

MEDD 429 PORTFOLIO 1 - FLEX Project Plan (FPP)

Student Details

Your Name: [First Name, Last Name](#)

Your UGME Site: IMP NMP SMP VFMP

(Optional)
Your Pronouns: They/Them/Theirs She/Her/Hers He/Him/His
 Other [Click here to enter text](#)

Your Email: [Click here to enter text \(use email address that you check consistently\)](#)

Project Title, Goals and Information

FLEX Activity Title: [Click here to enter text](#)

Primary Supervisor Name: [Click here to enter text](#)

Contact Info: Email: [Click here to enter text](#)

Link to [Activity Supervisor Sign-Off](#)

PLEASE SHARE THE **FLEX ACTIVITY SUPERVISOR HANDBOOK¹** WITH ANY POTENTIAL ACTIVITY SUPERVISOR

Participating in multiple FLEX Activities?

Please use "a", "b", etc. in each section (as required) to indicate which text refers to each activity.

Please consult the Appendices listed below in the MEDD 429 Coursebook² when completing the following sections:

- APPENDIX II, Part A - Developing Learning Goals and Objectives for FLEX Activities
- APPENDIX II, Part B – UBC MDUP Exit Competencies
- APPENDIX II, Part C - Applying Glassick's 6 Scholarly Standards to a FLEX Project

1. Personal Learning Goals and Objectives (500 words)

Describe your personal learning goals and objectives, and how your project will contribute to developing UBC MDUP Exit Competencies, particularly those of Scholar, Communicator, Collaborator, Advocate and Professional. In MEDD 429, learning goals and objectives should address the achieved "Prior to Clerkship" competencies.

Personal Learning Goal(s) <i>Add additional rows to the table, if you have more than one goal</i>	Addresses MDUP competency Please refer to competencies using the role name, followed by the enabling competency number and letter – e.g., Collaborator 2.b.
Student response	Student response

Briefly summarize your personal Learning Objectives related to the above Learning Goal in terms of the SMART framework, using the guiding text in blue to assist you. If any of the five categories of SMART don't apply, you can indicate why.

Specific	What specific learning objective(s) would you like to accomplish in MEDD 429?
Measurable	What outcome or artefact can you produce?
Achievable	With appropriate support and dedicated MEDD 429 curriculum time, will you be able to achieve the outcome?
Relevant	How does your objective relate to your learning goal?
Time	When will you complete the objective?

¹ Entrada > MEDD 429 > FPP & SPF Assessments > 04. Activity Supervisor Handbook

² Entrada > MEDD 429 > Coursebook & Resources > 01. Coursebook, Groups & Guide

2. Purpose of the Project (400-500 words) - Refer to Glassick's 1st scholarly standard

Describe the project aims and why they are important. What is your role(s)? Is the project a component of a larger venture, built on something previously accomplished, or does it 'stand alone'? Will it contribute to identifying/developing future projects? If you are working in a group project with other FLEX students, you'll be asked in the SPF form, the roles/contributions of the other students in the group.

Please include citations to two papers supporting your comments in sections 2, 3, or 4. You only need to **include 2 references in total** in your FPP, which can be added to the literature review you write for your SPF.

Student response

3. Adequate Preparation (200-300 words) - Refer to Glassick's 2nd scholarly standard

All scholarly activities begin with a literature review³; some may also require a needs assessment (this should be discussed with your Activity Supervisor). Please describe how this will be achieved (e.g., what will be the scope of your literature review/needs assessment). What is known from the available literature about the topic and the methodological approaches to be used in your project? Consider other forms of preparation that might be necessary, such as community consultation. What assumptions, if any, are embedded in your project? What new knowledge are you hoping to add to the field?

Student response

4. Appropriate Methods (200-300 words) - Refer to Glassick's 3rd scholarly standard

What is your overarching methodological approach (e.g., quantitative, qualitative, mixed-methods, etc.)? Describe what you will do. Have you considered your analysis plan? Are you aware of any challenges that might hinder your project's success, such as recruitment of participants, special technical / equipment needs, etc.? If so, what options are available to you to address them?

Student response

5. Results and Knowledge Translation (200-300 words) - Refer to Glassick's 4th and 5th scholarly standards

Describe the intended tangible or intangible results/outcomes of your project. Who are the knowledge users related to your project (individuals, groups, organizations, or even communities who are in some way impacted by or contribute to your project)? How will you communicate what you have learned, and in what forum? If your work includes human participants, will they have the opportunity to learn about your results? If a publication or conference abstract will result from your work, please discuss authorship expectations with your Activity Supervisor, and summarize your agreement in this section.⁴

Student response

6. Elevated Level of Scholarship (200-300 words)

Explain how an elevated level of scholarship will be achieved in MEDD 429 compared to MEDD 419. Please review the enabling competencies achieved "**Prior to Clerkship**" in the **MDUP Exit Competencies** in the Coursebook for ideas.

