.....

Profiles and Portfolios

Profiles and Portfolios

A guide for nurses and midwives

Cathy Hull and Liz Redfern

.....

© Cathy Hull, Elizabeth Redfern 1996

All rights reserved. No reproduction, copy or transmission of this publication may be made without written permission.

No paragraph of this publication may be reproduced, copied or transmitted save with written permission or in accordance with the provisions of the Copyright, Designs and Patents Act 1988, or under the terms of any licence permitting limited copying issued by the Copyright Licensing Agency, 90 Tottenham Court Road, London W1P 9HE.

Any person who does any unauthorised act in relation to this publication may be liable to criminal prosecution and civil claims for damages.

First published 1996 by
MACMILLAN PRESS LTD
Houndmills, Basingstoke, Hampshire RG21 6XS
and London
Companies and representatives
throughout the world

ISBN 978-0-333-60684-1 ISBN 978-1-349-13366-6 (eBook)
DOI 10.1007/978-1-349-13366-6

A catalogue record for this book is available
from the British Library.

10	9	8	7	6	5	4	3	2	1
05	04	03	02	01	00	99	98	97	96

.....

This book is dedicated to Vernon, Tiny and Mike, for being
there and for their encouragement all along the way.

.....

Contents

<i>Foreword</i>	xi
<i>Acknowledgements</i>	xiv
<i>Introduction</i>	xv
1. Profiles and Portfolios: The Nursing and Midwifery Context	1
Influences on the development of profiles and portfolios	2
Uses within nursing and midwifery	9
Life-long learning	13
An international perspective: profiles in nursing in Ontario	14
References	17
2. Getting to Grips with the Terminology	19
Continuing professional development and life-long learning	20
Profiles and portfolios	21
Experiential learning	24
Reflection	26
Credit Accumulation and Transfer Scheme (CATS)	28
APL and APEL	30
Learning outcomes	31
References	32
3. Some Common Themes and Questions Shared	35
Why do I need to compile a profile?	37
Should I buy a ready-made profile?	38
How do I decide which profile to buy?	38
What can I put into it?	43
How long will it take to complete?	44
Who owns my profile?	44

How do I know that the learning I am demonstrating is at the appropriate level?	44
How much information should I include?	45
What should I do if I haven't written for a long time?	46
Where can I go for help?	47
References	48
4. Getting Started: Creating Your Personal Profile	49
Taking stock	50
Developing a structure	63
Reflecting on past learning	66
Identifying significant learning	67
Proving what you know and can do	73
Constructing your profile	78
References	84
5. Profiles and Reflective Practice	87
Role of reflection in professional practice	88
Reflection and learning	89
Defining reflection and reflective practice	92
Reflection and profiles	93
Writing and reflecting	95
Confidentiality	96
Reflection – how do you do it?	98
Ideas for further work on reflection	107
References	107
6. Making Your Learning Count	109
Towards a definition of accreditation	111
Accreditation of continuing professional development	112
Credit Accumulation and Transfer Scheme (CATS)	113
National Vocational Qualifications (NVQs)	115
Claiming credit for your prior learning	117
References	122
7. Helping Others to Develop a Profile: The Skills of Facilitation	123
Learning from experience	124
Assisting others with their profile	129

.....

Blocks to learning	130
Facilitation skills	132
Taking responsibility	134
Planning the profile	136
Creating a good learning environment	141
Establishing ground rules	142
Progress chasing	143
Evaluation	143
References	144
<i>Epilogue</i>	145
<i>Annotated Bibliography</i>	157
<i>Index</i>	169

.....

Foreword

Almost every nurse practising today will have attended, at one time or another, an award ceremony where ‘the great and the good’ will have taken a leaf out of Winston Churchill’s book and reminded them – albeit in a different context – that ‘this is not the end . . . it is the end of the beginning’. This advice has always been accompanied by the speaker stressing the need for the newly qualified practitioner to continue to learn to develop the newly acquired skills, knowledge and competences so that they can continue to provide a high standard of safe patient care.

Over the decades since I was at such a ceremony, such continuing professional development has become much easier and much more attractive. The 1970s saw the introduction and establishment of such bodies as The Joint Board of Clinical Nursing Studies (JBCNS), which offered combined clinical and education programmes in a wide range of specialist areas and of varying depth and length. By the late 1970s, the Diploma and Degree programmes were established. Such programmes as the University of London Diploma (which became a degree course in the 1980s) brought part-time advanced study to those nurses who could not reach a fixed study site such as a conventional College or University.

By the 1980s, we had integrated programmes developing, offering academic and professional credits, and the early 1990s found an even wider menu available, as the Open University and Open College joined the provider market.

The authors of the book grew up as I did, with these changes. Even more importantly, both were, and still are, actively involved in the field of published Open Learning, such as the *Nursing Times* programmes, the DLC (Distance Learning Centre) Projects and Health Pickup.

As the profession demanded a more flexible and accessible

approach to continuing professional education, the National Boards and the UKCC moved to validate the opportunities and to approve the innovative programmes developing within the (then) Schools of Nursing and their associated Universities.

But many staff had qualifications which had been gained before such validations. Many more had attended the conferences, study days and workshops which were increasingly being offered, and nurses were also realising that there were things they did, other than nursing, which had merit. Examples included voluntary work and youth work.

So we saw the development of APL and APEL (Accreditation of Prior [Experiential] Learning). Again, the authors were involved in this initiative.

In order to support so much learning, so many opportunities, the profession was supported by mentors, preceptors, supervisors . . .

Nurses everywhere have been inundated with advice about not only what to do and how to do it, but what to do with it when you've done it. The profession has been swamped with information on reflective practice, validation, accreditation, profiling, portfolio, APL, APEL, CATS (Credit Accumulation Transfer Scheme), CAL (Computer Assisted Learning), CEPS (Continuing Education Points scheme) and all the other educational and practice development jargon.

