

Acknowledgement of Country



I acknowledge and pay respect to the ancestors and descendants of the Lands upon which we work, meet and study.

I am mindful that within and without the buildings, the Land always was and always will be Aboriginal Land.

Assessing student learning and capabilities without an exam

Prof Fiona Naumann
Faculty of Health

Dr Geoff Lamberton
Faculty of Business, Law and Arts

Assessment in Health – whole of course approach

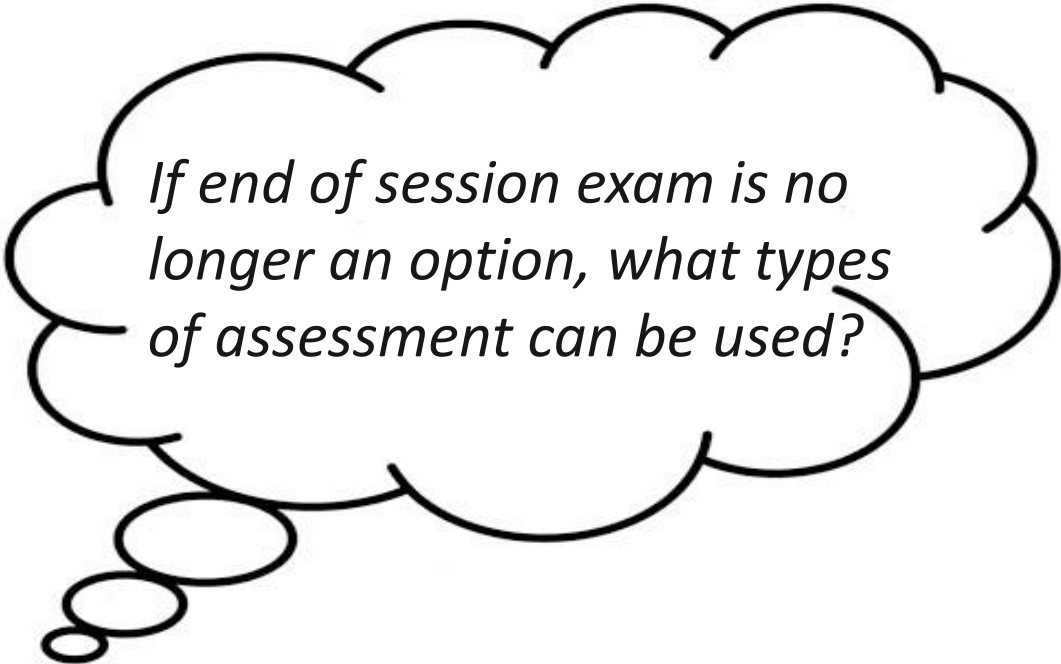


Professor Fiona Naumann
Associate Dean, Education, Faculty of Health

Assessing student learning and capabilities without an exam

Assessments

Role – determine student's response to the T&L and achievement against required professional standards.



If end of session exam is no longer an option, what types of assessment can be used?

HEALTH - MILLER'S PYRAMID OF CLINICAL COMPETENCE





Oral Viva

Presentation

Underpinning Characteristics:

1. **Authentic** - Based on real world scenarios; simulate what is asked of professionals – aligned to roles, interactions, audiences
2. **Scaffolded** - whole of course approach
3. **Standards** - Involve learners representing their achievement against professional practice competencies.



01. VIVA VOCE or ORAL DEFENCE



- Students engage in complex case analysis.
- Students presented authentic client case - time to develop a management plan.
- Requires student to draw on diverse discipline knowledge.
- Student then talks through the plan with examiner/s.
- Format enables examiner to probe & explore the depth of understanding and rationales.

Scaffolded across the course

Year 1- Oral Presentation

Year 1 - Oral case presentation, case known and planned.

Year 2 - Oral Presentation + Qs

Year 2 - Oral case presentation with known case, questions centered on decisions and rationale.

Year 3 / 4 - Oral VIVA

Final Year - Unknown case presented, develop a management plan, present and discuss plan with examiner.

