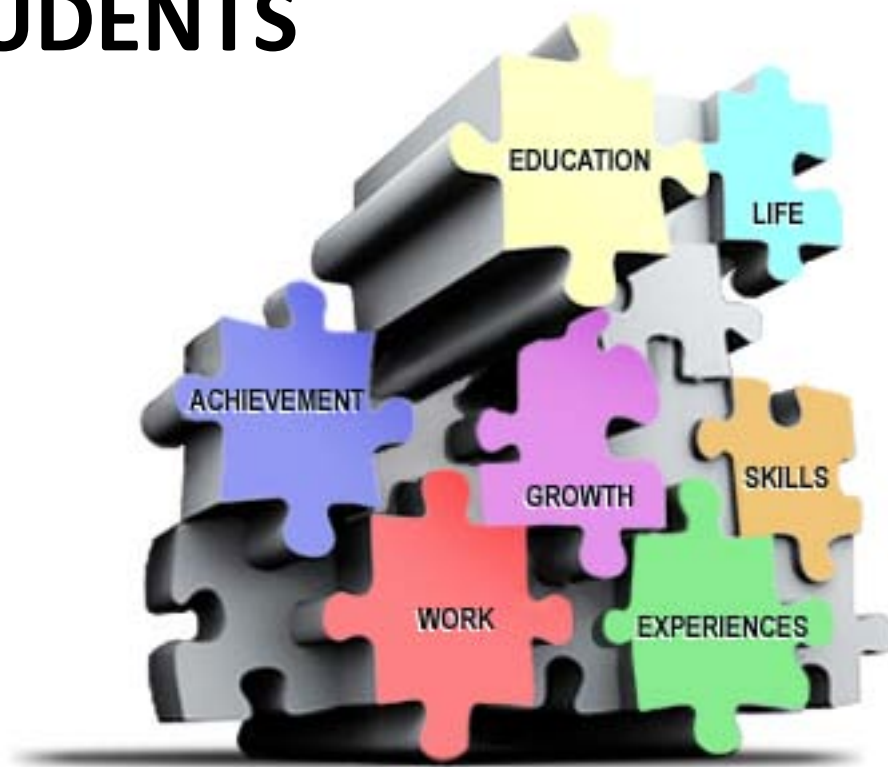


MY E-PORTFOLIO

A QUICK START GUIDE FOR

Year 1 (2011-2012)

STUDENTS



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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**

 <h3>RECORD</h3> <ul style="list-style-type: none">• 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)	 <h3>REFLECT</h3> <p>Experience > evaluate > learn > apply = improve</p> <ul style="list-style-type: none">• How well are you doing it?• What and how can you improve?• How can you develop further?
 <h3>SHARE</h3> <ul style="list-style-type: none">• Submit work for feedback<ul style="list-style-type: none">- To tutors- To peers• Participate<ul style="list-style-type: none">- Learn from others' experience- Showcase yourself	 <h3>FEEDBACK</h3> <ul style="list-style-type: none">• 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://www.bma.org.uk/images/socialmediaguidancemay2011_tcm41-206859.pdf

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 1 Students** can be found at: <http://tinyurl.com/68smuer>

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 tutorial on how to log-in please visit: <http://tinyurl.com/36kyknh>

ASSETS

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

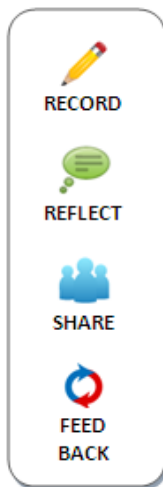
Activities can be recorded in various types of Asset. **Forms** and **Profilers** are Assets that have been pre-constructed by your course teachers at Imperial. Other Assets are free for you to use to record various experiences, activities and events as you go (e.g. **Thoughts, Ability, Achievement, 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 *complete* 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 Profiler). If you just want to edit your saved Form, please do not go via *Create New*, as this will just create a new one.

⇒ 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
- ‘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...

