
Using Portfolios to Promote Medical Student Career Development

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Opportunities for Change

- LCME Accreditation
 - Student dissatisfaction with career advising
 - Office of Career Development and Advising
 - Curriculum Transformation
 - Longitudinal Doctoring course
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Student Success Work Group

- From the perspective of the faculty, student success means *developing and graduating students who demonstrate competence, communication skills, a caring attitude, and mature character*. From the perspective of students, success means *entering their chosen specialty and being equipped to perform well in comparison to their peers in residency training*. Together, ten years after graduation, former students should be *experiencing career satisfaction in their work as physicians and their faculty should be proud of their success and contributions to society*
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SS Work Group Mission Statement

- **NEOUCOM's transformed curriculum should integrate a continuum of student success experiences into the formal curriculum so as to foster the career development and professional socialization of students through self-assessment and goal setting. This should occur in a safe learning environment that encourages faculty-student interaction concerning curricular objectives, service learning, and a self-selected area of academic concentration that includes a research experience.**
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Work Group Recommendation

- Career development should be recognized as the central process of the curriculum



Work Group Recommendation

- As a professional school, NEOUCOM's curriculum must be designed to foster the career education and occupational preparation of its students. ***This career preparation must include development of the knowledge, skills, and attitudes required for the successful practice of medicine. It should also include life planning activities that prompt students to consider how as physicians they will integrate their work role with family, friendship, leisure, and community roles.***
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Work Group Recommendation

- Students enroll at NEOUCOM to become physicians. Therefore, programs such as **Careers in Medicine** should be integrated into a course such as “Physicians and Society” as well as other areas of the curriculum. These career planning programs and activities should deal with what the practice of medicine will do for the student, as well as how a physician’s jobs satisfaction positively influences patient care.
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Work Group Recommendation

- In addition to career planning activities being embedded in the pre-clinical curriculum, time should be provided in M3 for students to explore their specialty preferences in a variety of environments. They need to learn what they can expect in each of the specialties and what the different specialties expect of them.
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Work Group Recommendation

- Students should be encouraged to develop skills in self-assessment
 - Relative to professionalism and student success, we believe that skill at self-assessment can be fostered by requiring students to construct learning goals for each academic term and discuss these goals and their outcomes with their PDAT advisors. These learning goals for each academic term are distinct from students' yearly professional development plans yet must be coordinated with them.
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Building Blocks

- Professional Development Portfolio Grant Project
 - Electronic Portfolio Accounts and Training
- Professional Development Advising Teams (PDAT)



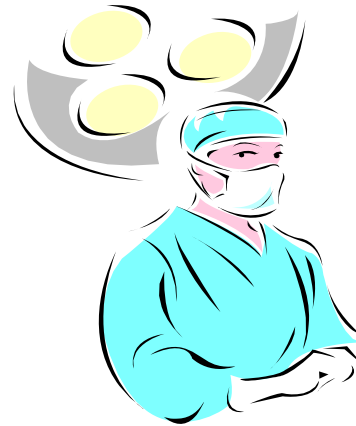
Professional Development Advising Teams (PDAT)

- A community of learners
 - Students and faculty working together on developmental issues
 - Team-based
 - Continuity of advising
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Advising from Four Perspectives



Faculty Perspective



Clinical Perspective



Peer Perspective



Colleague Perspective

PDAT Challenges

- Student not required to participate
 - Social vs Academic
 - Students not rewarded for participation
 - Quality of advising experience dependent on advisor
 - Advisors not clear on their role and impact
 - Difficult for advisors to develop relationships with individual students
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Doctoring Course Themes

- Physician Identity
 - *Career Development*
 - *Learning Skills*
 - *Wellness/Life Balance*
 - *Meaning Making*
 - Patient Care
 - Professionalism
 - Population Health
 - Service
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Portfolio Goals

- To promote reflective thinking
 - *Career Development*
 - *Learning Skills*
 - *Wellness/Life Balance*
 - To encourage self-directed learning
 - To improve self-assessment skills
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Portfolio Objectives

- Compile a body of evidence of their learning and competence;
 - Practice reflective learning and thinking;
 - Take an active role in their professional development;
 - Gain insights into their professional growth by exploring themes, trends, and patterns that cut across the four years of experiences;
 - Engage in purposeful conversations with mentors and advisors, soliciting feedback on the contents and meaning of their portfolio;
 - Develop an integrated professional identity;
 - Engage in life planning.
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Portfolio Uses

- On-going goal setting
 - Self-reflection and value exploration
 - A longitudinal record of professional growth and development.
 - A private and public representation of professional identity
 - A cumulative demonstration of personal and professional values
 - Interaction and communication with advisors
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Portfolio Components

- Evidence
 - Self Assessment
 - Goals
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Portfolio Evidence

- Anything that tells about their growth as a physician
 - Can be curricular or co-curricular
 - Can be in many different formats
 - Must include a descriptive statement
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Evidence Examples

