**University of Pittsburgh School of Pharmacy**

**Manual for Student Professional Portfolios**

**2017**

Introduction/Overview

The University of Pittsburgh School of Pharmacy has a long tradition of use of student portfolios to document students’ activities and achievements. The portfolio serves as a tool to organize selected pieces of work, and self-reflections on that work, that demonstrate student achievement of the stated curriculum outcomes for the PittPharmacy curriculum. The student portfolio serves both an assessment function and a professional career development function for the individual student. Each student prepares a portfolio as a longitudinal activity, collecting evidence of accomplishments and providing self-reflections as he/she progresses through the curriculum. The portfolio serves as the focus for individual student conversations with a faculty member two times a year in which the student’s progress is reviewed.

This activity also meets the accreditation guidelines from the Accreditation Council for Pharmacy Education (ACPE), which state that:

* “…the college or school’s evaluation of student learning should…demonstrate and document in student portfolios that graduates have attained the desired competencies, when measured in a variety of health care settings.”
* “Student portfolios should be employed to document students’ progressive achievement of the competencies throughout the curriculum and the practice experiences. The portfolios should be standardized and include student self-assessment, as well as faculty and preceptor assessments of the educational outcomes.”

What is a Portfolio?

A portfolio is a purposeful collection of work (evidence) that provides a record of, and reflection on, a student’s activities and achievements. The portfolio has been designed as a composite of experiential learning activities and assignments, didactic coursework and assignments, and notable professional extra-curricular activities including professional organization projects or other selected materials. Student portfolios also contain résumés and CVs, career plans, statements of personal philosophies of care and self-assessments of developmental progress.

A student’s portfolio serves the needs of a variety of audiences:

**Audience Purpose**

Student - track learning over time

* demonstrate mastery of curricular outcomes
* document the quantity and characteristics of patient interactions
* illustrate accomplishments for career (job) placement
* promote self-awareness by identifying learning needs and opportunities

Faculty - determine how well students have mastered course or curricular outcomes

* assist students in making career decisions
* determine how well the curriculum is functioning

Employers - evaluate the ability of graduates to perform in the workplace

* evaluate the professional attributes of graduates
* evaluate quality of work of graduates

Maintaining a portfolio requires the student to prepare a ***product*** and engage in a ***process***. The evidence that goes into the portfolio is the ***product***. Determining what to include and how the evidence demonstrates growth or mastery is the ***process*** of portfolio making. The process of portfolio making requires students to engage in analysis and reflection in order to make decisions about the evidence that is included in their portfolio.

Successful portfolio making requires the student to make the transition from a dependent learner to an adult learner. The portfolio can be used to demonstrate the student’s transition from learning that is subject-centered to learning that is increasingly problem-centered and applicable to practice and future career.

Students are encouraged to include assignments and self-reflection pieces from all years of the curriculum in the portfolio as evidence of progressive development of mastery. Use of these portfolios requires students to become self-directed learners, moving from dependent to independent learners. Student self-reflection is an essential component of the portfolio process, with required self-assessments using a mastery-based assessment promoting self- analysis and self-awareness.

Throughout the four professional years, students will prepare and update an electronic portfolio to provide evidence of professional development (**called the “Assessment Portfolio”**). During the third and fourth professional years, the portfolio will be expanded into a career-focused format (called the “**Presentation Portfolio**”) which can be directed towards the individual student’s career direction through selection of pertinent evidence.

What are the Benefits to Students Preparing a Portfolio?

Preparing a portfolio will help students understand and document how theory and practice are connected to personal and professional experiences. The portfolio is a collection of the real experiences of the learner and accommodates evidence of learning from a range of contexts, not just the classroom or the experiential site. By preparing a portfolio, students demonstrate the ability to reflect upon how, why, and how well he/she is learning, not just what is being learned. The ability to learn through reflection is an integral part of professional education and development and the cornerstone of lifelong learning. This process of portfolio preparation assists the student in identifying whether their learning is meeting his/her personalized development plan.

The portfolio will be most helpful in documenting what a student can ***do*** with what he/she has learned. Data from the portfolio will also enable the faculty to assess how well the curriculum is meeting its intended outcomes. Evidence of learning can be used to improve the curriculum and the learning experience for future students. Students can have this longitudinal tool to show their development throughout the PharmD curriculum.

How Does a Student Begin to Construct an Assessment Portfolio?

The Curriculum Assessment Committee maintains documents and examples of portfolios on the ePortfolio site (([www.portfolio.pharmacy.pitt.edu](http://www.portfolio.pharmacy.pitt.edu) ). Members of the Curriculum Assessment Committee conduct meetings with each professional class to review expectations for portfolio development and timetables for completion and reviewer meetings. Student attendance at these meetings is required so as to support student progress in portfolio construction throughout each term and across professional years.

Learning activities that enhance the development of student portfolios include:

* Orientation sessions to describe the purpose and intent of the portfolio in each curricular year
* Targeted discussions on developing reflective connectors
* Brainstorming sessions that enable students to identify activities and assignments that can be used as evidence for curricular outcomes
* Peer review evaluations of portfolios in the 1st professional year to provide peer-based formative feedback on the portfolio prior to final submission
* Formal review by faculty or other professionals to provide feedback on the portfolio, including quality of evidence and overall presentation
* Debrief sessions based on faculty review sessions to provide general feedback to the class

The timeline for the portfolio process outlines general dates for key aspects relating to the portfolio process, including introduction to the process, directed activities to guide the students in their portfolio development, due dates for submission of the portfolio, and portfolio reviews.

