

Orientation to Teaching Portfolio

Tanvi Agarwal,

MD, FRCPC,
MScCH, MPH

Co-Director, Portfolio,
Foundations, MD Program

Lindsay Herzog,
MD, CCFP

Co-Director, Portfolio,
Clerkship, MD Program

Susanna Talarico,
BED, MD, FRCPC,
MScCH

Director, Faculty
Development, Medical
Education

Speaker Relationship Disclosure

Relationships with financial sponsors

Name	Any direct financial relationships including receipt of honoraria	Funded grants or clinical trials	Memberships on advisory boards or speakers' bureau	Patents for drugs or devices	Other: financial relationships/ investments
Lindsay Herzog	N/A	N/A	N/A	N/A	N/A
Tanvi Agarwal	N/A	N/A	N/A	N/A	N/A
Susanna Talarico	N/A	N/A	N/A	N/A	N/A

Any participants who are concerned that an actual, perceived, or potential conflict of interest has not been properly disclosed or managed should contact the Associate Dean of the MD Program



AI Disclosure

Use of Artificial Intelligence in Program Content

AI was used in the following ways:

Not Applicable

Session Objectives

By the end of this session, you will be able to:

1. Gain an overview of Portfolio, including Academy and Junior Scholar roles, curriculum, and assessment processes
2. Describe how to support students through fostering psychological safety and optimizing the learning environment
3. Create a community of practice within which to share challenges and successes that arise during Portfolio

Introduce yourself:

Are you a:

(A) Junior Scholar, first time

(B) Junior Scholar, returning

(C) Academy Scholar, first time

(D) Academy Scholar, returning

Ice-breaker: today's rose and thorn





Reflection

Becoming a Reflective Practitioner

- **Reflective thinking (Dewey):**
 - A state of perplexity, hesitation, doubt; and
 - An act of search directed toward finding answers to resolve such a state of doubt
- **Reflective practice (Schön):**
 - Reflection-in-action, reflection-on-action, reflective practice
- **Critical reflection:**
 - Examining and challenging commonly-held assumptions and power dynamics
 - Considering how these assumptions and relations impact practice
- **Robust rationale for reflection in medical education**



The Mechanics of Portfolio

Objectives of Portfolio Component



Reflect on personal meaning of experiences and how they illustrate the student's developing professional identity in the context of CanMEDs roles



Develop new perspectives by developing a deeper understanding of oneself and one's relationship to others, and societal structures in which they operate



Reflect upon and analyze their individual learning needs, through support and coaching by their Academy Scholar



**SMALL GROUP
MEETINGS**



**WRITTEN THEMATIC
REFLECTIONS**



**PROGRESS REVIEW
MEETINGS**

Components of Portfolio

How it works

Who:

- 6-8 students, a faculty member (Academy Scholar) and a resident (Junior Scholar)

When:

- 2-hour small group sessions
 - Mondays from 3:30-5:30 for Foundations (Y1/Y2)
 - Thursdays from 4:00-6:00 for Clerkship (Y3/Y4)
- Two 30-minute one-on-one progress review meetings (*held by Academy Scholars only)

Where:

- Small group sessions take place **in-person** at your local site

Portfolio over the years

PFL 1

- Patient as Physician
- Cultural Safety
- Physician as Person
- Dying and Death
- Self-assessment & Coaching

PFL 2

- Reflecting on Health Disparities in Systemically Marginalized Populations
- Student as Physician
- Mental and Physical Health
- Peer Mentorship and Careers
- Thinking Back and Looking Forward

PFL 3

- Patient safety
- Physician health and wellness
- Power dynamics and the Hidden Curriculum
- Humility and Uncertainty
- Dying and Death

PFL 4

- Preparing for CaRMS
- The Physician I Aspire to Be

PROGRESS REVIEW MEETINGS



Your Role

In the small group sessions, you will be a **facilitator**

- Listen openly to the students share their experiences and reflect in a non-judgmental, open environment

During the 1:1 progress reviews, you will advise and **coach** the students

- Build a relationship with the student
- Explore their reactions and goals for learning
- Coach for performance change

Preparing for Reflection

1

Come prepared with an experience they wish to share

2

Provide a personal understanding of the experience, the **impact on them**, and other perspectives they may have developed

3

Make clear links between the experience, its **influence on their development** as a doctor, and how it relates to the CanMEDS roles

"What did I learn about myself and what will I do differently because of this experience?"

