

## **Workshop on Multimodal Innovative Assessment Strategies for Bioethics Competencies in Medical and Health Professions Education**

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### **Abstract**

Medical ethics involves the application of moral rules to situations exclusive to the medical world. It warrants sound moral reasoning that originates from the fundamentals of bioethics. Bioethics encompasses a multitude of disciplines that, includes medical health and law. Its execution involves personnel from various specialties like physicians, researchers, lawmakers, politicians, and social scientists. It is not just sufficient to have mere knowledge and technical skills but to have a profound understanding of bioethics principles, professionalism, and communication skills. The students were expected to “catch” the bioethical aspects that were hidden within the curriculum. The current assessment strategies aim to abide by Bloom’s taxonomy and test the awareness and knowledge gained by the student. Imparting bioethics in medical and health professions education is an art, and it is challenging to figure out the most appropriate method of instruction. Any educational system relies on assessment. There is no single effective assessment tool for bioethics and professionalism. Using diverse tools and assorted raters in multiple settings would give a clear picture of what the student has captured. The assessment of competencies in bioethics relates to the Cognitive, Psychomotor (behavioural) and Affective domains. The assessment of the cognitive and psychomotor domains is amenable to assessment, with tools available. Still, the affective domain poses a greater challenge in validating bioethics as it relates to internalization and actual practice, which is difficult to assess. A multi-modal approach is necessary to assess bioethics in medical and health profession education from varied situations. This workshop will offer newly developed formative and summative assessment strategies and tools to evaluate bioethics competencies in medical and health profession students in the affective, cognitive, and behavioural domains. The tools for the assessment of bioethics presently involve Standard assessment tools. This workshop will introduce the developed and validated Innovative assessment tools. This interactive workshop will have three parts. Part one will focus on the assessment tools. Part two will deal with the assessment implementation. Part three will concentrate on the analysis of the assessment. Participants will be given all the tools for assessment, and the groups are at liberty to choose an assessment strategy and administer it. They will debrief together on the analysis of the tool and then be assessed.

**Intended Outcomes:** Knowledge of assessing competencies in the affective, cognitive, and behavioural domains of bioethics in medical and health education. Use of developed validated innovative assessment tools and standard assessment tools. Analysis of the assessment of competencies.

### **References (maximum three)**

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