Students will collect evidence to illustrate their level of mastery of the school’s curricular outcomes, generally updating with 1-2 pieces of evidence for each curriculum outcome each term. Meaningful or critical incidents should be used as evidence of learning, with planning, reflection and collection of evidence of practice and learning.

There are many sources of advice for preparing a portfolio including faculty, assigned advisors, preceptors, classmates, friends, colleagues and other advisors. The conversation that takes place when preparing the portfolio is as valuable as the document itself.

There are many articles and web sites that outline the benefits of portfolios and portfolio-based learning and the experience of medical and pharmacy schools that have implemented a portfolio assessment process. The ePortfolio site also contains helpful examples.

What Goes Into an “Assessment” Portfolio?

At a minimum, the “Assessment” portfolio should include the following items:

1. Portfolio Checklist completed by the student, assuring all portfolio requirements are met prior to review
2. *Curriculum Vitae* or resume – reviewed and updated each Spring Term
3. A statement of “Philosophy of Care” – a 2-3 paragraph (maximum) statement, reviewed and updated each Spring Term
4. A Career Plan that provides insight into **personal** career directions – reviewed and updated each Spring Term
5. For **each** of the school’s curricular outcomes and as defined for each professional year, examples (evidence) of “best work”
* Examples may be collected from classes, experiential learning, journals, patient cases, presentations, work setting, organizations, volunteer activities and other learning opportunities
* Evidence should show progression of knowledge, skills and attitudes across the 4 professional years.
* Each cited evidence should be accompanied by a brief reflection that places the evidence into a perspective – Why is it important? What does it demonstrate? How has it moved you forward as a professional?
* Given the numerous and diverse rotation opportunities for development in the P4 year, student work is more compelling evidence of achievement than reflection-only documents in the final program year.
* Although a piece of evidence may be used for more than one outcome, it is expected that there will be broad diversity of evidence rather than over-reliance upon a few works.
1. Additional information
* Progressive self-assessments, completed through the ePortfolio twice yearly, that document level of mastery of the curricular outcomes from “Awareness” through “Beginning Competence” through “Intermediate Competence” to “Proficient”
* Student patient encounter reports, compiled twice a year (P-1 through P-3 years) and as a cumulative document in P-4 year, summarizing numbers and demographics of patients collected from submitted ***PITT forms***.
* In the P-3 year (Fall Term) and P-4 year (pre-graduation), a summative reflective document is composed, reflecting the student’s assessment of individual progress towards mastery of each curricular outcome.

What “Evidence” Can Be Included in an “Assessment” Portfolio?

A well-developed portfolio includes three types of evidence.

* ***Authentic evidence***

Authentic evidence is done by the student such as projects, proposals, care plans, papers, medication histories, case analyses. The evidence can be paper documents, electronic records, video, or photographic.

* ***Explanations and reflections***

This evidence comes from journals completed during your experiential learning rotations, critical incident reports, notes taken after an experience to improve the next performance, and reflections upon the work included in the portfolio.

* ***Validation evidence***

This third type of evidence consists of formal observations or evaluations performed to verify the impact of the items you place in your portfolio. This could include thank-you letters, preceptor evaluations, competition results, or any third-party evaluation of your performance or level of mastery.

What is the “Presentation” Portfolio?

The Presentation Portfolio is a career-directed portfolio, built from the evidence contained in the Assessment Portfolio that demonstrates the student’s “credentials” building towards a future career goal. The “Presentation Portfolio” is analogous to an “Annotated CV” with organization of evidence by categories. Students may “customize” by including selecting categories, adding evidence (documents, video, photography, etc) and including, for each, a brief reflection upon value.

The portfolio platform provides a foundation and structure for the student to showcase his/her work in a manner that builds strong evidence aligned with career goals to potential employers. The Presentation Portfolio is introduced to students in the P3 year and students maintain the portfolio through the P3 and P4 years. Students are encouraged to use the Presentation Portfolio to showcase their “best work” to potential employers.

Students construct presentation portfolios during the Fall of the 3rd professional year and present the portfolios to invited career reviewers in Spring of the 3rd professional year. The presentation portfolios continue to be built throughout the 4th professional year, inclusive of the student’s best APPE work and other extra-curricular work.

Up to three “Presentation Portfolios” may be constructed, each generally directed towards a different career direction. For example, a student may wish to prepare one portfolio focused towards community pharmacy practice and a second portfolio focused towards pharmacy practice residencies if he/she is considering either as viable future directions.

At a minimum, the “Presentation” Portfolio should include the following items:

* Professional CV – updated each term
* Succinctly stated career goal(s) – 1-2 sentences
* Education – including current university degrees “in progress” (such as the Doctor of Pharmacy program)
* Professional Employment
* Professional Practice Experiences – including P-1 through P-4 IPPE and APPE, with btief descriptions and preceptor names
* Volunteer (Service Activities) – including service hours and service to the underserved
* Organizations, including leadership roles
* Research/Scholarly Work
* Teaching Experience
* Honors and Awards
* Area of Concentration, including coursework and projects

How Will Portfolios Be Evaluated?

