

CanMEDS Best Practice Abstract

Submitted by Dr. Ramona Kearney

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Title: *The development of portfolios as tools for identifying learning activities and assessing formatively the development of CanMEDS competencies in anesthesiology residency programs.*

What were we trying to accomplish?

Program directors find it challenging to assess whether residents have achieved the required competencies of each of the CanMEDS roles. Discussions within residency program committees (RPC) concerning the progress of residents focus easily on the achievement of Medical Expert competencies as usually there are available data in the form of ITERs, in-training exams and departmental written, oral and OSCE examinations. For the determination of progress within the other competencies this is much more difficult. Systematic collection of assessment data is lacking in most programs in these roles and many programs do not have a well developed approach to teaching the roles. One of the programs had developed a log to record activities toward achieving the competencies in the Scholar role. This seemed a good approach to the identification of learning activities and with reflection of lessons learned it was thought this might be a good template for determining whether residents developed the desirable competencies. The anesthesiology program directors decided to develop a set of portfolios which would identify the learning activities that residents should complete in order to develop competence in each role and would also form the means for assessing the completion of these activities.

What was our approach?

After a session with Dr. Jason Frank (RCPSC) on the use of portfolios in assessment, each of 7 program directors took one role each and developed a draft document that would identify learning activities in that role. Each “portfolio” was reviewed by all program directors at two separate meetings where proposed activities were revised. The means of formative assessment for all roles was self-reflection after each activity and recording what was learned. The final drafts were circulated to all program directors who were asked to introduce one or two roles into their programs and provide feedback to the group on the effectiveness of the portfolios. To accompany the portfolios, a power-point presentation was produced that could be used in each program to help the RPC and the residents understand the usefulness of the tool.

How well did it work?

After 12-18 months of use in the programs the program directors were asked for feedback on the implementation of the tool. Program directors said that all programs were using the tool. Many had customized the activities in each portfolio to those available locally and they had also identified which activities were mandatory and which were elective in their programs. Most programs had implemented all seven portfolios. Some programs are already using the portfolios in their decisions at residency promotions meetings.

Implications:

The program directors are considering asking the Specialty Committee to mandate completion of the portfolios as a requirement for training. The portfolios are an electronic document that can be adapted to individual programs or specialties and updated to include different learning activities. The development of reflective practice is a key outcome anticipated from its use. Limiting the portfolio to formative assessment avoids the difficulties inherent in this method for summative assessment.



CanMEDS Best Practice Submission Form

The Royal College of Physicians and Surgeons of Canada

774 Echo Drive, Ottawa On Canada K1S 5N8

Tel: 613-730-8177 Fax: 613-730-8262

http://rcpsc.medical.org • canmeds@rcpsc.edu

AUTHOR CONTACT INFORMATION

Name: Ramona Kearney		Tel: 780-407-2689
Address: 8-120 Clinical Sciences Bldg.		Fax: 780-407-7461
		Email: rkearney@ualberta.ca
		Weblink:
City: Edmonton		Institution: University of Alberta
Province: AB	Postal Code: T6G2G3	Specialty: Anesthesiology

CATEGORY

- Curriculum** — a design for education around the CanMEDS competencies.
- Teaching Tool** — a submission that will assist the teaching the specific CanMEDS competencies.
- Assessment Tool** — a submission that will assist in the assessment/evaluation of the CanMEDS competencies.
- Faculty Development Tool** — a submission that will assist in teaching faculty to teach/evaluate of the CanMEDS competencies.

TYPE OF TEACHING TOOL

- Journal Club
- Pathology Lab
- PBL
- Seminar
- Simulation
- Workshop
- Clinical
- Course
- Lecture
- Teaching Round
- Mentoring
- Role Modeling
- Web-based
- Committee Work
- Conference
- Self-Directed
- Research Project
- Resident as Teacher
- Administrative Duties
- Other _____

TYPE OF ASSESSMENT TOOL

- ITER
- Chart Stimulation Recall
- OSCE
- Evaluation of Research
- MSF
- Simulation
- FITER
- CEX/Mini-CEX
- Encounter Card
- Portfolios & Logbooks
- Oral Exam
- Written
- Other _____

CanMEDS ROLES

- Medical Expert
- Communicator
- Collaborator
- Manager
- Health Advocate
- Scholar
- Professional
- Applicable to all roles

TITLE Limit to 50 words or less

The development of portfolios as tools for identifying learning activities and assessing formatively the development of CanMEDS competencies in anesthesiology residency programs.

KEYWORDS

1) portfolios	4) reflection
2) learning activities	5)
3) assessment	

AUTHOR(S)

1) Ramona Kearney	4)	7)
2) Cdn Anesthesiology program directors	5)	8)
3)	6)	9)

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