Imperial College London

Faculty Education Office (Medicine)

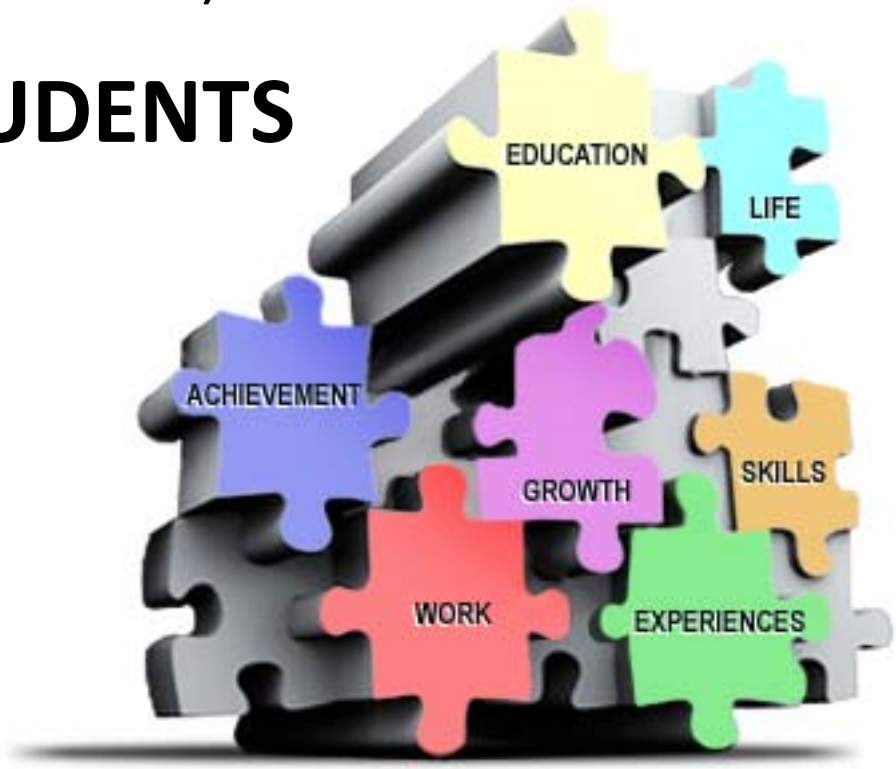
MY E-PORTFOLIO

A QUICK START GUIDE FOR

YEAR 3 & YEAR 3 GE/DE

(2012-2013)

STUDENTS



Further information:
www.imperial.ac.uk/medicine/elearning/eportfolio/

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WHY SHOULD I KEEP AN E-PORTFOLIO?

Your e-portfolio is a:

- **PLACE** to keep your work in one place, accessible online, and viewable over time.
- **PROCESS** that facilitates your learning and development

This takes effort. Your e-portfolio is **YOURS** to: **Record, Reflect, Share and Feedback**

RECORD

- Keep evidence of your skills, activities, events
- Track your progress
- Celebrate your achievements
- Use your records as a basis for applications (e.g. for jobs)

REFLECT

- Experience > evaluate > learn> apply = improve
- How well are you doing it?
- What and how can you improve?
- How can you develop further?

SHARE

- Submit work for feedback
  - To tutors
  - To peers
- Participate
  - Learn from others' experience
  - Showcase yourself

FEEDBACK

- To/from your peers
- From your tutors

QUOTES FROM OTHER STUDENTS:

"Portfolio is about recording my journey"

"As an individual over time, I change and e-portfolio allows me to capture that"

"It takes time but I regret not writing in it as frequently as it's good to look back on and think about what has happened."

CONFIDENTIALITY AND PROFESSIONAL BEHAVIOUR

As medical students you are expected to maintain the highest standards of professional behaviour and fulfil your legal and professional obligations with regards to patient confidentiality. Your e-portfolio assets may contain sensitive information particularly if they refer to clinical events. As such they should never be shared via unsecure routes such as weblinks or social networking sites. Whenever you share an asset (electronically or in print) you should consider how your comments might reflect on you and the health profession as a whole.

