



P1 Professional Colloquium

Portfolio Development



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Today's Outline

- Attendance
 - Reflective Connectors
 - New curricular outcomes
 - Identifying and uploading evidence
 - Uploading evidence
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Portfolio Login

- Access
 - Difficulties
 - Questions
 - Technical Issues Contact: Mr. Matthew Freidhoff (mjf49@pitt.edu) 729 Salk Hall
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Reflective Connectors

Using “connectors” to tie your learning to outcomes



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WHAT IS REFLECTION?

Formal Definition

- Jenny Moon, Higher Education Academy 2005
 - A form of mental processing that we use to fulfill a purpose or to achieve some anticipated outcome
 - Applied to gain a better understanding of relatively complicated or unstructured ideas
 - Largely based on reprocessing of knowledge, understanding, and possibly emotions that we already possess
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Purpose of Reflective Connectors

- Reflection allows us to analyze our experiences
 - Thinking about our experiences is key to learning
 - Make connections between learned experiences & curricular outcomes
 - By doing this, you begin to see how all parts aspects of your experiences in pharmacy school are connected
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Purpose of Reflective Connectors

- Keep doing what is successful
 - Make changes based on areas for improvement
 - Build upon or modify past knowledge based on new knowledge gained
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Benefits of Self-reflection

- Allows you to become an active participant in your own learning
 - Forces you to think about the work you perform and the quality of that work
 - Encourages you to engage in CQI
 - Allows you to practice analytical skills that you will use when solving problems that arise for your patients
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What strategies help you reflect on experiences?



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Keys to Self-reflection

- Self-awareness
 - Questioning attitude
 - Critical analysis
 - Synthesis
 - Evaluation
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4 types of learning

You may find that you include different types of learning in your portfolio. Be cognizant of the 4 types of learning as you complete your reflections.



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Cognitive

- Your new understandings and knowledge
 - What is the most important single piece of knowledge gained? What will you remember in a year? Five years? How has your knowledge grown? Changed? Become more sound?
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Skills

- What new skills have you gained? Old skills improved? Your ability to solve problems, think, reason, research with these skills? Did you actually use these skills? What skills do you need to develop next?
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Judgment

- Do you understand the difference between process and content? Can you apply principles? To other, different situations? Clinical/nonclinical? If you had the experience again, what would you do differently? How has your way of thinking changed?
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Affective

- Your emotions and feelings
 - Did you change? Your beliefs? Values? Was the experience worth your time? Do you feel good about it? What was the single most important thing you learned about you? Did you discuss and learn with other students? How has the rotation altered your way of practice? Did you grow? Shrink? Stagnate? Float?
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A framework for Portfolio reflection



WHAT:
describe
what you
learned

SO WHAT:
examine what
you learned

NOW WHAT:
contemplate
what you
learned

3-Whats Model

Using 3-Whats Model

- To guide your reflection in your portfolio, focus less on describing what happened, but focus more closely on:
 - What that learning meant
 - How you hope to grow from what you learned
 - Applying what you learned in the future
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Using 3-Whats Model

- Show reader what you learned and not expect the reader to infer your learning from your description of what happened
 - Give time & thought into what you write & how you write it
 - Be specific & concrete
 - Limit abstractions & vagueness
 - Use questions examples to help you in the reflection process
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Sample Reflection Questions



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1. WHAT

- Describe what you learned
 - What did you learn
 - Provide a *brief* description of the knowledge or skill you learned
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2. SO WHAT

■ Examine what you learned

- How well did you learn it?
 - Why was it important to learn?
 - What was most valuable about the learning?
 - What concepts or theories are illustrated by what happened?
 - What do you think it means?
 - What did you learn about your patients as a result of this?
 - Do you feel your work has any influence? What more needs to be done?
 - What was going through your mind as you acted?
 - What is your new understanding of the situation? How did you come to that understanding
-

3. NOW WHAT

■ Contemplate what you learned

- How have you used what you have learned?
 - How do you envision it being used in the future?
 - How does it apply to other situations?
 - How does it apply to the larger picture?
 - What are some of your strengths? Weaknesses?
 - How can you improve this skill?
 - What goals can you set regarding what you plan to learn?
 - Are you satisfied or unsatisfied with your performance?
 - What thing might you have done differently if you knew then what you know now?
 - What is the connection of this experience to your future?
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Connectors = SHORT

■ 2-3 sentence WHAT

- What piece of evidence is attached to the outcome

■ 2-3 sentence SO WHAT

- How/why does this piece of evidence relate to the outcome

■ 2-3 sentences NOW WHAT

- What will you do differently after this activity/assignment/experience?
 - What skills relating to this outcome are you going to continue to work on improving?
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Linking reflections to curricular outcomes



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Example #1

- **OUTCOME # 5: Health Promoter and Provider**
 - **EVIDENCE:** Action photo of public health project for EL1;
Attached handout for public health project
 - **CONNECTOR:** For my fall public health project, I was able to teach the clients at my site about healthy ways of reducing stress. I identified that high levels of stress in this population can increase the risk for developing certain diseases; by teaching stress reduction techniques, I hope to help the clients at this site live healthier lives and make improved life choices. In the future, I hope to continue to improve my skills in developing programs that will improve the health of the community, and this project has shown me that even small changes can have a significant impact.
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Example #2

- **OUTCOME # 8: Educator and Communicator**
 - **EVIDENCE:** Attached video of final POP1 Standardized Patient Final
 - **CONNECTOR:** Attached is my standardized patient final interview where I efficiently obtained a medication history from my patient using the motivational interviewing techniques learned in class. I found that after practice in class, I was able to effectively communicate with the patient in order to obtain the information that I needed to develop a care plan. While I have grown significantly in my interviewing skills during this semester, I have realized that I will need to continue to practice communication skills throughout my life to be able to effectively communicate with patients in different settings.
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Example #3

- **OUTCOME # 11: Life-Long Learner and Innovator**
 - **EVIDENCE:** Attached career plan
 - **CONNECTOR:** The attached document reflects my current career plan as a P1 student pharmacist. At this point, I have found that my career plan is based primarily on my experiences as an intern in an independent pharmacy. I anticipate that my career plan will change over time as I have more experiences throughout my training and I seek to learn more about my own strengths and weaknesses to be a better pharmacist.
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Example #4

- **OUTCOME # 11: Patient Assessor**
 - **EVIDENCE:** Attached PITT form report document
 - **CONNECTOR:** The attached documents my patient care interactions over the past semester. I am proud that I have increased the number and complexity of interactions since last semester. I hope to focus on increasing the diversity of patients I see over the next semester in terms of culture and background.
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Uploading Documents

- “Uploading Evidence to your Assessment Portfolio” video
 - Sample Portfolios/Shared portfolios
 - Volunteer practice uploading evidence to portfolio site
 - Appropriately labelled document
 - Preferably as PDF
 - Resume upload CV/Miscellaneous Tab
 - Post at least 1 piece of evidence & resume by Monday, October 30, 2017
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Uploading Documents

- Log in to the ePortfolio system
 - Click **My Portfolio**
 - Click the **Files** link
 - Scroll down to bottom of page
 - Click **Add New Files**
 - Label and assign your document specified category (**new curricular outcomes are located at bottom of category list**)
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Questions?

Next Portfolio Colloquium is

Monday, OCT 30th, 2017

Brainstorming with Peers



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