***Self-Assessment***

Students should conduct periodic self-assessments to evaluate individual progress in meeting the curricular outcomes for the professional program, providing evidence that supports cited level of mastery. Completion of self-reflection with each piece of evidence is required. Additionally, progress is measured through Self-Assessment of Mastery of Outcomes and through reports compiled from PITT forms.

***Faculty Assessment***

Every semester, each student has an independent meeting with a faculty member to discuss their portfolio entries, career progression, and mastery of skills, theoretical principles and foundational knowledge. Evidence and the student’s own assessment of progress will be reviewed each term by a faculty reviewer. Students will meet with the faculty member for 10-20 minutes to defend the portfolio, citing evidence and progress. During this meeting, students discuss key accomplishments during the semester, challenges encountered, feedback on their resume. All faculty reviewers receive training on review of student portfolios and providing most relevant feedback. A standardized rubric is used to document faculty feedback which is then uploaded to the students’ e-portfolio.

Portfolio reviewers complete a formal evaluation rubric for each student that is uploaded to the individual student’s portfolio. If the faculty member agrees with the student’s assessment regarding individual progress in meeting curricular outcomes, then the portfolio work will be accepted. However, faculty reviewers may request modifications to portfolios and assessments needed to meet portfolio requirements and quality of work. Students must provide acceptable portfolios with evidence of progress in order to progress successfully through each professional year and prior to graduation. Written feedback will be provided on portfolio work.

In the Spring Term of the 4th professional year, students must submit their assessment portfolio and a summative reflection document to members of the Curriculum Assessment Committee as evidence of achievement of curriculum outcomes. These reviews support readiness to practice supporting graduation from the PharmD Program.

Reviewers for each year are as follows:

P1 year – Assessment Portfolio

* Fall Semester – Career Advising Faculty
* Spring semester –faculty from the School of Pharmacy as selected by the student, permitting students to begin exploration and discussion of career directions

P2 year – Assessment Portfolio

* Fall and spring semesters – faculty and residents affiliated with the School of Pharmacy, as selected by the student, permitting students to continue discussion of career directions.

P3 year - Both Assessment and Presentation Portfolios

* Fall semester – Curriculum Assessment Committee member for Assessment Portfolio; Career Learning & Advising Mentors for Presentation Portfolio
* Spring semester – External reviewers, including preceptors, alumni, adjunct faculty, and partners of the School of Pharmacy - for Presentation Portfolio
	+ A Pre-Review may be conducted by members of Curriculum Assessment Committee to Assure Adequate Preparation for External Reviewers

P4 year – Both Assessment and Presentation Portfolios

* Spring semester – Assessment Portfolio by member of Curriculum Assessment Committee
* After each APPE rotation – Presentation Portfolio review by Experiential Learning Program

**Appendix 1 – PITTPharmacy Curriculum Outcomes**

**PITTPharmacy 1. Learner**

The student will:

* develop, integrate, and apply the breadth and depth of foundational knowledge and skills1 needed to advance population health and patient-centered care.
* use critical thinking skills to:
	+ retrieve and evaluate the scientific literature in order to make appropriate decisions.
	+ identify, solve, and prevent therapeutic problems in order to advance population health and patient-centered care.

**PITTPharmacy 2. Patient Assessor**

The student will:

* gather and interpret pertinent information from direct patient assessment, other caregivers, and from the medical record that includes, but is not limited to, data related to:
* history and physical examination;
* review of systems;
* psychosocial, behavioral, cultural, and economic status;
* laboratory and other diagnostics tests;
* documented medication history; and
* interprofessional progress notes.
* utilize organized interview skills, patient appropriate language, and active listening skills to perform the following patient assessments:
* a medication history;
* review of systems; and
* selected elements of a physical examination.
* interpret the data to assess health status and create and take ownership of a prioritized drug-related problem list that can be shared and discussed with other healthcare professionals to be used in creating a treatment plan.

**PITTPharmacy 3.**  **Caregiver**

The student will:

* formulate evidence-based care plans, including patient-specific use of appropriate prescription and non-prescription medications, alternative and complementary therapies, and non-drug therapies. The patient-centered care plan should maximize therapeutic benefit, minimize toxicity and cost, prevent or resolve drug-related problems, and include health goals, educational information, and lifestyle changes intended to promote health and wellness, prevent disease, or minimize disease progression.
* in an effective manner, communicate the plan to the patient and other healthcare providers, justify the care plan, establish a mechanism for follow-up, document the care plan, and document the impact and value of the services provided.
* evaluate the success of the care plan, monitor the patient’s progress in meeting the goals of therapy, and modify the care plan, as needed, to address therapeutic efficacy, safety, adherence, and access issues.
* contribute as a productive member of an interprofessional team by demonstrating mutual respect, understanding, and values to meet patient care needs.