Scaffolded across the course - Example

4 Applied Clinical	3 Clinical	2. Exercise Science	1 Foundation	EX PHYS Year
	Clinical	Ex Phys Motor Con Biomechanics	Intro to Ex Science Anatomy Physiology	Quiz (written)
Small Business Proposal	Clinical service	Biomechanics analysis		Project (written, analysis)
Medical Report	Client Report	Research Report	Physical Activity Report	Report (synthesis, research)
Clinical case management including Interprofessional Practice	Case Management	Literature review Coaching critique	Intro to Ex Science	Critique (Written, analytical, literature review)
performance as a mentor	placement performance Digital	micro teaching	self and profession	Reflective Journal (written, reflective practitioner) Demonstration (exercise delivery, oral communication)
Clinical Placement	patient consultation & management plan	Group Exercise Delivery	Peer Coaching	
Clinical exam real patients - OSCE –	OSCE clinical skills, peers as clients	Exercise physiology skills Movement skills	Mini OSCE – basic skills peers as clients	Practical Examination (skill competency)

4 Applied Clinical	3 Clinical	2. Exercise Science	1 Foundation	EX PHYS Year
		Motor control Biomechanics Ex Phys	Anatomy Physiology	Laboratory
Clinical patients	Clinical scenarios	Functional scenarios & Athlete scenarios	Healthy scenarios	Case study
Clinical patient VIVAs	Clinical scenario VIVA	Oral presentation with questions	Oral presentation	VIVA (clinical reasoning)
Clinical placement	Healthy placement	Exercise coaching	Shadowing logbook	Workbook/Logbook
Professional portfolio Clinical placements	exercise rehab programming	ex programming		Portfolio
	Healthy population placement	Coaching placement	Placement observation	Placement Performance

01. VIVA Case Scenario



Joan has type 2 diabetes that is not currently controlled.

- History
- Medications
- Other medical conditions
- Lifestyle.

01. VIVA Assessment Rubric



Student: ID Pre-filled	Examiner 1	
Section 1: Assessment & interpretation of information (25%)		
Understanding of Diagnosis Pathophysiology Treatment Medical Hx Medications Symptoms Integration of Information regarding client	Detailed descriptors aligned to standards	<input type="checkbox"/> 7 Excellent <input type="checkbox"/> 6 Very good <input type="checkbox"/> 5 Good <input type="checkbox"/> 4 Pass/satisfactory <input type="checkbox"/> 3 Below satisfactory Feedback
Section 2: Development of an evidenced based treatment plan (25%)		
Client management Lifestyle review Client education Allied health referrals Exercise Programming	Detailed descriptors aligned to standards	<input type="checkbox"/> 7 Excellent <input type="checkbox"/> 6 Very good <input type="checkbox"/> 5 Good <input type="checkbox"/> 4 Pass/satisfactory <input type="checkbox"/> 3 Below satisfactory Feedback

01. VIVA Assessment Rubric (continued)



Student: ID Pre-filled	Examiner 1	
Section 3: Rationale and Justification (50%)		
Sound justification for all decisions	Detailed descriptors aligned to standards	<input type="checkbox"/> 7 Excellent <input type="checkbox"/> 6 Very good <input type="checkbox"/> 5 Good <input type="checkbox"/> 4 Pass/satisfactory <input type="checkbox"/> 3 Below satisfactory Feedback
Overall Score	Detailed descriptors aligned to standards	<input type="checkbox"/> 7 Excellent <input type="checkbox"/> 6 Very good <input type="checkbox"/> 5 Good <input type="checkbox"/> 4 Pass/satisfactory <input type="checkbox"/> 3 Below satisfactory Feedback

- Assessment exemplar – key things to identify
- One or two examiners for cross moderation
- External examiners – external moderation, assurance of standards
- Online
- Examiner training – standards of student achievement.

01. DIGITAL Assessment Template



OSCE Practical Assessment

Summary Page for:

Emily Duncan n8909415

18 November 2017

	1	2	3	4	5	6	7
Station 1: Exercise Prescription for Advanced Breast Cancer							
Communication Skills							
Exercise Physiology Procedural Skills							
Technical Proficiency							
Grade							
Station 2: Exercise Prescription & Patient Education for Type II Diabetes							
Communication Skills							
Exercise Physiology Procedural Skills							
Technical Proficiency							
Grade							
Station 3: Corporate Health Assessment							
Communication Skills							
Exercise Physiology Procedural Skills							
Technical Proficiency							
Grade							
Station 4: Assessment Cardiovascular Risk Factors & Explanation							
Communication Skills							
Exercise Physiology Procedural Skills							
Technical Proficiency							
Grade							
Station 5: Pain history and lumbopelvic assessment for non-specific low back pain							
Communication Skills							
Exercise Physiology Procedural Skills							
Technical Proficiency							
Grade							
Station 6: Neurological Falls Risk Assessment							
Communication Skills							
Exercise Physiology Procedural Skills							
Technical Proficiency							
Grade							
Station 7: Pain history and knee assessment for bilateral knee osteoarthritis							
Communication Skills							
Exercise Physiology Procedural Skills							
Technical Proficiency							
Grade							
Station 8: COPD with Mental Health Issues							
Communication Skills							
Exercise Physiology Procedural Skills							
Technical Proficiency							
Grade							
Overall Grade							

