

# The Professional Portfolio: A Practical Approach to Assessment of Obstetrics/Gynecology Residents

Margaret Burnett MD,  
FRCSC

Associate Head, Academic  
Department of Obstetrics,  
Gynecology

University of Manitoba



# Outline

- What is a Portfolio?
- Role of Portfolios in Physician Assessment
- Application of the Portfolio in Work-Based Assessment
- Experience in the University of Manitoba Obstetrics/Gynecology Residency Program
  - Template
  - Scoring Rubric
  - Results (Resident and Program Perspectives)
  - Conclusions

# What is a Portfolio?

- Ongoing record of professional **activity**
- Database for **documentation** of continuous professional development (CPD) and scholarly work
- Evidence of **achievement**
- Opportunity to **showcase** one's best work
- Venue for narrative **reflection** and self-reflection

# Why keep a portfolio?

- Promotes self-awareness and self-esteem
- Drives reflective practice
- Promotes accountability for learning
- Places value on professional work, including scholarship, community service, quality assurance and social change
- Facilitates reporting of CPD activity in compliance with requirements of professional organizations and regulatory authorities
- Generates accurate, complete curriculum vitae information for job applications, hospital privileges, academic appointment/advancement

Tochel C et al. The effectiveness of portfolios for post-graduate assessment and education. *Med Teach.* 2009 Apr;31(4):299-318.

# Portfolios for Assessment

- Format and scoring system must be tailored to reflect the specific purpose of the portfolio
- Structured dossier vs. free-flowing narrative
- Address the intrinsic CanMeds competencies
- Mentorship supports formative assessment and drives behaviour change
- Electronic formats are useful for contemporaneous documentation of activity, achievement, and reflection

# Portfolios for Assessment

## Example: Academic Appointment

- Required for appointment or promotion in a university setting
  - Teaching (lectures, presentations, instructional materials)
  - Research (publications, abstracts, proposals)
  - Administration (committee work, leadership)
- Evidence of activity and achievement are required (awards, certificates, evaluations, letters of thanks, invitations to participate)
- Self-reflective “philosophy” component

# Portfolios for Assessment

## Example: Physician Specialty Certification

- Specialty Examination of the American Board of Obstetrics and Gynecology (ABOG)
- Candidate compiles a case-list of his/her own practice over a period of time (2-10 years)
  - Specified number of surgical procedures, common clinical problems, high risk pregnancies, operative deliveries are to be included
- Cases with quality indicators (eg. adverse outcome, surgical complication) are reported in detail
- The candidate's oral examination questions are drawn from cases detailed in the portfolio

# Demonstration of Competence



**Does**

Work-based (clinical) assessment



**Shows how**

Assessment of simulated performance



**Knows how**

Assessment of application of knowledge



**Knows**

Assessment of knowledge

# Matching Assessment Tools to Progression of Competence

- Work-based (Clinical) Assessment
  - Mini-CEX, Multi-source Feedback, **Portfolio**
- Assessment of Simulated Performance
  - Task trainer, Simulated patient, OSCE
- Assessment of Application of Knowledge
  - Short-answer questions, Oral exam, Essay
- Assessment of Knowledge
  - MCQ, Short-answer questions

Sherbino J. Bandiera G. What drives learning: assessing clinical competence. In *Educational Design*. Royal College of Physicians and Surgeons of Canada 2011.

# Portfolios for Work-Based Assessment

- Advantages:
  - High authenticity
  - Flexibility, allow multiple ways to demonstrate achievement
  - Involve the learner in creating, gathering and assessing evidence of competency
  - Opportunity for reflection, can stimulate self-directed, life-long learning
  - Strongest measure of the Scholar Role

Bandiera et al. *An Introductory Guide to Assessment Methods for the CanMEDS Competencies*. Royal College of Physician and Surgeons of Canada 2006.

