



Portfolios in Experiential Education and Beyond: *Lessons Learned*

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**Creating the E-Portfolio:
Samford University
McWhorter School of Pharmacy**

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Goal & Objectives

- **Goal**
 - Describe the process of designing and implementing the e-portfolio in our curriculum
- **Objectives**
 - List reasons for portfolios and Samford's goals
 - Discuss the process of creating and implementing the portfolios into the curriculum
 - Describe the value of reflection and mentors
 - Participate in a discussion that gathers and assesses other options to create an e-portfolio

Reasons for Student Portfolios

- ACPE requirement
- Professional and personal growth
- Self-directed learning and planning
- Self-assessment tool
- Other assessments needs (e.g., program, employers)

Samford Portfolio Process

- Literature search
 - Located portfolio literature
 - Used literature to guide development
- Created Team
 - Selected Curriculum Committee members
 - Students
 - Other Faculty Volunteers
 - Frequent team meetings

Core Portfolio Characteristics

- Purpose and goals
- Portfolio components
- Faculty-student mentor program
- Assessment rubric and grading policies
- Assessment of the system
- Faculty and student orientation sessions

Samford Portfolio Goals

- Keep it simple
- Substantive/informative by not a filing cabinet
- Integrate learning
- Program assessment / feedback
- Accomplish general portfolio goals/purposes

Samford Portfolio Focuses

- School's Ability-Based Outcomes
 - Communications
 - Critical-thinking
 - Evidence-based medicine
 - Professionalism
 - Practice management
 - Pharmaceutical care
- Course global learning objectives (GLOs)
- Course reflections

Samford Portfolio Characteristics

- Document and record accomplishments and achievements
- Integration of learning not ‘storing’ information)
- Reflection on personal learning and professional growth

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Samford Portfolio Structure/Organization

- Goals
 - Career and student
- CV
 - Initial and current
- Ability-Based Outcomes Reflections
- Semester Course Reflections
 - Each course has global learning objective (GLO)
 - Students reflect on accomplishing GLO
 - Students also rank their learning in course
- Service/Leadership
 - Health fair participation, student organizations

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Samford Portfolio Structure/Organization

- IPPE
 - Pre- and post-experience expectations and reflections
 - Project write-ups
- APPE
- Unique Contributions
 - Publications
 - School committee
- Capstone Project
- Multi-Media
 - Videos and pictures
- Miscellaneous

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Portfolio Mentors

- All portfolios need an audience
- Each faculty assigned 3-4 students
- Grades portfolio and provides feedback to students
- Available to the student to provide advice and counseling
- Provided faculty with orientation sessions and handout guides

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Samford Portfolio Grading

- Included into the Integrated Pharmacy Applications (IPA) course syllabus
- Pass / fail grade
- Fail portfolio results in failing the course
- Students provided semester checklist of items to be included
- Developed grading rubric for consistency in grading and mentor checklist

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Student 1-Minute Paper Results

- Conducted a few portfolio orientation sessions prior to implementing
- Assessed students prior to implementation
- Positives included:
 - Organized, personal record of my pharmacy school accomplishments and achievements
 - Will keep me organized
 - Tangible evidence of my progress
 - Identify strengths and weaknesses
 - More information than a CV
 - Place to add in pictures, video, and other multimedia

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Student 1-Minute Paper Results

- Areas for improvement included:
 - How to prepare a CV
 - How much details is needed in the reflections
 - Why would an employer want to see my portfolio
 - When are the due dates
- Follow-up information sent to students
 - Additional communications and handouts sent
 - Created checklist of items to be included

Samford Portfolio Survey

- P1 students asked to complete an online survey to provide feedback to faculty
- Completed survey at end of spring semester
- Purposes:
 - Identify areas for improvement
 - Obtain data to assess new curriculum

Samford Portfolio Survey Results

- Results
 - 105 (82%) P1 students
 - Clear instructions: 65%
 - Easy to use: 70%
 - Time to prepare: 1-3 hours (52%)
 - Reflections questions: 53-63% strongly agree/agree
 - GLOs identify course purpose: 57% strongly agree/agree
 - Track student development: 51% strongly agree/agree
- Conclusion
 - Portfolio well received; areas to improve

Limitations / Challenges

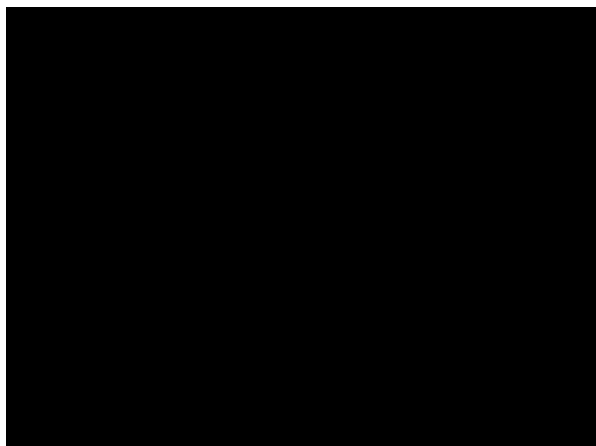
- Purchased new software with e-portfolio package about 5 months prior to beginning fall semester; experiential program was first priority
- Did not have the portfolio ready for the P1 class at the beginning of the fall semester
- Typical growing pains
- “New” to students; no history from prior students to ask for advice
- Plans for next P1 class: have all the processes ready to present to the students