Student response

OPTIONAL - Advisor Comments:

³ All activities require some investigation of the literature to properly formulate a plan for the activity (developing questions, understanding context, and planning, etc.). Some activities will require more depth of review than others.

⁴ Please see "APPENDIX II – FPP and SPF Tips and Resources, Part D) Authorship Guidelines for FLEX Students" in your MEDD 429 Coursebook in Entrada > MEDD 429 > Coursebook & Resources > 01. Coursebook, Groups & Guide.

Project Logistics

7. Communication Plan (150-250 words)

This section is extremely important. Supervisors and students have told us that a clear communication plan is essential for a successful FLEX experience. Please outline the plan you and your Activity Supervisor have discussed regarding the method and frequency of communication. Please describe how you will seek help if any issues arise.

Student response

The MEDD 429 FLEX Cycle is made up of:

MEDD 429 FLEX HALF DAYS (4 HOURS/WEEK), AUG 29, 2024 to MAR 24, 2025 (up to 72 hours)

MEDD 429 FLEX BLOCK (32 HOURS/WEEK), APR 21 to MAY 09, 2025 (96 hours)

Please identify the number of hours associated with each activity:

ACTIVITY TITLE(S) Note: Up to 20 hours of non-scholarly work can count towards your FLEX activity	NEW (N) OR CONTINUED (C) ACTIVITY?	HOURS
	TOTAL HOURS	

Please identify the location and components associated with each activity. Please note *there is one FLEX Small Group Session (Monday, April 28, 2025) scheduled during the full-time block period, and students are required to attend.*

DATES	ACTIVITY LOCATION (CITY*)	ANTICIPATED WORK TO BE COMPLETED	ACTUAL WORK COMPLETED**
Half Days Aug 29 to Nov 29			This section will be completed by students in their SPF form (at the end of the FLEX block)
Half Days Jan 13 to Mar 28			
Wk of Apr 21			
Wk of Apr 28			
Wk of May 05			

* Students are expected to be at their UGME home site OR the site of their Activity Supervisor. Any alternate arrangements must have been approved in advance by the **local FLEX Site Director**.

** Work completed while students are engaged in projects may change from what was anticipated. This column will allow students to better explain describe and reflect on what changes occurred, including impacts on the student experience.

IMPORTANT INFORMATION REGARDING ABSENCES

Students must adhere to the UBC UGME absence policy located in Entrada⁵. Please consult/notify your **FLEX Site Director** if you need to be absent during your FLEX Block.

⁵ Entrada > Dashboard > Policy and Forms > Attendance and Absence

8. Safety and Risk Mitigation (100-200 words)

Describe the safety and risk issues (both to you personally and to anyone participating in/or potentially affected by the project) in this plan. Please discuss this with your Activity Supervisor, and describe strategies to mitigate the safety and risk issues associated with the activities in this plan. Indicate your awareness of all resources available to you through the UGME or your home university (e.g., Student Affairs, university counselling services). If circumstances prevent any planned in-person work, what would be your back-up plan.

Student response

INSTITUTIONAL APPROVALS

These requirements are external to the FLEX course, but we are required to collect this information.

Ethics and Operational Approvals (please check appropriate selection box(es) for each item below)

Research Ethics Approval from UBC or Other Institutional REB	<input type="checkbox"/> No, explain why in sufficient detail to justify this choice Click here to enter text. <input type="checkbox"/> Yes, covered by an existing certificate – please upload a copy of the certificate to the MEDD 429 Assessments drop box <input type="checkbox"/> Yes, I will apply for project ethics certificate(s) - once done, please upload a copy of the certificate to the MEDD 429 Assessments drop box
Operational Approval (includes all QI projects) from a Hospital, Health Authority or Other Institution	<input type="checkbox"/> No <input type="checkbox"/> Yes – If so, please identify Hospital, Health Authority or Other Institution Click here to enter text.
UGME approvals from UBC	<input type="checkbox"/> No <input type="checkbox"/> Yes, from UGME Learners Access Advisory Council (LAAC) for projects in which medical students are subjects <input type="checkbox"/> Yes, from the appropriate UGME Theme/System Lead for projects producing material for use in the UGME curriculum
For projects taking place away from the student's home MDUP site	Please check all which are appropriate: <input type="checkbox"/> Uploaded approval from your FLEX Site Director to travel outside of your UGME site, outside the province, or outside of Canada <input type="checkbox"/> Have a UBC Supervisor for an out-of-country activity – Name and Email: Click here to enter text. <input type="checkbox"/> Uploaded your completed and signed Faculty of Medicine FLEX Student Travel Participation Requirements form OR Student Abroad Participation Requirements form to the MEDD 429 Assessments drop box <input type="checkbox"/> (IF TRAVELLING OUTSIDE OF CANADA) Registered at UBC Student Safety Abroad Registry and uploaded your Student Mobility Agreement to the MEDD 429 Assessments drop box

OPTIONAL - Advisor Comments:

ChatGPT/Generative AI Tool Declaration (required from all students)

FLEX follows guidance from the [UBC Academic Integrity Office regarding generative AI tools \(GenAI Tools\)](#). You may use GenAI Tools if you tell us, and assess, reflect upon, and edit the information in this FPP. FLEX would also like to learn from student experience with the tool. **Your answer will not affect the assessment of your FPP submission.** We will collate your comments anonymously and extract themes to inform the ongoing quality improvement of the FLEX course, specifically regarding the use of ChatGPT/other GenAI Tools.