A screenshot of a PebblePad interface showing a 'Thought' asset. The header has the PebblePad logo. The asset title is 'Monitoring INR and risk of haemorrhage'. The content is structured as follows:

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.

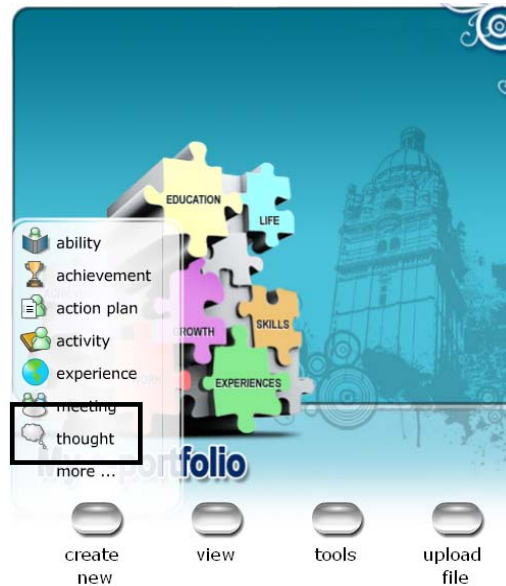
Now what?
When I'm a doctor, I will pay close attention to patients on warfarin, and be sure to ask them the full details of the dose they take and their latest INR. I need to be aware of drug interactions, especially with warfarin as there are several drugs that can make it more or less effective. I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

Start Date
27 July 2010

Hours / Minutes Completed:
1:45

⇒ How do I write up a Thought?

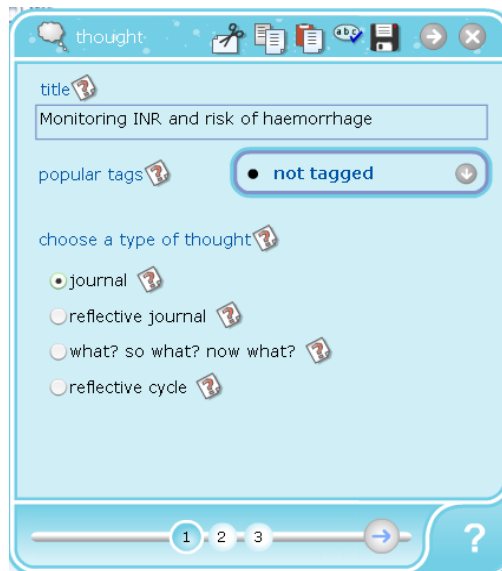
1. Create New > Thought > Enter a Title



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


Choose which one fits best:

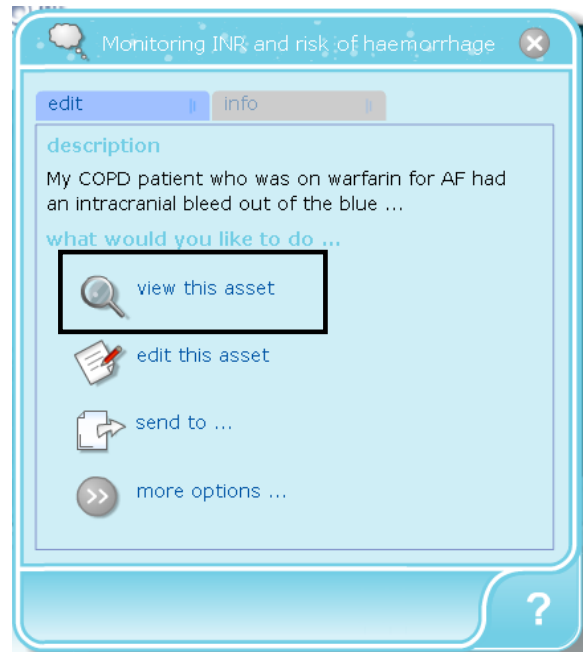
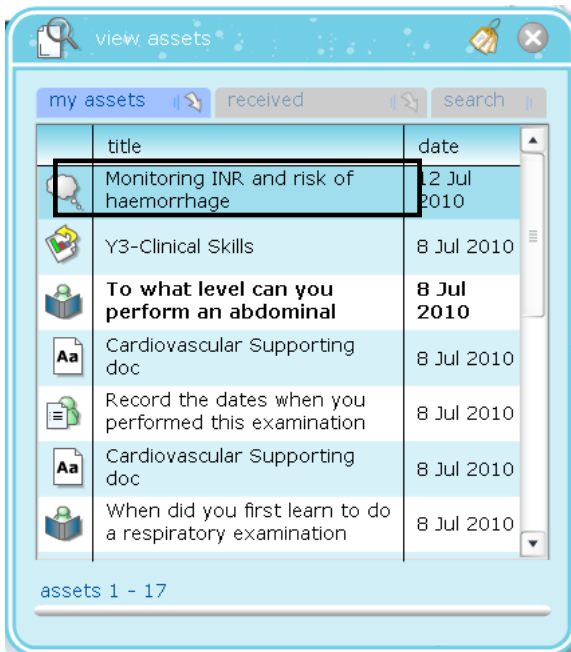
Journal, Reflective Journal, 'What? So what? Now what?', Reflective cycle