You must always remove patient identifiable data from your assets and consider whether the sum of the information recorded (e.g. a rare condition, an unusual history, a distinguishing physical characteristic) might be enough to identify a patient. It is inappropriate to make personal or derogatory comments about patients, fellow students or other health care professionals even if you are confident that you will not breach confidentiality.

Please ensure that you have read the following guidance before you start using PebblePad:

http://bma.org.uk/practical-support-at-work/ethics/ethics-a-to-z

QUICK START: A GENERAL OVERVIEW

Like all technology, the PebblePad system used by **My e-portfolio** comes with jargon. It will take a little effort to learn but we will keep it simple. A more detailed online **How-To Guide for Year 3 Students** guide can be found at: **http://tinyurl.com/5vcladb**

You can log into your e-portfolio at **http://www.pebblepad.co.uk/imperial** using your College username and password. You can also access it via links on the Intranet.

For a video on how to log-in please visit: **http://tinyurl.com/36kyknh**

ASSETS

Each activity you record in your e-portfolio is called an **Asset**.

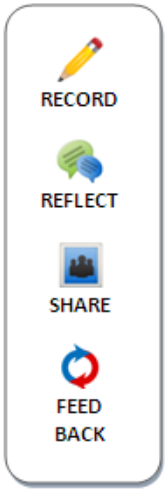
Activities can be recorded in various types of Asset. **Forms** and **Profilers** are Assets that have been pre-constructed by your course teachers at Imperial. Other Assets are free for you to use to record various experiences, activities and events as you go (e.g. **Thoughts, Ability, Achievement, Action Plan, Activity, Experience, Meeting**). Finally, **CV** and **Webfolio** can draw on various other Assets to showcase various aspects of yourself and your work.

To *start* writing up an Asset: click **Create New** on bottom left of the home page, and choose the type of Asset you want to start filling in.

To *view or edit* Assets you've filled in: **View > My Assets**

SOME TYPES OF ASSETS

FORMS AND PROFILERS



Forms and Profilers are the main types of Asset that courses use for various activities. Some activities will be on Forms, some on Profilers. They are in fact very similar, but you need to know from the start whether the activity is a Form or a Profiler in order to find and complete it on your e-portfolio. We have also designed some extra skills Profilers which span across the whole medical school curriculum to help you record and track your progress over time.

- *To start filling in a Form*: **Create New > More > Form**
- *To start filling in a Profiler*: **Create New > More > Profile**

PLEASE NOTE: As soon as you have saved an Asset, it may not come up immediately: pressing F5 to refresh the page should bring it up.

- *Once saved, you can view or edit the Asset by:* **View > My Assets > click on Asset > View/Edit**

PLEASE NOTE: *My e-portfolio* allows more copies to be created of the same Form (but not Profilers). If you just want to edit your saved Form, please do not go via *Create New*, as this will just create a new one.

You can **upload** other documents (e.g. Word, scanned papers) into Forms and Profilers – details can be found alongside the specific activities described later in this guide.

Visit the following sites for a general video tutorial on:

- FORMS: http://tinyurl.com/34xgl3b
- PROFILERS: http://tinyurl.com/35wcjd6

ASSETS TO RECORD YOUR OWN EXPERIENCES/EVENTS/ACTIVITIES

There are various types of Asset that you can use to record your own experiences, events, and activities for longer term reference.

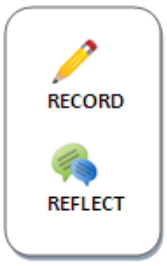
These include:

- **Thoughts,**
- **Ability,**
- **Achievement,**
- **Action Plan,**
- **Activity,**
- **Experience,**
- **Meeting.**

Feel free to explore them to get a sense of what they can do – they generally follow a similar structure.

When writing up an Asset, your e-portfolio allows you to 'tag' them with key words. This makes it easier to find them later. We will particularly focus on **Thoughts** here.

