The RCPsych e-portfolio

Damien Longson
Head of School NW
Chair e-portfolio working group
• What is a portfolio?
• What principles have driven the changes?
• Demonstration of key elements
What is a portfolio?

‘A private collection of evidence, which demonstrates the continuing acquisition of skills, knowledge, attitudes, understanding and achievements. It is both retrospective and prospective, as well as reflecting the current stage of development and activity of the individual.’ Brown (1995)
Uses of portfolios

- Continuing Professional Development
- Enhanced learning
- Assessment
- Evaluation
- Certification and re-certification
- Career advancement

(Pitts, 2010)
Models of Portfolios

• Shopping Trolley
• Toast Rack
• Cake mix
• Spinal column
The Adult Learner

Portfolios are designed to support the development of adult learners who must:

- be self directed
- have previous experience that can be used to learn from (work)
- to be ready to learn and develop from experience (reflect)
- be curious and motivated to develop

(Knowles 1975)
Learning from Experience

The dynamic interaction between theory, practice and experience is continuous and is demonstrated in Kolb’s experiential learning cycle.

Stage 1. Experience

Stage 2. Reflection on experience

Stage 3. Forming of abstract concepts and generalisations

Stage 4. Testing of implications of concepts in new situations
Reflective practice

- What happened/what did I do?
  (Assessment, incident, observation etc)
- What went well and less well?
- How do I know this?
  (Your thoughts and feedback)
- What do I need to learn that means next time I will do better?
- How can I achieve this?
Triangulation

- Refers to how a particular competency is shown to be attained using various sources of evidence.
- Over a training period, multiple forms of evidence contribute to the portfolio by using a variety of tools, as well as the judicious use of other sources.
- So, information from one assessment can be compared with evidence in other forms relating to the same competency.
Intended Learning Outcomes

1. Be able to perform specialist assessment of patients and document relevant history and examination on culturally diverse patients to include:
   - Presenting or main complaint
   - History of present illness
   - Past medical and psychiatric history
   - Systemic review
   - Family history
   - Socio-cultural history
   - Developmental history

2. Demonstrate the ability to construct formulations of patients’ problems that include appropriate differential diagnoses

3. Demonstrate the ability to recommend relevant investigation and treatment in the context of the clinical management plan. This will include the ability to develop and document an investigation plan including appropriate medical, laboratory, radiological and psychological investigations and then to construct a comprehensive treatment plan addressing biological, psychological and socio-cultural domains
<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
<th>Attitudes demonstrated through behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define signs and symptoms found in patients presenting with psychiatric and common medical disorders</td>
<td>Elicit a complete clinical history, including psychiatric history, that identifies the main or chief complaint, the history of the present illness, the past psychiatric history, medications, general medical history, review of systems, substance abuse history, forensic history, family history, personal, social and developmental history</td>
<td>Show empathy with patients. Appreciate the interaction and importance of psychological, social and spiritual factors in patients and their support networks</td>
</tr>
<tr>
<td>Recognise the importance of historical data from multiple sources</td>
<td>Overcome difficulties of language, physical and sensory impairment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gather this factual information whilst understanding the meaning these facts hold for the patient and eliciting the patient’s narrative of their life experience</td>
<td></td>
</tr>
</tbody>
</table>
"Students are expected to provide evidence to demonstrate they have achieved their learning outcomes"
Models of portfolios – the Cake Mix

There is a collection of individual ingredients, which are “mixed” (e.g. using reflective pieces with formative assessments), and what emerges as the “cake” is more than the sum of its parts

Webb C (2002)
Trainees’ views of Portfolios in Psychiatry

• Neel Halder, Ganesh Subramanian, Damien Longson
What is your 1st priority for using your portfolio
What is your 1st priority for using your portfolio

Percent

[Bar chart showing the distribution of responses]
To pass my ARCP
What is your 1st priority for using your portfolio

For reflective practice
What is your 1st priority for using your portfolio

- To pass my ARCP
- Use as a learning tool
- Document my achievements
- Use for reflective practice
- To check which competencies are left to obtain
- For planning and monitoring of progress

Percent
Which is your most favoured tool for learning?
Acting on feedback from my ARCP
Ease of use

“accessible from anywhere with internet connection”

“you don’t need to carry heavy hard copies around”.
Time consuming / anxiety provoking

“impacting on clinical work”

“protected portfolio time”

“too many mandatory sections and competencies that need to be obtained”

“Candidates spend more time trying to jazz up their portfolios than improving their clinical assessments and spending time on the ward with patients.”

“very stressful, scary and threatening”
Encourages reflection

“forced”

“In reality, reflective practice occurs in conversations with peers, supervisors, while cycling home, having a gin in front of the tv...”

“Those trainees who tend not to self-reflect are not likely to improve just because they have to fill in a form telling then to reflect!”