Assessment in Portfolio

Small Group Meetings

Written Thematic Reflections

Progress Review Meetings

Assessment Rubric for Small Group Meetings

Small Group Meetings

Score	Needs Improvement	Meets Expectations	
Preparation	Student did not show evidence of having prepared for the discussion; eg. no sense of the theme, no organization of a reflection	Student was prepared to describe an organized reflection with a basic understanding of the theme	Student had prepared a highly developed reflection that showed evidence of in-depth understanding of the theme
Presentation	Student could not present their reflection in any depth; superficial reporting of events with no evidence of reflection	Student reflected clearly, giving listeners insight into the significance of the events presented	Student presented their reflection with high impact; listeners are left with a strong sense of student's perspective of the theme with connections made to the CanMEDS framework
Attentiveness	Student did not appear interested or attentive to the presentations of the others; this would include non-engagement or disruptive behaviour	Student showed interest in other students' presentations and made an effort to understand their reflections	Student was highly engaged throughout meeting and made an effort to understand their reflections and display empathy
Feedback	Student offered no feedback or only cursory comments; or student made inappropriate comments (ie cynicism, mockery, dismissiveness)	Student gave feedback that recognized the strengths of some other students' presentations; provided some probing questions to assist others in developing their reflections	Student gave highly insightful and relevant feedback, asking probing questions that assisted the presenter in developing their reflection

Small Group Meetings

- Assessment of small group meetings occurs at **3** time-points:
 - At time of each progress review (2)
 - End of year
- Completed by Academy Scholars, with input from Junior Scholars
- **Global** assessment, looking back over sessions to date

At the end of the year, you will also be asked to complete an
"Assessment of Demonstrated Professional Behaviours"
evaluation on MedSIS

Professionalism Evaluation – MedSIS	
 Interactions with Patients & Essential Care Partners	 Reliability & Responsibility
 Growth & Adaptability	 Relationships with Colleagues
 Upholding Student & Professional Codes of Conduct	 Recognizing & Responding to Ethical Issues

Small Group Meetings

- If you have concerns about students between assessments:
 - Can email/set up time to meet with student
 - Can email/set up time to meet with Portfolio Faculty Leads
 - Can launch professionalism eval on MedSIS
- **Attendance**
 - Students are expected to submit an absence form for any missed curricular activity
 - Students should also inform their Scholars and the Portfolio team of any absences
 - Scholars are requested to complete an online form regarding any student absence, or to email portfolio.ume@utoronto.ca if any additional concerns

Written Thematic Reflections

- Anonymously assigned to a Scholar from another group

Assessment

- ☐ Meets assignment requirements
- ☐ Does not meet assignment requirements
- ☐ Unable to assess

Feedback to Student

- Reflections that do not meet assignment requirements/are unable to be assessed will be reviewed by a trained Portfolio Adjudicator.
- If also deemed unsatisfactory by Adjudicator:
 - Students will be asked to revise and resubmit
 - Resubmissions marked by their own Academy Scholar or by Portfolio Co-Director(s)

Written Thematic Reflections

Assessment Criteria for Portfolio Reflections

	Unsatisfactory progress	Satisfactory progress		
<u>Category 1</u>	Unclear, illogical or incoherent structure	Clarity is limited, some evidence of a logical and coherent structure	Very clear and mainly logical and coherent structure	Outstandingly clear, logical and coherent structure
Logical and coherent structure	Reflection has no narrative of an experience or is difficult to read.	Reflection has a narrative of an experience but it may flow poorly in places; i.e. with the student jumping from one topic to an unrelated topic.	The narrative flows clearly within each section.	The narrative flows very fluently, both within and between each section.
<u>Category 2</u>	No evidence of reflection	Minimal evidence of personal reflection	Clear evidence of personal reflection	Excellent evidence of personal reflection with critical elements
Level of reflection	Student does not reflect on their perspective of the experience - the student simply describes his/her experience, or provides a generalized conclusion that is not personal or unique to the student.	Student describes experience but only touches on his/her personal perspective on it – minimal description of a unique personal understanding of the experience as it relates to the theme and its impact on the student.	Student provides a clear, unique personal understanding of the experience as it relates to the theme and its impact on the student.	Student provides a clear, unique personal understanding of the experience as it relates to the theme, its impact on the student, and other possible perspectives.
<u>Category 3</u>	No evidence of reflection on development as a doctor	Limited evidence of reflection on development as a doctor	Good evidence of reflection on development as a doctor	Excellent evidence of reflection on development as a doctor
Reflection on development as a doctor as it relates to the CanMEDS roles	Student makes no link between their experience and how it influenced his/her development as a doctor. There is no link made to the CanMEDS roles.	Student makes basic links between the experience and how it influenced his/her development as a doctor as it relates to the CanMEDS roles.	Student makes clear links between the experience and how it influenced his/her development as a doctor as it relates to the CanMEDS roles.	Student makes very clear links between the experience and discusses its influence on his/her development as a doctor as it relates to the CanMEDS roles fluently and extensively.

(Adapted from Rees and Sheard, 2004)



Written Thematic Reflections



Practical TIP for OASES:

OASES may time out while you are reviewing a student's written reflection, or while writing your comments for the student. We therefore **strongly** recommend that you draft your feedback on a separate document, and copy and paste it into the "Feedback to Student" box when ready, in order to avoid the system timing out and losing your data!



A note on generative AI and written reflections

There are many opportunities in education for the use of generative AI (ex. ChatGPT); however, it poses a significant challenge and concern regarding the value of personal reflection. Students may use artificial intelligence tools for creating an outline for a written reflection, but the final submitted reflection must be original work produced by the individual student alone.

