

Creating Your Field Placement Portfolio

Overview

Your internship portfolio is a compilation of the important points from your internship experience and should include thoughtful documentation of your internship progression, reflections and other related experiences. You are not limited to a specific medium for your portfolio; your portfolio can consist of materials such as: procedure logs, video consultations, peer assessments, pamphlets, letters, essays, surveys, literature searches, etc.¹ Portfolios also frequently include self-assessments and reflective essays. For portfolios to be maximally effective, close mentoring is required in the assembly and interpretation of the contents.¹ Keep in mind that a well crafted portfolio will not only benefit your internship project- it may give you an advantage when applying for jobs.

Collecting

Identify and collect evidence of your skills and experience from your field placement. Examples include, but are not limited to:

- Training
- Meeting notes/minutes
- Projects
- Data
- Accomplishments
- Preceptor feedback
- Presentations

Assembling

Typical elements of a portfolio include, but are not limited to:

- Professional notebook/binder
- Title/cover page
- Table of contents
- Clear sheet protectors
- Divider tabs

Place your portfolio contents into sheet protectors and group similar items together.

Create section divider pages and tabs: summary pages can be used at the beginning of each section to provide an overview of skills and experiences learned during your field placement. Use high quality paper for layout pages and strive for consistency and a professional visual identity throughout.

Get Started

Start collecting documents from your field placement experience immediately. This will ensure an organized, professional and high quality portfolio is developed:

- Develop a good filing system
- Regularly sort through, organize and update information
- Involve others as consultants and contributors



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¹ Cox M, Irby, DM. Assessment in Medical Education. *N Engl J Med.* 2007; 356: 387-96.