THOUGHTS



'Thoughts' not only allow you to record experiences, it helps you reflect on them and think how you might change what you do in the future…

"Experience> evaluate > learn > apply = improve"

Reflection allows you to make the most of your experiences. Writing this down ensures you go through this process and serves as evidence. It also enables you to return to your thoughts in the future. You can record any type of experience as a Thought.

Examples include:

- specific learning points you wish to record
- experiences with patients (please anonymise)
- experiences with colleagues (please anonymise)
- 'Significant Event Analysis'
- discussions regarding career choice

Visit the following URL for a video tutorial on creating a Thought asset: **http://tinyurl.com/32grd45**

A detailed example of how you can use Thoughts to reflect is shown below…

PebblePad

Monitoring INR and risk of haemorrhage

What?
My COPD patient who was on warfarin for AF had an intracranial bleed out of the blue overnight. His INR was 4.1, but last time it was checked it was 2.3. I felt really sorry for the patient because he was about to go home when this happened. The FY1 looking after him was really upset too.

So what?
Patients in AF are given warfarin to reduce their risk of a clot forming and causing a stroke but this increases their risk of bleeding, especially when the INR is >3, so it must be monitored closely. Antibiotics (erythromycin) can interact with warfarin and increase its effect.

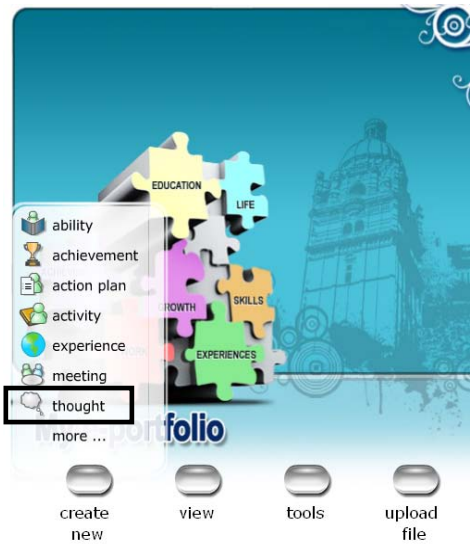
Now what?
When I'm a doctor, I will pay close attention to patients on warfarin, and be sure to ask them the full details of the dose they take and their latest INR. I need to be aware of drug interactions, especially with warfarin as there are several drugs that can make it more or less effective. I am going to look these up.

Start Date
27 July 2010

Hours / Minutes Completed:
1:45

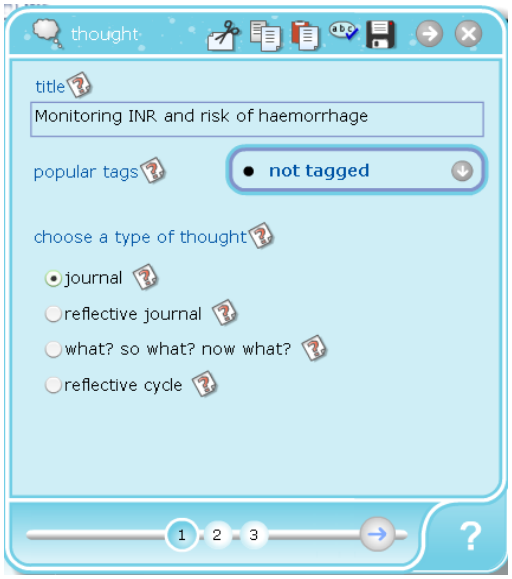
How do I write up a Thought?

1. **Create New > Thought > Enter a Title**



2. There are four ways you can structure a **Thought.**

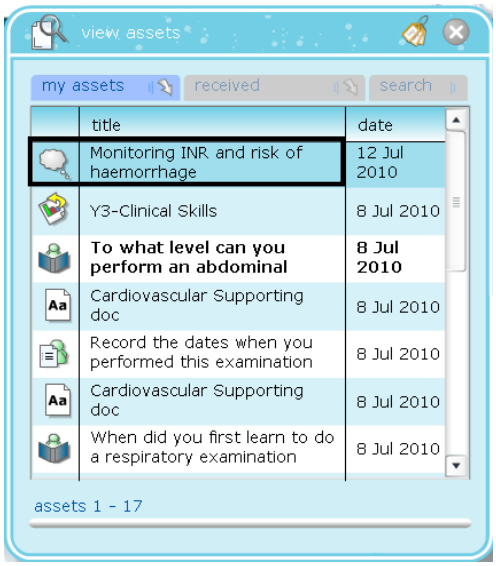
   Choose which one fits best:
   Journal, Reflective Journal, 'What? So what? Now what?', Reflective cycle

