

MEDICAL STUDENT POLICY

Title: Portfolio Assessment Policy and Procedure	
Relevant LCME Element(s): 9.4 Assessment System	Last approved: 3/1/2023

I. **PURPOSE**

Outlines purpose and procedures of portfolio reviews in the Feinberg curriculum.

II. **PERSONS AFFECTED:**

Medical students, mentors, educational deans, Director of Assessment

III. **POLICY AND PROCEDURE STATEMENT**

An electronic assessment portfolio is maintained centrally for each Feinberg student throughout their enrollment. The portfolio is an electronic repository of assessments linked to the eight Feinberg competencies. The aim of the portfolio is to:

- Provide an accessible record of student assessment through which the student and faculty mentor can monitor and self-regulate learning and competency achievement through reflection and the development of individualized learning plans.
- Record achievement in competencies that traditionally are difficult to measure (Professional Behavior and Moral Reasoning, Continuous Learning and Quality Improvement, Effective Communication and Interpersonal Skills, Systems Awareness and Team Based Care, and Patient Centered Medical Care).
- Allow for the school to use composite data to monitor educational effectiveness for program evaluation

This portfolio, including formative reflections and assessment data, is accessible at all times to the student and the student's college mentor. The Senior Associate Dean for Medical Education, the Associate Dean for Student Affairs, the Associate Dean for Curriculum, the Assistant Dean for Program Evaluation and Accreditation, the Director of Student Assessment, the Director of Educational Support, and faculty who comprise the Portfolio Review Team have access to the assessment data in each student's portfolio, including final reflections that are submitted prior to formal portfolio review. These individuals cannot view formative reflections or learning plans that are generated when students meet with their college mentors.

Formative portfolio review

During each year of study, each student will meet with their college mentor to review feedback and discuss learning plans as a formative portfolio review. Prior to the meeting, each student receives guidance on how to complete a reflective summary of achievement in the Feinberg competencies and is expected to create personalized learning plans. At each formative review, the student and mentor will review all assessment data collected in the portfolio and the student's reflective summary and learning plans. The mentor will help develop the student's reflective capacity by coaching them to refine these plans and to identify resources for self-directed learning. The goal of this process is to provide students with the skills needed to engage in regular review of feedback and development of learning plans guided by the mentor's expertise as a coach. All students will enact learning plans to support growth across competency domains while the process also supports early identification of areas that might benefit from additional educational support for some students.

Summative portfolio reviews

A formal review of each student's portfolio occurs prior to beginning clerkships (mid-M2 year) and during the summer prior to graduation. The Portfolio Review Committee is comprised of trained faculty members who review each student's portfolio including the student's final reflection. Reviewers do not have access to formative reflections or learning plans.

During the Phase 1 review, the committee reviews each student's longitudinal achievement in the Feinberg competencies of:

- Professional Behavior and Moral Reasoning
- Continuous Learning and Quality Improvement
- Effective Communication and Interpersonal Skills
- Systems Awareness and Team Based Care
- Patient Centered Medical Care

During the Readiness for Residency review, the committee reviews each student's longitudinal achievement in the competencies of Professional Behavior and Moral Reasoning and Continuous Learning and Quality Improvement. The competencies of Systems Awareness and Team Based Care, Patient Centered Medical Care, and Continuous Learning and Quality Improvement are reviewed through the lens of the American Association of Medical Colleges (AAMC) Entrustable Professional Activities (EPAs).

The committee uses a mixture of qualitative and quantitative data to assess each student's readiness to begin clerkships (Phase 1 Review) and to move into residency (Readiness for Residency Review). The committee then provides a detailed feedback report of each student's competency achievement to the student and mentor.

The committee may determine that a student should receive additional skills practice in a particular competency area prior to or while moving on to the next phase of the curriculum. The committee determines this by recommending individualized educational support and the creation of an Educational Support Plan. Although this is not a grade or disciplinary action, a student may appeal the recommendation of the Portfolio Review Committee to the Student Promotions Committee.

Once a student is referred for additional education support, the Education Support Team assists with creation of an Education Support Plan. If a student does not successfully complete their Educational Support Plan, the student may be referred to the Student Promotions Committee

The Portfolio review process is formative and designed to ensure success in subsequent medical training. Results of portfolio reviews do not appear on the official transcript or in the Medical Student Performance Evaluation (MSPE) letter.

IV. APPROVING BODY: Curriculum Committee