“no-one reads them anyway”
Need for training

Training is needed for trainees and trainers to home in the point that portfolio is for education and self-development rather than tick-box.”
Tick-box exercise

“The system penalises doctors who want to do their job and not spend all their time jumping through hoops” and “trainees work around trying to 'tick boxes' rather than being good at the job”

“It is a tick-box exercise that decides on the competency of the doctor based on what is in the portfolio. Unfortunately the trainee decides what goes into the portfolio”
Pride and Ownership

“I cannot help seeing it as a tool that exists to police my training rather than develop it “
“it is of no use except for passing or failing ARCP.”
Drivers for new portfolio

- Driven by curricula
- Focus on iterative adult learning
- Integrates PDP
- Supports summative assessments (appraisal, ARCP, exam results)
- Perspective on 1, 3 or 6 years
- Allows for dual training
- PDP
  - Based on curriculum
  - Trainee maps PDP onto ILOs

- Learning
  - Learning experiences
  - Mapped onto PDP or ILOs

- Reflection
  - Leads to iteration and review

- Summary
  - Overview pages show progress against ILOs or PDP
  - Summary for ARCP / Revalidation
<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Assessor</th>
<th>Status</th>
<th>Date</th>
</tr>
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<tbody>
<tr>
<td>CT1 CbD</td>
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<td>Pending</td>
<td>2013-09-25</td>
</tr>
<tr>
<td>CT3 ACE</td>
<td></td>
<td>Pending</td>
<td>2013-09-22</td>
</tr>
<tr>
<td>CT3 Mini-PAT</td>
<td></td>
<td>Not started</td>
<td>2013-09-22</td>
</tr>
</tbody>
</table>

Filter by proforma
- ACE (1)
- CbD (1)
- Mini-PAT (1)

Filter by assessment level
- CT1 (1)
- CT3 (2)

Filter by status
- Not started (1)
- Pending (2)

Filter by assessor
- Not Set (1)
Improving the lives of people with mental illness

You have no appraisals

Schemes
- ARCP
- NHS Appraisal
## Personal Development Plan

### Improving Knowledge 
1. Medical Expert
2. 2a Diagnosis

### Core 
- Medical Expert • Intended Learning Outcome 3 • 3b Investigation
- Medical Expert • Intended Learning Outcome 7
- Professional • Intended Learning Outcome 17 • 17f Probity
- Professional • Intended Learning Outcome 18 • 18c Relevance of outside bodies

### Physical Health Skills 
1. Medical Expert • Intended Learning Outcome 1 • 1b Patient Examination, including mental state examination and physical examination

### Preparation for ACF Application 
1. Scholar • Intended Learning Outcome 16 • 16a Research techniques
2. Scholar • Intended Learning Outcome 16 • 16b Evaluation and critical appraisal of research
Personal Development Plan

Improve Clinical Skills

1. Medical Expert • Intended Learning Outcome 2 • 2a Diagnosis
   - Presentation 3

2. Patient Investigation
   - Reflection 6
   - Presentation 3

3. Relevance of
   - Presentation 3

4. Scholar • Intended Learning Outcome 16 • 16b Evaluation and critical appraisal of research
   - Research 6
   - Research 6

### Knowledge

State the typical signs and symptoms of common psychiatric disorders including affective disorders; anxiety disorders; disorders of cognitive impairment; psychotic disorders; personality disorders; substance misuse disorders; and organic disorders.

Be familiar with contemporary ICD or DSM diagnostic systems with the ability to discuss the advantages and limitations of each.

State the typical signs and symptoms of psychiatric disorders as they manifest across the age range, including affective disorders; anxiety disorders; disorders of cognitive impairment; psychotic disorders; personality disorders; substance misuse disorders; and common disorders in childhood.

### Skills

- Use the diagnostic system to accurately construct a differential diagnosis for common presenting problems.
- Use the diagnostic system accurately in identifying specific signs and symptoms that comprise syndromes and disorders across the age range.
- Formulate and discuss differential diagnosis.

### Attitudes demonstrated through behaviours

Show an awareness of the advantages and limitations of using a diagnostic system.

You created a Learning Objective titled Preparation for ACF application about 3 hours ago.

You created a Research form about 3 hours ago.

You updated your Research form about 3 hours ago.

You updated your Reflection form about 3 hours ago.

You updated your Reflection form about 3 hours ago.
Personal Development Plan

Improve Clinical Skills
1. Medical Expert • Intended Learning Outcome 2 • 2a Diagnosis
   - Presentation 3
1. Medical Expert • Intended Learning Outcome 3 • 3b Investigation
1. Medical Expert • Intended Learning Outcome 7
7. Professional • Intended Learning Outcome 17 • 17f Probity
   - Presentation 3
7. Professional • Intended Learning Outcome 18 • 18c Relevance of outside bodies

Physical Health Skills
1. Medical Expert • Intended Learning Outcome 1 • 1b Patient Examination, including mental state examination and physical examination
   - Reflection 6
   - Presentation 3
1. Medical Expert • Intended Learning Outcome 2

Preparation for ACF application
5. Health Advocate • Intended Learning Outcome 14 • 14a Educating patients about illness and its treatment
   - Research 6
5. Health Advocate • Intended Learning Outcome 14 • 14b Environmental factors and lifestyle factors
   - Research 6
6. Scholar • Intended Learning Outcome 16 • 16a Research techniques
   - Research 6
6. Scholar • Intended Learning Outcome 16 • 16b Evaluation and critical appraisal of research
   - Research 6