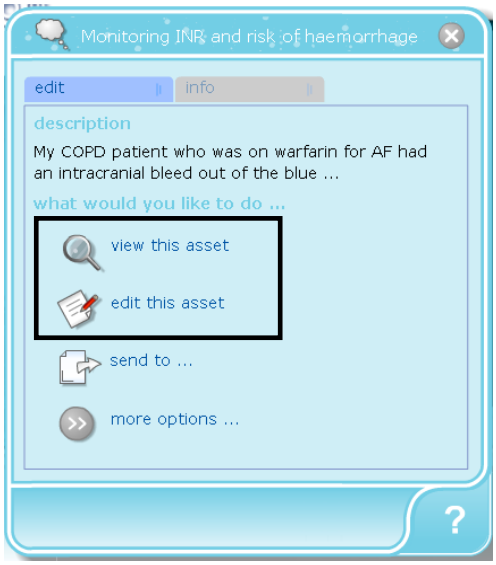


3. Keep your Thoughts organised by tagging them with key words. It will be easier to find them later. You can tag a Thought with some pre-existing tags or make your own by clicking **all tags**.

4. You can then proceed to write it up and date it.

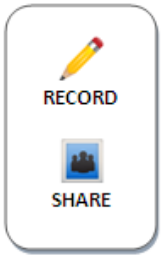
5. To view your Thought: **View > My assets.** Your Thought is listed along with your other assets – look out for the icon.





ASSETS TO SHOWCASE YOURSELF

CV

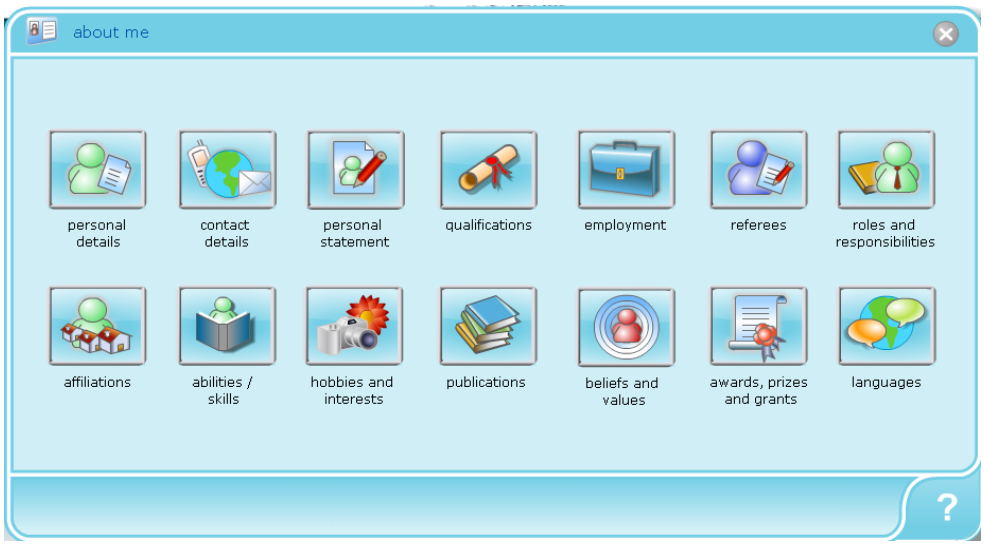


Your CV is important as it allows you to showcase your achievements and share a summary of who you are. It takes time to create and maintain and is best kept in one place. You will use it to apply for jobs, grants, awards, internships and electives.

We recommend you keep a list of your addresses in the last 5 years as you will be asked this information when you start a clinical job for your Criminal Records Bureau check.