Google docs

Station 1: Exercise Prescription for Advanced Breast Cancer

Student Name: Emily Duncan n8909415

GRADING

1 (F) 2 (F) 3 (P-) 4 (P) 5 (P) 6 (P+) 7 (P+)

Communication Skills

Introduction to client							
Puts client at ease							
Explains agenda clearly & concisely							
Questioning – mix open & closed							
Actively listening & responding							
Rapport & Reassurance							
Patient education at an appropriate level							

Feedback:

Exercise Physiology Procedural Skills

Sequencing and flow of assessment / task							
Effective exercise prescription of post mastectomy rehabilitation							
Effective demonstration of suitable exercise to address reduced ROM							
Careful attention paid to patient monitoring and safety.							
Correct monitoring of the clients exercise execution							
Includes client in ongoing management							

Feedback:

Technical Proficiency

Correct set up of client for ROM assessment							
Correct demonstration of the exercise							
Accurate feedback of the clients exercise execution							

Feedback:

SUMMARY

1 (F) 2 (F) 3 (P-) 4 (P) 5 (P) 6 (P+) 7 (P+)

Communication Skills

Exercise Physiology Procedural Skills

Technical Proficiency

Overall Grade for this OSCE Station

02. Presentation

Detailed project that requires a student to bring together competency to prepare an authentic piece or work, proposal.

Example could include designing and delivering a webinar for a professional or community audience.



02. Webinar Assessment Rubric



Content

- **Presenter Information:** Presenters are introduced and their backgrounds, including credentials relative to the webinar topic, are provided at the beginning. *Example:* Information about presenters is provided in the webinar invitation or description, and presenters are introduced using bio or background information specific to their experience with the webinar topic.
- **Goals:** The topic and objectives or goals of the webinar are clearly communicated to the audience. *Example:* The topic(s) and objectives are provided in the webinar description and the content and what the audience is expected to learn are stated at the beginning of the webinar.
- **On Task:** The webinar content matches the stated goals or objectives. *Example:* All content in the webinar relates to a stated goal or objective. If content does not relate, a goal/objective should be added, or content removed.

Criteria	Minimal (1 point)	Developing (2 points)	Strong (3 points)	Points	Comments
Presenter Information	The presenters are introduced during the webinar but their credentials and backgrounds are not provided.	The presenters are introduced and their credentials are provided during or prior to the webinar, but the relevance of the presenters' expertise to the webinar content is not clear.	The presenters are introduced and introductions include how their backgrounds and credentials qualify them to speak knowledgeably about the webinar topic.		
Goals	The topic and objectives/goals of the webinar are briefly stated prior to or at the beginning of the webinar, but it is not clear how the webinar's topic is related to the objectives/goals.	The topic and objectives/goals of the webinar are clearly stated prior to or during the webinar. The webinar's topic appears to be related to the objectives/goals, but the connection may be implicit.	The webinar's topic and objectives/goals are clearly stated and referenced throughout the webinar, and explicit connections are made between the webinar's topic and its objectives/goals.		
On Task	The webinar content does not match the stated goals.	The webinar content aligns with some of the stated goals or objectives.	The webinar content clearly aligns with all the stated goals or objectives.		
Content Indicator Total Score					

Content

Delivery

IT capability

02. Presentation – Professional Identity

- Scope of Practice, Career Options
- Career Development
- Career Readiness



Activity 1: A day in the Life of....

View the three 2 minute videos on a day in the life of an Exercise scientist, sports scientist and exercise physiologist. Did anything the speakers mentioned resonate with you?



