

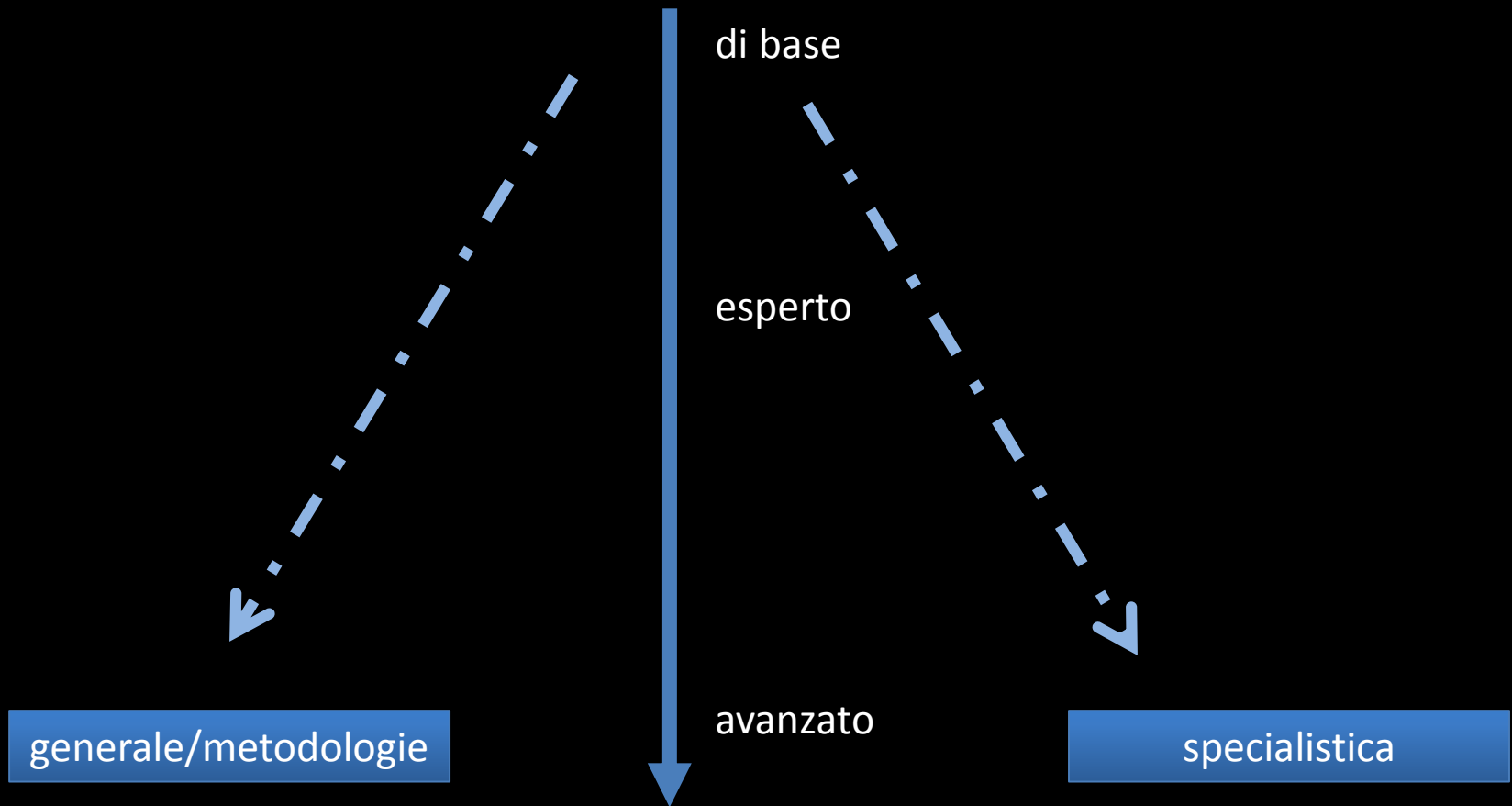
Percorsi per la costruzione delle competenze  
individuali e di un portfolio professionale:  
Breve introduzione