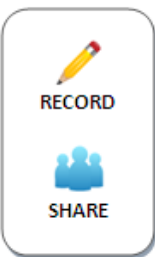
3. Keep your Thoughts organised by tagging them with key words. It will be easier to find them later. You can tag a Thought with some pre-existing tags or make your own by clicking **all tags**.

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

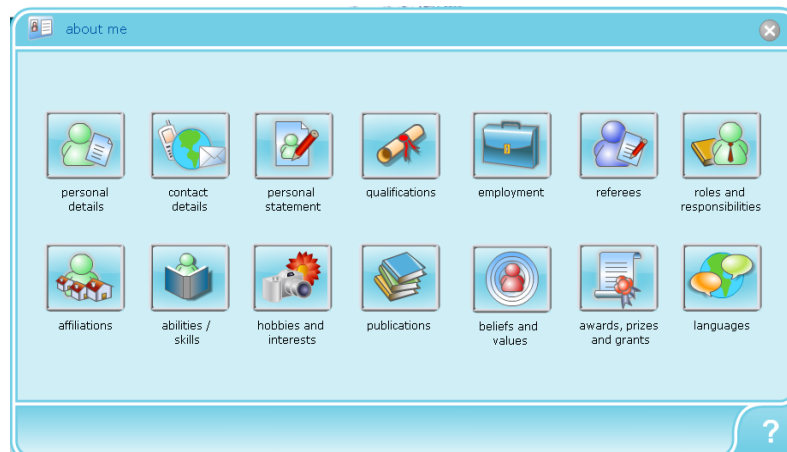


Your CV is important as it allows you to showcase your achievements and share a summary of who you are. It takes time to create and maintain and is best kept in one place. You will use it to apply for jobs, grants, awards, internships and electives.

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. Like all assets, 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 with tutors or peers - this is a good way to get extra feedback. Also, courses will sometimes specifically ask you to share an Asset with a tutor or a peer.




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:


-  The **Printer**. Assets can be printed off by clicking the Printer icon once you have 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). You can also send a link to other people if you have their email address in order to get additional feedback. The person 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). You can then **Set Permissions** for that Asset, e.g. decide if you want others to be able to comment. *In Year 1, there are no activities where you have to share your work in this way. However it is a useful way to share work with peers, if you'd like to get their feedback.*

-  Via the e-portfolio **Gateway**. Some activities will specifically require you to use the Gateway. The Gateway is a pre-constructed electronic network of contacts for you to share Assets and receive feedback. Different Gateway networks are set up for you in advance, depending on the particular course and activity. *In Year 1, the activities that need to be published to the respective Gateways are: the Clinical Communication sessions 'Volunteer Patient' and 'Reflective Assignment' (Dec'11 and Jan-Feb'11 respectively), and the First Clinical Attachment portfolio.*