Conclusion

- ACPE-compliant e-portfolio system designed and implemented
- Allows students to reflect on and assess their own progress across the curriculum
- **Many lessons learned**
 - **Purpose:** identify clear and attainable goal
 - **Process:** keep-it-simple; teamwork, accountability
 - **Communications:** constant, clear, written

Conclusion

- **Many lessons learned:**
 - **Feedback:** ensure portfolio purposes met and students recognize that the time and effort devoted was worthwhile
 - **Mentorship:** provides audience for portfolio and opportunity to build student-faculty relationships
 - **Challenges:** time, buy-in (both faculty and students), financial resources, logistics



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The Minnesota Experience

Christene Jolowsky, MS, RPh, FASHP
July 12 2010

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Use of Portfolios at U of MN

- Goal for portfolio use
 - Mechanism to document and share experience
 - Standard format for delivery of materials to preceptors
 - Prepare students for continual professional development
 - Action for improvement and growth
 - Reflection and progress
 - Curricular Assessment
 - Accreditation Standard

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University of Minnesota Description

- 160 student per class year
- Students are on two campuses: Duluth and Minneapolis
- Semester - system, with PD-IV year divided into thirds
- Experiential courses throughout curriculum
 - IPPE Foundations
 - Community and Institutional IPPEs
 - APPEs

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Roll-Out within College

- Pilot program 2007 — 2008: voluntary participation in a professional portfolio system
- 2008 — 2009: voluntary participation in a CPD (learning) portfolio
- Entire PD-IV student participation during APPE rotations 2009 — 2010
- Incorporate as part of IPPE Foundations course 2009 — 2010
- Assessment Testing Spring 2009
- Learnings from 09 —10 year
- PD-IV Course 2010 — 2011 academic year

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Portfolios — the Early Years

- Small cohort of students
- CV files and documentation of best work
- Learning and reflection for progress
- Other materials to post and share
- Reflection on and analysis of accomplishments, in line with goals

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Activities During Pilot

- Student training
- Portfolio reviewers
- Preceptor training
- Incorporating feedback into use of portfolios

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Use of Portfolio Reviewers

- Independent reviewers
- Feedback to students – content and context
- Grading/ assessment rubric
- Interrater reliability
 - Norming: use samples and discuss against grading rubric

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Improvements To System

- Increased guidance to students and reviewers
- Structure around reporting
- Rubrics for preceptor evaluations

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2009 Assessment Testing

- OSCE Examination
- PCOA Examination
- IPPE baseline assessment

- Assessment of results
- Feedback to the students
- Incorporate results into action during APPEs

Portfolio Roll-Out

- Roll-out to PD-IVs for use during 2009 — 2010 academic year/ APPEs
- Spring Assessments
- Orientation
- Structure for the use of portfolios with each rotation
- Sharing with preceptor
- “Reporting in” — portfolio submission for review

Student Feedback — Class of 2010

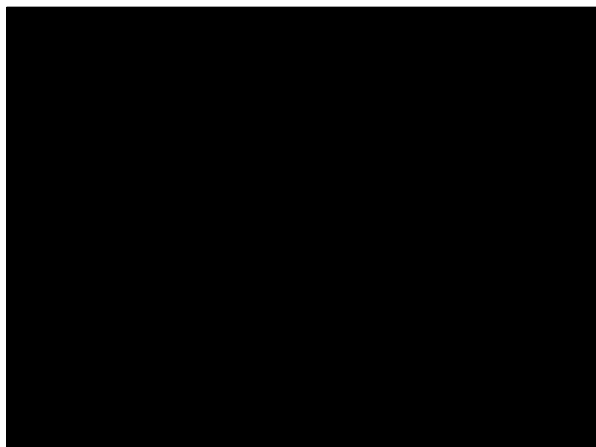
- Technology may not be intuitive
- Fear of preceptors pre-judging their abilities
- Fear of disclosing weaknesses
- Perceptions of in-flexible rotations
- Concerns about asking for learning opportunities

Issues Faced

- Communication
- Structure for reporting
- “Teeth” – requirements for reporting
- System access and reporting
- Student buy-in/ agreement to the system
- ... what to do with ...
- Consistent electronic system for class years

