E-Portfolio Tips

Try to see the potential of the EP as a resource to show your abilities, as a learning tool and keep the overall end in sight – showing progression can be satisfying and give a sense of achievement (plus preparing for appraisal and revalidation skills!). It is mandatory but don't over think.

SUMMARY

- Suggest competency that you are trying to cover at the top (use the word pictures to help you)
- Analyse
- Synthesize
- Bite size
- Chunking
- Transferable from other arenas/environments
- Translatable from other arenas/environments
- Feelings – your and other people's (put yourself in their shoes)
- Openness and honesty

- **Aim for quality log entries**:

  - Minimise descriptive element – keep this concise/ limited to essential information
  - Focus on learning points achieved/ learning needs and what will do differently i.e. behaviour change
  - Consider how much personal reflection you are doing – discussing and analysing your thoughts/ feelings/ actions and drawing conclusions (don't need to share everything -some things too personal). Put yourself in someone else's shoes i.e. try to analyse how the patient or colleague might have felt about your interaction.
  - Entries should provide evidence/ relate to curriculum
    - Use competency 'word descriptors' that outline descriptors for needs further development/ competent for licensing/ excellent as a guide to the evidence that you provide i.e. suggest to your ES which competences you feel are robustly covered in the learning log entry
    - Look at the competent and excellent descriptors – helps provide focus/ a goal for where to aim with the evidence that you are providing. Ask yourself how can I move to excellent?

- **Targeted focussed entries**:
  - Begin with the end in mind
  - Ask yourself what am I trying to evidence/ achieve with this entry?
  - Suggest which competency that the entry relates to and write it at the top of the entry
  - Choose your perspective use the RDMP model (Is it Relationships; Diagnostics; Management or Professionalism or can I write 4 log entries from the same encounter?) Remember the competency areas map into these 4 areas – review the relevant word pictures
  - Tailor your approach keeping the end in sight (e.g. complex case – may wish to choose several aspects and write up separate entries under different competencies or may wish to write it up from a complexity point of view with a brief summary of the details but more focus on the nature of the complexities involved)

- Be concise – consider starting with bullet points or try asking yourself - how would I summarise this to someone without a medical background?
- Consider where there is lack of evidence by looking at the summary screens of your EP and concentrate efforts in these areas

- **Transferable skills** make use of discussions you have had in assessments (CBDs and COTs) to focus the mind
  - CBD discussions (not the assessment itself) ⇔ LLE ⇔ PDP ⇔ self-ratings⇔ LLE showing application of new learning and change in behaviour = evidence of completed learning cycle

- **The time factor – finding the time:**

  - Establish a routine that suits you, do it during the working week in the GP practice (when in GP)
  - Little and often or it may mean a longer session every couple of weeks doing lots of entries – bite size pieces – analyse and synthesize what you want to cover.
  - Benefit to little and often/ prompt entries after event may be that info is fresh in mind
  - A different viewpoint is to wait a short time to be able to think and reflect on the case before writing (possibly helpful to put in brief factual details early before writing up more fully – help recall of facts and acts as prompt to complete the entry)
  - Consider whether you prefer doing entries at home or work
  - Reward yourself for doing the entries

- **Ways of prompting yourself to do entries:**

  - Keep note of PUNS/DENS or cases in a notebook/ print patient sticker out for speed
  - Try to prioritise which you will tackle
    - Does one area recurrently appear?
    - Can you group into themes and tackle a few PUNS/ DENS together
    - Target the areas that are lacking evidence or where you perceive the greatest learning need

- **PDP** - When considering your learning needs and how you will address these consider SMART:
  - S = specific
  - M = measureable
  - A = Achievable
  - R = Realistic/ relevant
  - T = time limited
  - **EXPORT TO PDP and REVIEW regularly to tick off when complete**

  Also consider the resources available to you to complete learning needs
  - Books/ e-learning/ trainer and other colleagues/ tutorials/ courses

- **Try to establish a dialogue with your supervisors:**

  - When they put a comment under your entry see if this can trigger further learning (if they ask a question/ suggest a further resource to look at – aim to follow up on this and reply with a further comment/ PDP etc.)