

## ***Portfolios for Assessing Professional Competence and Promoting Reflective Practice***

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## ***Overview***

- Why Portfolios?
- Portfolios Defined
- Portfolios and Reflective Practice
- The Debate: Formative and/or Summative
- Portfolios for Summative Assessment
- Examples
- Lessons Learned

## ***Why Consider Portfolios?***

- New emphases in medical education:
  - Outcome-based curriculum
  - Self-directed learning
  - Search for assessment tools that support learning and measure performance

## ***Why Consider Portfolios?***

- Used as an assessment tool, a portfolio:
  - Captures a rich array of what students know and can do (authentic evidence)
  - Promotes reflective practice (learning from experience)
  - Gives students more responsibility
  - Provides an autobiography of student growth

## ***Portfolio Defined***

“A purposeful collection of student work that tells the story of the student's efforts, progress, or achievement in (a) given area(s). This collection must include

- student participation in selection of portfolio content;
- the guidelines for selection;
- the criteria for judging merit; and
- evidence of student self-reflection.”

Arter and Spandel 1992

## ***Portfolios and Reflective Practice***

- Guidelines to promote reflection
  - Self-selection of evidence
  - Rationale of choice
  - Judgment about merit
- Learning plans to support reflective practice
- Role of the mentor/advisor/reviewer

## ***Reflective Practice Cycle***

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Dannefer et al. 2004

## ***Defining the Purpose***

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Without a purpose, a portfolio is just a collection of student work.

Process	>	Outcomes
Narrow focus	>	Broad focus
Discrete	>	Continuous
Formative	>	Summative

## ***The Debate: Formative and/or Summative?***

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- Formative: Takes advantage of the strengths of the portfolio approach
- Summative: Corruption of portfolios for “testing purposes”
- Formative and Summative?

## ***Portfolios Used for Summative Assessments***

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- Challenge: Reliability
  - Increase number of raters
  - Standardize the required content
  - Standardize professional judgment

Koretz 1998

Wilkerson & Lang 2003

## ***Portfolios Used for Summative Assessments***

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- Challenge: Validity (role of evidence)
  - Relevant: Emphasizes knowledge, skills, and attitudes needed for “real” work settings (authentic evidence)
  - Representative: Aligned with educational experiences integral to the instructional program
  - Proportional: Balanced in relation to curricular priorities

## ***Portfolios Used for Summative Assessments***

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- Challenge: Standard of Fairness
  - Explicit requirements known in advance
  - Equal assistance in preparing the portfolio
  - Guaranteed due process if wish to appeal

### **Examples from the Literature**

- Medical Students
  - Nottingham, UK
  - Sydney, Australia
  - Dundee, Scotland
  - Maastricht, Netherlands
- Psychiatry Residents, US

### **Medical Students: Communication Skills**

- Summative Portfolio for Year 2 Communications Skills Course
- Contents: 800-word reflective commentary and full set of required documentary evidence
- Purpose: Integrate and discuss how experiences influenced development of communication skills
- Assessed against subjective descriptors in five areas

Rees and Sheard 2004

### **Medical Students: Personal and Professional Development (PPD)**

- Formative Portfolio assessment for Year 1 Theme of PPD
- Contents: 20 page discussion of approach to satisfying the PPD goals that demonstrates a genuine attempt to engage in reflection
- Purpose: Foster mindful practice with the primary aim of giving feedback
- Trained faculty member reviews portfolio and interviews student

Gordon 2003

### **Medical Students: Final Examination**

- Portfolio plus oral review as sequential component in final examination process
- Contents: summaries of progress towards each of 12 outcomes and materials (required and student-selected)
- Purpose: Summative assessment of achievement of 12 outcome criteria
- Outcome definitions serve as criteria for assessment for two examiners

Friedman Ben-David, et al. 2001

Davis, et al 2001

### **Medical Student: Professional Roles**

- Formative and Summative Portfolio for Year 1 organized around four professional roles
- Contents: Curriculum vitae, four reflective essays on role development, analysis and illustrative materials
- Purpose: Stimulate reflection, provide mentoring, give students more responsibility
- Progress interviews with mentors for feedback and assessment by committee

Driessen et al. 2003, 2005

### **Psychiatry Residents: "Showcase" Portfolio**

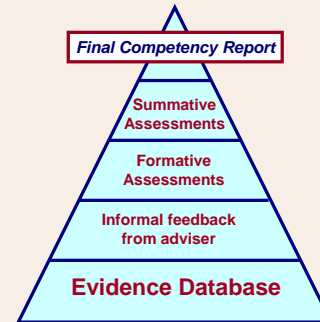
- Portfolio of resident-selected best work
- Content: Cover letter with each entry addresses "representativeness," context or explanation of evidence, and rationale for excellence
- Purpose: Show competence in 13 areas (e.g. crisis management, neuropsychiatry, etc.)
- Two psychiatrists trained in using scoring rubric make holistic judgments

O'Sullivan et.al. 2002

## Cleveland Clinic Lerner College of Medicine

- Competency-Based Curriculum: 9 Competencies
  - Research
  - Medical Knowledge\*\*\*
  - Communication\*\*\*
  - Professionalism\*\*\*
  - Personal Development
  - Clinical Skills
  - Clinical Reasoning
  - Health Care Systems (Systems-based Practice)\*\*\*
  - Reflective Practice (Practice-based Learning)\*\*\*
- Mastery Learning Model
- Assessment System Designed to Produce Reflective Practitioners

## CCLCM Student Portfolio System



## CCLCM Portfolio Assessment Model for Year 1

	July 12 - Sept 17	Sept 27 - Nov 24	Nov 29 - Feb 18	Feb 21 - April 22	April 14 - June 10
<b>COURSES</b>	Basic and Translational Research	CV/Pulm/ Heme	Renal and MS/Neuro	GI and Endo/Repro	HIM
	Foundations of Clinical Medicine				
<b>COMPETENCIES</b>	Research				
	Medical Knowledge				
	Communication				
	Professionalism				
	Personal Development				
		Clinical Skills			
		Clinical Reasoning			
			Health Care Systems		
	REFLECTIVE PRACTICE				
	Formative	Formative	Formative	Formative	Summative
	STUDENT PORTFOLIO REVIEWS				

## Lessons Learned

- Process, process, process
  - Determine the purpose and make objectives clear to all participants
  - Make guidelines explicit for self-reflection, selection, criteria for judging merit
  - Train and support students, mentors/advisors, and reviewers
  - Standardize review and rating

Arter and Spandel 1992

## Lessons Learned

- Labor intensive: Developing sources of evidence, training materials, and educating participants
- Portfolio approach is a major culture shift for faculty
- "Good" evidence is essential
- Students are eager for feedback and documentation of progress/learning

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