- Medical Interviewing Seminar Feedback
 - Service Contract
 - Reflections on Doctoring
 - Self-assessments from Careers in Medicine
 - Step 4 Clerkship evaluations
 - Leadership experiences
 - Fellowships/Research papers
 - Community Service
 - Personal stories, prose, poetry, artwork
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Descriptive Statement

- What is it?
 - Why is it important to your physician identity development?
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Self-Assessment

- What did you learn?
 - How will you grow?
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M1 - Guided Reflection

- Self-assessment work combined with specialty exploration.
 - Reflect on their goals, values, strengths and challenges
 - Learn about the many medical specialties available to them.
 - Guided questions:
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M1 Reflection Questions

- ❑ Who influenced your decision to choose a career in medicine? (Family, friends, media figures?) What life events have had an impact on this choice? When did you first decide to pursue this career? What's the most important reason that you want to be a physician? How have others reacted to your decision? How big a role have prestige, service to others, money, etc. played in your decision?
 - ❑ What activities have you participated in related to career development?
 - ❑ What have you learned about yourself through CiM self-assessment exercises?
 - ❑ What medical specialties are you interested in learning more about? What have you done or plan to do to explore these specialties?
 - ❑ What are your goals for the summer and why? What plans have you made to meet those goals?
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M2 Reflection Questions

- ❑ Looking back on Step 3, which modules did you especially enjoy and succeed in? What made them enjoyable? In which subjects, or subtopics and tasks did you excel? In what subjects would you like to gain more experience?
 - ❑ What is one specialty that you are considering? What systems, diseases, patient types, and procedures do they relate to? What kind of relationships do they have with their patients? Do they work with a variety of common medical problems, or singular, specialized problems? In what settings are these specialties practiced? Do they regularly work with consultants, referral specialists or allied health professionals? What "quality of life" issues do these types of physicians face? What values, interests, skills, and personality types are common to physicians in this specialty? How long is the training for this career path? How competitive is this option in terms of grades, USMLE scores, etc.? What are the options for fellowship or subspecialty training?
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M2 Reflection Questions Continued

- Consider results of Careers in Medicine (CiM) self-assessment exercises, Myers-Briggs Type Indicator results, information gathered from Physician Career Stories lectures, CiM Specialty pages, shadowing experiences and PACE. What have you learned about your personality and interests and how does this information connect with your specialty interests outlined in questions 2?
 - How might you fit in with those specialties in which you are most interested? Can your values and practice needs be met by the specialties you're exploring? How do you feel about:
 - Providing inpatient vs. outpatient services?
 - Working with different age ranges?
 - Working with one or both genders?
 - Obtaining experience with general practice vs. a specialty?
 - Dealing with breadth vs. depth of patient problems?
 - Short-term vs. long-term or continuous care?
 - Direct vs. indirect communication with patients?
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PDAT: Portfolio Advisor Role

- Review evidence
 - Provide feedback
 - Assist in setting developmental goals
 - Gap Analysis
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Portfolio Advisor Responsibilities

- Clinical Faculty members/NEOUCOM Alumni
 - Highly recommended as role-models and professional examples
 - Orientation to the profession of medicine
 - Physician Identity development
 - Modeling work/life balance
 - Portfolio review and feedback
 - Self Assessment Skills
 - Goal setting
 - Career Exploration
 - Recommendation Letters
 - 4th year elective schedules and planning
 - Medical Student Performance Evaluation (MSPE)
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Academic Advisor Responsibilities

- Rootstown based faculty or administrators
 - Familiar with NEOUCOM policies and procedures
 - Orientation to the structure of medical school
 - Policies and Procedures
 - Campus Resources
 - Monitor academic progress
 - Letters of Recommendation
 - Medical Student Performance Evaluation
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Peer Mentors

- M2 Students
 - Volunteers with an interest in helping peers adjust
 - Orientation to the culture of medical school
 - Healthy coping strategies
 - Modeling professional behavior
 - The voice of experience
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Portfolio Assessment Group

- Objective evaluation
 - Gathered evidence
 - Completed reflection
 - Met with advisors
 - Set developmental goals
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Feedback and Other Access

- Course Directors
 - Others at students discretion
 - Peer Mentors
 - Faculty Mentors
 - Friends
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Amber Somerville

Portfolio Demonstration

NEOUCOM Class of 2009

Anthony Costa, MD

Professor of Family Medicine
Chair, Department of Family Medicine
Portfolio Advisor, Class of 2009

What's Working Well

- Required Advisor Meetings
 - “Forced” Self-Assessment
 - Portfolio Development
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Initial Challenges

- Goals and Objectives not clearly defined
 - Not what advisors signed up for
 - Groups too large
 - Too many requirements
 - Not ready for electronic medium
 - Faculty/Administrative Support
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Lessons Learned

- Administrative support from the top down
 - Buy-in from course directors and faculty
 - Clear goals and objectives
 - Faculty development
 - If it's not required students won't do it
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Current Status/Recommendations

- Recommendation that portfolios be an academic requirement, rather than a course requirement
 - Course directors determine how to use portfolio and how to assess
 - Full implementation of portfolio for Pharmacy students
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