

This student assignment tasks students with researching Interprofessional Collaboration and creating a PowerPoint presentation explaining what it is, the benefits of interprofessional collaboration, and presenting their PowerPoint to faculty and their student peers during class. This assignment will serve as an introduction to the concept of interprofessional collaboration.

Identify the purpose of the evaluation

The purpose of the Interprofessional Collaboration Education PowerPoint presentation is for students to:

- Develop professional communication and presentation skills
- Demonstrate an understanding of the benefits of interprofessional team collaboration and communication
- Demonstrate the ability to do a literature review to find current, evidence-based sources
- Demonstrate effective and professional communication skills while presenting to faculty and student peers

Billings and Halstead (2023) discuss evaluation as “a process of making judgments using preestablished criteria or benchmarks that have been selected and communicated to stakeholders before their use” (p. 493). In this case, students are asked to prepare a PowerPoint presentation in which they will introduce the concept and practice of interprofessional collaboration and how this process has been shown to benefit patients. Students have been provided with a rubric to follow as well as a checklist that they and their peers will use to give their impressions of each other’s presentations. The World Health Organization defines interprofessional collaboration as “a practice in which multiple healthcare professionals work with each other, share goals, have clear roles and responsibilities, and demonstrate effective teamwork, communication, and shared

decision-making” (Zenani et al., 2023, p. 2). According to De Oliveira Cunha et al. (2025), “As competency-based education becomes increasingly prevalent, there is a need not only to teach interprofessional collaboration skills but also to assess and measure these competencies in students. Consequently, interprofessional education has evolved into an educational approach demanding robust curricula” (p. 519).

When to Evaluate

- An evaluation will take place at a predetermined class time during the presentation of the prepared PowerPoint on the assigned subject.

Selection of Evaluators

- Faculty
- Student peers

“Rather than utilizing a single group such as the student group as the evaluation material collection source, having a balanced perspective of various interested parties regarding education can improve the reliability and validity of an evaluation” (Lee et al., 2019, p. 7). Faculty and student peers will be prepared to listen attentively and evaluate the overall content, the style of presentation, the presentation method, and the usability of the content to guide students in their own development as they prepare to be members of a collaborative healthcare team.

Evaluation Model

- Stufflebeam’s CIPP (context, input, process, product)

Using the CIPP model of evaluation, criteria and indicators of success are predetermined (Lee et al., 2019). Next, materials and method of evaluation are collected for the evaluator’s use.

Following that, an instrument of evaluation is created, and lastly, the overall relationships between the CIPP elements are processed into an evaluation product.

Evaluation Instrument

- Faculty will use a rubric instrument
- Peers will use a checklist instrument (peer to remain anonymous to presenter)

“A rubric is a measurement tool used in assessment that recognizes the criteria for completing the tasks and provides standards for each level of performance. The use of rubrics enables educators to formulate standards and explicit grading for the students” (Gul & Muhammad, 2023, p. abstract section). “A checklist is a structured inventory that outlines the criteria of consideration for a specific process” (Cocchieri et al., 2021, p. 2). Using this checklist students will evaluate the criteria on a scale of 1-5 wherein 1 indicates “criteria not met” and 5 indicates “criteria met with excellence.”

Collecting Data

- Faculty to collect data for rubric
- Peers to give completed checklists to faculty for interpretation

Data collection will happen in real time during the period of reflection just after the presentation has been made.

Interpreting Data

- Faculty to compare student performance to rubric guidelines
- Faculty to collate checklist feedback for each student based on peer responses

Faculty will use the rubric guidelines to give credit based on the evaluation of each section of the presentation as it pertains to the rubric. Students will not interpret the checklist data. Student responses will be given to the presenter as an aggregate number for each item on the checklist as collated by the faculty member, and the responses will remain anonymous to the presenter. The checklist data collected will be for information purposes only and will not affect the overall grade of the presenter.

Reporting the Findings

- Grade given by faculty to be posted by end of week
- Peer responses to be delivered in collated form to the student along with faculty grade

Per the guidelines of the nursing program, the scores for this assignment will be available to the student by the end of the week that the presentations were made.

References

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