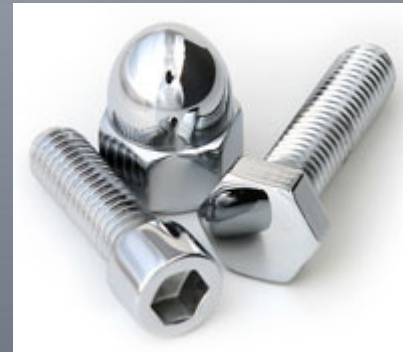


Nuts and Bolts of Transformation: Electronic Learning Portfolios for Undergraduate Medical Education



Joel Gordon, MD
Professor, Internal Medicine
Chair, Clinical Experiences Committee

Gerald Wickham, MA
Coordinator, Clinical Curriculum

**CARVER COLLEGE OF MEDICINE
THE UNIVERSITY OF IOWA**



Overview of the Discussion Session

- **What we tried...**
 - **What we learned...**
 - *Through our Taskforce*
 - *From our Students*
 - **Where we are heading...**
 - **Focused Discussion Groups**
- 20 minutes
- 20 minutes
- **Resources**
 - Key Questions
 - 360-Degree Bibliography and Idea People to Consult
- 
- 

What we tried...

- In 2006 Dr. Gordon partnered with ITS to pilot an electronic learning portfolio for 3rd/4th year medical students
- Xythos
- ACGME Six Core Competency Structure
- Ambitious Plan for 150 students per year
- Focus groups and survey feedback

What we learned...

- Focus groups revealed that:
 - faculty mentorship was lacking
 - our students disliked Xythos interface
 - log-in was decentralized
 - the portfolio didn't "count" for anything

Therefore

- We formed a Taskforce in 2008

What we learned through the taskforce...

We agreed upon 5 Key Recommendations

1. Portfolios will require a shift in culture
2. Implementation will be a complex multi-year process
3. There are many stakeholders in an electronic portfolio system
4. Pilot projects will be a vital next step
5. Portfolios will require robust, longitudinal advising and mentoring

[ref: UC-SF Study]



What we learned through the taskforce...

We agreed upon 5 Things to Avoid

- “Lamination” – mere showcase
- “Heavy Lifting” – work versus benefit
- “Trivialization” – portfolio content that does not merit reflection
- “Perversion” – losing individual benefit
- “Misrepresentation” – where the portfolio is not a true picture of competency

[ref: Lombardi]



What we learned from the students...

- If a faculty-mentored and sleek user-interface electronic learning portfolio was offered as an elective learning opportunity, would you take advantage of this?
- Response n = 198
- 55 yes = 27%

[ref: CCOM Technology Survey]

What we learned from the students...

- How valuable do you think a faculty-mentored electronic learning portfolio that focused on making connections between clinical practice and basic science would be to your learning?
 - 27% said valuable or highly valuable
- Compare this to our taskforce (n = 15)
 - 67% said valuable or highly valuable

Where we are heading...

New Direction

- New Software -- Customizable
- Central Log-In
- Elective – Focused M1's
- Faculty Mentored
- Selective competency
- Selective "connections"

Old Issues

- Poor Interface
- Decentralized
- All M3/4'S
- Low Faculty guidance
- Six ACGME Competencies



OK, now you get to experience this process!

- Guided Discussion Groups
 - Faculty
 - Technology
 - Purpose
 - Timeline

20 minutes