



DARTMOUTH-HITCHCOCK MEDICAL CENTER

Alpha-2 ACGME Learning Portfolio Thoughts on Implementation

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Home



Announcements



Find User



Case Log System



Message Center



New Instant Feedback



View Instant Feedback



Portfolio User Resources

General

Instant Feedback

Resources

Root >> **Home**

File Edit View

My Evaluation Inbox

Completed Evaluations

Waiting For Completion

Incomplete Evaluations

31 Last 31 Days Overview

Search Evaluation Inbox

My Evaluations



10/31/2008

You have 2 unread alerts in your inbox.

[Please click here to view unread messages.](#)

Evaluation Inbox

No new evaluations to display.

New Announcements

No new announcements to display.

- Waiting For Completion
- Incomplete Evaluations
- Last 31 Days Overview
- Search Evaluation Inbox

- My Evaluations
- Learning Activities
- Evaluation Forms
- Program Evaluations
- Program
- File Folders
- Public Folders

Evaluation Inbox

No new evaluations to display.

New Announcements

No new announcements to display.

THIS IS ONLY A TEST!



Keep It Simple

- Initially overwhelming
- Users will encounter problems
- Stick to the basics:
 - Engage group of interested users
 - Trial some focused elements
 - Identify usability issues
 - Report back to ALP group

The Enemy of Good

Obsessive Compulsive Anesthesiologist

+

Equally Crazy Residency Coordinator



Failure to Launch

 Evaluation Item Bank
Generic

<<< Please , select Learning Objective or Competency >>>

<<< Please , select Learning Objective or Competency >>>

Patient Care

- P1. Gather essential and accurate information about the patient
- P2. Make informed diagnostic and therapeutic decisions
- P3. Develop and carry out patient management plans
- P4. Perform all medical procedures considered essential for the area of practice
- P5. Counsel and educate patients and their families
- P6. Provide effective health maintenance with a focus on preventive care

Medical Knowledge

- M1. Know and apply the basic and clinically supportive sciences appropriate to the specialty
- M2. Demonstrate an investigatory and analytic approach to clinical problem solving and knowledge acquisition

Practice-Based Learning and Improvement

- L1. Identify strengths, deficiencies, and limits in one's knowledge and expertise
- L2. Set learning and improvement goals
- L3. Identify and perform appropriate learning activities
- L4. Systematically analyze practice, using quality improvement methods, and implement changes with the goal of practice improvement
- L5. Incorporate formative evaluation feedback into daily practice
- L6. Locate, appraise, and assimilate evidence from scientific studies related to their patients health problems
- L7. Use information technology to optimize learning
- L8. Participate in the education of patients, families, students, residents and other health professionals, as documented by evaluations of a resident's teaching abilities by faculty and/or learners

Interpersonal and Communication Skills

- C1. Communicate effectively with patients and families across a broad range of socioeconomic and cultural backgrounds


[New Evaluation Item](#)

	<u>Evaluation Item Text</u>	<u>Scoring Rubric</u> ▲	<u>Input Type</u>	<u>Answer Required</u>	<u>Comment Box</u>	<input type="checkbox"/>
+	P1.3 Performs a complete history	Patient level of complexity	RadioButtonList	Yes	No	<input type="checkbox"/>
+	P1.4 Performs a detailed and accurate physical examination with sensitivity to developmental, psychosocial and cultural issues	Patient level of complexity	RadioButtonList	Yes	No	<input type="checkbox"/>
+	P1.1 Demonstrates knowledge of how to access adjunctive sources of information to the history obtained from the patient and family (e.g., chart)	Skill demonstration (% time)	RadioButtonList	Yes	No	<input type="checkbox"/>
+	P1.2 Interviews patients with an appreciation for their age, developmental level, disabilities & background	Skill demonstration (% time)	RadioButtonList	Yes	No	<input type="checkbox"/>
Total Evaluation Items : 4						



