

# Lived, learned and practice expertise

Collaborating on authentic assessment for an addiction and recovery unit

## What we developed

A non-APAC accredited online Masters level unit with six interactive e-books informed through interprofessional consultation.

Contextually related assessment tasks co-developed by an educator, addiction psychologist and AoD peer worker.

## What we aimed for

Both authentic assessments and authenticity in assessments—whose authenticity are we representing and where does advocacy fit?

Humanising people who use drugs reduces stigma—does this also extend to exposure to a person's story through an assessment task?

Modelling interprofessional approach to practice through taking same approach in education.

## Process

**Month 1** Forming relationships, discussing shared power and ways of working, identifying processes.

**Month 2** Educator facilitated conversations between clinician and Baden with notes taken to ensure authenticity.

**Month 3** Educator drafted assessment task content followed by collaborators review and feedback.

**Month 4** Educator worked with an online design team to build the animations, which were voiced by Baden.

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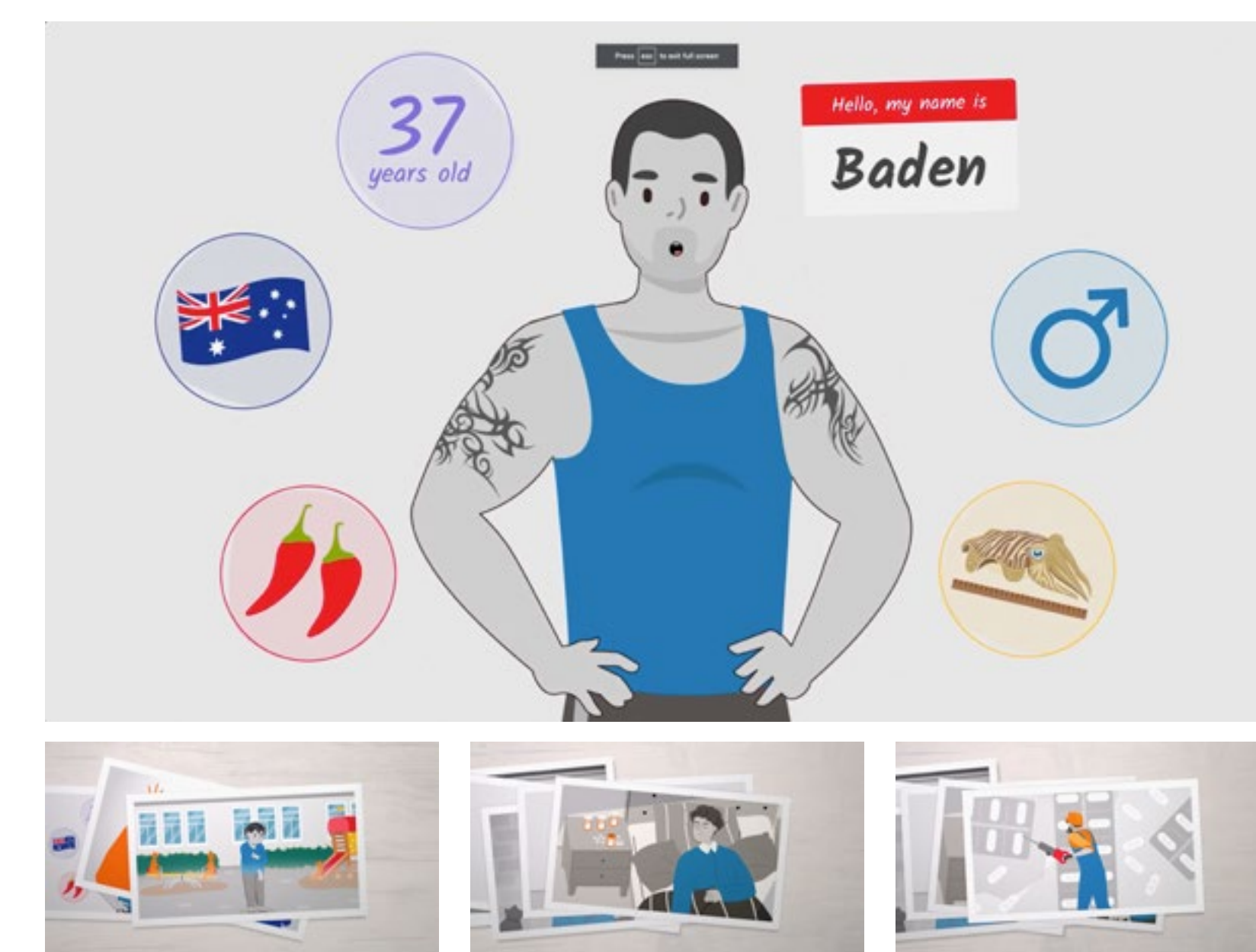
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## Assessment tasks