Coordinamento Regionale IPASVI  
Grado, 14 novembre 2013

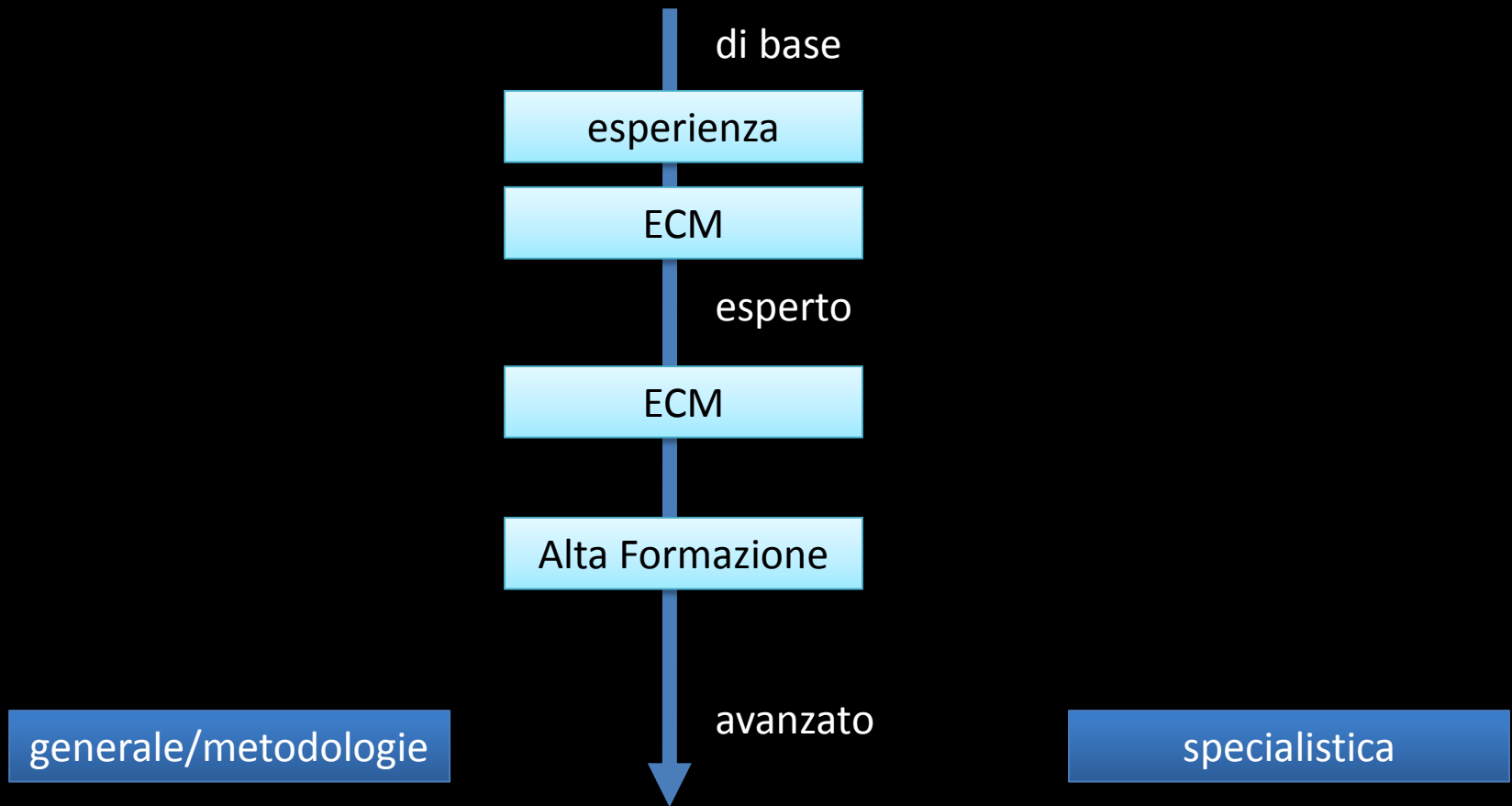
# Agenda

- Competenze e Linee di Sviluppo
- Competenze e *Portfolio*:
  - Tra visione tradizionale e visione attuale
  - Tra progetto individuale e progetto professionale
  - Tra semplice report e riflessività profonda