How do I write up a CV?

1. **Tools > About Me > Click on the section you wish to update**



2. The CV building tool allows you create a CV by drawing upon information entered into **About Me**, as well as your other assets. **Create New > More > CV**

3. Enter a **Title**, and then choose a **Template.**

4. Next you are able to choose *which* sections of **About Me** you wish to include in you CV by clicking on the respective **Circle** icons. You can fine-tune this further by clicking on the respective **Edit the section** icon . The **Magnifying Glass** icon previews your CV.

5. You can create as many as you need and share them with others. They can also be opened and edited in Microsoft Word.

   For further details, see the **Advanced Features Guide** at: http://tinyurl.com/6a8prz9

WEBFOLIO

Webfolio allows you to construct your own webpage. It can be used to showcase various things, e.g. achievements. You can use material from your e-portfolio, and can also insert various other multimedia e.g. YouTube videos or Flickr photos.

Examples can be found on: http://www.pebblepad.co.uk/examples.asp

How do I construct a Webfolio?

1. **Create New > More > Webfolio.** For further details, see the **Advanced Features Guide** at: http://tinyurl.com/6a8prz9

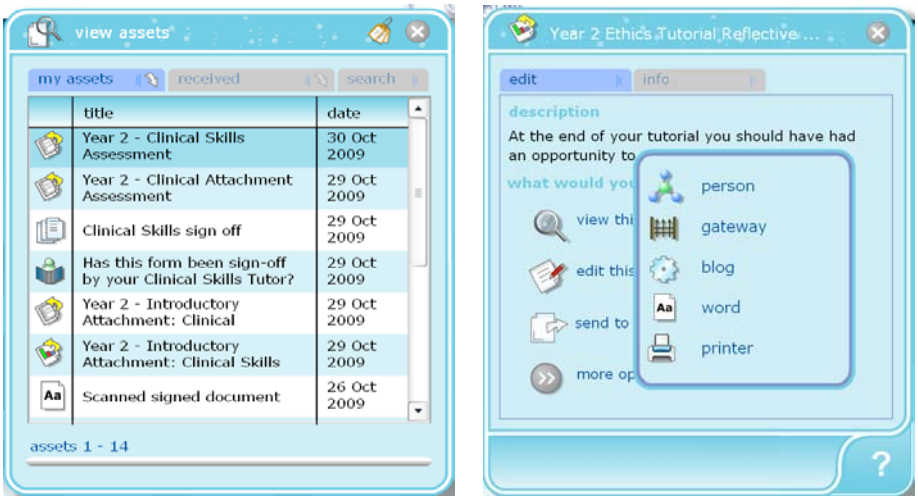
SHARING ASSETS

Many activities on your e-portfolio do not need to be shared. You are very welcome however (and encouraged!) to take the initiative whenever you wish to share Assets. In Year 3, Firm Leads are an obvious port of call, but can be busy – so don't forget you can also share work with: junior doctors, your personal tutor, other students, multi-disciplinary staff, etc. Why share? To get feedback of course – this can be very helpful for your learning.

PLEASE NOTE: Your Assets are private and secure: Firm Leads/tutors and peers cannot see them unless you choose to share them.

Visit the following URL for a video tutorial on sharing assets: **http://tinyurl.com/37m8g68**

1. To share an Asset, **View** > **My Assets** > **Click on the Asset** > **Send**



2. There are THREE main ways to share an Asset:

   - Via the e-portfolio **Gateway**. The Gateway is a pre-constructed electronic network of contacts for you to share Assets and receive feedback. Please note there are no Gateways set up for Year 3.
   - The **Printer.** Assets can also be printed off by clicking the Printer icon once you've opened the Asset.
   - **Send a Secure** Link to a **Person's** Email Address **.** This opens up **My contacts**. Click on the name that you want to send the Asset to and then click on . Clicking on **Add a Contact** allows you to add someone to your contacts list. You can search for contacts who are registered Imperial users (e.g. other students), who need their Imperial usernames to then access your Asset. You can also send a link to other people if you have their email address in order to get additional feedback; they will receive a username and password to access the link to your e-portfolio Asset. Please only invite other professionals or college peers, and not those outside the professional network (e.g. friends, family). (*See the online How-To Guide for Year 3 Students at* **http://tinyurl.com/5vcladb** *for managing your Contacts List.)*

3. You can then **Set Permissions** for that **Asset, e.g. decide if you w***ant others to be able to comment*.

PLEASE NOTE: To increase security, the facility to share Assets via an open URL Weblink is no longer available.

