

Enhancing Reflective Practice Through Portfolio-Based Learning

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¹ Ministry of Health / Teaching Hospital Badulla / University of Colombo, 2024 © *Uma Clinical Anaesthesia and Intensive Care* ISSN 2827-7198 / *Medical Education / Portfolio-based learning*

Abstract: Portfolio-based learning has become an integral tool in the professional development of doctors, supporting reflective practices, self-directed learning, and career-long development. However, its implementation is often met with practical and ideological challenges, including time constraints, structural clarity, and technological expectations. This article explores the benefits of portfolios, their use across different stages of medical training, and the barriers to their effective adoption. It highlights the potential of e-portfolios to overcome practical limitations while underscoring the importance of reflection as a cornerstone of professional growth. Practical solutions and strategies are discussed to address the challenges and enhance portfolio utility in medical education.

Keywords: Portfolio-based learning, Medical education, Professional development, Reflective practice, E-portfolios, Medical training, Self-directed learning

Key Points

Role of Portfolios in Medical Education: Portfolios support self-directed learning, reflective practices, and career progression by documenting achievements, assessments, and professional growth.

Challenges in Adoption: Issues such as time constraints, unclear structure, inadequate support, and user attitudes limit the effective use of portfolios.

E-Portfolios as a Solution: Technological innovations offer practical benefits, such as ease of access and enhanced functionality, but require significant investment and user-centered design.

Reflection as a Central Element: Reflection in portfolios fosters insights into professional strengths and areas for improvement, aligning with modern educational and societal expectations.

Practical Recommendations: Clear guidance, mentorship training, streamlined processes, and robust e-portfolio systems are essential for overcoming barriers and enhancing the value of portfolios.

Introduction:

Portfolio-based learning is a relatively recent innovation in medical education, marking a significant departure from traditional pedagogical approaches long associated with the training of doctors. Traditionally, medical education has emphasized didactic teaching, rote

memorization, and standardized assessments. In contrast, portfolio-based learning prioritizes reflective practice, personalized learning experiences, and continuous documentation of progress. Despite its novelty, the adoption of portfolios has grown rapidly, largely in response to evolving trends and challenges in medical education. These include the demand for increased accountability and the professionalization of medical trainers.

Changes Driving Portfolio-Based Learning

To fully appreciate the rise of portfolio-based learning, it is important to understand the contextual factors underpinning its adoption. Two key trends have been particularly influential:

1. Increasing Levels of Accountability

Accountability has always been a cornerstone of medical practice, rooted in the ethical and professional principles outlined in the Hippocratic Oath. However, recent decades have seen a heightened emphasis on regulatory oversight and quality assurance in medical education. This trend stems from a broader societal demand for transparency, safety, and public trust in healthcare.

Historical Milestones in Accountability:

In 1993, the Calman Report, *Hospital Doctors: Training for the Future*, initiated a transformation of postgraduate medical training by introducing structured training

Portfolio Based Learning In General Practice

R Barnett



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Portfolio-based Learning in General Practice Royal College of General Practitioners, 1993 *Understanding Medical Education* Tim Swanwick, 2011-08-02 For the first time in a single core textbook the Association for the Study of Medical Education presents a complete and authoritative guide to medical education Written by leading experts in the field *Understanding Medical Education* provides a comprehensive resource of the theoretical and academic bases to modern medical education practice This accessible and timely reference is designed to meet the needs of all those working in medical education from undergraduate education through postgraduate training to continuing professional development As well as providing practical guidance for clinicians teachers and researchers *Understanding Medical Education* will prove an invaluable resource to those studying at certificate diploma or masters level and a first port of call for anyone engaged in medical education as an academic discipline Exploring medical education in all its diversity and containing all you need in one place *Understanding Medical Education* is the ideal reference not only for medical educators but for anyone involved in the development of healthcare professionals in whatever discipline wherever they are in the world An on line edition of the complete book together with individual chapter downloads are available at www.wileymedicaleducation.com *Understanding Medical Education* has been brought together and edited by Professor Tim Swanwick Director of Professional Development in the London Deanery Visiting Fellow at the Institute of Education and Visiting Professor of Medical Education at the University of Bedfordshire *Building Learning Experiences in a Changing World* Piet Van den Bossche, Wim H. Gijssels, Richard G. Milder, 2011-04-14 *Advances in Business Education Training* is a Book Series to foster advancement in the field of Business Education and Training It serves as an international forum for scholarly and state of the art research and development into all aspects of Business Education and Training This new volume deals with several aspects of the challenge to design learning in and for a changing world The first part concerns program development How to build curricula that are future proof Principles to innovate our curricula are identified It answers the question how we can incorporate the need for change in our thinking about curriculum development and identify the necessary elements to incorporate in our curricula The second part focuses on the increasing diversity of students and employees within our schools and organizations in terms of culture language and perception of ability gifts and talents This offers a range of opportunities but at the same time can possibly jeopardize some processes that are taken for granted Chapters in this part analyze the processes that play a crucial role in dealing with this diversity and identify educational practices that can help to harvest the potential that lies within this diversity The third part of this book digs further into the possibilities that are opened up by the implementation of ICT support in our learning environments E learning provides tools to adapt these environments to the needs of an increasingly diverse student population In the last part we focus specifically on the workplace and how learning can be designed in such a way that employees are equipped for a shifting workplace On the one hand it is looked how training can