# Competenze: Linee di Sviluppo (1)

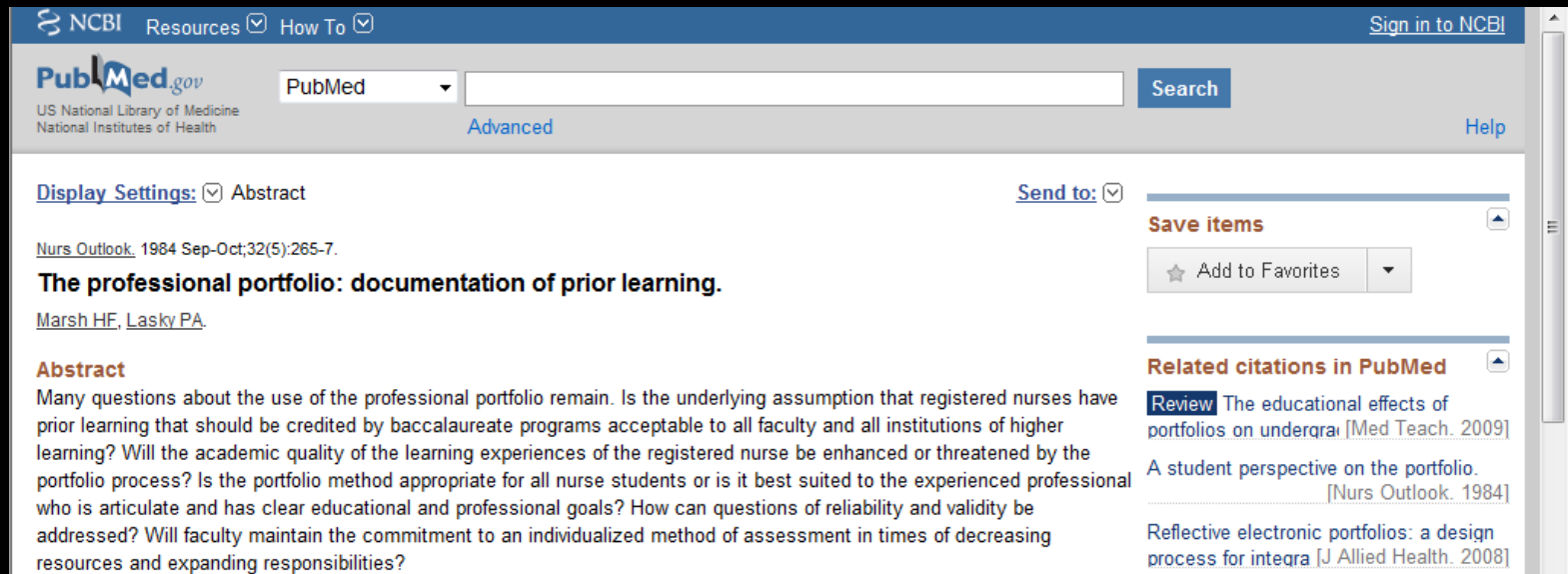


# Competenze: Linee di Sviluppo (2)



# Portfolio: Tradizioni/attualità (1)

- Gli studenti infermieri hanno apprendimenti precedenti che potrebbero essere accreditati nel percorso di laurea?
- La loro preparazione accademica migliora se utilizzano un portfolio degli apprendimenti?
- E' fattibile/efficace un approccio ad elevata individualizzazione in tempi di riduzione delle risorse della faculty?



