



**Pacific Northwest University
of
Health Sciences
Office of Academic Support
Kimberly J. Taylor, Ph.D.**

Academic Support at PNWU

The Office of Academic Support (OAS) at PNWU functions to meet the support needs of both faculty and students



The OAS Develops and Administers the Following Programs at PNWU:

- Academic support for students through the recruitment and assignment of peer tutors
- Academic Support of students through the recruitment of Recitation Leaders for content review of major basic science courses in Year 1
- Development of a yearly Individualized Learning Plan for Years 1 - 4
- Development of a Core Competency-Based Student Portfolio

The OAS Develops and Administers the Following Programs at PNWU:

- Oversight of the Faculty Advising Program
- Scheduling of the “Excellence in Medical Student Achievement” (EMSA) Seminar Series throughout the academic year
- The receiving and completion of interdepartmental faculty work requests
- Scheduling of Guest Speakers

Individualized Learning Plans at PNWU

- Are self-reflective
- Are always in a state of development
- Are updated yearly throughout your 4 years of undergraduate medical education
- Provide the framework and guidance for your Student Portfolio



Individualized Learning Plans

- Are not “officially” a part of the Student Portfolio
- Provides for depth that accurately represents the individual to multiple audiences
- Has 1 Primary Goal:
 - To establish bridges between your past, present, and future.



Overall Function of the ILP

Seeks to help you take the time to think about the past:

- What brought you here and to this point
- What strengths have you learned to use and develop
- Identify or clarify your future goals after considering and answering the questions above

Q.: What do you do with the
ILP once it is completed?

A.: Submit it to your Academic
Portfolio Advisor - [Dr. Kim Taylor](#)





Development of Your Competency-Based Student Portfolio

- The best way to develop and guide your view of the student portfolio is to think about the formulation of your medical school application essay
- The student portfolio is an extensive 4-year long multi-part essay that you will submit as part of your application for admittance into your next program of study:

RESIDENCY



The completion of a
Core Competency-Based
Student Portfolio
is also an
Exit Outcome
for
Graduation
from
PNWU beginning with the
Class of 2013



Components of Your Competency-Based Student Portfolios

- Each Student Portfolio should contain the following 10 Tabs:

Section 1: Individualized Learning Plans

Section 2: Curriculum Vitae

Section 3: Personal Bio

Sections 4 through 10:

One Tabbed Section for Each
Core Competency



Section 4: Osteopathic Philosophy and OMT

Section 5: Medical Knowledge

Section 6: Patient Care

Section 7: Interpersonal Communication Skills

Section 8: Professionalism

Section 9: Practice-Based Learning and Improvement

Section 10: Systems-Based Practice



“Mastery of the Core Competencies”

on the OAS Department Page

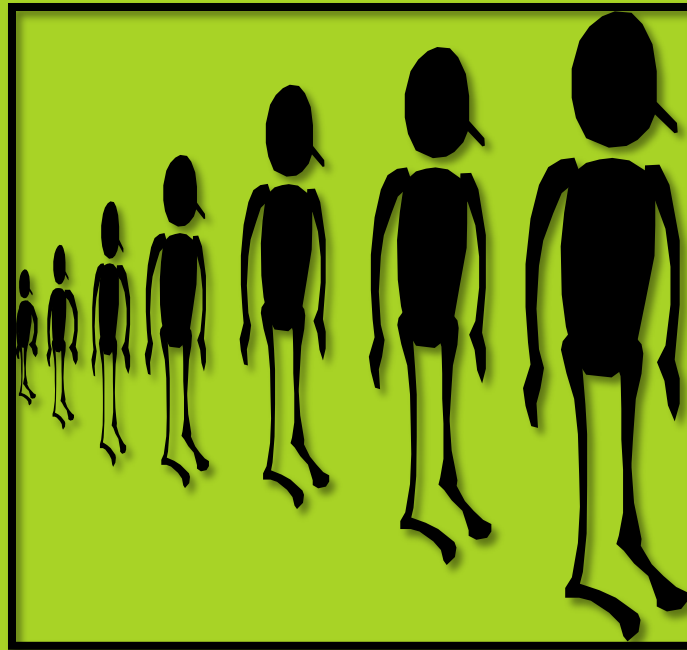
of PNWU’s website is an important document to review and be familiar with when developing:

1. An understanding of the Core Competencies of the Osteopathic Profession
2. Your Competency-Based Student Portfolio



Important Tips to Remember as You Develop Your Portfolio.....

1. You should seek to capture the reader's attention – it should “pull you out of the residency application crowd”



2. Your Portfolio should be professionally and thoughtfully prepared - a document in production for 4+ years

3. Remember the cliché:

It is not what you say, but how you say it

4. Use good writing skills and have someone with good writing skills proofread the writing pieces contained within the Portfolio

5. Your Portfolio should demonstrate to residency programs that you are familiar with “Residency Competence Evaluation Systems”

6. Your Portfolio should demonstrate to residency programs that you can understand and handle real-time feedback on your performance

Electronic Development of Your Student Portfolio

- Your Portfolio will be electronically-based and developed via the Portfolio course on [Moodle](#)
- Ultimately your Portfolio will reside in the ePortfolio Program “Exabis”

Electronic Development of Your Student Portfolio

- Your Portfolio will publish as a SCORM file and you will have a web address to insert into your CV
- This is the file address that you will submit to your Regional Deans during the Tri-Annual Review Process
- Clicking on the address link will allow the individual reviewing your application to view your Portfolio online



Jane Doe
PNWU-COM Class of 2012
jdoe@pnwu.org

The Pacific Northwest University of Health Sciences Student Portfolio is a competency-based portfolio founded on demonstrating mastery of the 6 Core Competencies of the Osteopathic Profession. As you click on each Portfolio section you will find entries that represent demonstrative achievement of that particular competency.