Current and Future Portfolio

- 2010 – 2011 year roll-out smoother!
- Settle on a system
- Continuous professional development
- Reflection
- Feedback to students
- Assessment pre-APPE rotations
- Assessment during rotations
- Portfolio to show direction and progress
- Preceptor assessment: use and content






University of Pittsburgh School of Pharmacy Portfolio Experience

Amy L. Seybert, PharmD
Interim Department Chair
Department of Pharmacy and Therapeutics
Chair, Curriculum Assessment Committee


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Portfolio History

- Longstanding culture
- Paper based history
- Electronic portfolio trial for 2 years
- Portfolio restructured in 2009
 - Creation of electronic platform
 - Program and curriculum full integration
 - Verbal presentations

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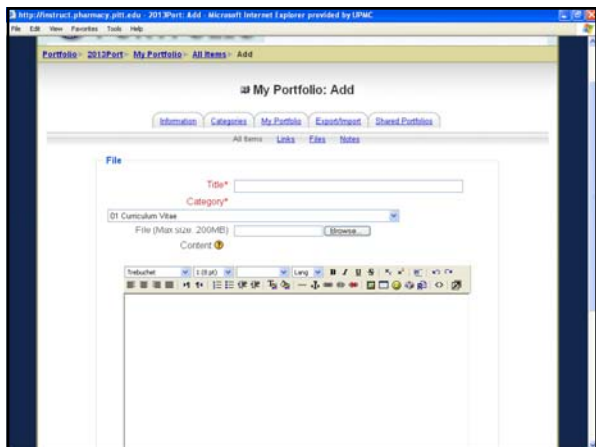


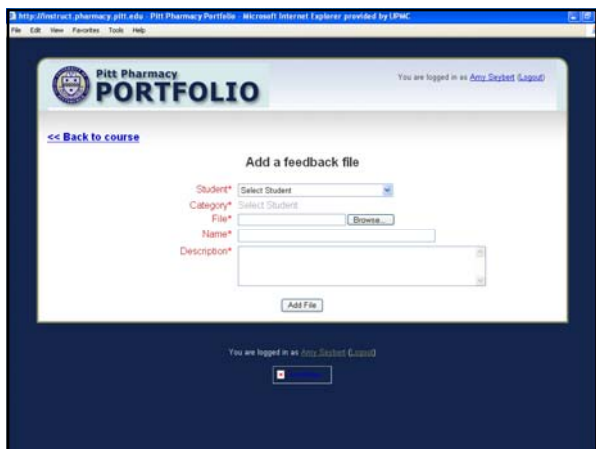
Curriculum Overview

General Outcomes <ul style="list-style-type: none">▪ Critical Thinking▪ Knowledge and Skills▪ Communication▪ Profession Responsibility and Ethics▪ Social Interaction, Citizenship, Leadership, and Professionalism▪ Life-long Learning	Practice Outcomes <ul style="list-style-type: none">▪ Patient Assessment▪ Pharmaceutical Care Plan Development▪ Medication Therapy Management▪ Pharmacodynamic Decision Making▪ Pharmaceutical Product Preparation, Dispensing and Administering▪ Management▪ Public Health
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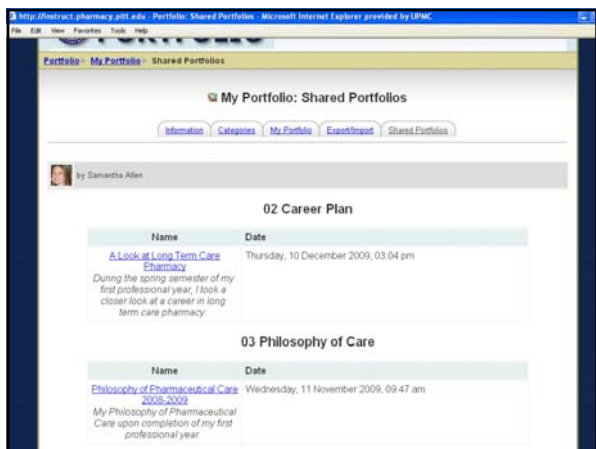


















Progressive Professional Goals Presentations

In 10 minutes...

- ✓ Professionally dressed
- ✓ Introduction
- ✓ Share portfolio
- ✓ What are you most proud of?
- ✓ What was the most difficult?
- ✓ Various questions depending on semester
- ✓ Verbal feedback

Follow up with written feedback


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Practical Lessons Learned

- Create user friendly platform
- Feedback from all users
 - Students
 - Mentors
 - Faculty
 - Administrative Support
 - IT
- Enhanced with face to face interaction
- Feedback is essential

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Future of Portfolios at Pitt

- Continue electronic platform
- Collaborate with University of Pittsburgh
 - Campus wide initiative

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Questions / Answers

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CE Activity Code: QIL7G1

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