# Portfolios for Work-Based Assessment

- Disadvantages:
  - Difficult to standardize
  - May be time-consuming
  - Labour-intensive, requiring orientation, mentoring and possibly culture-change
  - Limited ability to assess the Medical Expert Role
  - Likely not useful as a stand-alone method for high-stakes, summative assessment

Bandiera et al. *An Introductory Guide to Assessment Methods for the CanMEDS Competencies*. Royal College of Physician and Surgeons of Canada 2006.

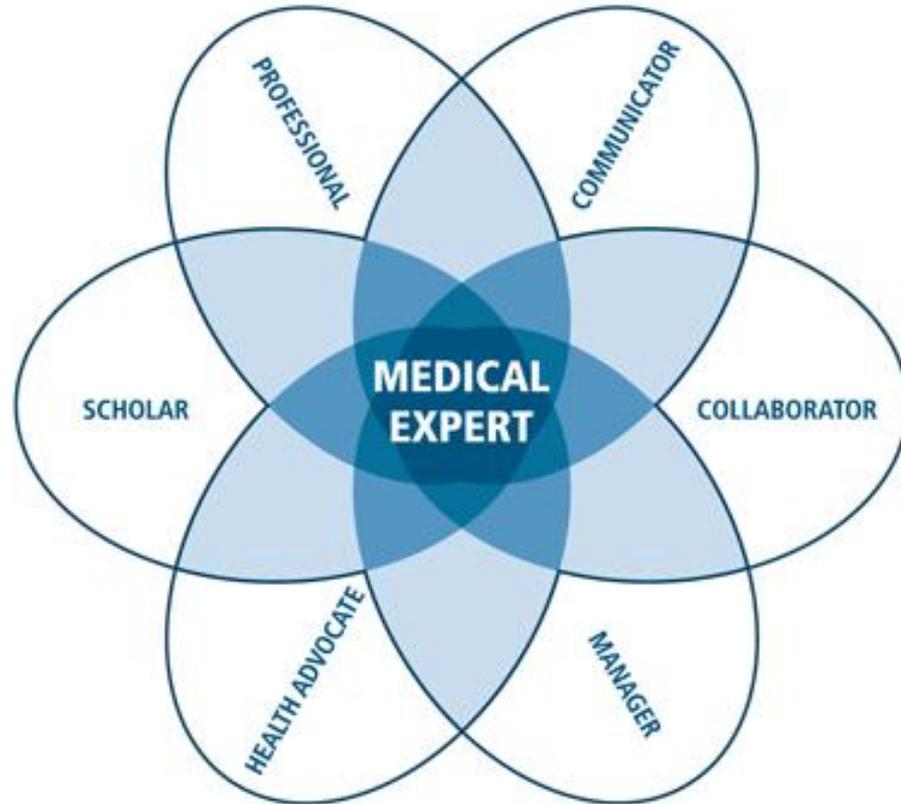
# Portfolios for Assessment of Obstetrics/Gynecology Residents at the University of Manitoba: 2010-13



# The Problem

- Our existing assessment tools:
  - multiple choice examinations
  - OSCE
  - 360° based on direct observation by clinical preceptors and co-workers
  - Case discussions, review of chart notes/dictations
- Robust assessment of the Medical Expert, Communicator and Collaborator Competencies
- Poor assessment of Scholar, Professional and Health Advocate Competencies

# Aim: Effective Assessment of Intrinsic CanMEDS Competencies



**ROYAL COLLEGE**  
OF PHYSICIANS AND SURGEONS OF CANADA

**CANMEDS**

# Professional Portfolio: Obstetrics/Gynecology Residency Program

- Introductory workshop at Resident Retreat followed by written instructions, template and example circulated electronically
- Each resident met with the Program Director twice yearly to review and score the portfolio according to a standardized scoring rubric
- Final portfolio of each PGY-5 resident was circulated to the Evaluation Committee and used to contribute to the resident's Final In-Training Evaluation report

# Portfolio Template: 4 Sections

1. Teaching
2. Research
3. Professional Activity (Group)
4. Professional Activity (Individual)

# 1. Portfolio Template: Teaching

- Evidence of Teaching Activity
  - Presentations, seminars, lectures, preceptorships, authorship of learner or patient handouts, web-based material, simulation sessions, curriculum design, participation in learner assessment
- Evidence of Teaching Accomplishment
  - Evaluations of teaching sessions, thank you notes, teaching awards and nominations, invitations to teach, accolades and letters of support
- Teaching Philosophy, Self-Evaluation, Goals