Confused? Join the crowd!

But two people who aren't confused are Cathy Hull and Liz Redfern. They have been amongst the leaders in Professional Development for many years and are most ably equipped to guide any nurse through the labyrinth of developing and maintaining the professional portfolio we all need. They debunk the myths, explain the terms, clarify what you need to do and – perhaps more importantly – what you do not need to do, and offer clear advice on the many ways nurses can fulfil their own continuing education needs to maintain competence and meet the requirements of PREP (Post-Registration Education for Practice). They answer every question you've thought of, as well as many you haven't. In

short, to go back to Winston Churchill – they have indeed ‘give[n] us the tools’ we all need to understand the complex work of continuing professional development and the development and maintenance of our profiles and portfolios.

Dr Betty Kershaw

.....

Acknowledgements

We would like to acknowledge Linda Davidson for bringing us together to speak about profiles at the first Nursing Times Staff Nurse conference in Scarborough in 1992. The conference venue was the Spa and the opening session was held in what looked like an old music hall theatre with lights all around the stage. We had never met before, but we knew then that we shared the same sense of humour, passion and values about how people learn and develop.

This book would not have been possible unless we had had the opportunity to share, discuss and develop our ideas and understanding with a whole range of people along the way. The entire list would fill the book; however, we would like to thank the following for their generosity of spirit, encouragement, knowledge and time:

Susan Fey
Sue Frost
Rob Imeson
Chris James
Chris Johns
Jan Kelly

Marianne Phillips
Jill Rogers
John Storan
Claire Virgo
Susan Weil
Debra Witmer

Special thanks to Michelle Murtagh for helping with the typing, Jan Kelly for compiling the bibliography, and Debra Witmer and Maggie Wallace for their contributions and support.

.....

Introduction

The idea for developing this book came from our experience of speaking at nursing conferences and running workshops, and our direct involvement in helping people understand and put together profiles in a nursing and midwifery context.

Our experience led us to realise that although people quickly grasp the idea that profiling can help them to develop, they then do not know how to start. They are unsure of the practical issues, such as how to develop a profile and how they can relate it to their practice. The common questions asked in workshops are:

- Do I need to buy one?
- If I do, which one is likely to meet my needs?
- Can I do one on my own or do I need help?
- How do I express my life experience in a containable, meaningful way?
- Where do I start?

The aim of this book is to give people practical guidance on the whole continuum of profile work, from start to completion, accepting that it can be a never-ending process. The book is based on what we think people need to know to make a success of profiling and, more importantly, the issues people commonly ask for help with.

This book will give people guidance in compiling their own profiles. It is intended to act in support of the process, rather than to provide a model profile. Although we suggest activities and include an annotated bibliography of resource material that will help with the process, this is not a book that you work through, using activities to create a profile. It is intended to support the whole process of profiling.

Readers will bring their own styles and learning needs to the book and should use it in a way that works for them. We

have written it knowing that most readers will dip in and out when they have particular learning needs, rather than read it sequentially. Each chapter has an introductory section which will help people decide if that chapter is relevant. However, the chapters do follow a logical sequence and order, which will help readers who want to read from cover to cover. It would be almost impossible to write a book that covers all the specific needs for specific educational programmes, so we have not tried to do this.

Readers will be aware that the terms profile and portfolio are used interchangeably in nursing and midwifery. This issue is addressed in several chapters and we will not repeat the arguments here. We have decided to use the term profile throughout the book unless referring to a specific product called a portfolio, because Personal Professional Profile is the term that has been chosen by the UKCC.

The book gave the opportunity for two people to combine their experience of profiles from different backgrounds for the benefits of the reader. Cathy Hull has a background in adult education, experiential processes and facilitating others in the profile process from outside nursing. Liz Redfern brings her experience of profiles and reflective practice from a professional context of nursing and midwifery practice and education. Both of us believe that as individuals we could not have written the same book, and its quality has been considerably enhanced by our collaboration. We hope you enjoy the book as much as we enjoyed working together writing it.

So what does the book contain? The following chapter-by-chapter breakdown gives an overview.

Chapter 1 Profiles and Portfolios: The Nursing and Midwifery Context

This chapter charts the history and identifies the factors, such as the statutory bodies, reflective practice, market forces and higher education, that have influenced the introduction of profiles into nursing and midwifery. It also contains the outline of a profile initiative in Ontario.

Chapter 2 Getting to Grips with the Terminology

This chapter attempts to unravel the confusion in the terminology so that everyone can understand it and use it appropriately.

Chapter 3 Some Common Themes and Questions Shared

Here we explore the ten most common questions asked about profiles.

Chapter 4 Getting Started: Creating Your Personal Profile

In this chapter you will find practical advice and activities on how to develop a framework for your profile.

Chapter 5 Profiles and Reflective Practice

This chapter attempts to demystify the concept of reflective practice and offers some practical strategies for beginners.

Chapter 6 Making Your Learning Count

This chapter will be helpful for those who are developing a profile specifically to seek accreditation within an educational programme or system.

Chapter 7 Helping Others to Develop a Profile: The Skills of Facilitation

In this chapter we look at some of the specific skills and knowledge you will need to help someone else to complete a profile. We look at how adults learn and explore the five key skills of facilitation. This chapter is written with practitioners in mind, but it might also be useful for teachers.

Epilogue

This concluding chapter includes the transcript of a conversation between the two authors. It is their contribution to the continuing debate on profiling.

Annotated Bibliography

We realised that it would be helpful for readers to have access to resources that will help them with the profiling process. The resource material which has been annotated in this chapter comes from several disciplines.