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Medical portfolio part 2 from Portfolio for Clinical Medical Education
However, the studies have several common findings.
Fortunately, the literature shows that three simple conditions can prevent this.

1. Mentoring is the single most decisive success factor.

2. The portfolio must be smart and lean.

3. Users must have clear instructions and guidelines
Without an audience, every portfolio is arguably a waste of time.

Students or doctors need regular meetings with their mentor to reflect on the information, diagnose the state of their competence, and set further learning goals.

Evidence shows that portfolios improve the planning and monitoring of continuing medical education by combining external assessment and self assessment with mentoring.

They enable the doctor to develop more challenging learning goals than is customary in traditional continuing medical education.
Doctors and students alike have a healthy dislike for messy and massive portfolios.

A user friendly portfolio contains well organized materials confined to the portfolio’s purpose.

It must be located quickly and with ease.
For many, portfolios are foreign to the educational tradition they are accustomed to.

The concept of combining formative professional development alongside summative assessment is new.

Clear guidelines on the purpose, contents, and organization of the portfolio are essential.
So that,

In medical portfolio part 4

Please continue