



ISSN: 0976-3031

Available Online at <http://www.recentscientific.com>

CODEN: IJRSFP (USA)

International Journal of Recent Scientific Research
Vol. 9, Issue, 7(G), pp. 28165-28167, July, 2018

**International Journal of
Recent Scientific
Research**

DOI: 10.24327/IJRSR

Research Article

PERSONAL EDUCATIONAL PORTFOLIO AS AN INDICATOR OF CONTINUOUS DEVELOPMENT OF SPECIALISTS IN HEALTH CARE: THE EXPERIENCE OF UKRAINE

Yaroslav Tsekhmister and Oleksandra Lysenko

Bogomolets National Medical University, Kyiv, Ukraine, ORCID Id 0000-0002-7959-3691,
ORCID id 0000-0001-9356-1306

DOI: <http://dx.doi.org/10.24327/ijrsr.2018.0907.2408>

ARTICLE INFO

Article History:

Received 4th April, 2018

Received in revised form 25th

May, 2018

Accepted 18th June, 2018

Published online 28th July, 2018

Key Words:

continuous professional development,
medical and pharmaceutical education,
personal educational portfolio.

ABSTRACT

The article, being offered, considers the experience in application of personal educational portfolio as a method for assessment and registration of professional achievements by specialists in health care, analyzes the experience in countries of European Union. It presents the regulatory basis for implementation of personal educational portfolio for registration of outcomes from continuous professional development of specialists in health care in Ukraine. It argues the choice for group of scientific pedagogical workers for implementation of pilot project for adaptation of electronic educational portfolio. It represents the outcomes from survey of scientific pedagogical workers at higher medical and pharmaceutical schools of Ukraine as to expediency in implementation of personal educational portfolio. It describes the practice of Bogomolets National Medical University as to implementation of personal educational portfolio on example of teachers.

Copyright © Yaroslav Tsekhmister and Oleksandra Lysenko, 2018, this is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution and reproduction in any medium, provided the original work is properly cited.

INTRODUCTION

The personal educational portfolio as a way for registration of achievements by specialists in health care is widely spread in developed countries in the world. The scientific publications about efficiency in portfolio method in medical education acquired a significant expansion at the end of last millennium. Thus, in particular, the International Association for Medical Education – AMME in 1999 published “Manual for medical education: study and assessment using portfolio in medical education”. Thus, the abovementioned document contains the information about advantages in application of portfolio methods in learning of adults, in particular, practical experience as to registration and assessment of achievements in learning process of adults (Challis, 1999).

As it concerns postgraduate education of doctors, so, for the first time the portfolio method was applied among doctors-interns due to specialty “General practice” in 1994 in c. Sheffield, Great Britain. The format of offered portfolio was not clearly fixed, however, it anticipated the interpretation of the following information by participants: curriculum and educational purposes, mentioning the methods for their

achievement, as well as presentation of practical experience in application of acquired knowledge; list of critical cases with the corresponding formulation of new educational purposes and revision of curriculum; courses of postgraduate education on topics about health improvement, management of diseases and rendering the services, mentioning the number of hours and kinds of learning activity. The interns also had to assess their study during a year, mentioning its advantages and disadvantages. The formed portfolios were assessed by teachers due to the following indices: completion of academic course; achievement of educational purposes in primary curriculum and/or origin of critical cases; understanding the learning process. Due to results from pilot project as to education with application of portfolio method they took the decision about its application at the level with traditional methods of assessment (Challis, 1999).

Today in Great Britain the registration of achievements by interns is also carried out through establishment and content-rich completion of personal portfolio that consists of the following sections: plan of personal and professional development; achievements in learning process and their indices; report about mastery of skills as to fulfillment of

*Corresponding author: **Yaroslav Tsekhmister**

Bogomolets National Medical University, Kyiv, Ukraine, ORCID Id 0000-0002-7959-3691

compulsory clinical manipulations; responses from colleagues about ability to work in collective; descriptions of independent examination of patients; outcomes from intermediate and final attestation (in particular, decision about issue of diploma about graduation from postgraduate studies) (Tucker *et al.*, 2003). It should be mentioned that the practice for application of educational portfolio at the stage of doctors' postgraduate education acquired its expansion outside Great Britain, thus, in particular, in Republic of Austria the formal assessment is not anticipated during primary specialization, while for successful completion of study it is necessary to confirm the volume and content of performed work using the educational portfolio (Lischka, 2010).

MATERIAL AND METHODS

While preparing this article, the following informational materials were used: scientific pedagogical materials, regulatory documents, statistical data and practical experience of Bogomolets National Medical University.