affect performance in the workplace Does learning transfer to the work environment On the other hand it is questioned how one can design affordances to trigger learning in the workplace Handbook of Reflection and Reflective Inquiry Nona Lyons, 2010-04-07 Philosophers have warned of the perils of a life spent without reflection but what constitutes reflective inquiry and why it is necessary in our lives can be an elusive concept Synthesizing ideas from minds as diverse as John Dewey and Paulo Freire the Handbook of Reflection and Reflective Inquiry presents reflective thought in its most vital aspects not as a fanciful or nostalgic exercise but as a powerful means of seeing familiar events anew encouraging critical thinking and crucial insight teaching and learning In its opening pages two seasoned educators Maxine Greene and Lee Shulman discuss reflective inquiry as a form of active attention Thoreau's wide awakes an act of consciousness and a process by which people can understand themselves their work particularly in the form of life projects and others Building on this foundation the Handbook analyzes through the work of 40 internationally oriented authors Definitional issues concerning reflection what it is and is not Worldwide social and moral conditions contributing to the growing interest in reflective inquiry in professional education Reflection as promoted across professional educational domains including K 12 education teacher education occupational therapy and the law Methods of facilitating and scaffolding reflective engagement Current pedagogical and research practices in reflection Approaches to assessing reflective inquiry Educators across the professions as well as adult educators counselors and psychologists and curriculum developers concerned with adult learning will find the Handbook of Reflection and Reflective Inquiry an invaluable teaching tool for challenging times BMJ, 2004 **A Comprehensive Library Staff Training Programme in the Information Age** Aileen Wood, 2007-02-28 Discussing the issues surrounding the implementation and selling of a comprehensive library staff training program this title discusses aspects such as the need for continuous training planning the appropriate programs and implementing a strategy **Your Teaching Style** Kay Mohanna, Ruth Chambers, David Wall, 2018-05-08 This extraordinary and practical book examines neuro linguistic programming NLP the knowledge and skills to detect and affect thinking patterns and applies it to each phase of the medical consultation It outlines the NLP tools most useful to physicians who wish to understand and utilise the dynamic structure underlying the processes used by excellent communicators It explains how improving communication skills and developing new models of consultation to incorporate into daily practice not only helps healthcare professionals become better communicators but reassures patients alleviating suffering and promoting healing This book provides many case examples and includes skill based exercises to ensure easy and effective learning There are unique fresh perspectives on challenging areas such as anger and aggression dealing with complaints breaking bad news the heartsink patient uncovering hidden depression and telephone consulting skills It is relevant to all healthcare professionals and of special interest to general practitioners GP trainers counsellors and medical students Building on the Calgary Cambridge model Lewis Walker has outlined some of the NLP tools that are most useful to physicians who wish to engage their patients physical and