- No, I did not use ChatGPT/other GenAI Tools because [Click here to enter text.](#)
- Yes, I did use ChatGPT/other GenAI Tools in creating my FPP

Please tell us how ChatGPT/GenAI Tools was helpful/unhelpful, how you suggest students should use it, and any limitations. [Click here to enter text.](#)

ACTIVITY SUPERVISOR SIGN OFF

to be completed after reviewing the student's FLEX Project Plan (FPP)

To Supervisor:

In lieu of a signature, please send your student an email **before October 25** indicating you **"agree with the FPP and are willing to provide supervision"**. The FLEX course cannot approve a student's FPP without this documentation. Thank you.

To Student:

Please ensure your Activity Supervisor has "signed off" on your final FPP before the **November 8** FPP submission deadline. Upload a copy of the email from your Activity Supervisor to your MEDD 429 Assessments drop box in Entrada. **Note:** If your Advisor asks for substantial amendments to be made to your **October 25** FPP, please resend your updated FPP to your Activity Supervisor with an explanation as to what has been amended so they can re-review changes and sign off again. Upload the new email from your Activity Supervisor to your MEDD 429 Assessments drop box in Entrada.

****This section is to be completed by FLEX Advisor****

Advisor Name: [Click here to enter text](#)

(Mandatory) Check-In Feedback Term 1:

<p>Please provide actionable feedback in the space to the right, especially whether the project meets the 6 scholarly standards. If the FPP needs revisions, provide specific guidance in the Advisor Comments text boxes in the student pages of the FPP form.</p>	<p align="center">Click here to enter text.</p>
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(Mandatory) Check-In Feedback Term 2:

<p>Please provide feedback in the space below. If you did not need to meet with the student to discuss their responses to the check-in questions, please include a comment below stating that you have reviewed the student’s responses and no further action was required.</p>	<p align="center">Click here to enter text.</p>
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FPP Approval Status:

After reviewing the student’s FPP, select the appropriate STATUS and complete the associated ACTION. Only ONE status should be selected at any time.

STATUS	ACTION
<p>FPP requires further edits <input type="checkbox"/></p>	<p>By 12 pm (noon) on November 01, 2024: Upload a Word version of the FPP with your suggestions to the student’s MEDD 429 Assessments drop box, and instruct them to review your suggestions and upload a revised FPP by 12 pm (noon) on November 05, 2024.</p> <p>Once a satisfactory FPP AND an Activity Supervisor agreement is uploaded, then: a) unselect “FPP Requires further edits”, b) select “FPP is approved”, and c) follow the ACTIONS associated with that status.</p>
<p>FPP is NOT approved <input type="checkbox"/></p>	<p>Please provide an explanation in the space below, send this form to your local FLEX Site Director as soon as possible and wait for further instructions.</p> <p align="center">Click here to enter text.</p>
<p>FPP is approved <input type="checkbox"/></p>	<p><i>Is the Activity Supervisor agreement in the student’s MEDD 429 Assessments drop box?</i></p> <p align="center"> <input type="checkbox"/> Yes <input type="checkbox"/> No – Contact student, and do not proceed further until the student completes this step </p> <p><i>Location of your student during FLEX Block Cycle*:</i></p> <p align="center"> <input type="checkbox"/> i. UGME site (Kelowna, Prince George, Vancouver, Victoria) <input type="checkbox"/> ii. Site of Activity Supervisor in a Canadian city other than one of the UGME sites listed above (please provide location: Click here to enter the city) <input type="checkbox"/> iii. Neither i nor ii above – please provide the location: Click here to enter city, country </p> <p><i>By providing your name and the date, you indicate you are signing off on this FPP:</i></p> <p align="center"> <i>Advisor Name:</i> Click here to enter text. <i>Date:</i> Click here to enter text. </p> <p><u>FINAL STEPS</u> AFTER ADVISOR SIGNS OFF ON FPP:</p> <ol style="list-style-type: none"> 1) Save the file with “FINAL” as the first word in the file name. 2) Upload the final FPP (with check-in comments) to the student’s MEDD 429 Assessments drop box. 3) Assign the student a “1” in the MEDD 429 Assessments Gradebook.

*During FLEX Block Cycles, students are expected to be at their UGME home site OR the site of their Activity Supervisor. Alternate arrangements must have been approved in advance by the local FLEX Site Director.