The aim of the research was achieved by such methods: dialectical – to study the general theoretical aspects of the portfolio method in the process of doctors' and pharmacists' learning and assessing process;

formal-logical – to research the principles of adult education and to determine the implementation of portfolio method for the faculty as an appropriate mechanism of co-development; specific sociological research – for faculty attitude to the portfolio implementation;

dogmatic (logical) analysis – for formulation of conclusions and proposals taking into account requirements in relation to certainty, consistency, consistency and validity judgments within the theoretical and practical educational constructions.

RESULT AND DISCUSSION

The concept of educational portfolio for the first time in Ukraine acquired the legislative interpretation in Provision about system of continuous professional development of specialists in the sphere of health care, approved by decree from Cabinet of Ministers of Ukraine, dd. 28, March, 2018 No 302. The regulatory legal act defines that “a personal education portfolio is a totality of documented data about personal achievements, passage through periods of qualification improvement, non-formal and informal education of specialists in health care sphere in the process of continuous professional development”. As well, the document anticipates the registration function of portfolio as to scores of continuous professional development, acquired by specialist in health care. It should be mentioned that despite the innovative character of legislative approach to application of educational portfolio namely for registration of specialists in health care on Ukraine, this practice is spread among number of higher schools as a way for motivation and stimulation of persons, who study. Thus, within this context it is necessary to pay attention to experience in Kyiv Borys Hrynenko University, where E-portfolio is considered as a tool for monitoring of internal quality system in education and is implemented for registration of achievements by scientific pedagogical workers and students. Due to its structure E-portfolio for scientific pedagogical workers consists of four sections, namely: personal

data, scientific research activity, professional development and teaching activity, each of which is concretized in certain indices that are assigned with weight factors that are further applied for annual rating of teachers. As it concerns the registration of students' achievements, so, in this case the portfolio consists of nine parts, namely: personal data, learning activity, scientific practical activity, professional development, social humanitarian activity, personal achievement, as well as useful references, responses and projects. Thus, the experience of Kharkiv O.M. Beketov National University of Municipal Infrastructure is interesting, where the practice in registration of achievements by teachers using portfolio that is considered as a way for self-systematization, definition of directions for self-development, self-education and self-discipline is implemented.

It should be mentioned that the similarity of structures for abovementioned portfolio both due to its content-rich completion and in relation to technical solution, made using the social service wiki that provides with the openness and availability of portfolio data for a wide range of users without necessity in previous authentication.

The possibilities for implementation of principles in Provision about system of continuous professional development of specialists in health care sphere, approved by decree from Cabinet of Ministers of Ukraine, dd. 28, March, 2018 No 302, in particular as to development and implementation of personal educational portfolio by specialists in health care were considered at Bogomolets National Medical University, where about 2.5 thousands of specialists in health care, 1.5 thousands of interns and approximately 1 thousand of teachers at higher medical schools pass through postgraduate training per year.

The scientific pedagogical workers of university were selected as the first group for implementation of pilot project in implementation of personal educational portfolio. The abovementioned decision was made, taking into consideration the main principles in pedagogy of partnership that is the most acceptable in learning process of adults at the stage of postgraduate education as in this case the implementation of principle “do as I do” is especially necessary, as well as establishment of favorable conditions for joint development of pupil and teacher, as only a successful, experienced teacher, who continuously improves his/her professional level with his/her own example, may induce to self-development and self-improvement of his/her pupils. It should be mentioned that a personal portfolio of teachers is considered by us not only as a way to improve the quality in study, however as an element in efficient system of staff management as the standardization for system of information registration as to continuous professional development of teachers will assist to improvement of transparency and quality in taking staff decisions.

We created the questionnaire that consists of seven questions of closed type in order to find out the opinion of scientific pedagogical workers at higher medical schools as to expediency in implementation of personal educational portfolio for registration of professional achievements using Google Forms.

Due to results from survey we questioned 306 scientific pedagogical workers, 58.2% from them were the employees of

Bogomolets National Medical University, and the others were the representatives from different higher medical and pharmaceutical schools in our state. Thus, 83.0% ($\pm 3.8\%$) from a number of respondents think that the implementation of personal educational portfolio for registration of results from their continuous professional development is reasonable, while 12.1% ($\pm 3.3\%$) cannot give the answer to this question, 4.9% ($\pm 2.2\%$) from surveyed persons think that this event is inexpedient. 73.7% ($\pm 4.4\%$) from a number of those ones, who negatively answered the previous question, mentioned the additional load on teachers as to necessity in completion of personal portfolio, when they were asked about reasons, through which the establishment of portfolio is considered to be inexpedient. At the same time the teachers, who support the initiative as to establishment of personal educational portfolio, mentioned that this project will assist to consolidation of brand for educational establishment (77.8% $\pm 4.2\%$), improvement in image of teachers (70.5% $\pm 4.6\%$), self-reflection of scientific pedagogical employees (65.0% $\pm 4.8\%$), systematization of personal professional data (92.5% $\pm 2.6\%$), extension of public relations (61.1% $\pm 4.9\%$), improvement in staff management (79.4% $\pm 4.0\%$), implementation of transparent rating for teachers (56.8% $\pm 5.0\%$), etc.

