



ORIGINAL ARTICLE

Evaluation of the Training Capacity of the Spanish Resident Book of Otolaryngology (FORMIR) as an Electronic Portfolio[☆]



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Abstract

Background: and objectives We have evaluated the training capacity of the Spanish resident training book as an electronic portfolio to achieve the learning objectives of otorhinolaryngology (ENT) residents.

Methods: A multi-method qualitative investigation with transversal characteristics, temporal and retrospective guidance was performed on Spanish ENT residents using a structured questionnaire, a semi-structured interview, and a computer application on the FORMIR website.

Results: A 56.5% of ENT-residents specialising in one of the 63 accredited Spanish hospitals between 2009 and 2012 participated in the study. The results obtained show that the ENT residents who used the e-portfolio were better able to implement self-guided study, were more aware of their learning objectives, fulfilled the training programme more efficiently, identified the causes of learning gaps more clearly, and considered FORMIR in e-portfolio format to be an ideal training tool to replace the resident training book in paper format.

Conclusions: The ENT residents greatly appreciated the training benefits of FORMIR as an e-portfolio, especially its simple and intuitive interface, the ease and comfort with which they could record their activities, the automatic and numeric feedback on the acquisition of their

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PALABRAS CLAVE

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competencies (which facilitates self-guided learning), its storage capacity for evidence, and its ability to be used as UEMS logbook as well as a standard curriculum vitae. All these features make FORMIR a training and evaluation tool that outperforms similar instruments available to ENT residents. They do not hesitate to identify it as the ideal resident training book for facilitating their specialised training.

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Evaluación de la capacidad formativa del libro del residente de Otorrinolaringología español (FORMIR) como portafolio electrónico

Resumen

Introducción y objetivos: Evaluar la capacidad formativa del libro del residente español como portafolio electrónico para alcanzar los objetivos de aprendizaje de los MIR de Otorrinolaringología (ORL).

Métodos: Se realizó una investigación cualitativa multimétodo de características transversal, temporal y de orientación retrospectiva sobre los MIR de ORL mediante un cuestionario estructurado y una entrevista semiestructurada, sobre la aplicación informática web FORMIR.

Resultados: Participaron el 56,5% de los MIR de ORL de alguno de los 63 hospitales españoles acreditados para impartir formación en ORL entre 2009 y 2012. Los resultados obtenidos demostraron que los MIR de ORL que utilizaban el portafolio electrónico eran capaces de autoguiar mejor su aprendizaje, conocían mejor sus objetivos de aprendizaje, cumplían más eficientemente el programa de formación, identificaban más claramente las causas de sus carencias en el aprendizaje y consideraban que FORMIR como portafolio electrónico constituía una herramienta formativa idónea para sustituir al libro del residente en formato papel.

Conclusiones: Los MIR de ORL apreciaban de forma muy relevante las prestaciones formativas de FORMIR como portafolio electrónico, especialmente su interfaz, el *feedback* numérico y automático sobre la adquisición de competencias, su capacidad de almacenamiento de evidencias y su capacidad de visualizarse como *logbook* de la Unión Europea de Médicos Especialistas o como un *curriculum vitae* estándar. Este *feedback* automático facilita el aprendizaje autoguiado. Todo esto hace de FORMIR una herramienta formativa y evaluativa que supera las prestaciones y aceptación de instrumentos similares puestos a disposición de los residentes, que no dudan en proponerlo como el libro del residente más idóneo para facilitar su formación especializada.

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Introduction

The medical specialisation model in Spain is based the residents' system of learning within an employment context. Access is through a national exam and the ranking of scores obtained allows the candidate to choose their speciality and hospital in centres which have been authorised by the Ministry of Health and which are submitted to periodic audits. The National Commission of Otorhinolaryngology designed a programme which was obligatory for all otorhinolaryngology (ENT) training centres with the theoretical and practical objectives to be attained by the ENT residents. The lack of a final exam for certification as a specialist results in a "tea bag"¹ learning model where the quality of training is supported by the centre's accreditation and the resident's activities. In 2008 the Spanish Society of Otorhinolaryngology and Head and Neck Surgery (SEORL-CCC) (FOR ITS INITIALS IN

SPANISH) carried out a study on the teaching capacity of 65 centres accredited for ENT teaching, and detected broad variations with regards to the infrastructure, activity and results of the ENT residents.² This study was also able to determine with precision what the appropriate numeric requirements for the different training activities were.³

The most advanced teaching methods have advanced from the simple acquisition of knowledge to the demonstration of competence, defined as the regular and judicious use in daily clinical practice of communication, knowledge, technical skills, clinical reasoning, emotions, values and reflection for the benefit of the patients and society as a whole.^{4,5} Following the publication of *Tomorrow's Doctor* in 1993, medical education began its transition from a system based on time and processes to a learning environment based on competence.⁶ The process required valid and accurate assessment tools.⁷ The previous training book

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