**PITTPharmacy 4.**  **Manager and Leader**

The student will:

* work collaboratively with pharmacists and other healthcare professionals, as well as with administrative, supportive, and technical personnel.
* demonstrate formal and informal leadership by taking responsibility for creating and achieving shared goals, regardless of position.
* identify and use human, physical, economic, informational, and technological resources to manage the medication use system (i.e., procurement, storage, prescribing, transcription, dispensing, administration, monitoring, and documentation), while assuring safety, efficacy, and efficiency.
* apply principles and processes for budgeting and financing, as well as the methods for quality assurance and improvement, human resource development, program marketing, and management policy development.

**PITTPharmacy 5.**  **Health** **Promoter and Provider**

The student will:

* interpret population-specific data to assess the health needs of a community, population, or individual.
* demonstrate knowledge of national and international public health priorities;
* develop and implement evidence-based wellness, disease prevention, and treatment initiatives to advance public health.
* adapt care plans and practice to meet the needs of a diverse group of patients and patient populations to diminish disparities and inequities in access to quality care.
* promote disease prevention and management across a continuum of care.
* contribute to the development of local, national and international public health agendas and long-range planning.

**PITTPharmacy 6. Preparer and Dispenser**

The student will:

* prepare, compound, and dispense medications consistent with specific patient needs and in compliance with local policy, state and federal laws, recommendations of regulatory agencies, and best practices.
* accurately interpret prescriptions/orders and select appropriate dosage forms, routes, and methods of administration.
* use appropriate calculations and techniques to prepare, compound, package, label, and dispense prescriptions to assure product quality and patient safety.
* identify technological and physical resources required to ensure safe and effective product preparation, compounding, dispensing, administration, and monitoring in diverse pharmacy practice models.
* appropriately administer medications when appropriate.
* engage the interprofessional team to inform decisions surrounding medication efficacy and safety in product preparation, compounding, dispensing, and administration.

**PITTPharmacy 7.**  **Problem Solver**

The student will:

* identify problems.
* explore and prioritize potential strategies.
* design, implement, and evaluate a viable solution.

**PITTPharmacy 8.**  **Educator and Communicator**

The student will:

* effectively interact verbally and non-verbally with individuals, groups, teams, and organizations.
* determine the most effective and enduring ways to impart information to collaborate with and educate patients, caregivers, healthcare professionals and the community about drug therapy and health issues.
* communicate effectively, orally and in writing, by articulating knowledge and recommendations with empathy, confidence, clarity, and respect.
* assess the understanding of oral and written communications and adjust the messages accordingly in order to assure the effectiveness of communication.

**PITTPharmacy 9.**  **Professional and Advocate**

The student will:

* take responsibility for health outcomes and make rational and ethical decisions that represent the best interest of the patient and the community.
* respect and actively engage the patient, the community, and other health professionals.
* demonstrate sensitivity to cultural and societal diversity.
* exhibit behaviors and values consistent with the trust given to the profession by patients, other healthcare providers, and society by carrying out duties in accordance with legal, ethical, social, economic, and professional guidelines, as well as respect the privacy and confidentiality of health information.

**PITTPharmacy 10.**  **Collaborator**

The student will:

* demonstrate a commitment to professional involvement, community service, and leadership by developing and achieving shared goals.
* collaborate as an integral part of an interprofessional team, inclusive of patients, caregivers, colleagues, health professionals and members of the community to make patient-centered pharmacotherapy decisions and care plans; prevent, identify, and resolve drug-related problems; and promote patient-centered and population-based health.
* actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.

**PITTPharmacy 11.**  **Life-Long Learner and Innovator**

The student will be a life-long learner who is able to examine and reflect on foundational knowledge and skills1 that can enhance or limit personal or professional growth. The student will:

* demonstrate the ability to set personal and professional goals and priorities, effectively plan and manage time, and organize work.
* formulate a learning plan, locate and interpret credible resources, and assess progress toward meeting goals for professional improvement.
* identify and analyze emerging issues, products, and services that may affect public health policy, patient-centered and population-based therapeutic outcomes, medication use systems, and pharmacy benefits.
* develop new ideas and approaches to improve quality or overcome barriers to advance the profession.

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**Appendix 2 – Schedule of Portfolio Meetings and Reviews**

**Academic Year 2017-2018**

**P-1 Year:**

CAC Leads: Drs. Neal Benedict, Heather Johnson, Karen Pater

Portfolio type: Assessment Portfolio

Portfolio Focus:

* Introduction to Purpose of Portfolio
* Development of Assessment Portfolio
* Selection and application of evidence to support progression towards Mastery

