The use of portfolio in internship clinical education.

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摘要

醫師的臨床技能影響醫療品質甚鉅，然而要完整教導與評量臨床技術，向來面對很大的挑戰，其中自我主導學習與自我反省能力的養成，更是各方研究的焦點。

學習歷程檔案（**learning portfolio**）乃用來累積學生的學習歷程與其學習成果，藉由學生發掘自己的需求、設定學習目標，並訂定計劃以達成之，幫助學生反省及規劃自己的學習。臺灣目前沒有這方面的使用經驗的報告。研究目的，建立施行「學習歷程檔案」的系統，以輔助臨床學習成效，並報告學生、教師與行政人員對試行「學習歷程檔案」的看法，辨識施行上所遇到的困難，並分析其背後的原因。研究方法：本研究乃於台北醫學大學市立萬芳醫院，在 **2007 /6-l2** 期間對內外婦科實習醫學生，試行「學習歷程檔案，並以問卷調查學生、教師與行政人員，分析對「學習歷程檔案」在學習、評量的價值、及可行性方面的看法。結果：果：在學習方面，學生對「學習歷程檔案」與學習護照二者均表示出中性反應，沒有顯著差異；教師則明顯地認爲「學習歷程檔案」比護照更能有效達到學習效果（ **P ＜0.05** ）。在評量方面，學生同樣對「學習歷程檔案」與學習護照二者的看法沒差別，甚至對於不需要攜帶的「學習歷程檔案」也有攜帶不方便之抱怨。教師與行政人員都認爲「學習歷程檔案」做爲臨床評量工具比護照好，但還沒有顯著差異。多位師生對「學習歷程檔案」有正面描述性回應，而學生的負面的反應主要是沒有時間做文書工作、預備不夠。結論：此研究結果可做爲將來正式施行「學習歷程檔案」的改善參考，成功的施行可以提升醫師之自我主導學習與自我反省能力的養成 ，進而提升臨床技術品質、改善教學方法，假以時日應可影響師生的教與學的行爲。

Abstract

Physicians' clinical competency greatly impacts on the quality of medical care. However, it is a great challenge to teach and assess comprehensively clinical competency, especially the ability to reflect and to self-directed Learning. A learning portfolio is an instrument used to accumulate and assess a student s learning process and their achievements, through reflection and in terms of their planned 1earning To date, no studies have reported on the use of such portfolios in Taiwan,. Purpose: The aim of this study was to develop a learning portfolio that would facilitate students to reflect and learn. The portfolio would report the perceptions of the students, teachers, and staff toward teaching, the assessment values and the feasibility of a portfolio.

The reasons for the various opinions were also explored. Methods: During the

second half of 2007 interns in the Department of internal medicine, Surgery, Pediatrics and OBS/GYN at Taipei Medical University Wan-Fang Hospital used a portfolio to assist their learning. Questionnaires about the portfolios were distributed to the students, teachers and staff Results: Data form 57 interns, 21 teachers and 3 staff were analyzed. Regarding the learning values when the portfolio and passport were compared, students perceived no difference, while teachers believed the portfolio was better than the passport For the items "helping memory", "enhancing organization, "planning to learn", "recognizing weaknesses and "understanding students' opinion" In terms of assessment, students thought that there was no difference between the portfolio and pass suggested that the portfolio created a problem due to its size Both teachers and staff thought the portfolio was better than the passport as an assessment, although not significantly Many subjects gave a positive feedback and the negative responses were in the area of "paperwork and "inadequate preparation for implementation. In conclusion, this research suggests that implementing a portfolio system would be a useful improvement. The successful uses of portfolios xviii facilitate the physicians' ability to reflect self-direct their own learning, as well as helping other ACOME clinical competencies. Overall, portfolios should improve medical education iii terms of clinical competencies