



# MD Undergraduate Program (MDUP) Portfolio Coach Position Description

*Last updated May 23, 2023*

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## Position Summary

The Portfolio coaches play a key role in supporting the students in constructing knowledge (integrated competencies) from their experiential learning. The coach's role is to support the medical student in developing key transferable competencies concerned with critical reflection and the self-regulation of learning. They enable the process of critical thinking and reflection by coaching students in their learning groups (1 coach to up to 9 students) and by providing formative feedback on the student's Portfolio. This learning method prepares the student for a less formal learning environment and for valuable interactions with their clinical preceptors and assessors. It also acts as a building block for continuous professional development into residency and practice.

In Portfolio, students are prompted to inquire into and evaluate their learning ("What?"), challenge assumptions and broaden their perspectives leading them to generalize and identify patterns in their learning ("So What?"), and connect these and think about their learning strategies and solutions ("Now What?"). The coach supports the student's inquiry toward the achievement of competencies. They do this by engaging the student group in sharing their collected artifacts and engaging them in the process of reflection and connection by asking questions, antagonizing and provoking understanding through a developmental and nurturing teaching (coaching) 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 (including written) to students
- 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 and 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 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 an inquiry into and reflection on experiences as a process to integrate learning)
- Collaborate and mutually support other portfolio coaches by collaborating in faculty development offerings and 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>	<ul style="list-style-type: none"> <li>• Holds a medical degree (resident, practicing, or retired) or graduate qualification in a relevant field such as education or a health professional program</li> <li>• Has (or is eligible for) a faculty appointment with the Faculty of Medicine at UBC</li> </ul>	<ul style="list-style-type: none"> <li>• Additional training in medical education (e.g., Masters of Health Professions Education)</li> </ul>
<b>Experience</b>		<ul style="list-style-type: none"> <li>• Experience in facilitating small group meetings with medical students</li> <li>• Experience/knowledge of the UBC MD Undergraduate Program</li> <li>• Experience in coaching and/or facilitation and/or mentoring</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Has effective interpersonal skills and the ability to work well with others</li> <li>• Creates and fosters an environment that promotes inclusivity and the values of respect, integrity, compassion, collaboration, and equity</li> <li>• Has high standards of ethical and professional behavior</li> <li>• Has an ability to effectively communicate and interact with empathy, understanding, and respect for diverse and divergent perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Interest in the theory and practice of critical reflection &amp; self-regulation as part of an active learning process</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>• In good standing with their associated regulatory body if relevant (e.g., BCCPS)</li> </ul>	<ul style="list-style-type: none"> <li>• Ideally, able to commit to a group for longer than one year</li> <li>• Demonstrates lifelong learning (e.g., CME/CPD/Fac Dev attendance)</li> <li>• Participates in self-reflective activities (e.g., publications or writings, recognizing that people self-reflect in different private and public ways)</li> </ul>



## Relationships

With	Purpose
<b>Medical Student</b>	A portfolio coach is assigned to a group(s) of up to 9 medical students, delivering in-person 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 socialize feedback & learning and collectively support the continued improvement of student outcomes and the process of learning

## Logistics

A Portfolio group (up to 9 students) meets with 1 portfolio coach, ideally from Year 1 through Year 4, to provide continuity. Portfolio sessions:

- Year 1: 4 times per year during a scheduled curricular time in the daytime, 1 Session (1.1 hours) + 3 sessions (1.5 hours)
- Year 2: 3 times per year during a scheduled curricular time in the daytime (1.5 hours/session)
- Year 3: 4 times a year in the evening and is call protected (2 hours/session)
- Year 4: 2 times a year during scheduled curricular time, 1 Session (1.5 hours) + 1 Session (1 hour)

Students attend Portfolio sessions in person subject to university and public health regulations. Videoconference is available for students not geographically co-located (i.e., due to rural family practice clerkship or integrated community clerkship).

