Design Thinking as a Framework for the Creation of an ePortfolio to Promote and Assess the Professionalism Competency

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Design Thinking

- **Empathize**: Learn about the audience for whom you are designing
- **Define**: Construct a point of view that is based on user needs and insights
- **Ideate**: Brainstorm and come up with creative solutions
- **Prototype**: Build a representation of one or more of your ideas to show to others
- **Test**: Return to your original user group and testing your ideas for feedback

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• Experience (including mistakes) provides the basis for the learning activities.

• Adults are most interested in learning subjects that have immediate relevance & impact to their job or personal life.

• Adults need to be involved in the planning and evaluation of their instruction.

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Knowles’ Adult Learning Theory and Kolb’s Learning Styles

Active Experimentation

Concrete Experience

Concept Formation

Reflective Observation

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Domains of Competence – 6 Accreditation Council of Graduate Medical Education (ACGME) Core Competencies

Professionalism (PROF)
Interpersonal & Communication Skills (ICS)
Practice-based Learning and Improvement (PBLI)
System-based Practices (SBP)
Knowledge for Practice (KP)
Patient Care (PC)
ACGME Core Competencies

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## ePortfolio and ACGME Competencies

### Portfolio

<table>
<thead>
<tr>
<th>Entry Title</th>
<th>Type</th>
<th>Published Date</th>
<th>Entry Date</th>
<th>Attached</th>
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<tr>
<td>Critchley-Thorne RJ, Dutra LC, Prichard JW, Davison JM, Jebe BA, Campbell BB, Zhang Y, Repa KA, Reen</td>
<td>Publication - Journal Manuscript</td>
<td>1/1/2016</td>
<td>9/7/2017</td>
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<td><strong>Poster Presentation - Validation of Prosigna (Breast Cancer Prognostication Assay) &amp; Its Concordance</strong></td>
<td>Presentation - National/Regional</td>
<td>3/9/2017</td>
<td>9/7/2017</td>
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<td><strong>Poster Presentation - Crowdsourcing to Create Structured Data Sets for Quality Improvement</strong></td>
<td>Presentation - National/Regional</td>
<td>3/28/2017</td>
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<td><strong>In Quality Management In Anatomic Pathology: Promoting Patient Safety through Systems Improvement</strong></td>
<td>Publication - Book Chapter</td>
<td>1/1/2017</td>
<td>9/7/2017</td>
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<td><strong>Geisinger Seminar in Anatomic Pathology - ER, PR and HER2 Testing</strong></td>
<td>Presentation - Local</td>
<td>9/16/2016</td>
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<td><strong>Geisinger 2016 Annual Breast Cancer Conference - Pathology Perspective on Papillary Lesion of the Br</strong></td>
<td>Presentation - Local</td>
<td>10/8/2016</td>
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<td><strong>Short Course - Practical Informatics Solutions for Anatomic Pathology Quality Management</strong></td>
<td>Presentation - National/Regional</td>
<td>3/9/2017</td>
<td>9/7/2017</td>
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Experience (including mistakes) provides the basis for the learning activities.

Adults need to be involved in the planning and evaluation of their instruction.

Reflections on inventories & class activities

Adults are most interested in learning subjects that have immediate relevance & impact to their job or personal life.

Experience

Knowles’ Adult Learning Theory, Kolb’s Learning Styles, and an ePortfolio

Concrete Experience

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Concept Formation

Reflective Observation

Wellness activities
Service activities
Leadership & teamwork activities
Community Week activities

Maslach Burnout Inventory
Jefferson Empathy Scale
Gronigan Reflection Scale
Goal development
Careers in Medicine Assessments

Advisor meetings
Action plan for service activities & Simulated professional identity experiences

Reflections on inventories & class activities
Peer evaluations
Service activities options

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Careers in Medicine Assessments
Q4: How adequately do you believe you are able to assess students on the professionalism competency?
Q7: How do you believe the ePortfolio will enhance a student’s self-directed learning for the professionalism competency?

Review and Reflection
- Self evaluation,
- Self directed learning
- Self awareness
- Share thoughts/feelings.
Q7: How do you believe the ePortfolio will enhance a student’s self-directed learning for the professionalism competency?

**Accountability**
- Ownership of professionalism competency
- Clarity of expectations
- Evidence of mastery for the professionalism competency.
Q7: How do you believe the ePortfolio will enhance a student’s self-directed learning for the professionalism competency?

Areas of Growth
- Busy work
- Diversity & inclusion
- Unsure of utility
Faculty and Student Development Sessions

• Feedback
• Separate and joint sessions for advisors & students

Focused on:
1. Relationship building and coaching models and techniques
2. Understanding use of the ePortfolio to support professional identity formation
Coaching for Learners

- Identify Needs
- Goal Setting
- Self-Assessment
- Appreciative Learning
- Reflection & Processing
- Humility

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Elements of the ePortfolio

1. Self-awareness and career preparation
2. Socialization for the Practice of Medicine
3. Humanities, Ethics, Cultural Competency and Diversity
Assessments within the ePortfolio

- Groningen Reflective Ability Scale
- Mayo Wellbeing Index for Medical Students
- Jefferson Empathy Scale
- Checklists for artifacts included in the portfolio
- Advising meetings
Reflections on inventories & class activities

Peer evaluations

Service activities options

Advisor meetings

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