[Jane Doe Curriculum Vitae](#)

[Jane Doe Bio](#)

COMPETENCY-BASED PORTFOLIO

[Osteopathic Philosophy and OMT](#)

[Medical Knowledge](#)

[Patient Care](#)

[Interpersonal Communication Skills](#)

[Professionalism](#)

[Practice-Based Learning and Improvement](#)

[Systems-Based Practice](#)

- This will be the first page view of the Student Portfolio after clicking on the SCORM file address.
- Clicking on each underlined component will take you to that section of the Portfolio

1st Year Student Portfolios Will:



- Be developed as part of your Community DOctoring class and be reviewed by your Portfolio Advisor at the end of the first semester and at the end of the second semester
- Be driven by your 1st Year Individualized Learning Plan (ILP)

2nd Year Student Portfolios Will:



- Be developed as part of your Community DOctoring class and be reviewed by your Portfolio Advisor at the end of the first semester and at the end of the second semester
- Be driven by your 2nd Year Individualized Learning Plan (ILP)

3rd Year Student Portfolios Will:



- Be reviewed by your Portfolio Advisor immediately prior to the Tri-Annual Review in preparation for Regional Dean review and approval
- Be driven by your 3rd Year Individualized Learning Plan (ILP)

4th Year Student Portfolios Will:



- Be reviewed by your Portfolio Advisor immediately prior to the Tri-Annual Review in preparation for Regional Dean review and approval
- Be driven by your 4th Year Individualized Learning Plan (ILP)



Your Student Portfolio Will:

- Require self-reflection
- Be constructivist in nature and assist the student on focusing on lifelong, self-directed learning
- Reflect achievement of the “Seven Core Competencies of the Osteopathic Profession”

If Professionally Designed and Well-Developed, your Student Portfolio will be an asset to your Residency Program Application





AMERICAN OSTEOPATHIC ASSOCIATION

TREATING OUR FAMILY AND YOURS

OPPORTUNITIES



→ Search

→ Help

→ Application

→ Resources

→ Folder

OPPORTUNITIES - AOA - APPROVED INTERNSHIPS AND RESIDENCIES - SEARCH DETAILS

(0)

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[Program Details](#) / [Educational Features](#) / [Program Benefits](#) / [Hospital Information](#) / [Contact Information](#)

Program

South Texas Osteopathic Dermatology Residency - Dermatology Residency

Program Number: 328842

Program Type: Residency

Specialty: Dermatology

Updated: 06/30/2011

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Program Details

Years of Continuing Approval: Not Available

Total Approved Positions: 4

	AOA Verified	Program Reported
FILLED POSITIONS	0	1
Remaining OPEN Positions	4	3

Current Funded Positions: 1

Rotations at base site:

- ▶ - About ACGME
- ▶ - ACGME Awards
- ▶ - ACGME Learning Portfolio
- ▶ - Bulletin & Lit Reviews
- ▶ - Data Collection Systems
- ▶ - GME Information
- ▶ - Human Resources
- ▶ - Institutional Review
- ▶ - Journal Grad Med Ed
- ▶ - Meetings & Workshops
- ▶ - Newsroom
- ▶ - Outcome Project
- ▶ - Review Committees
- ▶ - Resident Duty Hours
- ▶ - Resident Services
- ▶ - Review & Comment
- ▶ - Search Programs & Sponsors
- ▶ - Site Visit & Field Staff

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The ACGME Learning Portfolio

Portfolio News

- ALP and milestone development are discussed in this article, Understanding the Resident Learning Portfolio, published in [IN PRACTICE a Quarterly Publication](#) of the American Roentgen Ray Society, Fall 2009, Volume 3, Issue 4, pp. 12-13
- Learning Portfolio Testers Share Experiences at the 2008 ACGME Annual Educational Conference (Julie Jacob), [ACGME-Bulletin](#), August 2008, page 3
- Beta Test Site Applicants Sought for ACGME Learning Portfolio (Pamela L. Derstine, PhD) - [ACGME-Bulletin](#) September 2007, page 6
- ACGME Forms Competency-Based Portfolio Advisory Committee (Jeanne Heard, MD, PhD) - [ACGME-Bulletin](#) August 2006, page 6
- A Web-based ACGME Portfolio to Assess the Competencies (Carol Carraccio, MD, Tina Foster, MD, and Lisa C. Johnson, MBA) [ACGME Bulletin](#) September 2005, page 9

Your Student Portfolio will also
organize and enhance your
undergraduate medical education
years and experience.