57.2% ($\pm 5.0\%$) answered positively also to the question as to reasonability for provision with open access to data of personal portfolio, 17.6% ($\pm 3.8\%$) answered negatively as to open promulgation of their professional achievements, while 25.2% ($\pm 4.3\%$) supported the possibility for independent choice of arrangements for confidentiality policy as to access in profile of own portfolio. 91.8% ($\pm 2.7\%$) answered positively as to technical readiness of teachers for administration of personal pages for own portfolio that will function due to technical principle of social networks.

It is necessary to pay attention that 97.7% ($\pm 1.5\%$) of teachers supported that thesis as to necessity in top-priority independent mastery of method for educational portfolio as such one that further will become compulsory for application by all specialists in health care.

Thus, in our opinion, the results from performed survey testify to the fact that the teachers principally support the pilot project as to implementation of personal educational portfolio among scientific pedagogical workers at higher medical and pharmaceutical schools of Ukraine within implementation of principles in Provision about system of continuous professional development of specialists in health care, approved by decree from Cabinet of Ministers of Ukraine, dd. 28, March, 2018 No 302.

In order to implement the abovementioned project as establishment of personal educational portfolio, Bogomolets National Medical University created the separate website in domain <http://portfolio.nmu.ua/> that standardizes and simplifies the procedure for introduction of personal data of scientific pedagogical workers.

The portfolio due to its structure consists of four sections: general information, professional development, scientific pedagogical work and scientific research activity. The peculiarity of this system is the automatic interaction with the most widespread profiles of scientists, such as Scopus, ORCID, Researcher ID, Publons and Google Scholar, that allows automatically displaying the information as to scientific achievements of teacher in his/her portfolio, thus, providing with authenticity of data and optimization of procedure for their introduction.

CONCLUSION

Thus, taking into consideration the existing world practice as to application of educational portfolio in the training process of specialists in health care sphere, according to legislative basis of Ukraine, pursuant to the main principles in pedagogy of partnership in learning process of adults, as well as accounting to results from survey of scientific pedagogical workers at higher medical and pharmaceutical schools of Ukraine, we think that the establishment of personal educational portfolio for specialists in health care, in particular, on example of scientific pedagogical employees at Bogomolets National Medical University, will become the guarantee for further successful development of staff potential and management system for specialists in health care, being capable of professional self-fulfillment and establishment of medical and pharmaceutical spheres in Ukraine.

References

2018. Available at: <http://zakon5.rada.gov.ua/laws/show/302-2018-%D0%BF> [Accessed 20 July 2018].
2018. Available at: https://www.westernsydney.edu.au/_data/assets/pdf_file/0003/1412580/Partnership_Pedagogies.pdf [Accessed 20 July 2018].
- Available at: <http://nmu.ua/> [Accessed 20 July 2018].
- Available at: <http://portfolio.nmu.ua/> [Accessed 20 July 2018].
- Available at: <http://wiki.kname.edu.ua/index.php> [Accessed 20 July 2018].
- Available at: <http://wiki.kubg.edu.ua/> [Accessed 20 July 2018].
- Available at: <https://docs.google.com/forms/d/1LW9DZQDHWjzbqmYq3RFeRhpO9ZlhStqU0VFamG-gTqU/edit> [Accessed 20 July 2018].
- Challis M. AMEE Medical Education Guide No. 11 (revised): Portfolio-based learning and assessment in medical education. *Medical Teacher*, 1999; 4 (21): 370-386.
- Lischka M. Medical universities in Austria: impact of curriculum modernization on medical education. *GMS Zeitschrift für Medizinische Ausbildung*, 2010; 27 (2).
- Tucker K., Wakefield A, Boggis C, Lawson M, Roberts T, Gooch J. Learning together: clinical skills teaching for medical and nursing students. *Med Educ.*, 2003, 37 (7): 630-637.

How to cite this article:

Yaroslav Tsekhmister and Oleksandra Lysenko. 2018, Personal Educational Portfolio as an Indicator of Continuous Development of Specialists in Health Care: the Experience of Ukraine. *Int J Recent Sci Res.* 9(7), pp. 28165-28167. DOI: <http://dx.doi.org/10.24327/ijrsr.2018.0907.2408>