This is a new issue faced by educators across the globe, and the University is developing guidance and updates. [Click here for further reading and helpful FAQs from U of T.](#)



Progress Review Meetings (Academy Scholar)

- Takes place twice yearly
- 30-minute sessions
- An opportunity to connect with each individual student
 - Review their Portfolio progress MedSIS form
 - Review their progress via the Learner Chart and Progress Review Reports
 - Check-in on their wellness and provide tailored feedback and support
- See Elentra for helpful resources and videos

Enhancing the Portfolio Experience

Part 1: Recognize the developmental process

In Portfolio, we adopt a "**growth mindset**" approach: we recognize all students are starting from a different place with respect to their understanding of and appreciation for the importance of being a reflective practitioner and the role of reflection in medicine



Part 1: Let's discuss!

During your first Portfolio session, you are spending time getting to know the group and reviewing the purpose of Portfolio, as per the Portfolio Handbook session outline. One student in your group indicates they have never done anything like this, and aren't sure what value this course provides. They feel overwhelmed by how much they need to learn in their lectures on anatomy and physiology, and don't see how this fits.

- **In a group, discuss the following:**
 - How would you respond?
 - Have you had previous experiences with reflection-based courses in your own training or teaching? Were there times it felt more relevant or important than other times?

Part 2: Prioritize Psychological Safety

A psychologically safe environment is one where learners feel comfortable asking questions, taking risks, making mistakes, and asking for help. They feel respected, and that their efforts and skills are valued.
(Edmonson, 1999)

- A supportive and safe environment **MUST** be created in Portfolio to allow students to be vulnerable and to engage in **critical reflection**, which involves challenging their assumptions and exploring feelings of discomfort
- This can't occur if they are feeling unsafe, humiliated, invalidated, or judged

Part 2: Prioritize Psychological Safety

Guidelines for dialogue to support psychological safety in Portfolio

Establish and reinforce confidentiality

Validate and support a learner's experience

Allow student to define the limits of their sharing

Discomfort is okay; feeling unsafe is not

Part 2: Let's discuss!

In your Portfolio small-group session on Dying and Death, you notice one student, who is usually quite an active participant, is very quiet. They are actively listening throughout the session, and occasionally offer comments on their peers' stories. Time is almost up, and they haven't yet shared an experience, despite always being prepared for the previous sessions.

- **In a group, discuss the following:**

- Would you call on them to share their experience? If so, how would you do this?
- Is there anything you would do during the session to encourage participation?
- Is there anything you would do after the session?
- Would this affect their global Portfolio Small Group evaluation?

Part 3: Create space for dialogue

Discussion	Dialogue
Cognitive process	Affective/experiential process
Authority valued	Authority shared
Goal is to reach a solution	Goal is to generate new questions, perspectives, possibilities

Part 3: Let's discuss!

In one of your Portfolio small-group session, a student shares an experience regarding receiving negative feedback on a clerkship rotation evaluation. The conversation becomes lively in the room, and begins to center around the weight of the evaluations and whether this will impact their CaRMS match. They begin asking you, the Junior and Academy Scholars, for advice on how to do well in clerkship. You're worried that the conversation is going off-topic and that the other students won't have a chance to share.

- **In a group, discuss the following:**

- How would you navigate this scenario?
- How might you encourage the students to respond to each other after a student has shared?
- How do you (or how do you intend to) co-facilitate with your co-Scholar?

Part 4: Support Students' Wellness in Portfolio

Wellness challenges arise frequently in Portfolio given the unique relationships you will establish with your students

- Remember you are not in a clinical role with the student
- Determine if the situation is, urgent, emergent, non-urgent and direct to the appropriate resource/support
- If a concern arises during a small group meeting, consider following up with the student following the session
- Reach out to the Portfolio Team if you have questions

Learner Mistreatment

We are here for you, feel free to contact us if you want to discuss, disclose, or report something that has happened.

I would like to:

Connect With a
Designated Leader

Disclose or Report
Mistreatment



OLA

Core Services

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Skills Enhancement

Service Learning,
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Student Assistance

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Learner Affairs

Credit to: Dr. Heather Flett

Navigate. Elevate. Advocate.

We're with you

Summary: Keys to a Successful Year in Portfolio

- Recognize the developmental process of Portfolio
- Prioritize psychological safety
 - Review the Psychological Safety Guidelines on a regular basis, and consider establishing your own “ground rules” as a group
- Create space for dialogue
 - Be flexible
 - Regularly meet with your co-scholar to prepare and debrief how a session went
- Support students’ wellness in Portfolio
 - Many resources available

Portfolio Faculty Development Resources



Cornerstones of Portfolio

START COURSE



Please review the online module for everything you need to know to be an excellent Portfolio Scholar

- Additional Faculty Development materials can be found on Elentra and at this website:

<https://meded.temertymedicine.utoronto.ca/portfolio-scholar>

Thank you!

Please reach out to us at any time with questions, comments, feedback, or simply to chat

We love getting to know our Portfolio community and are grateful for all that you do!

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