

1	HONG KONG COLLEGE OF EMERGENCY MEDICINE 香港急症科醫學院	Document No.	EC-EEEM-001
		Issue Date	1 July 2017
	<u>Subject</u> Mandatory Training in Emergency Medicine – Training Portfolio Review	Review Date	30 Jun 2020
		Approved by	College Council
		Page	1 of 4

Hong Kong College of Emergency Medicine

EEEM Training Portfolio Review

Version	Effective date
1	1 July 2017

Document number	EC-EEEM-001
Author	Dr. Matthew TSUI / Dr. LEE Fu Tat
Custodian	Secretariat Office
Approved by	College Council
Approver	Dr Gordon WONG Censor-in-Chief
Approval date	18 July 2017
Distribution List	Training & Examination Subcommittee Chairman and Vice-chairman, Training Supervisors, Trainers, Trainees, EEEM Chief Examiner, Training Portfolio Review Panel Master

2	HONG KONG COLLEGE OF EMERGENCY MEDICINE 香港急症科醫學院	Document No.	EC-EEEM-001
	Subject Mandatory Training in Emergency Medicine – Training Portfolio Review	Issue Date	1 July 2017
		Review Date	30 Jun 2020
		Approved by	College Council
		Page	2 of 4

Training Portfolio Review Session

Applicable to all candidates sitting for Exit Examination in Emergency Medicine (EEEM) from 2018 onwards

Training Portfolio Review

Background

Literature Appraisal Session in EEEM is scheduled to be removed in 2018. “Training Portfolio Review” is proposed to fit in the time slot as a non-examination evaluation for candidates to demonstrate their training profile, communication skills and maturity.

Portfolio assessment: “A purposeful collection of a trainee’s work that illustrates efforts, progress and achievements in one or more areas over time. The collection must include trainee participation in selecting contents, the criteria for selection, the criteria for judging merit and evidence of trainee self-reflection.” (The Northwest Evaluation Association cited in Barret 2005)

Objectives:

- a. Let candidates have an opportunity to self-reflect on their own work, learning process and growth in various areas.**
- b. Allow HKCEM to identify the potentials and gaps in the development of training curriculum, and training provision of individual training centre or the specialty as a whole.**

Logistics:

1. Training Portfolio Review would occur during the same time slot as the previous EEEM “Literature Appraisal” session.
2. Announcement of Training Portfolio Review should be made to all supervisors and trainees at least one year before the 2018 EEEM.
3. There is no strict start date for the Portfolio documentation, but the content of the Portfolio Presentation should provide a holistic view of the candidate’s training career and learnings.
4. Mandatory topics include
 - a. List and elaborate on three training exposures (e.g. rotation, training course, project, coaching by mentor(s) etc.) that the candidate considers most useful during his/her A&E training period.
 - b. List two areas of potential improvement in the training programs.
5. Optional topics include: EM related training and working experiences outside A&E vicinity, teaching experience, contribution to HKCEM or HKSEMS, lessons learnt in the process of research and department projects, and candidate’s future career trajectory.
6. Presentation Arrangements:
 - a. Candidates are required to submit a portfolio in both PowerPoint and doc/pdf format for presentation before a deadline set by the EEEM Chief Examiner.
 - b. Candidates are required to update his e-Portfolio together with their EEEM application.
 - c. The maximum number of slides for PowerPoint is 20 and the number of words for doc or pdf files is limited to 1,000.
 - d. Logbook (if still in use) will be made available for the session. Necessary audio visual aids for the presentation will be provided.
 - e. Portfolio review will be done by a panel of two EEEM examiners

3	HONG KONG COLLEGE OF EMERGENCY MEDICINE 香港急症科醫學院	Document No.	EC-EEEM-001
		Issue Date	1 July 2017
	Subject Mandatory Training in Emergency Medicine – Training Portfolio Review	Review Date	30 Jun 2020
		Approved by	College Council
		Page	3 of 4

- f. Suggested time allowed for the presentation would be 8 mins.
 - g. Suggested time allowed for Q&A would be 8 mins. Panel members are welcomed to give formative comments during the Q&A session.
 - h. Time for panel discussion and writing remarks is around 4 mins
 - i. Panel members can refer to the assessment sheet to write their remarks (appendix 1).
7. Given that “Training Portfolio Review” does not involve standard question setting and marking, no scoring will be given. Performance in this session will not be counted in the examination scores.
 8. However a candidate will fail himself in the EEEM by not attending this session or not submitting the necessary documents.
 9. During post examination adjudication for distinction or borderline candidates, comments from panel members on candidates’ performance will be taken into account in decision making.
 10. Comments from panel members / candidates on College training programme and training provision will be considered by Education Committee and Training Supervisors for future training improvement.

4	HONG KONG COLLEGE OF EMERGENCY MEDICINE 香港急症科醫學院	Document No.	EC-EEEM-001
		Issue Date	1 July 2017
	Subject Mandatory Training in Emergency Medicine – Training Portfolio Review	Review Date	30 Jun 2020
		Approved by	College Council
		Page	4 of 4

Appendix 1

Training Portfolio Review Assessment Sheet

	Remarks
1. Structured To what extent is the candidate's portfolio organized and representative for the purpose that it is intended?	
2. Representative: To what extent is the candidate's portfolio represents the scope of one's work concisely and selectively?	
3. Evidence-based To what extent the candidate's portfolio includes evidence that back up the accomplishment?	
4. Responsiveness: To what extent were the candidate answers appropriate to the follow-up questions?	
Other remarks	
Overall impression	

References:

1. Paulson F.L., P.R. Paulson and C.A. Meyer. 1991. What makes a portfolio a portfolio? Educational Leadership. February.
2. "How are Portfolios Evaluated? <https://www.aub.edu.lb/fm/fao/Documents/tp2.pdf>
3. Portfolio Assessment: A literature review; Philip Smyth. English Centre The University of Hong Kong.
4. Portfolio-based learning and assessment in medical education. Maggie Challis. Medical Teacher Vol 21, No4, 1999. Page 370 to 386