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| **Fall Term** |
| Monday, September 11th  | Assessment Colloquium #1 (402 Salk) | Introduction to Portfolios* Discussion of curricular outcomes and mastery scale
* Explanation of intent of portfolio
* Establishment of “ground rules” for portfolio
* Demonstration of ePortfolio platform
 |
| **Friday, September 29th**  |  | **Mastery Scale Due** |
| **Monday,** **October 9th**  | Assessment Colloquium #2 (402 Salk) | Portfolio development* Introduction to Reflective Connectors
* Demonstration of organization (P-2 student examples)
 |
| Per course schedule  | Emerging Professional course (Dean Kroboth to lead) | Introduction to writing a résumé |
| **Monday, October 30th**  |  | **Required posting of one evidence with reflective connector** |
| **Monday,** **October 30th**  | Assessment Colloquium #3 (402 Salk) | Brainstorming session and “Rehearsal” * Students (in groups) develop list of evidence for outcomes from classroom and non-classroom activities
* List is compiled and posted for class
* Include discussion of connectors
 |
| **Friday, November 17th**  |  | **Portfolios with portfolio checklist Due**  |
| By appointment  | POP 1 session | Portfolio review* Students present assessment portfolio and evidence
* Written and verbal feedback by reviewer
* Reviewers: Career Learning & Advising Mentor
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| **Spring Term**  |
| **TBD** | Assessment Colloquium #1(402 Salk Hall) | Portfolio feedback* General feedback given to students (based on performance in Fall semester)
* Feedback from students on process and issues
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| **TBD** | Assessment Colloquium # 2(402 Salk Hall) | Career Plan and Philosophy of CarePITT form as evidence of portfolio progress * Overview of generating PITT form report
* Discussions of PITT form reports and resulting reflections on progress

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| **TBD** | Assessment Colloquium #3(402 Salk Hall) | Peer evaluation* Students (in small groups) provide feedback to their peers for current portfolio
 |
| **TBD**  |  | **Portfolios with PITT Form Summaries and portfolio checklist Due**  |
| **TBD**  |  | **END OF YEAR Mastery Scale Due** |
| April |  | Portfolio review* Written and verbal feedback provided
* Reviewers: Faculty and residents
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**P-2 Year:**

CAC Leads: Drs. Bonnie Falcione, Kristine Schonder

Portfolio type: Assessment Portfolio

Portfolio Focus:

* Refine career plan
* Align evidence with new curricular outcomes
* Demonstrate evidence of progression towards Mastery of curricular outcomes

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| **Fall Term** |
| **Monday,****August 28th**  | Assessment Colloquium #1 (402 Salk) | Welcome back orientation/Portfolio Expectations * Review Purposes of Portfolios
* Establish “ground rules” for portfolio
	+ Refine career plans, philosophy of care, update resumes
	+ Align evidence with curricular outcomes
	+ PittForm Report each term
 |
| **Friday, September 29th**  |  | **Mastery Scale Due** |
| **Monday,****November 6th** | Assessment Colloquium #2(402 Salk) | **Groups 1 through 10*** P3 peer review of P2 Assessment Portfolio
* P2 peer review of P3 Presentation Portfolio
 |
| **Monday, November 13th**  | Assessment Colloquium #3(402 Salk) | **Groups 11 through 20*** P3 peer review of P2 Assessment PortfolioP2 peer review of P3 Presentation Portfolio
 |
| **Friday, November 17th**  |  | **Portfolios with PITT Form Summaries and portfolio checklist Due**  |
| Weeks of November 27 - December 15 |  | Portfolio review* Written and verbal feedback provided
	+ Reviewers: faculty and residents
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| **Spring Term** |
|  **TBD** | Assessment Colloquium #1(355 Salk Hall) | Portfolio Feedback |
|  **TBD** | Assessment Colloquium # 2(355 Salk Hall) | Presenting yourself as a Professional* Branding yourself
 |
| **TBD** | Assessment Colloquium #3(355 Salk Hall) | TBA |
| **TBD** |  | **Portfolios with PITT Form Summaries and portfolio checklist Due**  |
| **TBD**  |  | **END OF YEAR Mastery Scale Due** |
| April (dates by faculty availability) |  | Portfolio review* Written and verbal feedback provided
* Reviewers: faculty and residents
 |

**P-3 Year:**

CAC Leads: Drs. Bobbie Farrah, Inma Hernandez

Portfolio type: Assessment & Presentation Portfolios

Portfolio Focus:

* Development of Presentation Portfolio
* Presenting yourself as a Professional
* Assessing Progress Towards Curricular Outcomes

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| **Fall Term**  |
| **Monday,** **August 28th**  | Assessment Colloquium # 1 (402 Salk) | Welcome back orientation/Portfolio Expectations Re-introduction to Portfolios* Remind students of intent and “ground rules” of portfolios
	+ Assessment Portfolio
	+ Presentation Portfolio
* Introduce Assessment Portfolio Summative Reflection
 |
| **Friday, September 29th**  |  | **Mastery Scale Due** |
| **Monday,****November 6th** | Assessment Colloquium # 2 (402 Salk) | **Groups 1 through 10*** P3 peer review of P2 Assessment Portfolio
* P2 peer review of P3 Presentation Portfolio
 |
| **Monday, November 13th** | Assessment Colloquium #3 (402 Salk) | **Groups 11 through 20*** P3 peer review of P2 Assessment Portfolio
* P2 peer review of P3 Presentation Portfolio
 |
| **Mid-November** |  | **presentation Portfolio due with checklist****Assessment portfolio due with checklist, PITT Form Summaries and summative reflection document**  |
| Weeks of November 27 - December 15 |  | Portfolio reviews * Students present Assessment Portfolio including summative reflection to reviewers who are Curriculum Assessment Committee members
* Students present Presentation Portfolio to Career Learning & Advising Mentors
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| **Spring Term** |
| **TBD** | Assessment Colloquium #1 | Portfolio feedback* General feedback given to students based on performance in Fall semester
* Survey to determine student preferences for career path for presentation portfolio review
 |
| **TBD** | Assessment Colloquium # 2 | TBA |
| **Mid-March**  |  | **Presentation Portfolio PRE-Review to Certify readiness for Meeting with external reviewers** |
| **End of March** |  | **presentation Portfolio due with checklist****Assessment portfolio due with checklist, PITT Form Summaries and summative reflection document**  |
| **TBD** | Assessment Colloquium # 3 | Portfolio expectations for P4 year* Presentation Portfolios
* Assessment Portfolio
 |
| **TBD** |  | **end of year Mastery Scale Due** |
| April  |  | Presentation Portfolio reviews * Students present portfolio to reviewer
* Written and verbal feedback provided
* Reviewers: External practice professionals, faculty and residents
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**P-4 Year:**