Cohorts	Number of Portfolio Sessions	Number of Total Hours (estimated)
<b>Year 1</b>	3 morning sessions and 1 afternoon session <ul style="list-style-type: none"> <li>• August (afternoon)</li> <li>• November (morning)</li> <li>• February (morning)</li> <li>• March (morning)</li> </ul>	<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:  1 group = 18 hours  2 groups = 36 hours  3 groups = 54 hours</p> <p>Years 2-3:  1 group = 16.5 hours  2 groups = 33 hours  3 groups = 49.5 hours</p> <p>Year 4:  1 group = 4 hours  2 groups = 8 hours  3 groups = 12 hours</p> <p>It is recommended that Coaches have no more than 3 groups per cohort.</p>
<b>Year 2</b>	3 morning sessions <ul style="list-style-type: none"> <li>• October/November</li> <li>• January/February</li> <li>• April</li> </ul>	
<b>Year 3</b>	4 Tuesday evening sessions from 5:30 PM-7:30 PM <ul style="list-style-type: none"> <li>• August</li> <li>• October</li> <li>• January</li> <li>• April</li> </ul>	
<b>Year 4</b>	2 afternoon sessions <ul style="list-style-type: none"> <li>• February</li> <li>• April</li> </ul>	



## 2023/24 Proposed Portfolio Schedule

Year 1	Session	Dates	Times	
<b>MEDD 411</b>	Portfolio 1	Monday, August 28, 2023	2:00 PM-3:10 PM OR 3:30 PM-4:40 PM	
	Portfolio 2	Thursday, November 16, 2023 Tuesday, November 21, 2023	8:00 AM-9:30 AM OR 10:00 AM-11:30AM	
<b>MEDD 412</b>	Portfolio 3	Tuesday, February 6, 2024 Thursday, February 8, 2024	8:00 AM-9:30 AM OR 10:00 AM-11:30AM	
	Portfolio 4	Thursday, March 14, 2024 Tuesday, March 19, 2024	8:00 AM-9:30 AM OR 10:00 AM-11:30AM	
<b>Year 2</b>				
<b>MEDD 421</b>	Portfolio 1	Monday, October 30, 2023	10:00 AM-11:30 AM	
		Tuesday, November 7, 2023	8:00 AM-9:30 AM OR 10:00 AM-11:30AM	
<b>MEDD 422</b>	Portfolio 2	Tuesday, January 30, 2024 Thursday, February 1, 2024	8:00 AM-9:30 AM OR 10:00 AM-11:30AM	
<b>MEDD 422</b>	Portfolio 3	Wednesday, April 3, 2024 Tuesday, April 9, 2024	8:00 AM-9:30 AM OR 10:00 AM-11:30AM	
<b>Year 3</b>				
<b>MEDD 431</b>	Portfolio 1	Tuesday, July 11, 2023 Tuesday, July 18, 2023 Tuesday, July 25, 2023	5:30 PM-7:30 PM	
		Portfolio 2	Tuesday, October 3, 2023 Tuesday, October 10, 2023 Tuesday, October 17, 2023	5:30 PM-7:30 PM
		Portfolio 3	Tuesday, January 9, 2024 Tuesday, January 16, 2024 Tuesday, January 23, 2024	5:30 PM-7:30 PM
<b>MEDD 431</b>	Portfolio 4	Tuesday, April 2, 2024 Tuesday, April 9, 2024 Tuesday, April 16, 2024	5:30 PM-7:30 PM	
<b>Year 4</b>				
<b>MEDD 448</b>	Portfolio 1	Wednesday, February 14, 2024 Thursday, February 15, 2024	4:00 PM-5:30 PM OR 5:45 PM-7:15 PM	
<b>MEDD 448</b>	Portfolio 2	Wednesday, April 10, 2024 Thursday, April 11, 2024	4:00 PM-5:00 PM OR 5:15 PM-6:15 PM	

## Compensation

Payment of coaches follows Clinical Faculty compensation terms. Coaches are required to have a UBC faculty appointment. Coaches with a UBC Faculty of Medicine appointment will be paid quarterly according to schedules determined in the UBC Faculty of Medicine Clinical Faculty Compensation Terms for the MD Undergraduate Program. No tracking of hours will be required. Faculty already paid by other means (i.e., Grant-funded Tenure - GFTs) are not eligible for payment.



## Appendix: MD Undergraduate Program Assessment Modality – Portfolio

The 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 Portfolio modality aims 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 the 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 group sessions. The goal is for students to be bridging what they see in practice (and reflect 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 Years 3 (MEDD 431) and 4 (MEDD 448), 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.

### Portfolio Assessment

Following each portfolio session, students are required to upload written reflections (requirements differ slightly depending on course and year). The 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. Coaches provide feedback and are of a formative nature, intended for student growth and development in various skills and abilities.

### Portfolio Pillar Lead

Dr. Heather Buckley  
[heather.buckley@ubc.ca](mailto:heather.buckley@ubc.ca)