Video: Exercise Scientist



- Introduction to Me in a Minute

- Graduate Ready Me in a Minute

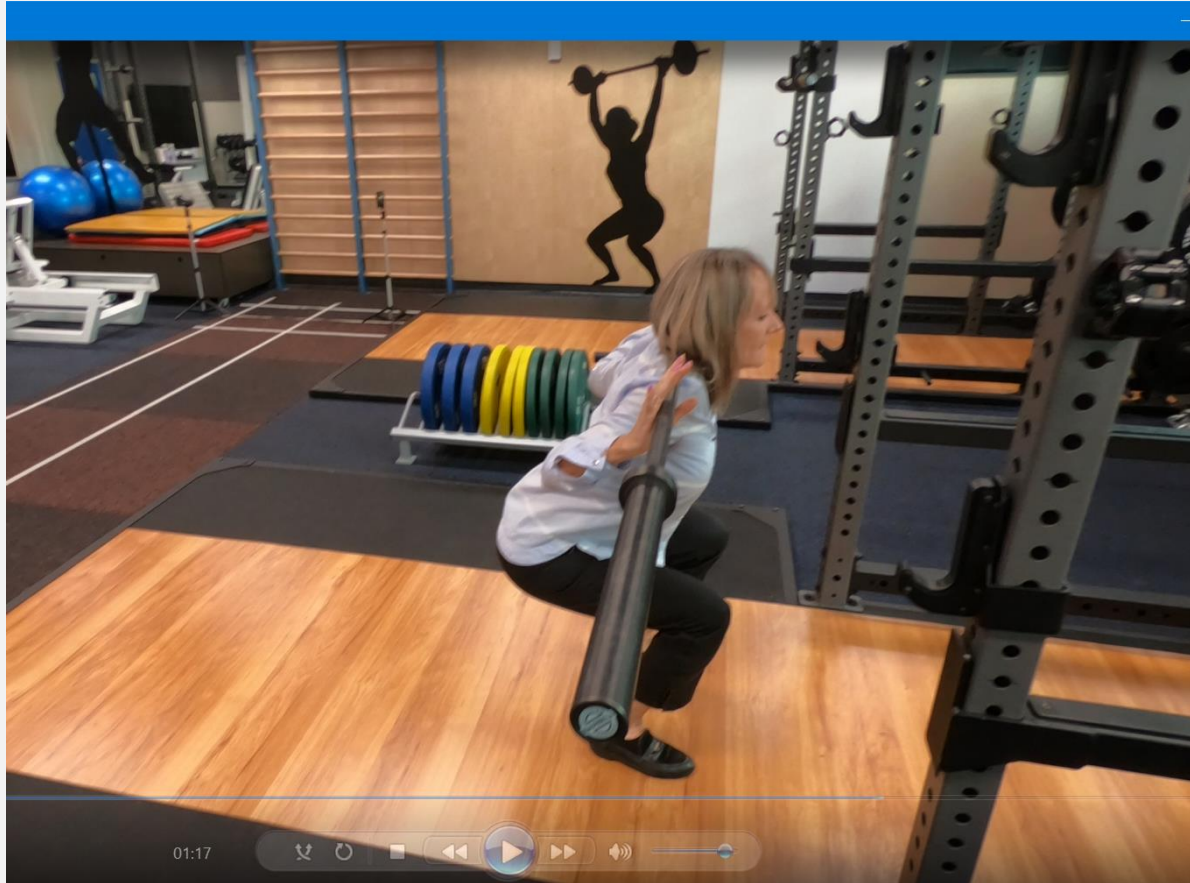
Who Am I?

► **Me in a Minute** is a **one minute video** introduction of who you are and who you hope to become.

► End of course - who you became and what you have to offer a potential employee. Point of difference



02. Presentation – Exercise Instruction & Demonstration



- Exercise Instruction clarity
- Key teaching points, feeling cues
- Self analysis of technique.

BUSN3002

Sustainable Business Management

Aims:

- ❑ Explore idea of a sustainable business
- ❑ Transition business organisations towards sustainability



Learning Outcomes

Application - Apply sustainable business principles to a live organisation

Problem solving - Identify causes of unsustainability and fix the problem

Creativity - Creative redesign of product (service) and production system (service delivery system).



Appendix 1 Checklist for selecting your organization



1. List the organizations that you have worked for _____

2. List the businesses that any of your family members own or manage _____

3. Where are your parents employed? _____
4. Where are your other close family members employed? _____
5. List business organizations where you are a regular customer and are known by the staff and/or management _____
3. Ideally the **proximity** of the organization is close so you can make multiple site visits, or you have a family member or close friend who can visit the organization to collect the required information.

Identify your selected organization here _____



Assessment templates

TEMPLATE	
1. Input-output chart Two major unsustainable energy and/or materials inputs Two major unsustainable waste or pollution outputs	
2a. Changes to product (service) design	
2b. Changes to production system (service delivery system) design	
3a. Diagram of closed loop production system	
3b. Diagram of industrial ecosystem	



Bilingual support

1. Bilingual glossaries & video resources with related activities
2. Language of choice options with BTA & WeChat support
3. Staff exchange & acculturation.

Ashton-Hay, S.A., Lamberton, G., Zhou, Y. and von der Heide, T. (2021),
"Bilingual learning strategies to support Chinese EAL business students",
Journal of International Education in Business,
<https://doi.org/10.1108/JIEB-10-2020-0083>



Thanks for listening!

Questions



Image from <https://depositphotos.com/>