New Scoring Rubric

<u>Evaluation Rubric Name</u>	<u>Owner</u>	<u>Created Date</u>	<u>Item Bank</u>	<input type="checkbox"/>
+ Dichotomous (yes, no)		2/20/2008 2:19 PM	Generic View Evaluation Items	<input type="checkbox"/>
+ Skill demonstration (% time)		2/20/2008 2:19 PM	Generic View Evaluation Items	<input type="checkbox"/>
+ Behavioral (context)		2/20/2008 2:19 PM	Generic View Evaluation Items	<input type="checkbox"/>
+ Expected level of competence (below-at-above)		2/20/2008 2:19 PM	Generic View Evaluation Items	<input type="checkbox"/>
+ Likert (5 point agree to disagree)		2/20/2008 2:19 PM	Generic View Evaluation Items	<input type="checkbox"/>
+ Dichotomous (satisfactory, unsatisfactory)		2/20/2008 2:19 PM	Generic View Evaluation Items	<input type="checkbox"/>
+ Patient level of complexity		2/20/2008 2:19 PM	Generic View Evaluation Items	<input type="checkbox"/>
+ Dichotomous (yes, no N/A, N/O)		2/20/2008 2:19 PM	Generic View Evaluation Items	<input type="checkbox"/>
+ Skills (yes, yes but, no)		2/20/2008 2:19 PM	Generic View Evaluation Items	<input type="checkbox"/>
+ Level of situation acuity	Dr. Carol Carraccio	2/20/2008 2:19 PM	Generic View Evaluation Items	<input type="checkbox"/>
Total evaluation rubrics : 10				

<u>Evaluation Form Name</u>	<u>Evaluation Type</u>	<u>Form Type</u>	<u>Created By</u>	<u>Date</u>	<u>Modified By</u>	<u>Modification Date</u>	<u>Total Items</u>			<input type="checkbox"/>
ACRM2 Simulation Course - Individual Participant Performance Review	Resident Evaluation	Program	Billie-Jean Bruno	4/10/2008 12:01 PM	Billie-Jean Bruno	9/9/2008 2:53 PM	12			<input type="checkbox"/>
Annual Self-Assessment and Learning Plan	Self-Evaluation	Program	Marc Bertrand	4/10/2008 10:46 AM			0			<input type="checkbox"/>
Conference Presentation Evaluation	Other	Program	Marc Bertrand	4/10/2008 9:43 AM	Lib Maloney	10/13/2008 3:11 PM	6			<input type="checkbox"/>
Global Evaluation	Resident Evaluation	Program	Marc Bertrand	4/9/2008 1:19 PM	Billie-Jean Bruno	10/27/2008 4:28 PM	26			<input type="checkbox"/>
Medical Student Evaluation of Resident	Resident Evaluation	Program	Lib Maloney	4/10/2008 8:31 AM	Billie-Jean Bruno	9/9/2008 2:55 PM	9			<input type="checkbox"/>
Nursing Evaluation of Resident	Resident Evaluation	Program	Marc Bertrand	4/9/2008 11:54 AM	Billie-Jean Bruno	9/9/2008 2:55 PM	9			<input type="checkbox"/>
PST Evaluation of Resident	Resident Evaluation	Program	Billie-Jean Bruno	4/10/2008 8:21 AM	Billie-Jean Bruno	9/9/2008 2:55 PM	8			<input type="checkbox"/>
Patient Evaluation of Resident	Resident Evaluation	Program	Marc Bertrand	4/10/2008 10:53 AM	Billie-Jean Bruno	9/9/2008 2:56 PM	5			<input type="checkbox"/>
Peer Evaluation of Resident	Resident Evaluation	Program	Marc Bertrand	4/8/2008 10:24 AM	Billie-Jean Bruno	9/9/2008 2:56 PM	7			<input type="checkbox"/>
Resident Evaluation of Faculty	Faculty Evaluation	Program	Marc Bertrand	4/8/2008 11:06 AM	Billie-Jean Bruno	9/9/2008 2:57 PM	5			<input type="checkbox"/>
Rotation Evaluation	Program Evaluation	Program	Marc Bertrand	4/8/2008 8:33 AM	Billie-Jean Bruno	9/9/2008 2:57 PM	9			<input type="checkbox"/>
Self Assessment	Self-Evaluation	Program	Billie-Jean Bruno	5/29/2008 1:26 PM			0			<input type="checkbox"/>
Support Staff Evaluation of Resident	Resident Evaluation	Program	Marc Bertrand	4/8/2008 12:22 PM	Billie-Jean Bruno	9/9/2008 2:58 PM	5			<input type="checkbox"/>

Total evaluation forms : 13

DHMC Alpha-2 Trial

Three Phases:

1. Global evaluations
2. Upload work product
3. Learning activities/reflection

Phase I Plan

- Focused on two structured evaluations:
 - Faculty global evaluation of resident (daily)
 - Resident evaluation of faculty (daily)
- Evaluation push-out by RC (per usual)

Phase I: “Interested” Victims

- Entire CA resident group (n=24)
- Subgroup of faculty (n=13)