The screenshot shows the PubMed website interface. At the top, there is a navigation bar with 'NCBI Resources' and 'How To' menus, and a 'Sign in to NCBI' link. Below this is the 'PubMed.gov' logo and a search bar containing the text 'PubMed'. To the right of the search bar is a 'Search' button. Below the search bar, there are links for 'Advanced' and 'Help'. The main content area displays search results for the article 'The professional portfolio: documentation of prior learning.' by Marsh HF and Lasky PA. The article is from 'Nurs Outlook' (1984 Sep-Oct;32(5):265-7). The abstract text is visible, discussing the use of professional portfolios for registered nurses. On the right side of the article, there are options to 'Save items' (Add to Favorites) and 'Related citations in PubMed', which lists other articles such as 'The educational effects of portfolios on undergraduate nursing students' and 'Reflective electronic portfolios: a design process for integrative learning'.

NCBI Resources How To Sign in to NCBI

PubMed.gov PubMed Search

US National Library of Medicine National Institutes of Health Advanced Help

Display Settings: Abstract Send to:

Nurs Outlook. 1984 Sep-Oct;32(5):265-7.

**The professional portfolio: documentation of prior learning.**

Marsh HF, Lasky PA.

**Abstract**

Many questions about the use of the professional portfolio remain. Is the underlying assumption that registered nurses have prior learning that should be credited by baccalaureate programs acceptable to all faculty and all institutions of higher learning? Will the academic quality of the learning experiences of the registered nurse be enhanced or threatened by the portfolio process? Is the portfolio method appropriate for all nurse students or is it best suited to the experienced professional who is articulate and has clear educational and professional goals? How can questions of reliability and validity be addressed? Will faculty maintain the commitment to an individualized method of assessment in times of decreasing resources and expanding responsibilities?

**Save items**

☆ Add to Favorites

**Related citations in PubMed**

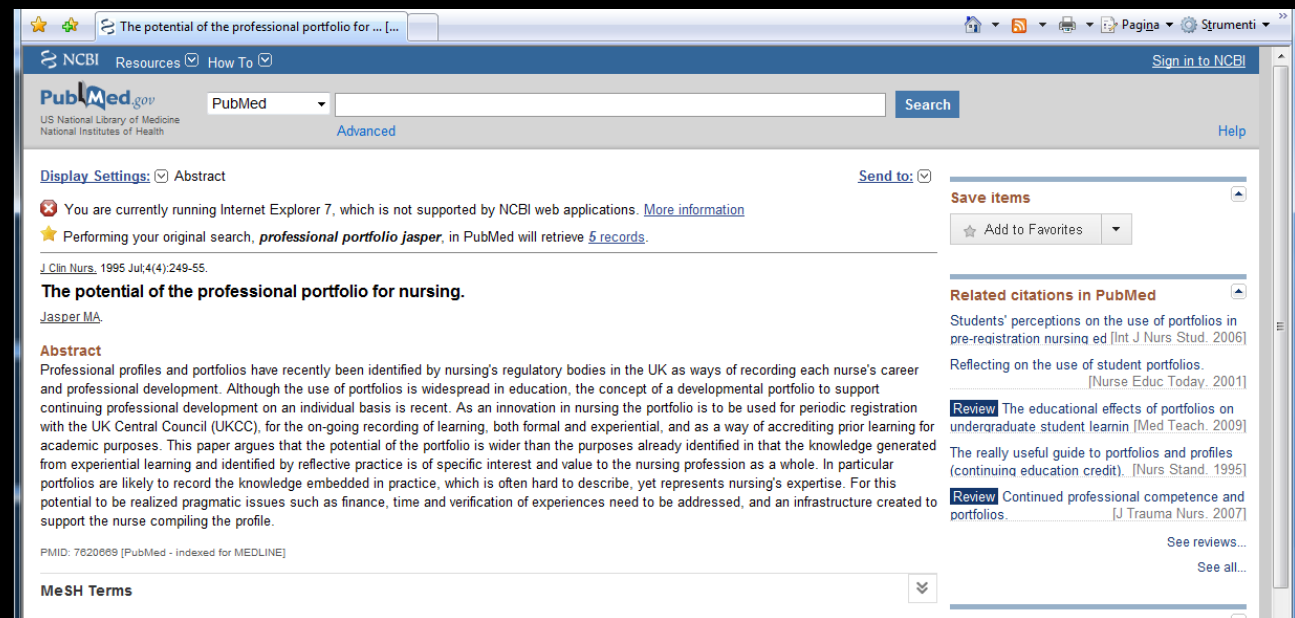
[Review](#) The educational effects of portfolios on undergraduate nursing students. [Med Teach. 2009]

