

Portfolio Improves Scholarly and Academic Activities of Anesthesia Residents

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Learner Audience: Residents in the Department of Anesthesiology

Background: Portfolio has been used increasingly in medical education to promote reflective thinking and guidance to future learning. Additionally, the Accreditation Council for Graduate Medical Education (ACGME) suggests that portfolio should be used to assess practice-based learning and improvement competency (1). In our anesthesiology residency program, portfolio has been implemented as a learning and educational guide since 2005.

Hypothesis: We studied the impact of portfolio on the educational and scholarly activities of our residents over the last 4 years.

Curriculum Design: The submission and publications of papers, abstracts, and posters by our residents was used as a measure for scholarly activities. The number of scholarly and academic activities by residents for 2 years prior, and 2 years following the implementation of the portfolio was reviewed and analyzed.

Results: The number of scholarly activities by residents increased approximately 400% in the 2 years following the initiation of portfolio.

Outcome: The portfolio has been increasingly used in medical education to promote learning. Our data suggests that the implementation of the portfolio resulted in a 400% increase in the number of publications, abstracts, and poster presentations by our anesthesiology residents. Although other contributing factors could have resulted in the increase of academic productivity, the implementation of portfolio has been an important and critical factor. The implementation of portfolio in academia supports the medical and professional development of residents by increasing academic scholarly achievements.

References: (1) ACGME/ABMS Joint Initiative Attachment/Toolbox of Assessment Methods© Version 1.1 September 2000. Page 11.