psychological ability to self heal It is truly a pleasure to introduce a book that offers pragmatic tools in the service of that highest calling namely the desire to alleviate suffering and promote healing Ian McDermott in his Foreword This is a book packed with practical advice and a welcome feature is the way the author relates his message to everyday problems and concerns that patients bring to the surgery It contains powerful tools for change to be used ethically and with compassion John Duncan in his Foreword *Postgraduate Medical Journal* ,1996 *Scottish Medical Journal* ,1995 The West Indian Medical Journal ,2002 Guide to Education and Training for Primary Care Yvonne Carter,Neil Jackson,2002 For patients good quality primary healthcare is of fundamental importance In order to provide quality care education and training is paramount to professionals in primary care Yvonne Carter and Neil Jackson have brought together a group of well known practitioners to help them give an up to date and comprehensive overview of education and training in primary care Readers will find much here which will help them chart the way forward in their own practice teams in ways which should lead to good results for patients and that enhanced professionalism in practitioners so crucial to their satisfaction and morals From the foreword by Sir Donald Irvine With the advent of PCGs PCTs and a huge government programme of primary care development comes a great need to understand the education and training system and its relation to other systems in the NHS ie service provision and research and development a three systems approach The book encourages and facilitates strategic thinking and planning in relation to education and training at various levels including organisation team and individual healthcare professional The Guide to Education and Training in Primary Care contains up to date information on educational concepts and practice for the benefit of all healthcare professionals in primary care and the wider NHS The book covers a range of issues paramount to education and training including clinical governance quality and audit research methods clinical effectiveness and evidence based primary care A chapter devoted to learning from patients and coverage of the interface between primary and secondary care make this book a unique and valuable resource for all in primary care About the Editors Professor Yvonne Carter is Professor of General Practice and Primary Care and Head of Department at Barts and the London Queen Mary s School of Medicine and Dentistry University of London She is editor of many books and is committed to increasing the research capacity in primary care and is particularly interested in the accreditation of research practices and the development of primary care research networks Dr Neil Jackson is Dean of Postgraduate General Practice London Deanery University of London He is currently advising the Governments of Georgia and Uzbekistan to develop systems of Primary Care a network of GP trainers and Family medicine Training programme in collaboration with the Department for International Development and Imperial College London *Annals of the Academy of Medicine, Singapore Academy of Medicine (Singapore)*,2008 Medical Education in the Millennium Brian Jolly,Lesley H. Rees,1998 As the 21st century approaches what will be the roles and responsibilities of a doctor in the next century and how can we prepare young doctors for the future in a world which is rapidly changing Medical education has entered a new era at all levels led the way

by changes in the undergraduate curricula and medical educators are asking what change is necessary to prepare future physicians for practice in the 21st century This book charts recent developments in medical education that are withstanding the test of time and establishes a baseline for development in the next century It deals with many important issues in medical education covering the new developments at the prequalification stage of medical training Specific examples of successful models and ideas for basic clinical training are included and there are chapters on curriculum design use of the internet assessment and clinical teaching and aims for the year 2000 Written by current leaders and researchers in the field it is an invaluable reference and guide for all those interested in medical education Managing Continuing Professional Development in Schools British Educational Management and Administration Society,1997-04-28 Based on experience in schools this analysis of continuing professional development in schools acts as a guide for teachers and for those entering the profession It includes case studies which explore good practice at all stages of the teacher's career *Policy Statement* Royal College of General Practitioners,1985 Research in Medical Education ,1996 *Bailliere's Study Skills for Nurses and Midwives* Sian Maslin-Prothero,2010 The text uses a number of features to help the reader get the most from it including activities reflection points case studies and annotated further reading There are also a number of useful appendices including a simple guide to reference and citation systems **Australian Family Physician** ,2007 *Assessment, Learning and Employability* Peter Knight,Mantz Yorke,2003 What is assessed gets attention what is not assessed does not When higher education is expected to promote complex achievements in subject disciplines and in terms of employability problems arise how are such achievements to be assessed In the first part Knight and Yorke argue that existing grading practices cannot cope with the expectations laid upon them while the potential of formative assessment for the support of learning is not fully realised Improving the effectiveness of assessment depends they claim on a well grounded appreciation of what assessment is and what may and may not be expected of it The second part is about summative judgements for high stakes purposes Using established measurement theory a view is developed of the conditions under which affordable useful valid and reliable summative judgements can be made A conclusion is that many complex achievements resist high stakes assessment which directs attention to low stakes essentially formative alternatives Assessment for learning and employability demands more than module level changes to assessment methods The final part discusses how institutions need to respond in policy terms to the challenges that have been posed This book has wide and practical relevance to teachers module and programme leaders higher education managers and quality enhancement specialists **Current Research in Britain** ,1998

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