A student perspective on the portfolio. [Nurs Outlook. 1984]

Reflective electronic portfolios: a design process for integrative learning. [J Allied Health. 2008]

# Portfolio: Tradizioni/attualità (2)

- Il portfolio può essere utile per accreditare (re-registrare) con periodicità il professionista presso l'Ordine/Collegio?
- Può essere una guida per sviluppare il proprio processo di formazione continua o la propria crescita professionale?



The screenshot shows a web browser window displaying a PubMed search result. The browser's address bar shows the URL "The potential of the professional portfolio for ...". The page header includes the NCBI logo and navigation links like "Resources" and "How To". The PubMed logo is prominently displayed, along with a search bar containing the text "PubMed" and a "Search" button. Below the search bar, there are options for "Display Settings" (set to "Abstract") and "Send to". A warning message states: "You are currently running Internet Explorer 7, which is not supported by NCBI web applications. More information". Below this, a star icon indicates that the search for "professional portfolio jasper" retrieved 6 records. The main article title is "The potential of the professional portfolio for nursing." by Jasper MA, published in J Clin Nurs, 1995 Jul;4(4):249-55. The abstract text discusses the use of portfolios in nursing education and professional development. On the right side, there are sections for "Save Items" (with an "Add to Favorites" button), "Related citations in PubMed", and "See reviews...".

# Portfolio: Tradizioni/attualità (3)

Portfolio is valid for the on-going recording of learning, both formal and experiential, and as a way of accrediting prior learning for academic purposes (Jasper, 1995).

Abu Dhabi NURSE

## What can a Nursing Portfolio do for you?

by Shaun D Bowden  
RN Cert-TESOL Dip FIMan BN MN(AdvPrac)  
Head, Nursing Education  
Mafraq Hospital

JCN Journal of Clinical Nursing

Journal of  
Clinical Nursing

ORIGINAL ARTICLE

### The portfolio method as management support for patients with major depression

Håkan Nunstedt, Kerstin Nilsson and Ingela Skäråker

**Aims and objectives.** To describe how patients with major depression in psychiatric outpatient care use the portfolio method and whether the method helps the patients to understand their depression.

**Background.** Major depressive disorder is an increasing problem in society. Learning about one's depression has been demonstrated to be important for recovery. If the goal is better understanding and management of depression, learning must proceed on the patient's own terms, based on the patient's previous understanding of their depression. Learning must be aligned with patient needs if it is to result in meaningful and useful understanding.

**Design.** Each patient's portfolio consisted of a binder. Inside the binder, there was a register with predetermined flags and questions. The patients were asked to work with the questions in the sections that built the content in the portfolio.

**Methods.** Individual interviews with patients ( $n = 5$ ) suffering from major depression according to Diagnostic and Statistical Manual of Mental Disorders – Fourth Edition (DSM-IV) (American Psychiatric Association 1994) were respectively conducted between April 2008 and August 2009 in two psychiatric outpatient clinics in western Sweden. Data were analysed using latent content analysis.

**Results.** The results showed that the portfolio was used by patients as a management strategy for processing and analysis of their situation and that a portfolio's structure affects its usability. The patients use the portfolio for reflection on and confirmation of their progress, to create structure in their situation, as a management strategy for remembering situations and providing reminders of upcoming activities.

