



Teacher outside of the clinical setting

REFLECTING ON A TEACHING SESSION (PORTFOLIOS)

Reflecting on the teaching session can be elevated if a tool, such as a portfolio, is used to help you understand how effective the teaching session was for your learner.

Learning objectives:

1. Document, in a comprehensive fashion, resident activities that specifically relate to the integration of the Collaborator Role within their educational activities.
2. Create portfolios that reflect competencies development; include summative and formative assessments, reflective exercises, presentations, research, and quality improvement projects, as well as feedback from patients or team members.
3. Include reflections on interprofessional learning experiences in portfolios.

Activities:

1. Devote a specific portfolio, or sections of a more general portfolio, to the Collaborator competencies.
2. Encourage self-assessment and reflection to allow the learner to develop skills for ongoing learning and maintenance of competency.
3. Use as a summative tool to determine if a learner has attained competency.

Resources:

- Toolbox of Assessment Methods—Accreditation Council for Graduate Medical Education and American Board of Medical Specialties: <http://chd2.sites.olt.ubc.ca/files/2013/05/Evaluationtoolbox.pdf>
- Learner journals based on critical incidents, structured, eight open-ended questions; University of Sherbrooke, contact Steve.Balkou@usherbrooke.ca for access