Phase I: Orientation

- One hour presentation
- Reviewed “Getting Started” video:
 - Editing your profile
 - Selecting participants
 - Managing alerts
- Supplied “Tip Sheet” handouts:
 - Getting started
 - Glossary of portfolio terms
 - Completing an evaluation
 - Viewing an evaluation
- Encouraged independent exploration

Confidentiality Issue

- Resident evaluation of faculty
 - Real-time delivery to faculty
 - Superusers able to link identity of resident to a specific evaluation



Program Users Statistics



Learning Experiences Statistics



Evaluations Statistics



Learning Reflections Statistics



Uploaded Files Statistics



Program Components Statistics

General Statistics

Academic Year

2008/2009



Program Evaluations Status Statistics

Status	Resident Evaluations	Faculty Evaluations	Self-Evaluations	Other Evaluations	Program Evaluations	Total
In Progress	2	0	0	0	0	2
Completed	133	156	1	0	1	291
Expired/Not Completed	20	241	0	3	0	264
Waiting For Completion	26	15	0	0	0	41
Total :	181	412	1	3	1	598

Total Program Evaluations 2008/2009 : 598



Program Evaluation Forms Status Statistics

Phase II

- Residents upload work product
- Resident push-out of evaluations

Phase III (Next)

- Use of reflective aspect of ALP:
 - End of rotation
 - Patient encounter
 - 360 evaluations
 - Sentinel event review
 - Interpersonal conflict
- Instant Feedback
- Start with a single learning activity

Portfolio User Resources

- Tip sheets
- Video modules
- WebEx visits with ALP team member
- ALP user blog



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[ALP user group discussion page](#)

ToDo

My ToDo List Max Mode >

1. View Blog for new topics
2. View new discussion board
3. Add new item

[More tools from LabPixies](#)

Google Docs

Search recent docs

Faculty training PPT for ALP	Oct 9
Generic Evaluation Items	1/2/01

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Sticky Note

WELCOME TO THE ALP USER GROUP IGOOGLE HOMEPAGE.

Use the google docs to share your evaluations, best practices, and other ideas.

Don't forget to check the blog regularly at alpusergroup.blogspot.com

We recently added a discussion board through Google groups. You will be invited to join the board through the contact information provided to the user group. The web version can be viewed using the bookmark to the left and our generic log in to google. For posting, please email portfolio-user-group@googlegroups.com and remember to sign your messages.

ACGME Learning Portfolio User Group

THURSDAY, OCTOBER 2, 2008

➔ Display issues when using a Mac computer

Hi all - This week, I wanted to inquire as to your usage of systems other than PC based. I realize that many academic institutions use the MAC platform and may encounter difficulty with the portfolio.

What are your experiences?

Are you using Internet Explorer for your Internet browser or some other program like FireFox, Opera, or Safari? How does the portfolio display using these systems? Are there functions that do not work for you such as instant feedback with this other programs? Please write in and let me know what systems your programs are using and any difficulty you are having.

It is important to note that the current Alpha version is coded for a PC platform using Internet Explorer. However, here at Dartmouth, several of my residents use Macs and are finding work arounds for the portfolio.

What is your group doing?
Please comment.
Thanks so much.
Mariah

Posted by Mariah at [12:16 PM](#)

 [0 comments](#)

Labels: [administrative](#)

Labels

- ➔ [administrative](#) (3)
- ➔ [PDs and Admin](#) (1)
- ➔ [start](#) (1)
- ➔ [Tip of the Week](#) (8)

Blog Archive

- ▼ 2008 (13)
 - ▼ October (1)
 - [Display issues when using a Mac computer](#)
 - ▶ September (2)
 - ▶ August (3)
 - ▶ July (4)
 - ▶ June (3)

About Me

Mariah

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THIS IS ONLY A TEST!



Thumbs Down

- Anonymity issue with resident → faculty evals
- Competencies are listed hierarchically within each evaluation
- Clunky evaluation push-out system
- Reporting function embryonic
- MAC user issues
- Need for duplicate evaluation entry (local issue)

Thumbs Up

- It's FREE
- Resident driven (eventually)
- User help
 - Tip sheets (more useful than videos)
 - ALP user blog
- Evaluation item bank → all questions tied to a specific competency/subcompetency

Thumbs Up

- Thinking about portfolio use provides a stimulus to revisit the curriculum
- Allows residents to capture learning that goes on outside the standard “rotation.”
- Facilitates reflective learning

Final Thoughts

- It's OK to start:
 - Slow
 - Small
 - Where there is a glimmer of interest
- Start with a single Learning Activity
- An opportunity for SEA