E-PORTFOLIO IN YEAR 3

TIMETABLE

Year 3 E-portfolio Activities 2012 - 2013											
		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
● **FORM**											
1	**Y3 – Clinical Communication**										
● **PROFILER**											
2	**Y3 – Patient Clerking**										
3	**Y3 – Ethics & Law SEAs**										
4	**Clinical Skills Logbook**										
5	**Professional Skills Logbook**										
6	**Personal Drug Formulary**										
7	**Exams Reflection**										
● **THOUGHTS**											
8	**For recording Significant Event Analyses (SEA), experiences and reflections**										
● ***PAPER FORMS WHICH CAN BE UPLOADED ONTO E-PORTFOLIO***											
	End of Attachment Assessment forms										
	DOPS (e.g. into Clinical Skills Logbook)										
	Case presentation feedback forms (e.g. into Patient Clerking activity)										
	MDT Expanded Case study feedback										
	Expanded Case study feedback										

- GE/DE students are asked to complete an additional activity called **Ethics Tutorial Reflective Evaluations** which must be completed in September 2012.

PLEASE NOTE: You must NOT break patient confidentiality. Remember to ANONYMISE all your work in reference to patients – only include age and gender, and NOT the patient's name, date of birth or hospital number. Fellow students and health professionals should NOT be personally named. Please see the BMA guidance: http://bma.org.uk/practical-support-at-work/ethics/ethics-a-to-z

ACTIVITIES SPECIFIC TO YEAR 3

1. CLINICAL COMMUNICATION

Communication is a key clinical skill and one that develops as you go through medical school. This activity builds on the Clinical Communication course in Years 1 and 2.

As you meet patients in Year 3, consider how you have communicated with them. This activity allows you to write up your thoughts and reflections on your communication skills from your most significant interviews. Your e-portfolio allows you to store these reflections, track your progress, build on your strengths, and identify room for improvement. *See FORMS and PROFILERS on Page 3.*

2. PATIENT CLERKING

Patient clerking is a key clinical skill in its own right. It also helps you learn by applying knowledge to a real-life clinical situation, as well as appreciating the patient's own ideas, concerns and expectations and how it may interface with the wider healthcare system. Consolidate your knowledge and reflect on your experience by typing up to **15** of your most useful clerkings for future reference onto your e-portfolio. You can also scan and upload hand-written clerkings (as long as patient confidentiality is maintained).

If you've received a feedback form on your clerking presentation, you can also scan and upload this into your Patient Clerking profiler (e.g. into the 'Date you Performed Clerking' section). *See FORMS and PROFILERS on Page 3.*

To upload evidence, View 'Patient Clerking' and:

1. Click on the add evidence icon, then **I would like to record this as an ability I have** > **Create Record > Attach Existing > Attach Evidence > Upload a File > Browse > search for file > Upload.** Please note that the uploaded document also becomes an Asset in its own right.

3. ETHICS AND LAW

SEA'S (SIGNIFICANT EVENT ANALYSES)

In Year 3 during each of the three firms you are asked to record 2 significant events (per firm) that raise ethical or legal issues. The range of possible issues that you might want to record is extremely broad. A significant event can be anything that has made you think. Possible areas might include but are not restricted to: decision making with patients, disclosure of information to patients and others, professional behaviour (such as trust, integrity and honesty), working in teams, the application of professional and legal frameworks (such as the Mental Capacity Act), decision making towards the end of life, eligibility for treatment, responsible use of health care resources, medical error and issues in medical research. Thinking about and recording these events is not only educational in itself, but will also help you when it comes to completing your job application forms later in the course, and will prepare you for postgraduate practice where such activities are mandatory.

