**MEDD 429 (YEAR 1) FLEX ADVISOR AND FLEX ASSESSOR RECRUITMENT FOR 2017-2018**

**COURSE BACKGROUND**

FLEX (Flexible Enhanced Learning) is an exciting educational space in the renewed UBC MD Undergraduate Program curriculum that occurs in three out of the four years of the undergraduate medical program (MEDD 419/429/449). This innovative series of courses promotes in-depth inquiry and provides students with opportunities to explore individual scholarly interests and enhanced learning opportunities.

FLEX uses a combination of Monday afternoons (designated longitudinal half-days) and dedicated full weeks (block time where students are engaged full-time in FLEX; i.e. there is no other curriculum scheduled).

**MEDD 429 (Year 2)** - comprised solely of FLEX time with the bulk of course time allocated to students being fully engaged in their FLEX activities. There are three scheduled face-to-face FLEX Small Group sessions in the academic year that allow FLEX Advisors to provide support, as needed, to students. In addition, there are three FLEX Check-In Points built into the schedule to allow Advisors to monitor the progress of their students and provide support, if needed.

**APPLICANT QUALIFICATIONS**

- Applicants must have:
  - an active UBC faculty appointment for the specified teaching period (or be eligible to obtain a UBC faculty teaching appointment)
  - relevant experience with scholarship and scholarly work
  - experience as an educator
  - a commitment to community engagement in medical education
  - effective interpersonal skills and an ability to work well with others
  - experience facilitating small groups
  - high standards of ethical and professional behaviour
  - knowledge of MD Undergraduate education

- **FOR RETURNING APPLICANTS:**
  - Positions in FLEX may be renewed on an annual basis.
MEDD 429 (YEAR 2) FLEX ADVISOR AND FLEX ASSESSOR RECRUITMENT FOR 2017-18

WHERE/WHEN DO FLEX TEACHING TAKE PLACE?

- Scheduled face-to-face teaching locations:
  - MEDD 429 (Year 2) – Diamond Health Care Centre (DHCC), 2775 Laurel Street (VGH Campus)
- All scheduled FLEX face-to-face teaching activities/meetings take place on Monday afternoons.

**NOTE:** exceptions may occur depending on the dates of statutory holidays.

TEACHING POSITIONS AVAILABLE IN MEDD 429

There are different types of positions available in MEDD 429. Applicants may choose to apply for more than one role.

<table>
<thead>
<tr>
<th>POSITION</th>
<th>ENGAGED IN WHICH COURSE WORK?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FLEX sessions</td>
</tr>
<tr>
<td>FLEX Assessor/Advisor</td>
<td>Yes (full year)</td>
</tr>
<tr>
<td>FLEX Advisor</td>
<td>Yes (full year)</td>
</tr>
<tr>
<td>FLEX Assessor</td>
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Here is a brief explanation of the course work in FLEX:

- **FLEX Advising** – support students as they develop their project plans in preparation for their FLEX activity engagement. FLEX Advisors also work with the students to develop skills in reflection and provide guidance and feedback during planning and activity phases of the course.
- **FLEX Assessment** – in the Assessor role you evaluate the work presented by a student in their FLEX Folder using a clear assessment rubric. **NOTE:** If you are also a 429 Advisor, you will NOT be assessing your own 429 students.

Below is a summary of all positions available by year, the work attached to each position and the associated hours, along with the period for which a position is active.

See ROLES AND RESPONSIBILITIES for a detailed list of duties by area of course work.

MEDD 429 (YEAR 2)

<table>
<thead>
<tr>
<th>POSITION</th>
<th>HOURS BY COURSE WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FLEX Sessions</td>
</tr>
<tr>
<td>FLEX Assessor/Advisor</td>
<td>3 sessions (9 hrs)</td>
</tr>
<tr>
<td>FLEX Advisor</td>
<td>3 sessions (9 hrs)</td>
</tr>
<tr>
<td>FLEX Assessor</td>
<td>-</td>
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</tbody>
</table>
### FLEX SESSIONS

