

Trainee and faculty perspectives on the use of a CanMEDS portfolio in a pediatric fellowship program

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The aim of this study was to explore the ways in which fellows are using the portfolio and to explore faculty's perspectives on using the portfolio as a tool for assessing and mentoring fellows.

It was a qualitative, questionnaire-based study. Subjects were fellows and faculty in the division of pediatric medicine. One investigator analyzed the data. The data were coded by identifying themes using constant comparative analysis. Ten of 12 fellows completed the survey. Themes emerged around using the portfolio to set goals, stay on track and review progress and challenges.

Fellows reported that they received useful advice after reviewing this tool with their supervisor. However, they expressed a need for further training in the use of the portfolio and a desire for an online format. Six of 9 faculty supervisors completed the survey. Faculty reported that they had a more in-depth understanding of the work of the trainee and a better discussion of the trainees' goals as a result of using this tool. They indicated that it helped to identify gaps in the fellows' training and that it was valuable to review the fellows' work in a CanMEDS framework. They also strongly identified a need for more training in using the portfolio. Most fellows found that the portfolio was a useful tool in helping to plan goals, record achievements and reflect on their progress. It enhanced the discussion between the supervisor and the trainee.

We could optimize the use of the portfolio by developing an online format and offering further faculty–fellow training sessions on its use.