For each significant event you should think about the issues and record them under the headings in the activity.

In the first clinical firm you will be asked to discuss significant events that each of you have recorded and choose one from your firm that raises the most significant question. This will form part of a presentation to be submitted on Blackboard in preparation for a lecture session in December when firms will be asked to present their significant events (see 'questiontime' session on the Year 3 eLecture programme).

ETHICS TUTORIAL REFLECTIVE EVALUATIONS **(FOR GE/DE STUDENTS ONLY)**

At the end of your tutorial you should have had an opportunity to make some brief notes on what you learned. This section of the e-portfolio allows you to make a more detailed record, having had more time to think about the tutorial, the reading and the lectures. This should help to embed what you have learned. In addition, keeping notes in the e-portfolio will help you later in the course when it comes to completing application forms and also in preparing you for postgraduate medical practice.

PLEASE NOTE: In Year 3, you will receive paper feedback forms on various pieces of activity: DOPS, Case Presentation, End-of-Attachment Assessment Forms, Expanded Case Study (Term 2), and Oral Presentation (Term 3)

You can scan and upload the completed paper feedback form as an Asset into your e-portfolio for future storage: **Upload File > Single File > give it a title** > **Upload File > Browse** (for the scanned document). Alternatively, you can upload forms directly into a pre-existing Asset, as discussed above.

CROSS-CURRICULAR ACTIVITIES IN YEAR 3

These e-portfolio activities are an important part of Year 3, but are not confined to it. They allow you to record and reflect on your experiences and track them across the whole of medical school. You are expected to keep them up-to-date as you will find this a rich and useful way of recording your progress and learning. By the time you graduate, an up-to-date e-portfolio logbook is an invaluable tool to help prepare you for practice… and for those important job applications!

These activities are generally PROFILERS. You can also upload evidence, which may include certificates or DOPS sign-off sheets, or even other Assets, where appropriate.

To upload evidence, View the logbook and:

1. Click on the add evidence icon, then **I would like to record this as an ability I have** > **Create Record > Attach Existing > Attach Evidence > Upload a File > Browse > search for file > Upload.**

2. A green traffic light 2 icon on the logbook summary page indicates that evidence has been uploaded. The number above the icon tells you how many pieces of evidence have been uploaded. **Please note that the uploaded document also becomes an Asset in its own right.**

4. PERSONAL DRUG FORMULARY

Your Personal Drug Formulary is a place where you can log and reflect on the use of various drugs in either hospital or clinic settings. Prescribing involves weighing up the potential advantages against the risks; recording and thinking about your observations of medication usage may help you develop this skill over time. You may use this formulary to capture these experiences to consolidate your learning as well as for future reference, especially as you may encounter the same drugs in the future but in different contexts or with different consequences. You can then update the formulary as necessary. In addition, it can be used to help you think about the relationship between the pharmacology and the clinical application.

Please see FORMS and PROFILERS on Page 3 for how to write up this activity. *The logbook is divided into various pages, and is categorised according to organ system. Rolling the cursor over the page numbers at the top of the screen will tell you the different categories; clicking on the page will take you there.*

5. CLINICAL SKILLS LOGBOOK

This logbook identifies some key Clinical Skills (including physical examinations) that you need to be competent in by the time you graduate. In order to track your own progress for each skill, please record your attempts and reflections as you go through medical school. This might include a date of the attempt, what you think you did well, and what you think you need to improve on. An example might include: "*5/10/12 – Took blood. Found butterfly needle was easier than other needles. Need to remember to remove tourniquet before removing needle, and that ESR tube needs filling to top*."

You can also self-rate your competency level, as well as upload and store the respective DOPS assessment-sheets on each skill (as per the course). Please note that DOPS assessments are a compulsory part of the course. In contrast, the Clinical Skills logbook on e-portfolio is an optional reflective logbook to help your learning, and can also be used to store DOPS forms in one place.