## 2. Portfolio Template: Research

- Evidence of Research Activity
  - Journal club presentations, literature reviews, scientific presentations, posters, research proposals, studies submitted for publication
- Evidence of Research Accomplishment
  - Grants, awards, prizes, peer-reviewed publications and abstracts, invitations to assess or review other's research
- Research Philosophy, Knowledge Translation

# 3. Portfolio Template: Group Activity

- Evidence of Participation in Professional Groups
  - Membership in professional organizations, committee membership, attendance at professional meetings and courses
- Evidence of Accomplishment
  - Leadership positions held, success in special projects, goals attained, contribution to clinical guidelines, invitations to speak or contribute on behalf of the profession
- Identifies Lessons Learned, Promotes and Enhances the Profession as a Whole

# 4. Portfolio Template: Individual Work

- Evidence of Individual Professional Activity
  - Education, special courses and electives, personal learning projects, logbook of procedures, narrative of interesting cases, humanitarian work, community service, advocacy for healthcare, creative works
- Evidence of Achievement
  - Professional degrees, qualifications, certification, awards/accolades for clinical work, thank you notes from patients and colleagues, evaluations by patients and colleagues
- Self-Evaluation, Strategies for Improvement

# Portfolio Scoring Rubric



<b>Activity</b>	<b>Evidence of Participation</b>	<b>Evidence of Achievement</b>	<b>Evidence of Analysis/Reflection</b>
<b>Teaching</b>	Documents participation in teaching and assessment of learners.	Receives awards, positive evaluations by students or observers, letters of support	Seeks feedback and tailors teaching to learner's needs. Articulates philosophy of teaching.
<b>Research</b>	Demonstrates research activity, critical appraisal or literature review.	Research accepted through a peer-review process. Grants, prizes, awards for research. Publications or abstracts.	Knowledge translation. Applies research findings to drive policy change or to improve practice.
<b>Professional Activity (Group)</b>	Attends CPD events. Serves on committees. Membership in professional societies. Interviews applicants.	Organizes professional activities. Takes a leadership role in organizations/committees.	Articulates lessons learned. Promotes the profession as a whole. Develops a professional philosophy.
<b>Professional Activity (Solo)</b>	Logs and categorizes clinical activities. Community service. Health advocacy.	Achieves and documents certification. Letters of thanks. Evaluations by patients and peers.	Identifies areas for improvement. Assesses him/herself. Articulates personal learning goals.

# Portfolio Scoring

- Evidence in each cell counts 1 point for a maximum score of 12
- Scoring helps to clarify expectations and drive professional activity (formative assessment)
- Activity in all four domains is explicitly valued
- Submission of the final portfolio is required in order to receive a “pass” on the resident’s FITRE (summative assessment)

# Results: Resident Perspective

- Motivated to increase and value scholarly activity
- Dramatic increase in teaching awards, abstract submissions
- Consistently expressed surprise at how much they contributed and accomplished over the 5-year residency
- Pride in accomplishment, opportunity to “brag”
- Great repository for CV
- More competitive in today’s physician job market



# Results: Program Perspective

- More complete and accurate evidence of residents' scholarly and professional activity
- Require substantial time investment for on-going formative assessment, guidance and mentoring
- Opportunity to praise learners for behaviour, achievement and reflection
- More objective summative assessment of many aspects of the intrinsic CanMeds roles, particularly Scholar and Professional
- Promotion of self-awareness and self-evaluation required for transition to practice

# Conclusions

- Portfolios can be used for formative and summative assessment of physician competency
- Expectations and scoring system should be made clear at the beginning
- Dynamic process requiring periodic guidance and mentoring
- Useful to promote development of specific attitudes, skills and behaviours
- Encourage self-awareness, self-assessment and independent learning

# Additional References

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