Promoting and Assessing Professional Identity Formation

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Agenda

1. Overview
2. Theoretical Framework
3. PIF Class Activities
4. E-Portfolio Examples
5. Collaborative Learning Activity
Overview and Background

History of GCSoM

MD & School of Graduate Studies

Professional Identity Formation (PIF) Course
Theoretical Framework

1. Design Thinking (Brown)
2. Adult Learning (Knowles)
3. Appreciative Advising (Bloom)
4. Positive Psych (Seligman)
5. Exp. Learning (Lewin & Kolb)
Course activities to support learning

- CV
- ePortfolio & Reflection
- GRAS, VIA, and Communication
- Personal Statement
- Taping of Mock Interview w/ Peers & Interview w/ Faculty
- Meetings with PIF Fellows
- Capstone Project
PIF ePortfolio

- Professional Development & Career Exploration
- Community Service & Leadership
- Cultural Competency
- Reflection

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Reflecting on assessments
• Evaluating competencies within the ePortfolio
• Reviewing peer evaluations

Completing Groningen Reflection Ability Scale (GRAS)

Engaging in VIA & Communication Assessments

Meeting with PIF Fellow

Creating a gap analysis

Developing plan for competencies

Creating ePortfolio reflections

Participating in experiences that advance competencies within the ePortfolio (wellness, service, cultural competency, leadership, career, & teamwork)

Adult learning is problem-centered rather than content oriented.

Adults need to be involved in the planning and evaluation of their instruction.

Experience (including mistakes) provides the basis for the learning activities.

Adults are most interested in learning subjects that have immediate relevance & impact to their job or personal life.

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Knowles’ Adult Learning Theory, Lewin’s Learning Styles, and an ePortfolio

Concrete Experience

Reflective Observation

Active Experimentation

Concept Formation

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Knowles’ Adult Learning Theory, Kolb’s Learning Styles and an ePortfolio

- Wellness activities
- Service activities
- Leadership & teamwork activities
- Community Week activities
- Advisor meetings
- Action plan for service activities & Simulated professional identity experiences

Active Experimentation

Concrete Experience

Concept Formation

Reflective Observation

- Maslach Burnout Inventory
- Jefferson Empathy Scale
- Gronigian Reflection Scale
- Goal development
- Careers in Medicine Assessments
- Reflections on inventories & class activities
- Peer evaluations
- Service activities options
PIF ePortfolio Examples

Example #1 – Vaibhav Sharma

Example #2 (PDF version) – Vaibhav Sharma
<table>
<thead>
<tr>
<th>Evidence/Items/Artifacts Demonstrating Knowledge of Context and Purpose for Writing</th>
<th>Exceeds Expectations</th>
<th>Most Expectations</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolios reflect evidence of learning integration and coherence.</td>
<td>20</td>
<td>15</td>
<td>10</td>
<td>5</td>
</tr>
</tbody>
</table>

**Integration of Theory and Practical Application**

<table>
<thead>
<tr>
<th>Demonstrate Learning Integration and Cohesiveness</th>
<th>Exceeds Expectations</th>
<th>Most Expectations</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows integration of theory and practice and includes meaningful synthesis of the connections among the core concepts, as well as connections and examples.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students provide clear, logical, and coherent arguments and supporting evidence.</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Propose Synthesis/Write Communication of Archival Information**

<table>
<thead>
<tr>
<th>Discuss Professional Growth</th>
<th>Exceeds Expectations</th>
<th>Most Expectations</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows an understanding of complex questions or challenges related to the integration of the discipline areas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student Reflections/Write Communication of Archival Information**

<table>
<thead>
<tr>
<th>Describe Professional Growth</th>
<th>Exceeds Expectations</th>
<th>Most Expectations</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing tasks, including organization and easy navigation, content, presentation, formatting, and style of design.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Organization/Navigation Genre and Disciplinary Knowledge**

<table>
<thead>
<tr>
<th>Compare Professional Growth</th>
<th>Exceeds Expectations</th>
<th>Most Expectations</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates consistent use of important conventions particular to a specific discipline and/or writing tasks, including organization and easy navigation, content, presentation, formatting, and style of design.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ePortfolio Rubric**

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<table>
<thead>
<tr>
<th>Question</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Strongly Agree &amp; Agree</th>
<th>Strongly Agree &amp; Agree</th>
<th>Strongly Agree &amp; Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I want to know why I do what I do.</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>No Change</td>
</tr>
<tr>
<td>I take a closer look at my own habits of thinking.</td>
<td>91%</td>
<td>96%</td>
<td>96%</td>
<td>96%</td>
<td>5%</td>
</tr>
<tr>
<td>I can see an experience from different standpoints.</td>
<td>90%</td>
<td>99%</td>
<td>99%</td>
<td>99%</td>
<td>9%</td>
</tr>
<tr>
<td>I am aware of the cultural influences on my opinions.</td>
<td>89%</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
<td>3%</td>
</tr>
</tbody>
</table>
## Think-Pair-Share & Debrief

<table>
<thead>
<tr>
<th>Competency</th>
<th>Demonstrate understanding of ethical principal of advocating for vulnerable populations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class</td>
<td>APM</td>
</tr>
<tr>
<td>Activity</td>
<td>Elder’s session, adolescent communication session</td>
</tr>
<tr>
<td>Skills</td>
<td>communication skills, reflection on values; recognizing limits of personal lenses</td>
</tr>
<tr>
<td>Assessment</td>
<td>Elder’s reflection within ePortfolio</td>
</tr>
</tbody>
</table>

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