⇒ **To send an Asset via its Gateway:**

1. Go to **View > My Assets > Click on the Asset > Send > Gateway**



2. Ensure you select **I Belong To** in order to see your gateway. Send the Asset to its respective Gateway (e.g. **Y1-CC-Session 4: Interviewing Volunteer Patients** form to the **Clin Comm - Volunteer Patient Task** gateway) and click  (see right side image above)
3. A window will appear confirming your form has been published to the gateway.
4. If your Asset is listed within the respective gateway, it means it has been sent. For more information, please see the online **How-To Guide for Year 1 Students** at : <http://tinyurl.com/68smuer>
5. Please ensure that you send the right Assets to the right Gateway!

E-PORTFOLIO IN YEAR 1

TIMELINE

		Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
FORMS										
1	Y1-CC-Session 3: Role-play Reflections									
2	Y1-CC-Session 4: Interviewing Volunteer Patients*									
3	Y1-CC-Session 5: Reflective Assignment*									
PROFILERS										
4	Y1-FCA-Portfolio*									
5	Clinical Skills Logbook									
6	Professional Skills Logbook									
7	Exams Reflection									
THOUGHTS										
8	For recording Significant Event Analyses (SEA), experiences and reflections									

* These forms need to be published to the **Gateway**.

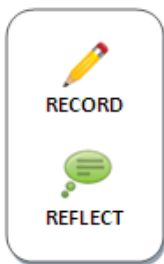
PLEASE NOTE: You must NOT break patient confidentiality. Remember to ANONYMISE all your work in reference to patients – only include age and gender, and NOT the patient’s name, date of birth or hospital number. Fellow students and health professionals should NOT be personally named. Please see the BMA guidance: http://www.bma.org.uk/images/socialmediaguidancemay2011_tcm41-206859.pdf

ACTIVITIES SPECIFIC TO YEAR 1

CLINICAL COMMUNICATION

Communication skills are key clinical skills which you will continue to develop throughout your medical school and professional career. The Clinical Communication course gives you grounding in both practical and theoretical aspects. You will also get to develop, and be assessed on, these skills throughout your clinical medicine training.

1. CLINICAL COMMUNICATION – SESSION 3: ROLE PLAY REFLECTIONS

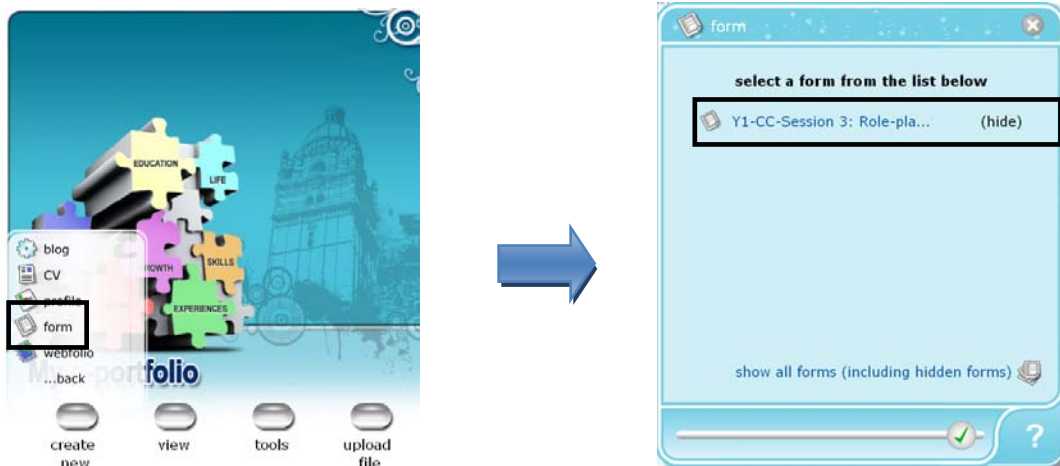


This activity is based on your Role Play exercise in Session 3, where you applied the theoretical foundations of patient-centred communication through the use of role-play. You would have written your reflections down at the time on the paper activity form. Please copy your reflections from paper to e-portfolio for future reference.