CAC Leads: Drs. Denise Howrie, Christine Ruby

Portfolio type: Assessment Portfolio

Portfolio Focus:

* Continued Refinement of Presentation Portfolio
* Finalization of Assessment Portfolio to demonstrate Mastery of curricular outcomes and Readiness for Graduation

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| September | Reminder to students of P4 Assessment Portfolio requirements* Evidence in Assessment portfolio for each curricular outcome with reflective connectors
* Summative Reflection Document Preparation
 |
| November  | Instructions, Reminders and Tentative Schedules sent to students for Assessment Portfolio Final Reviews |
| January – February – March – April(schedule TBA)  | Assessment Portfolio Final Reviews* Reviewers: Curriculum Assessment Committee members

**Due 2 weeks prior to scheduled review*** **final mastery scale**
* **summative PITTform Report – cumulative P1 through P4 years**
* **Updated Assessment Portfolio Including Checklist**
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Experiential Learning Program Leads: Dr. Jim Pschirer, Susan Skledar

Portfolio type: Presentation Portfolio

Portfolio Focus:

* Demonstration of activities and best work from APPE rotations
* APPE reflections on individual learning experiences and impact on career plan

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| April (P3 year, at end of Spring semester) | Instructions for APPE Presentation Portfolio content provided for students |
| May – April (P4 year)  | Due the Monday following each 5-week APPE rotation:* Reflection and reflective connector
* Two pieces of best work
* Pitt Form Summary Report (if patient care experience)

Reviewers: Experiential Learning Program faculty |

**APPENDIX 3 – RUBRIC FOR ASSESSMENT PORTFOLIO REVIEW**

**University of Pittsburgh School of Pharmacy**

**P1/P2/P3/P4 ASSESSMENT Portfolio Review Rubric**

**Student: Professional Year/Term\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Faculty Reviewer:**  **Date:\_\_\_\_\_\_\_\_\_\_\_**

**Checklist for Required Inclusion:**

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| --- | --- | --- | --- |
|  | **Initial date of entry and updated entry requirements** | **Y** | **N** |
| Resume | P1 Fall, then updated prior to Spring portfolio review yearly  |  |  |
| Philosophy of Care Statement | P1 Spring, then updated prior to Spring portfolio review yearly  |  |  |
| Career Plan | P1 Spring, then updated yearly prior to Spring portfolio review  |  |  |
| *Curriculum Vitae* | P2 Spring, then updated yearly prior to Spring portfolio review |  |  |
| Summative Reflection (3-4 pages in length) | Prior to P3 Fall and P4 Spring portfolio reviews |  |  |
| PITTForm Report, including reflective connector | P1 Spring, then updated prior to each portfolio review each subsequent term  |  |  |
| P4 Summative Report prior to Summative Assessment Portfolio Defense  |  |  |
| Mastery Scale | P-1 through P-3 – at beginning of Fall Term and at prior to each Spring Term portfolio review |  |  |
| P4 – updated prior to Summative Assessment Portfolio Review |  |  |
| Evidence for Curriculum Outcomes with Reflective Connectors  | P1 – 1 new entry in each Outcome per term (2 pieces per Outcome per year)\*^ prior to portfolio review each term |  |  |
| P2 – at least 2 new entries for each Outcome per term (4 entries per Outcome per year)\*^ prior to portfolio review each term |  |  |
| P3 – at least 2 new entries for each Outcome per term (4 entries per Outcome per year)\*^ prior to portfolio review each term |  |  |
| P4 – at least 4 new entries for each Outcome prior to Spring Term Summative Assessment Portfolio Review |  |  |
| Student Portfolio Review  | P1-P4 – Punctual for session, professional appearance and appropriate demeanor |  |  |

\*Students may use the same piece of evidence under up to 2 different outcomes provided appropriate reflective connectors exist for the designated Outcome.

