

Faculty of Medicine, University of Toronto

JOB DESCRIPTION
MD Program

**Academy Scholars (Portfolio)
in the Foundations Curriculum (2017/18) – Year 2**

Created 2017.02.01

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.

Following a successful introduction of Portfolio into the Foundations curriculum in 2016/17, Portfolio will continue into second year. Students will meet on six occasions during the academic year in small groups of 8-10 with their Academy Scholars to reflect and discuss key subjects relevant to their experiences as 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

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| Session Date | 2017, September 27 October 18 November 15 – (4-5 hours) December 13 2018, January 10 February 7 February 28 April 25 – (4-5 hours) |
| Session Time | 1:30 PM to 4 PM, except for individual student meetings (Nov. 15 & Apr. 25). Individual student meetings are 1/2 hour in length. |
| Duration of Teaching Session | 2.5 hours, except for individual student meetings (Nov. 15 & Apr. 25). 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 | 10 -12 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 8-10 students on 6 occasions for 2.5 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 10-12 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 27, 2017 | 1:30-4:00 pm | #1: Intro to second year Portfolio, open topic | Academy Based |
| October 18, 2017 | 1:30-4:00 pm | #2: Communicating with special populations - communicator | Academy Based |
| November 15, 2017 | 1:00-5:00 pm OR 1:00-6:00 pm | #3: <i>Progress Review Meeting – Academy Scholars/Advisors only</i> | Academy Based |
| December 13, 2017 | 1:30-4:00 pm | #4: Medical Psychiatry Alliance – Collaborator and Advocate | Academy Based |
| January 10, 2018 | 1:30-4:00 pm | #5: My five year plan – Scholar and Professional | Academy Based |
| February 7, 2018 | 1:30-4:00 pm | #6: Advocating for marginalized populations – Leader and Advocate | Academy Based |
| February 28, 2018 | 1:30-4:00 pm | #7: Student as Physician - Leader and Professional | Academy Based |
| April 25, 2018 | 1:00-5:00 pm OR 1:00-6:00 pm | #8: <i>Progress Review Meeting – Academy Scholars/Advisors only</i> | Academy Based |