This activity also introduces the notion of 'reflective practice'. This involves thinking about what you did, identifying which aspects went well and which could be improved on, and then thinking about how this might change what you do in the future. It is easy to underestimate the importance of 'reflective practice'; using your e-portfolio is one way of ensuring not only that you integrate it as part of everyday practice, but also store these important reflections for future reference.

⇒ **To fill in and edit your form:**

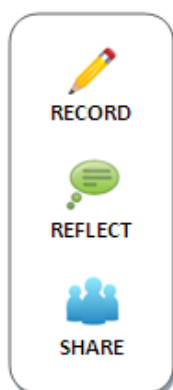
1. **Create New > More > Form > Y1-CC-Session 3: Role Play reflections > Tick**



2. Fill out the form and **Save changes** at the bottom.
3. You can then edit your form *immediately* by clicking on **Edit Changes** at the bottom or by clicking on **View this asset** on the next screen. To edit at a *later date*: **View > My Assets > Y1-CC-Session 3: Role Play reflections > Edit this asset.**

PLEASE NOTE: The e-portfolio system allows more copies to be created of the same form. If you just want to edit your saved form, please do not go via *Create New*, as this will just create a new one. Please ensure there is only one copy of the form in your *My Assets* to avoid confusion.

2. CLINICAL COMMUNICATION – SESSION 4: INTERVIEWING VOLUNTEER PATIENTS

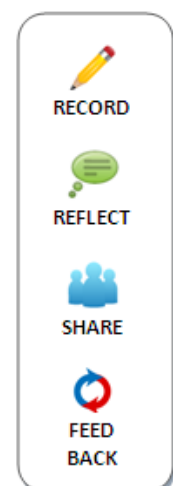


The aim of this exercise is for you to integrate your own reflections with the feedback received from the patient. This process is valuable as it allows you to construct a plan for development based on your thoughts before, during and after the session and incorporate your patient's feedback. You are required to send this form to the course gateway. You will not receive feedback on this activity, but you will on the next one.

Please note that this activity is on a Form: **Create New > More > Form > Y1-CC-Session 4: Interviewing Volunteer Patients > Tick.**

⇒ **To submit your assignment, you need to send your form via the gateway. (Please see Gateways on Page 9). The gateway group name will be the group that you are assigned to.**

3. CLINICAL COMMUNICATION – SESSION 5: REFLECTIVE ASSIGNMENT



Reflection allows you to learn from experience and develop your abilities to be a lifelong learner, always updating your skills and knowledge throughout your career. In this activity, you will be reflecting on your interview with the volunteer patient. You have been using reflective practice throughout this course, and this activity is an assessment on how your reflection skills. The assessment is formative i.e. your tutor will provide you with useful feedback.

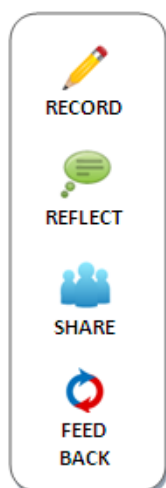
Remember that reflection includes: your own experience of an event, others' experience of an event (in this case actual feedback) and integrates some theory or frameworks (the rationale or what the profession thinks).

Please note that this activity is on a Form: **Create New > More > Form > Y1-CC-Session 5: Reflective Assignment > Tick.**

⇒ **To submit your assignment, you need to send your form via the gateway. (Please see Gateways on Page 9). The gateway group name will be the group that you are assigned to.**

The assignment must be submitted by **Monday 20 February 2012.**

4. FIRST CLINICAL ATTACHMENT (FCA) PORTFOLIO



The First Clinical Attachment is your first opportunity to meet patients as a medical student. The aim of the course is to give you the experience of listening and talking to patients and to help you to find out what is important to people who use health care services. There is some overlap between this course and other courses of medical sociology, ethics, epidemiology & public health, problem-based learning and the communication programme. This attachment is an opportunity to see some of the theory from those courses applied to the lives of individuals.