Activity Log • View More
- You created a Learning Objective titled Preparation for ACF application about 3 hours ago
- You created a Research form about 3 hours ago
- You updated your Research form about 3 hours ago
- You created a Research form about 3 hours ago
- You updated your Reflection form about 3 hours ago
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## Psychiatry: Core Curriculum

### Intended Learning Outcome 1

<table>
<thead>
<tr>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a Clinical History</td>
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<tr>
<td>1b Patient Examination, including mental state examination and physical examination</td>
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</table>

### Intended Learning Outcome 2

<table>
<thead>
<tr>
<th>Item</th>
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</thead>
<tbody>
<tr>
<td>2a Diagnosis</td>
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<tr>
<td>2b Formulation</td>
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</table>

### Intended Learning Outcome 3

<table>
<thead>
<tr>
<th>Item</th>
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</thead>
<tbody>
<tr>
<td>3a Individual Consideration</td>
</tr>
<tr>
<td>3b Investigation</td>
</tr>
<tr>
<td>3c Treatment Planning</td>
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</table>

### Intended Learning Outcome 4

<table>
<thead>
<tr>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a All Clinical Situations</td>
</tr>
<tr>
<td>4b Psychiatric emergencies for all specialties</td>
</tr>
</tbody>
</table>
### Evidence

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Date</th>
<th>Last Updated</th>
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<tbody>
<tr>
<td>Preparation for ACF application</td>
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<td>about 20 hours ago</td>
</tr>
<tr>
<td>Research</td>
<td>25 Sep 2013</td>
<td>about 20 hours ago</td>
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<tr>
<td>Research</td>
<td>25 Sep 2013</td>
<td>about 20 hours ago</td>
</tr>
<tr>
<td>Reflection</td>
<td>22 Sep 2013</td>
<td>about 20 hours ago</td>
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<tr>
<td>Course/Conference</td>
<td>25 Sep 2013</td>
<td>about 20 hours ago</td>
</tr>
<tr>
<td>Physical Health skills</td>
<td>25 Sep 2013</td>
<td>about 20 hours ago</td>
</tr>
<tr>
<td>Presentation</td>
<td>22 Sep 2013</td>
<td>4 days ago</td>
</tr>
<tr>
<td>Improve Clinical Skills</td>
<td>22 Sep 2013</td>
<td>4 days ago</td>
</tr>
</tbody>
</table>

**Filter by evidence type**
- Achievement (4)
- General (1)
- PDP (3)

**Filter by status**
- Evidence (8)

**Filter by proforma**
- Course/Conference (1)
- Learning Objective (3)
- Presentation (1)
- Reflection (1)
- Research (2)
Research

Achievement Evidence

Date: 25 Sep 2013
Summary: GCP certificate
Details: Course attended
Research • Competencies

1. Medical Expert • Intended Learning Outcome 1 • 1a Clinical History
2. Scholar • Intended Learning Outcome 6 • 6a Research techniques
3. Professional • Intended Learning Outcome 17 • 17b Confidentiality
4. Professional • Intended Learning Outcome 17 • 17c Consent
5. Health Advocate • Intended Learning Outcome 14 • 14a Educating patients about illness and its treatment
6. Health Advocate • Intended Learning Outcome 14 • 14b Environmental and lifestyle factors
7. Scholar • Intended Learning Outcome 16 • 16b Evaluation and critical appraisal of research

Map Competencies

Select Framework: Core

Core

Intended Learning Outcome 1
1a Clinical History [on]
1b Patient Examination, including mental state examination and physical examination

Intended Learning Outcome 2
2a Diagnosis
### Medical Expert

<table>
<thead>
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<td>2a Diagnosis</td>
<td></td>
</tr>
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<td>3b Investigation</td>
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### Professional

<table>
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<tr>
<td>17f Probit</td>
<td></td>
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<tr>
<td>18c Relevance of outside bodies</td>
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### Physical Health skills

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<tr>
<td>1b Patient Examination, including mental state examination and physical examination</td>
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### Preparation for ACF application

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</table>
Research
Achievement Evidence

Date: 25 Sep 2013

Summary: GCP certificate

Details: COuse attended
**Improve Clinical Skills**

**Learning Objective**

**Date:** 22 Sep 2013

**Title:** Improve Clinical Skills

**Description:** This is where I describe what the skill is and how you will achieve this.

---

**PDP Evidence**

**Date:** 22 Sep 2013

**Title:** Improve Clinical Skills

**Description:** Describe a notable clinical or non-clinical experience? Lorem ipsum dolor sit amet, consectetur...
Implementation

- Complete software development
- Ongoing testing in the field
- Online training modules
- Migration of existing data
- Pre-launch to HoSs and LETBs
- Launch to trainees August 2014
www.portfolioonline.co.uk

Thanks to Simon Bettison and his team

dlongson@manchester.ac.uk

Thank you!