

Development and Evaluation of Electronic Portfolio for Anesthesia Faculty

Carol Ann Diachun, M.D.
University of Rochester

Learner Audience: Anesthesia faculty, in particular Clinician-Educators

Background: Adult learning is promoted when it is autonomous, experiential, and self-directed. Formative feedback and reflective practice are vital components of an academic medical practitioner's continued growth. This project's goal is to establish a resource for anesthesiology faculty which will encourage their learning as adults, and also provide practical assistance in two related aspects of their professional development: compliance with Maintenance of Certification requirements, and documentation of their educational activities for promotion and advancement. American Board of Anesthesiology MOCA process includes a practice improvement project involving collection of practice data, comparison against benchmarks, implementation of an improvement plan and reevaluation of outcomes. An electronic framework or e-portfolio will facilitate this process. e-Portfolio would also provide a structure for documenting the scholarly approach of a faculty member's educational activities.

Needs Assessment: The American Board of Anesthesiology (ABA) has instituted a program of Maintenance of Certification (MOCA) to meet the need for continual reevaluation of quality of practice and improvement through continued education. As part of these requirements, anesthesiologists must participate in Practice Performance Assessment and Improvement Program that includes: case evaluation, patient safety education and simulation training. The case evaluation involves collecting data on clinical outcomes, comparing these against established benchmarks, designing and implementing a plan for improvement, and evaluating the outcomes from the changes. Many anesthesiologists will need guidance to accomplish this task. Presently anesthesia faculty receive limited feedback on their clinical practice, teaching, research and administrative efforts. Most will not be able to do individual collection and organization of many types of feedback - QI practice data as well as evaluations from peers and coworkers. A portfolio would provide the organizational methodology for the anesthesiologist to accomplish needed reflective clinical practice. At the same time, a portfolio would provide a framework for documenting the faculty member's educational activities.

Hypothesis: To develop an e-portfolio for clinician-educator anesthesia faculty:

- to develop a tool to facilitate compliance with MOCA requirements for reflective practice and continued education
- to develop an organized framework for documenting and planning educational achievements thus promoting faculty development
- to evaluate the implementation and effectiveness of the portfolio through surveys of faculty

Curriculum Design: This project first developed new evaluations of faculty, not just from residents and students, but also peers and coworkers. These new faculty evaluations are electronic, utilizing the electronic evaluation system already used by the residency program. Patient de-identified QI data collected on individual practitioners is electronically organized and sent to the individual faculty members. An electronic portfolio, integral to the electronic evaluation system, has been developed to provide an organizational framework for the individual faculty member. It includes peer, resident and student electronic evaluations, folders for information on teaching, curriculum development, mentoring and educational leadership. E-portfolio also provides a reservoir for quality measures and a reflection log. Trials of the e-portfolio will be conducted and feedback will be used for further improvement in a future stage of project.

Outcome: New faculty evaluations by residents, peers and coworkers as well as e-portfolio organizational structure has been designed and will be presented. Trials and feedback on use of e-portfolio will be reported.