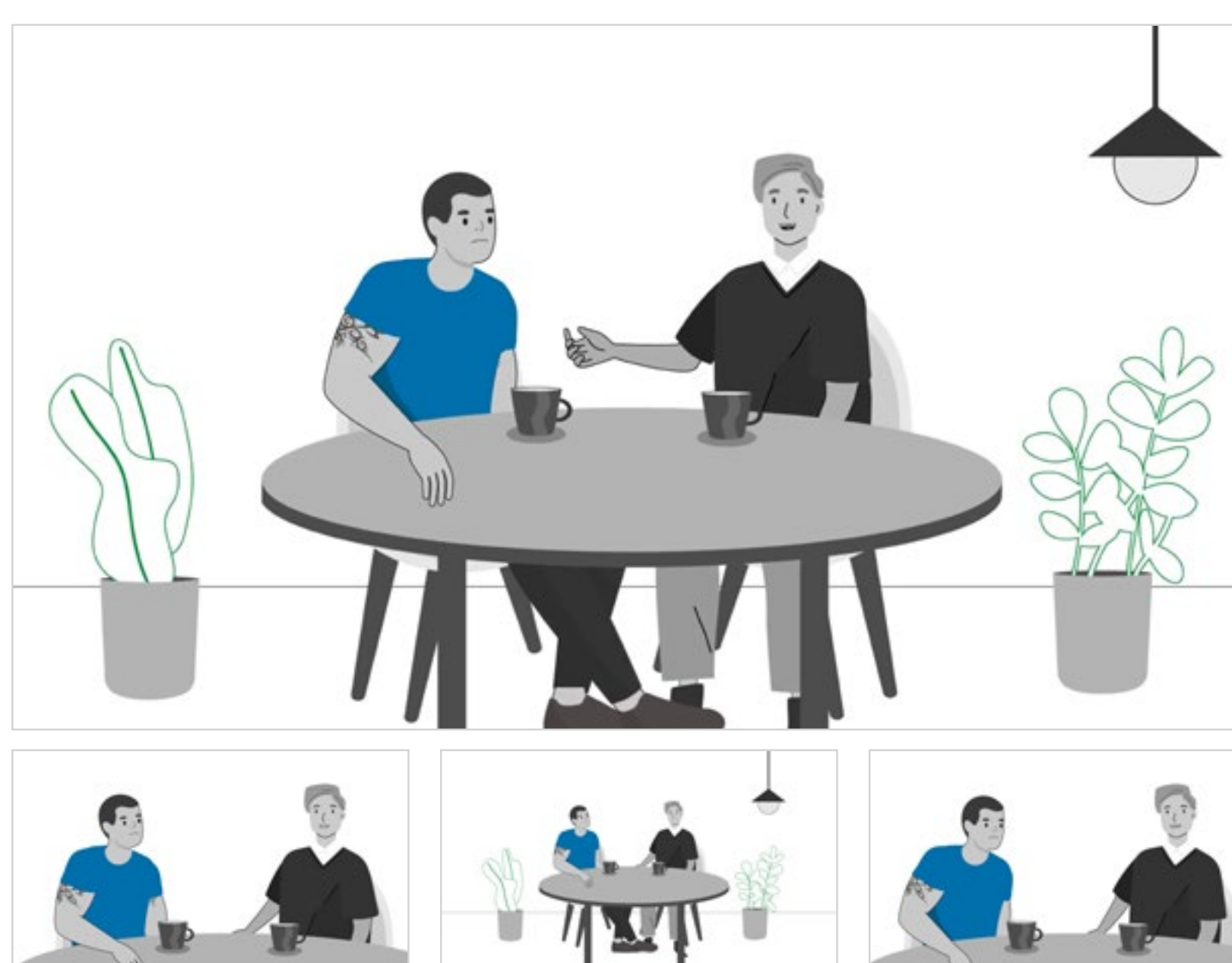
### Assessment 1

We 'meet' Baden through a 9-minute narrated animation of his life from childhood to now.

**Introductory task:** Identify and reflect on social and systemic determinants that may have influenced journey of addiction and recovery.



### Assessment 2



Students explore another narrated animation of an interaction between Baden and his employer which Baden identifies as being a pivotal moment in his story.

**Applied task:** Identify strengths and weaknesses in approach, preparation needed for positive engagement, and what they would recommend the employer does next.

### Assessment 3

Students given "expert response" of completed screening tools and Baden re-storying the interaction.

**Practice task:** Demonstrate a Brief Intervention in the form of an oral script to provide feedback on screening results and suggest next steps.

Alcohol, smoking and substance involvement screening (ASSIST)

Purpose: to screen for hazardous, harmful and dependent use of alcohol, tobacco and other psychoactive drugs.

Introduction (Please read to consumer)

Thank you for agreeing to take part in this brief interview about alcohol, tobacco products and other drugs. I am going to ask you some questions about your experience of using these substances during your lifetime and in the past three months. These substances can be alcohol, amphetamines, cocaine, cannabis, opiates or heroin in the form of pills. Some of the substances listed may be prescribed by a doctor (like amphetamines, analgesics, pain medications). For this interview, we will not record medications that are used as prescribed by your doctor. However, if you have taken such medications for reasons other than prescribed, or taken them more frequently or at higher doses than prescribed, please let me know. While we are also interested in knowing about your use of various illicit drugs, please be assured that information on such use will be treated as strictly confidential.

Score Legend	A	B	C	D	E	F	G	H	I	J
0-3	0	0	0	0	0	0	0	0	0	0
4-6	1	1	1	1	1	1	1	1	1	1
7-9	2	2	2	2	2	2	2	2	2	2
10-12	3	3	3	3	3	3	3	3	3	3
13-15	4	4	4	4	4	4	4	4	4	4
16-18	5	5	5	5	5	5	5	5	5	5
19-25	6	6	6	6	6	6	6	6	6	6
26-30	7	7	7	7	7	7	7	7	7	7
31-40	8	8	8	8	8	8	8	8	8	8
41-50	9	9	9	9	9	9	9	9	9	9
51-60	10	10	10	10	10	10	10	10	10	10
61-70	11	11	11	11	11	11	11	11	11	11
71-80	12	12	12	12	12	12	12	12	12	12
81-90	13	13	13	13	13	13	13	13	13	13
91-100	14	14	14	14	14	14	14	14	14	14

## Educator takeaways

- » Trusting relationships are crucial
- » Trauma aware practices
- » Consider the task format
- » Time needed to work slowly and iteratively
- » Nuanced details matter for authenticity
- » Ongoing reflexivity of educator required

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**Sources**  
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