^New entries must be activities that occurred within the designated term (i.e., a new entry in Spring term from an activity that occurred in the Fall term will not be acceptable to count for Spring Term evidence)

**RUBRIC FOR ASSESSMENT PORTFOLIO REVIEW (Cont’d)**

**Overall Portfolio Impression - select the box that best identifies with the assessment of the Portfolio.**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Needs Attention** | **Acceptable/On Target** | **Exemplary/One of the Best** |
| **Organization/****Presentation** | * Portfolio has not been updated
* Incorrect grammar, awkward writing throughout requiring corrections
* Portfolio lacks attention to detail
 | * Most of portfolio has been updated
* Minor changes in grammar needed
* At least 2 media types (written, photo, video) used
* Attention to detail evident
 | * Portfolio updated completely
* No changes in grammar needed
* At least 2 media types (written, photo, video) used
* Attention to detail evident
 |
| **Representative Evidence** | * Same evidence used repetitively
* Evidence is not relevant
* Evidence is not representative of breadth of available experiences
 | * Diverse evidence for each outcome
* Evidence is relevant/representative
* Evidence shows progression of knowledge and skills
* Evidence is representative of breadth of available experiences
 | * Diverse evidence for each outcome
* Evidence is relevant/representative
* Exemplary progression of knowledge and skills
* Evidence is representative of breadth of available experiences
 |
| **Richness of Reflective****Connectors** | * Reflective connectors absent or poorly written
* Reflective connectors do not follow the What, So What, Now What format
* Reasoning unclear; little/ no attempt at self-appraisal - repetition of facts with little attempt at reflection
 | * Mostly acceptable reflective connectors
* Reflective connectors follow the What, So What, Now What format
* Thought and/or expression may be improved, reasoning fairly clear with some self-appraisal
 | * Well-written reflective connectors
* Reflective connectors follow the What, So What, Now What format
* Well-structured with clarity of thought and expression, reasoning and critical self-appraisal
 |
| **Overall** | * Work reflects little to no attempts to apply portfolio concepts
* Portfolio evidence does not meet required level in terms of content, structure, knowledge, insight
 | * Work reflects attempts to apply portfolio concepts
* Portfolio evidence meets minimum in terms of content, structure, knowledge, insight
 | * Work clearly reflect the ability to apply portfolio concepts
* Portfolio evidence exceeds minimum in terms of content, structure, knowledge, insight
 |

**Best Aspects of Portfolio:**

**Areas for Improvement:**

**Additional Comments/Constructive Feedback:**

**RUBRIC FOR ASSESSMENT PORTFOLIO REVIEW (Cont’d)**

**Final Evaluation of This Portfolio**

* **Needs Attention and Requires Remedial Work (**does not meet required level in terms of content, structure, insights)

**Portfolio Remediation is required if:**

* **2 or more required checklist items is marked as “NO” Category**
* **1 area is marked as “Needs Attention”**

**The reviewer should advise the student that he/she will receive notice from the Curriculum Assessment Committee requiring portfolio revisions by an assigned deadline. The student will be required to complete an additional Portfolio Review with a member from the Curriculum Assessment Committee to confirm Portfolio Requirements have been met.**

* **Is Acceptable (g**enerally meets minimum requirements in terms of content, structure, insight)
* **Is Exceptional (**exceeds minimum requirements in terms of content, structure, insight)

**APPENDIX 4 – RUBRIC FOR PRESENTATION PORTFOLIO EVALUATION**

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_**

**Faculty Reviewer:**

**Checklist for Required Inclusion:**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Yes** | **Needs Improvement** |
| Professional Introduction | Concise, Well-Planned and Delivered, Persuasive |  |  |
| Organization, Format and Overall Appearance | Portfolio Shows Attention to Detail, Well-Organized and Persuasive |  |  |
| Brief Statement of Career Goals | Career statement/goals are clearly written to describe student’s plan post-graduation  |  |  |
| *Curriculum Vitae*  | CV is well-developed and detailed, including key areas Presentation Portfolio and CV are Mutually Complementary – portfolio adds evidence supporting CV and vice versa  |  |  |
| Education/Academic Credentials | Complete and Current, including ARCO Participation  |  |  |
| Required Components of Portfolio with Career Connections  | Employment History – Including Preceptors  |  |  |
| Professional Experiences (including all IPPE and APPE Sites with preceptors, as well as Underserved Clinic Service)– Including ALL practice experiences (P-1 through P-4) – Preceptors Included  |  |  |
| Community Service (Including Patient Care Service Projects) and Organizations (NOTE: If not Included Above, Underserved Clinic Service May Be Listed Here) |  |  |
| One or More Additional Sections Relevant to Career Goals Including* Presentations
* Research/Poster/Publications
* Teaching Experience
* Leadership
* ARCO Work Including Courses, Projects
* Elective Coursework Related to Career Goals
 |  |  |
| Portfolio Content | Includes appreciable number of examples showing knowledge and skills appropriate for careerEvidence of all types is relevant and representative of career direction  |  |  |
| Reflective Connectors of Evidence to Career | Clear connections evident – what, so what, now what – connecting to stated career goals |  |  |

**Best Aspects of Portfolio:**

**Areas for Improvement:**

**Additional Comments/Constructive Feedback:**

**APPENDIX 4 – RUBRIC FOR PRESENTATION PORTFOLIO EVALUATION** (Cont’d)

**Final Evaluation of This Portfolio**

* **Needs Attention and Requires Remedial Work (**does not meet required level in terms of content, structure, insights)

**Portfolio Remediation is required if:**

* **2 or more required checklist items is marked as “NO” Category**
* **1 area is marked as “Needs Attention”**

**The reviewer should advise the student that he/she will receive notice from the Curriculum Assessment Committee requiring portfolio revisions by an assigned deadline. The student will be required to complete an additional Portfolio Review with a member from the Curriculum Assessment Committee to confirm Portfolio Requirements have been met.**

* **Is Acceptable (g**enerally meets minimum requirements in terms of content, structure, insight)
* **Is Exceptional (**exceeds minimum requirements in terms of content, structure, insight)

**Appendix 5 – P-4 Portfolio Review Process and Requirements, Including Summative Reflection**

Students are required to maintain both the Assessment and Presentation Portfolios in the P-3 and P-4 program years.

