



UBC's Office of Faculty Development and the Regional Faculty Development teams are creating resources to support MDUP faculty in teaching and assessing effectively in the renewed curriculum. This is not a comprehensive list of offerings, but highlights those built in response to programmatic curriculum changes.

For more information, please contact: Katherine Wisener at katherine.w@ubc.ca.

Curriculum Renewal Priority	Faculty Leads	Target Group	Timeline & Resources
<p>Case-Based Learning: The renewed curriculum will shift from a PBL to a CBL approach. CBL tutors and case writers will require faculty development to support this shift. Tutor training for new tutors will involve an online module and a two-day in-person workshop. We have developed an adapted approach to support experienced tutors transition from PBL to CBL. Case writers will be supported as cases are re-written in a CBL format.</p>	<p><u>Fac Dev Leads:</u> Linlea Armstrong, Barry Mason, Heather Buckley (VFMP)</p>	<p>PBL Tutors, CBL Tutors, Case Writers</p>	<ul style="list-style-type: none"> Experienced PBL tutors complete an online CBL tutor training module (approx. 45 mins.) (Aug. 2015) New P/CBL tutors complete in-person training (7hrs)(Aug. 2015) Tutors will attend 2 faculty development sessions in the TIME CBL case Case writers are provided with the following documents: <ul style="list-style-type: none"> * Pragmatic Guidelines for CBL Case Development * Annotated example of a case written in PBL and CBL (Apr. 2015)
<p>FLEX: MEDD 419, 429, 439 (FLEX) is a new course in the MDUP spanning Y1-3. FLEX Advisors will be supported in as they provide formative feedback and support to students in small group settings. CAFL's (Content Area Faculty Leads) will be supported in their role of providing oversight and in summative assessment.</p>	<p><u>Fac Dev Lead:</u> Mike Purdon (SMP)</p> <p><u>CR Leads:</u> Dawn Cooper & Richard Lazenby</p>	<p>FLEX Advisors/FoS Tutors, CAFL's (Content Area Faculty Leads)</p>	<ul style="list-style-type: none"> FLEX faculty will have access to an online module highlighting the various faculty roles. FLEX Advisors will complete an online module prior to their first touchpoint with their students mid-November. (Sept. 2015). CAFL's will complete an online module that includes detailed assessment information. (Jan. 2016)
<p>OSCE: OSCE's assess competencies related to communication, clinical reasoning, clinical examination, performance of procedures, analytic skills, etc. The renewed curriculum will introduce a formative OSCE at the end of Y1, T1 in MEDD 411.</p>	<p><u>Fac Dev Lead:</u> VFMP Team</p> <p><u>CR Leads:</u> Amita Modi</p>	<p>OSCE Examiners</p>	<ul style="list-style-type: none"> OSCE examiners will attend a workshop that supports them in providing quality formative feedback in an OSCE setting (Dec. 2015)
<p>Portfolios: Portfolios are designed to support students' progression toward self-regulated learning. Portfolio coaches will be facilitating students in their development through critical self-reflection and the application of knowledge/skills .</p>	<p><u>Fac Dev Lead:</u> Mike Purdon (SMP)</p> <p><u>CR Lead:</u> Maria Hubinette</p>	<p>Portfolio Coaches</p>	<ul style="list-style-type: none"> Portfolio Coaches will complete an online Module that orients them to Portfolios as an assessment pillar and will support their role in promoting critical self-reflection in students. (September 2015) In-person faculty development sessions will be offered throughout Y1 (Nov. 2015-June 2016)
<p>Written Exams (MCQ's & Progress Tests): Progress tests are multiple choice exam questions that represent exit competency level material. Students are expected to demonstrate growth of knowledge over time and progressive improvement in their score.</p>	<p><u>Fac Dev & CR Lead:</u> Kiran Veerapen (IMP)</p>	<p>Themes, Systems, and Clinical Experience Leads, Session Instructors</p>	<ul style="list-style-type: none"> Workshops on how to write effective MCQ's and Progress Test Questions have been and will continue to be delivered as required by the renewed curriculum. A workshop template is also available (Apr. 2014) A fillable PDF template for writing exam questions will be available for faculty (July 2015)
<p>Workplace-Based assessment (WBA): In the renewed curriculum, WBA's are new and involves the direct observation of students performing relevant physician tasks in both clinical and non-clinical settings. WBAs will be implemented across family practice, clinical skills, and CBL learning environments.</p>	<p><u>Fac Dev Lead:</u> Rob Olson (NMP)</p> <p><u>CR Lead:</u> Patrick Rowe</p>	<p>CBL Tutors, Clinical Skills Tutors, and Family Practice Preceptors</p>	<ul style="list-style-type: none"> A coversheet introducing WBA's is available (June 2015) CBL tutors will be oriented to WBA via the CBL tutor training module and supported in regular weekly tutor meetings. (Aug. 2015) Clinical skills tutors will complete an online module to support them in assessing students using WBA's (Sept. 2015) Family Practice preceptors will watch an annotated video to support them in assessing students using WBA's (Sept. 2015)