The FCA course guide provides further information on the activities you will be doing on e-portfolio, including when they need to be done. **All the FCA activities on e-portfolio need to be shared with your course tutor as part of your assessment – this is compulsory.**

The FCA Portfolio encompasses several activities you will be doing throughout the attachment, many of which have a reflective component. Each time you visit your patient, please complete the respective activity on this Profiler. In addition, there are activities associated with your clinic placement and Health Talk website exercises.

E-portfolio allows you to store your records and reflections on your first patient experiences – something which you may wish to come back to once in a while. It also emphasises the importance of patient-centred practice. Over the years to come, you will learn much about symptoms and signs, disorders and treatment. This activity also helps you remember to *'never forget about the person'...*

PATIENT SATISFACTION SURVEY (in the FCA Portfolio profiler)

Patient satisfaction is a key aspect of healthcare delivery. And yet it is one that can be sometimes overlooked given the pressured task-focussed clinical environments that professionals work in. This activity therefore gets you to think more about what makes patients satisfied with the care they receive.

To complete this survey you will need to ask 10 people of different ages and gender about their experience of health care. Please decide on the questions beforehand with your FCA partner. Record your results and overall conclusions. When analysing the responses consider what was important to the people you interviewed. Were you surprised at what you found? How often was communication mentioned? How did your results compare with other surveys?

⇒ **To fill in and edit this Profiler:**

1. For the first time: **Create New > More > Profile > Y1-FCA-Portfolio > Tick**
2. Fill out the form and **Save changes** at the bottom.



3. You can then edit your Profiler *immediately* by clicking on **Edit Changes** at the bottom or by clicking on **View this asset** on the next screen.
4. To update your Profiler following subsequent sessions etc: **View > My Assets > Y1-FCA-Portfolio > Edit this asset.**

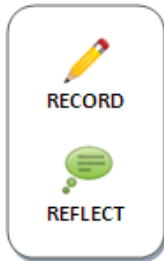
⇒ **To submit your FCA activities, you need to share them via the gateway. (Please see Gateways on Page 9). The gateway group name will be your 'Tutor Name'.**

PLEASE NOTE: Once you send an Asset on the gateway for the first time, your tutor can then access it *throughout* the year. You do not have to keep *gatewaying* the Asset throughout the year.

If you edit your asset and save changes, it gets automatically updated on the gateway as well. You can check that it has been updated by **View > gateways > select "I belong to" > "FCA – Tutor name" gateway > Y1-FCA-Portfolio**

PLEASE NOTE: If your tutor has difficulties accessing your e-portfolio, you may need to print off your work instead.



CROSS-CURRICULAR ACTIVITIES IN YEAR 1



These e-portfolio activities are an important part of Year 1, 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!

The logbooks below also allow you to upload evidence, which may include certificates or sign-off sheets, or even other Assets, where appropriate.

⇒ **To upload evidence, open up 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  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.**

5. CLINICAL SKILLS LOGBOOK

This logbook identifies some key Clinical Skills 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: *“5/12/11 – Peak flow measuring performed. I need to remember it needs to be done three times and record the highest reading.”*

This logbook is to be used throughout medical school, and you are only expected to perform a few skills in Year 1. Even for these, 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 4.

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 1 Students* at: <http://tinyurl.com/68smuer>
- There is a dedicated website at www.imperial.ac.uk/medicine/elearning/eportfolio 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

The Academic and Technical Leads for e-portfolio are Dr. Aaron Vallance and Ms. Maria Toro-Troconis respectively.

This guide is produced on behalf of the respective course leads in Year 1.

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 2012-13 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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