**Assessment Portfolio**

The Assessment Portfolio serves as documentation of the student’s academic career across the curricular years. The Assessment Portfolio links the student’s evidence and experiences to the achievement of the Curricular Outcomes.

* The student is expected to maintain the Assessment portfolio with appropriate quality and quantity of evidence of progressive development for each outcome across the 4 curricular years (P1 through P4).
* It is expected that, for each outcome, there is sufficient quantity and quality of evidence across all 4 professional years, including the P4 year. Given the numerous and diverse rotation opportunities for development in the P-4 year, student work is more compelling evidence of achievement than reflection-only documents in the final program year. Although a piece of evidence may be used for more than one outcome, it is expected that there will be broad diversity of evidence rather than over-reliance upon a few works.
* Continued use of reflective connectors demonstrates self-assessment and progression towards mastery of each curricular outcome. Use of the prompts “What-So What- Now What” helps to frame the connector of evidence to its relevant outcome.

**Presentation Portfolio**

The Presentation Portfolio is a career-focused portfolio that links evidence from the student’s experiences and activities to the student’s personalized career focus. This portfolio platform is a foundation for the student to showcase his/her work in a manner that builds strong evidence aligned with career goals to potential employers. Students are encouraged to use the Presentation Portfolio to showcase their “best work” to potential employers.

* The format of the Presentation Portfolio is a “multimedia” or “annotated” curriculum vitae (CV) that allows a student to highlight his/her experiences while incorporating documentation that demonstrates skill development.
* Students must list all Experiential Learning rotations (IPPEs and APPEs) in the Presentation Portfolio. For each, accompanying documents should be linked as evidence, including projects and activities that represent the student’s “best work” during each experience.
	+ Each entry should include a brief reflective connector statement (for each IPPE and APPE) and reflection document (for each APPE) that ~~briefly~~ details what the student did, the skills they developed and how the experience and skills point toward the career objective outlined. The curricular outcomes can serve as a platform for the link to the career focus. For example, a student might state that an experience helped to build their critical thinking skills in a specific manner and describe how they will incorporate that into their desired career objective.
	+ For each patient care IPPE or APPE, a Pitt Form Summary Report should be posted to the portfolio
* Other portfolio entries should include, but are not limited to, other pharmacy practice experiences (i.e., internships), teaching and research experiences, unique academic programs (areas of concentration, focus areas) and extracurricular activities (i.e., professional organizations, leadership experiences). A reflective statement of the student’s experiences and skills should be included in a format similar to the Experiential Learning entries.
* Some students may wish to include only selected pieces of their “best work” to showcase to potential employers, rather than all documents from their Experiential Learning rotations. In this situation, the student should create a second “employer-focused” Presentation Portfolio that includes only those links and documents the student wishes to showcase with their employment application. In most cases, the descriptions will largely remain the same, but some IPPE and APPE documents may be removed from the “employer-focused” portfolio. These students must also maintain the above-described “primary” presentation portfolio.

The Experiential Learning Committee will independently conduct periodic reviews of the Presentation Portfolio for documentation related to the APPE rotations.

**P4 Portfolio Reviews**

P4 students must successfully complete the mandatory assessment portfolio review during the program year.

A **mandatory portfolio review** focused on the Assessment Portfolio will be conducted during the final 3 rotation blocks in the Spring (blocks 7 – 9). Reviews will usually be conducted by current or former members of the Curriculum Assessment Committee. The student will present a summative reflection and evidence which highlights their academic achievement across all four years of the pharmacy curriculum.

Students will also provide a final cumulative PITTForm summary, reflecting patient interactions inclusive of all four program years, as well as updated CVs, career plans and philosophies of care.,

Prior to the P-4 portfolio review, each student will prepare a Summative Reflection, providing evidence of achievement of the goals (outcomes) and demonstrating readiness for practice at conclusion of his/her pharmacy education. The summative reflection is also an opportunity to continue “self-directed learning” through reflection and course of action to improve in the future outside the formal pharmacy professional curriculum. Students will provide evidence that they have achieved the goals (outcomes) of the program, demonstrating readiness for practice. Using trigger questions, students will categorize and address each of the curricular outcomes into 1 of 3 sections:

* Which specific outcomes have I mastered (become proficient)? What is the evidence (for each)?
* For which specific outcomes have I developed some competence (necessary skills/knowledge/attitudes) but need to further develop as I transition to my pharmacist role? What is the evidence (for each) and how will I address it in the future?
* For which specific outcomes have I not developed target competence (i.e., my evidence is not as strong as desired)?  Why? How will I address this outcome in my future?

Additionally, **after each APPE rotation**, Experiential Learning Program faculty review the Presentation Portfolio to ensure students have met rotation requirements.