

Faculty of Medicine, University of Toronto

JOB DESCRIPTION

MD Program

Academy Scholars (Portfolio) in the Foundations Curriculum (2017/18) - Year 1

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DESCRIPTION

The Portfolio Program has previously consisted of a highly valued course by students and faculty that takes place in 3rd and 4th year, in which students meet in small groups with a resident and faculty member (Academy Scholars) over the course of the year to reflect on and make sense of their clinical experiences as they develop their professional identities. The purpose of the meetings is for students to share their medically-related experiences and relevant clinical experiences, and to explore and reflect on how these experiences are influencing their professional development by using the CanMEDS framework as a reference.

In 2016/17, Portfolio was introduced into the first year Foundations curriculum and will continue to be in first year in 2017/2018. Students will meet on six occasions during the academic year in small groups of 6-8 with their Academy Scholars to reflect and discuss key subjects relevant to their experiences as first year medical students, linked to the educational content and activities of their other components. The Academy Scholars will facilitate and guide these discussions.

In addition, Academy Scholars in the Foundations Curriculum will have an expanded role, where they will be asked to serve as advisors and coaches to the students in their group. This role will consist of meeting with each student in an office hour format on two occasions during the academic year and reviewing the student's Learner Charts which consists of formal assessments, reflections and personal learning plan related to these assessments.

TIME COMMITMENT

Session Date	2017, September 19 October 31 November 7 – (4-5 hours) December 12 2018, January 23 March 6 April 3 – (4-5 hours) May 8
Session Time	1:30 PM to 3:30 PM, except for individual student meetings (Nov. 7 & Apr. 3). Individual student meetings are 1/2 hour in length.
Duration of Teaching Session	2 hours, except for individual student meetings Nov. 7 & Apr. 3). Individual student meetings are 1/2 hour in length.
*Estimated Prep Time	Varies according to subject area and tutor comfort with material. Consider 1/2 hour per small group session and individual portfolio review. Total up to 13 hours.
**Foundation Faculty Support/Development offered using Hybrid (Blended) Learning (Highly Recommended)	Average 4 hours
Assessment Tutors will be required to complete evaluations of each of their students after the small group meetings (6 meetings during the year) and will review the students' progress reports two times during the year.	Average 3.5 hours
Individual Student Meetings 2/year	Up to 10 hours
Travel Time Required (YES NO)	Sessions will take place at Academies

* Depending on content area and interest this prep time will vary.

** Additional support may be provided as needed throughout the teaching block. This support is being determined and will be optional.

QUALIFICATIONS

Academy Scholars are physicians who are respected teachers in their clinical departments who have faculty appointments within the Faculty of Medicine, with comfort and skill in engaging trainees and earning their trust, while providing honest and helpful feedback in a supportive fashion. Scholars will be interested in assisting students to use external feedback and self-reflection (both summarized in the students' Learner Charts) to develop habits and plans that support life-long learning.

RESPONSIBILITIES

Small Group Meetings

- Scholars will meet with a group of 6-8 students on 6 occasions for 2 hours over the course of the academic year.
- At the meetings, the students will come prepared to a pre-designated subject area related to curricular content and/or experiences they have had as a first year medical student and to discuss what it means to them.
- The Scholar's role will be to guide the group discussion regarding the students' experiences.
- In the Scholar's individual ½ hour meetings with students (which will amount up to 10 hours over the course of the academic year), the Scholar will assist them in the process of reflection on their Learner Charts and the creation of an appropriate learning plan informed by their relative strengths and weaknesses. The Learner Chart will have documentation by the Scholars that the student's reflection on the review of feedback is an authentic representation of their discussion.

Learner Chart

- Learner Charts were introduced as a primary source of feedback, reflection, and learning and will inform student assessment and the formulation of individualized learning plans. Learner charts include an aggregation of quantitative data, qualitative or narrative feedback, and reflections, and will be assembled into a format easily accessible to students and their Academy Scholars. In addition, the 'Learner Chart' will document the reflections on assessments and learning plans. Learner Charts will be made available to Academy Scholars prior to their bi-annual individual meetings.
- Academy Scholars will be involved in guiding the students' reflections and learning plans throughout the year, and will be assessing performance in the Portfolio course, but will NOT be responsible for overall student performance assessment of the Learner Chart, which will be a function of the Progress Committee. Academy Scholars may provide input to the Progress committee as they will be an important source of context.

Students in Difficulty

- Academy scholars may be notified of students encountering academic difficulty and may wish to contribute to the development of individualized learning plans, given the relationship and context they might have. However, such supports will be centrally organized and tracked by several people including course directors.

FACULTY SUPPORT/DEVELOPMENT

If you are preparing to engage in this teaching role, the Office of Faculty Development in the MD Program will make available a variety of foundational resources that you can consult and/or attend prior to and during your role in this component. Additional enrichment resources will also be made available, in addition to the foundational opportunities, to assist you as you increase your expertise in these roles. An example of this may include fostering a community of practice amongst Academy Scholars. Specific focus in the Foundational Faculty Development Program and the Enrichment Opportunities will be placed on how to assist students in using their Learner Charts to support their learning plans.

TIMETABLE: Portfolio

Date	Time	Session Number & Module	Location
September 19, 2017	1:30-3:30 pm	#1: Patient as a physician	Academy Based
October 31, 2017	1:30-3:30 pm	#2: Self-Assessment and Coaching	Academy Based
November 7, 2017	1:00-5:00 pm	#3: <i>Progress Review Meeting – Academy Scholars/Advisors only</i>	Academy Based
December 12, 2017	1:30-3:30 pm	#4: Cadaveric experience	Academy Based
January 23, 2018	1:30-3:30 pm	#5: Physician as a person	Academy Based
March 6, 2018	1:30-3:30 pm	#6: Cultural safety/ Anti-oppression	Academy Based
April 3, 2018	1:00-5:00 pm	#7: <i>Progress Review Meeting – Academy Scholars/Advisors only</i>	Academy Based
May 8, 2018	1:30-3:30 pm	#8: Reflection on clinical experience	Academy Based