**Conclusion.** Using a clearly structured care portfolio can enable participation and patient learning and help patients understand their depression.

**Relevance to clinical practice.** The portfolio method could provide a tool in psychiatric nursing that may facilitate patient understanding and increase self-efficacy.

**Key words:** learning, major depression, portfolio method, psychiatric outpatient clinic.

Accepted for publication: 11 January 2013

#### Introduction

Major depressive disorder is an increasing problem in society, and the patient's own abilities, such as problem solving and the control, understanding and management of

depression, play an important role in recovery. Studies have demonstrated that with proper care and treatment, people diagnosed with major depression can recover quite well from their depressive symptoms and regain their social contacts, although the recovery period is often long (Dixon

**Authors:** Håkan Nunstedt, PhD, RN, Vice Head of Department, The Department of Nursing, Health and Culture, University West, Trollhättan; Kerstin Nilsson, PhD, RN, Professor, The Sahlgrenska Academy, Institute of Health and Care Sciences, University of Gothenburg, Gothenburg; Ingela Skäråker, PhD, RN, Professor, The Sahlgrenska Academy, Institute of Health and Care Sciences, University of Gothenburg, Gothenburg and

School of Social and Health Sciences, Halmstad University, Halmstad, Sweden  
**Correspondence:** Håkan Nunstedt, Vice Head of Department, The Department of Nursing, Health and Culture, University West, Gustav Mellans gata 2, S-461 32 Trollhättan, Sweden. Telephone: +46(0) 223936  
E-mail: hakan.nunstedt@hvc.se

# Portfolio: Tradizioni/attualità (4)

<b>Portfolio bambini/adolescenti</b>	<b>Portfolio Mentor/Coach</b>
<b>Portfolio studenti</b> <ul style="list-style-type: none"><li>• Laureandi</li><li>• Master</li><li>• Dottorandi</li></ul>	<b>Portfolio</b> <ul style="list-style-type: none"><li>• Docente</li><li>• Tutor</li><li>• Faculty</li></ul>
<b>Portfolio professionisti</b>	<b>Portfolio Mentor/Coach</b>
<b>Portfolio pazienti</b>	<b>Portfolio Nurse Educator</b>

Formativo  
Professionale  
Personale  
'Vita'



# Portfolio (1)

“La strategia che da evidenza del mio sviluppo individuale e professionale, del mio percorso di carriera, dell’apprendimento e che ho attivato per mantenere attuali le mie competenze”

(ANA, 2000)

“è la dimostrazione più evidente della propria **consistenza** professionale per

- Mantenere gli standar professionali
- Avanzare le proprie competenze”

(Jasper, 2003)

# Portfolio (2)

Il portfolio è:

- una raccolta di materiali accuratamente selezionati che documentano le competenze del professionista.
- uno strumento per pianificare il proprio avanzamento di carriera.
- un documento di monitoraggio dello sviluppo professionale.

Un portfolio è un documento *vivo* che dimostra competenza, pensiero critico, valori, credenze e competenze.

# Portfolio (3)

a) Perché ho scelto il *nursing*?

b) Quale e' la dimensione assistenziale che mi e' più affine?

c) Quali sono le mie attuali competenze?

d) Ho le potenzialità/desiderio di uno sviluppo professionale ?

**Autovalutarsi:** Quali sono i miei talenti, attitudini, attese ...

**Mentor/coach:** Quali sono i miei punti di forza/debolezza

**Pari:** attivare il confronto

# Portfolio (4)

d) Quale e' il mio progetto professionale?

quale competenza vorrei raggiungere tra tre anni?

quale aspetto mi interessa sviluppare? Quale area mi trova particolarmente impreparato/a?

e) Come realizzarlo? Quali strategie?

f) Come documento la mia competenza professionale e il mio continuo sviluppo?

# Portfolio (5)

Autonomia, autodirezione,  
riflessione, abilità di organizzare  
onestà'

