



# MD Undergraduate Program (MDUP) 2018/2019 Academic Year Portfolio Coach Position Description

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## Position Summary

The Portfolio Coach plays a key role in supporting the student in constructing knowledge (integrated competencies) from their experiential learning. The Coach’s role is to support the Medical Student in the development of key transferable competencies concerned with critical reflection and the self-regulation of learning. They enable the process of critical thinking and reflection by students through the learning groups (1 coach to 8-9 students) and formative feedback of the student’s portfolio. This method of learning prepares the student for a less formal learning environment and valuable interactions with their clinical preceptors and assessors, and as a building block for continuous professional development into residency and practice.

In the portfolio, students are prompted to inquire into and evaluate their own learning (“What?”), challenge assumptions and broaden their perspectives, and then to generalise and identify patterns in their learning (“So What?”), and connect these and think about their own learning strategies and solutions (“Now What?”). The Coach supports the student own inquiry towards achievement of competencies. They do this by engaging the student group in sharing their collected artifacts, and engaging them in a process of reflection and connection by asking questions, antagonising and provoking understanding through a developmental and nurturing teaching style. Formative feedback is used in learning groups and on the student’s reflective writing, based on core developmental areas to enhance performance connected to the cognitive abilities of critical reflection and integration (connecting) of learning.

## Responsibilities

- Coach the improvement of performance connected to core developmental areas by facilitating structured small group sessions with Medical Students, and providing feedback to students



# Faculty of Medicine

- Facilitate a sharing of information and experiences within the Portfolio Group to support the group in addressing session learning objectives or group goals
- Encourage active participation and collaborative learning through activities such as round table discussion
- Ensure a safe learning environment
- Prompt Medical Students into inquiring and critically evaluating their interpretation of the learning, broaden their perspective to build integrated competencies by connecting to concepts such as patient-centeredness, the hidden curriculum and identity formation
- Facilitate the identification of patterns by the Portfolio Group based on shared information and support the connection of these with generalized topics in their learning
- Stimulate the student’s metacognitive abilities as part of helping them to develop their own solution for continued self-regulated learning as a group and individually
- Act as a role model, promoting student’s personal and professional development through the practice of self-regulation (including inquiry into and reflection on experiences as a process to integrate learning)
- Collaborate and mutually support other Portfolio Coaches, by collaborating in faculty development meetings and retreats and by engaging in collective problem solving to enhance the supported learning process. Faculty development (online and in-person) will be available to coaches and takes advantage of the collective wisdom of the community of coaches
- Report on student participation to ensure completion of the mandatory activities and deliverables

## Position Qualifications

	Essential Selection Criteria	Desirable Selection Criteria
<b>Education/Qualifications</b>		Experience in Medical Education and / or Graduate or Post-Graduate qualification  MD (Resident, Practicing or Retired)
<b>Experience</b>	Previous experience in facilitating small group meetings with Medical Students	Experience / knowledge of the MD Undergraduate Program  Use of Rubrics for Evaluation and Assessment
<b>Skills/Personal Requirements</b>	Effective interpersonal skills and ability to work well with others  High standards of ethical and professional behavior	Interest in the theory and practice of critical reflection & self-regulation, as part of an active learning process

## Relationships

With	Purpose
<b>Medical Student</b>	A Portfolio Coach is assigned to a group(s) 8 Medical Students, delivering small group meetings. Ideally, there is a continuity between the Coach and the Portfolio Group from Years 1 through 4. Every effort is made to ensure Coach continuity from year to year  In Year 3, students that are geographically dislocated due to their clerkships outside of their home site (e.g. ICC, Kamloops, Rural Family Practice, etc.) will join their Portfolio Group via videoconferencing
<b>Other Coaches</b>	A Portfolio Coach is required to collaborate with other Coaches to socialise feedback & learning and collectively support the continued improvement of student outcomes and the process of learning



## Logistics

Cohorts	Number of Portfolio Sessions	Number of Total Hours (estimated)
Year 1	3-4 morning sessions	<p>Includes time spent in Faculty Development, prep work, coaching of students, and providing feedback. Coaches are <b>not to exceed the maximum time</b> commitments below and will be paid accordingly.</p> <p>Year 1-3:            1 group (8 Students) = 16.5 hours            2 groups (16 Students) = 33 hours            3 groups (24 Students) = 49.5 hours            Year 4: TBD</p> <p>It is recommended that Coaches have no more than 3 groups per cohort</p>
Year 2	3-4 morning sessions	
Year 3	4 Tuesday sessions from 5:30PM-7:30PM Session 1: Jul 3, 10 or 17 Session 2: Sep 25, Oct 2 or 9 Session 3: Jan 15, 22, or 29 Session 4: Mar 26, Apr 2 or 9	
Year 4 (in planning)	Possibly 1 morning/afternoon session in January	

## Compensation

Payment of Coaches follows Clinical Faculty compensation terms. A lump sum, one-time payment is made to Coaches at the end of the academic year; no tracking of hours will be required. Faculty who are already paid by other means (i.e. Grant-funded Tenure - GFTs), are not eligible for payment.



## Appendix: MD Undergraduate Program Assessment Modality – Portfolio

Portfolio is a safe, supported space for students to intentionally learn through practice by setting goals, guided self-reflection and deliberate use of selected assessment data to evaluate performance. The goal of the Portfolio modality is to enable students to become competent, reflective practitioners (i.e. self-regulated learning). Reflective ability is linked to competence; this is not the same as merely learning content but requires integration of many other important competencies to achieve authentic goals in practice. Portfolio also explicitly considers students' developing identities as physicians, as they learn to think and be like physicians, and explores socialization and the hidden curriculum, grounded in clinical experiences.

Portfolio also includes an electronic platform for gathering evidence of learning through entries such as learning plans, journals of clinical experience and written reflections.

### Portfolio Sessions & Activities

There should be dynamic connections between practice and the group sessions. The goal is for students to be bridging what they are seeing in practice (and reflecting on that) with what they are discussing in the sessions, and whatever tools that are selected should effectively serve that purpose. This will help in developing an authentic sense of purpose from the sessions and reflections (vs. a make work exercise).

In Years 1 & 2, broad themes, corresponding to key classroom and clinical learning foci, are suggested:

- MEDD 411: professionalism
- MEDD 412: communication
- MEDD 421: diversity and equity
- MEDD 422/TICE: transition to clinical learning

In Year 3 (MEDD 431), increased flexibility corresponds with a dramatic increase in clinical experiences. A “menu” of options and a range of optional tools will be provided along with a structure for the group sessions suggested as guidance.

In Year 4, portfolio is in planning stages (MEDD 448).

### Portfolio Assessment

Following each portfolio session, students are required to upload written reflections (requirements differ slightly depending on course and year). Portfolio is graded as complete/incomplete. In other words, students need to complete their Portfolio to a minimum standard, and this must be done to pass each course. However, students do not receive a “grade” beyond complete/incomplete. Feedback is provided by coaches and is of a formative nature, intended for student growth and development in a variety of skills and abilities.

### Logistics

A Portfolio group (8 students) meets with 1 portfolio coach; ideally from Year 1 through Year 4 to provide continuity. Portfolio sessions:

- in Years 1 & 2 occurs 3-4 times per year during scheduled curricular time in the day time (1.5 hours/session)
- in Year 3 occurs 4 times a year 5:30-7:30PM (2 hours) and is call protected
- Year 4 is in planning

Students attend Portfolio sessions in person. Videoconference is available only for students not geographically co-located (i.e. due to rural family practice clerkship or integrated community clerkship).

### Portfolio Pillar Lead

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