This logbook is to be used throughout medical school, so you are not expected to practice everything in Year 3. Even for those skills covered in Year 3, you do not necessarily have to be at 'level 4' competency for all of them. To find out *which* level you are expected to aim at for which skill, please check the following map at: **www.elearningimperial.com/eportfolio/ClinicalSkillsMap.doc**

Please see FORMS and PROFILERS on Page 3 for how to write up this activity. The logbook is divided into various pages, and is categorised according to the skill type rather than year. Rolling the cursor over the page numbers at the top of the screen will tell you the different categories; clicking on the page will take you there.

6. PROFESSIONAL SKILLS LOGBOOK

Clinical practice is not just about clinical skills; being a doctor also requires competency in various professional skills. This cross-curricular logbook allows you to record and reflect on your experiences in various professional-type skills. This is particularly important as many of these skills involve dealing with complex situations, and recording your experience and reflections will be a useful way of learning in the long-term. Like all reflections, it is often helpful to break it down: *what happened? what was done well? how could it be done better in the future?...*It could be about something you did yourself (like managing a team or an event), or something you observed someone else do (observing a clinician interact with patients, families or colleagues on a ward). It can also be a place to record (or uploading certificates) of your achievements.

As well as being intrinsically useful for your learning and development, you will find that the application process for Foundation posts lean heavily towards asking you about professional skills. For example, asking you to describe situations where you handled conflict, had to manage other people, or worked in the team, etc... Often it can be difficult to recall such events in the distant past. This logbook helps you accumulate your writings on such experiences over time, and will be a useful resource to draw upon when it comes to job applications in the future. It sounds a long way away, but you can never start too early to record these experiences!

Please see FORMS and PROFILERS on Page 3 for how to write up this activity. The logbook is divided into various pages, and is categorised according to the professional skill type. It is based on the 'NHS Medical Leadership Competency Framework'.

7. EXAMS REFLECTION

Exams are a necessary part of the curriculum, but one which is an art in itself with regards to preparation and execution. Reflecting on how you prepared for, and applied yourself in, an exam is useful for learning how to tackle exams in the future.

Please see FORMS and PROFILERS on Page 3 for how to write up this activity. The logbook is divided into various pages, and is categorised according to year.

8. THOUGHTS / SIGNIFICANT EVENT ANALYSES

You are encouraged to use Thought Assets to help record and reflect on any experience you may encounter which you think would be useful to keep in the long-term. This could include **Significant Event Analyses**: reflections done in response to specific events that have particular clinical or professional significance. Please see the example used on Page 5.

PLEASE NOTE: The GMC has identified the habit and skill of reflection as a core competency in professional development. This area should complement your professional skills logbook and will also provide a useful resource for you future job applications.

TROUBLESHOOTING

- If you are having difficulty logging onto **My e-portfolio**, the most likely cause is you have an old version of Flash and/or JavaScript is not enabled.

- **My e-portfolio** requires Flash version 7 or above, JavaScript enabled and Pop-ups allowed to appear. To see what version of Flash you have, go to: **http://www.pebblelearning.co.uk/help.asp**

- For a full list of your browser settings, visit the Browser Check page at: **http://www.pebblelearning.co.uk/browsercheck.asp**

- If you do not see any changes made to your Assets, or no notification of updates show up when they should, press **F5** to refresh the page.

- If there is no Back button on the page, then right click and select **Back**.

- You will find more help and guidance in the detailed online *How-To Guide for Year 3 Students* at: **http://tinyurl.com/5vcladb**. There is a dedicated website at **www.imperial.ac.uk/medicine/elearning/eportfolio/years/year3/** where starter guides (including this Quick Start guide) and videos on the **My e-portfolio** system are available.

CONTACT INFORMATION

My e-portfolio

Any queries or feedback about **My e-portfolio** can be forwarded to:

webmaster.feo@imperial.ac.uk

Please note that Faculty aims for you to be able to use e-portfolio throughout your medical school career. We will be reviewing whether the new VLE in 2013-14 could host e-portfolio, which would bring unity across the learning technologies and may help smooth navigation. We will keep you informed about any move to a new system, including how to export work between systems if necessary.

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