was influenced by the American Association of Colleges and Universities (AAC&duc el9(UE)96Tdt202he 7(Tc (ng)h(d (-)Tjda))T ()T-1(dop0

metacognitive awareness about the criteria for competence and to foster life-long learning; *Intention* – supports learning through articulating learning activities that offer opportunities to develop specific ELO competencies in syllabi and course aims; *Utility* – integration of specific ELO concepts and competencies within the course, among other courses, and in the real world to provide a sense that these competencies and concepts are meaningful; *Reflection* – providing opportunities to intentionally reflect upon their learning experiences along with meaningful learning experiences and specific evaluation criteria helps students to build awareness and learn more about their specific competencies. This model is useful for integrating ELOs into “courses, assignments, and co-curricular activities” (Cydis, et al., p. 47). The current project illustrates how university level ELOs can be linked to program level outcomes (PLOs), and course outcomes (SLOs). Using a specific learning opportunity in the form of a multifaceted student learn0(an)-4(d)-4(co)-d

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Assessment Results

Using the narrative scoring rubric scores, means for each of the subscales were calculated. Relative scores were computed as percentage of the maximum possible score achieved. The mean score for the Aware level subscale was 4.67

Awareness, Reflection, and Utility were demonstrated through the requirements of the assignment that students identify and reflect upon their own values and ethics in relation to those of others, reflect upon the process by which a decision was reached, and apply learning by role playing in a case study example similar to what may be encountered in the real world. The assignment itself facilitated mastery. The concept of *Connection* is illustrated by linking ELOs, PLOs, and SLOs, and in the intentional weaving of the competency of Values and Ethics throughout the BSHS curriculum as a course and program outcome.

Care must be taken when appraising the results reported here since narrative analysis of student papers using a rubric is not a precise quantification. The rubric used in scoring is not nor was it intended to be a research instrument with precise psychometric qualities. It does provide an authentic assessment of student achievement of learning outcomes that can be used in course and program assessment related to Values/ Ethics. It was an appropriate choice for this project since it was used to measure the attainment of learning objectives against a consistent set of criteria (Hidden Curriculum, 2014).

This strategy could be combined with a standardized objective it