**Work completed by:**
- FLEX Assessor / Advisor
- FLEX Advisor

- Attend FLEX Advisor Orientation(s) and mandatory scheduled FLEX advisor meetings (the expectation is that all advisors will attend these meetings where they can).
- Successfully complete appropriate ongoing faculty development activities.
- Provide longitudinal mentorship for a group of 8 students engaged in FLEX activities.
- Monitor student attendance at Small Group Sessions and report any absences to the respective FLEX Site Director(s).
- Act as a scholarly guide for students and a resource for self-directed learning.
- Facilitate peer mentorship within Small Groups.
- Meet with the students at scheduled dates/times during FLEX session to communicate important deadlines/deliverables.
- Meet with the students during scheduled ‘check-in sessions’ to monitor progress.
- Work with students to identify learning goals, develop appropriate learning plans and select appropriate FLEX activities. Approve student FLEX activities.
- Work with students to plan activities and projects, and identify deliverables.
- Ensure students apply for ethics for their FLEX activities, if required.
- Work with students to develop skills in reflective practice.
- Provide students with formative feedback.
- Complete mandatory assessment forms as required.
- Discuss progress of FLEX activities and help facilitate any issues that arise with FLEX activities or activity supervisors.
- Communicate directly with a student’s activity supervisor(s) if required.
- Provide support for students for the development of FLEX activity proposals and FLEX folders.
- Monitor the completion of FLEX Notebook requirements and report any non-completion to the respective FLEX Site Director(s).
- Communicate students in need of extra support to MEDD 429 Site Director.
- Meet regularly with the FLEX Site Director(s) to discuss ongoing faculty development or issues arising with students, projects or activity supervisor.

### FLEX Assessment

**Work completed by:**
- FLEX Assessor

- Attend FLEX Assessment Orientation and mandatory scheduled assessment-specific meetings (the expectation is that all FLEX Assessor/Advisors will attend these meetings where they can).
- Successfully complete appropriate ongoing faculty development activities.
- Communicate directly with FLEX Site Director(s), FLEX Advisors and Activity Supervisors, when necessary.
- Provide summative assessment on student FLEX Folders using the appropriate FLEX assessment rubric and assign appropriate grades to students on the FLEX Notebook, by the stipulated timelines.
MEDD 429 COURSE SCHEDULE

Below is the detailed course schedule for MEDD 429 (including small group sessions and scheduled meetings). We have colour coded the schedule as follows:

- FLEX Small Group (SG) Sessions / Check-In Points / Meetings
- FLEX Assessor/Advisor Meetings (dates/times of these meetings are listed below each schedule)

MEDD 429 is dedicated entirely to student project time. During the academic year there are three scheduled face-to-face FLEX Small Group Sessions, three FLEX Check-In Points and several scheduled meetings for advisors and assessors. We have listed the dates where these events occur in the table below. Students will be engaged in their FLEX activities the rest of the time.

MEDD 429 – TERM 1 (YEAR 2)

<table>
<thead>
<tr>
<th>DATE</th>
<th>12 – 1:00PM</th>
<th>1 – 2:30PM</th>
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</thead>
<tbody>
<tr>
<td>21-Aug-17</td>
<td>MEETING</td>
<td>FLEX SG</td>
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<tr>
<td>28-Aug-17</td>
<td>FLEX CHECK-IN POINT</td>
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</tr>
<tr>
<td>02-Oct-17</td>
<td>FLEX CHECK-IN POINT</td>
<td></td>
</tr>
<tr>
<td>20-Nov-17</td>
<td>FLEX CHECK-IN POINT</td>
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MEDD 429 – TERM 2 (YEAR 2)

<table>
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<th>DATE</th>
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<th>1 – 2:30 PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-Jan-18</td>
<td>MEETING</td>
<td>FLEX SG</td>
</tr>
<tr>
<td>22-Jan-18</td>
<td>FLEX ACTIVITY DAY</td>
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</tr>
<tr>
<td>19-Feb-18</td>
<td>FLEX CHECK-IN POINT</td>
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</tr>
<tr>
<td>09-Apr-18</td>
<td>MEETING</td>
<td>FLEX SG</td>
</tr>
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</table>

MEDD 429 ASSESSMENT MEETINGS (FLEX Assessor/Advisors OR FLEX Assessors ONLY)

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME</th>
</tr>
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<tbody>
<tr>
<td>Monday, December 4, 2017</td>
<td>12-1PM</td>
</tr>
<tr>
<td>Monday, April 16, 2018</td>
<td>12-1PM</td>
</tr>
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COMPENSATION

For those eligible to be paid for teaching – Small group teaching in FLEX is compensated per the UBC Faculty of Medicine Clinical Faculty Payment Guidelines. Work in MEDD 429 is compensated as follows:

- **FLEX Sessions** (note – these sessions help inform formative feedback to the student)
  - **FLEX Small Group Sessions** – 3 hours per session (comprised of 1.5 hours Small Group work **PLUS** 1.5 ‘extra hours’ for longitudinal work with students (e.g. emails, working with FLEX notebook, reviewing learning plans, etc.)
  - **FLEX Check-In Points** – 3 hours per check-in point for longitudinal work (e.g. contact with students individually or as a group (as needed) via email or Skype meeting or in-person meeting – format left to group’s discretion; this time includes reviewing and approving the student’s project plan)

- **FLEX Assessment** – this work is compensated via a set number of hours which covers all assigned assessment work that needs to be completed. This work is currently estimated to be as follows:
  - **24 hours in MEDD 419 for summative assessment of 12 students** (assessed once per term)

A “not-to-exceed” amount will be defined based on estimated hours required.