



UNIVERSITY OF CALGARY
CUMMING SCHOOL OF MEDICINE

Family Medicine Clerkship

MDCN 502

**UNDERGRADUATE MEDICAL EDUCATION
CORE DOCUMENT**

CLASS OF 2026

2025-2026 Academic Year

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1. Welcome to Family Medicine Clerkship

For scheduling queries or to submit course work, please email the UME Family Medicine Program Coordinator: **Karishma Sutar**: famclerk@ucalgary.ca



Anila Ramaliu MD MSc CCFP
Family Medicine Clerkship Director
aramaliu@ucalgary.ca

For academic questions, please contact Dr. Ramaliu. For any other question please contact FM Clerkship coordinator at famclerk@ucalgary.ca. Your email will be addressed in a timely manner (2-3 business days).



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Welcome, Lunkaryas!



Class of 2026

Dear Clerkship Students,

We hope that you will enjoy your 8-week Family Medicine Clerkship experience. We are thrilled to introduce you to the wonderful world of both rural and urban Family Medicine.

The FM Medicine Clerkship Rotations are busy. Please read through the Core Document in advance to help you keep track of all the pieces for FM Clerkship. Sample Timeline checklists that are part of this document will help you NOT TO MISS important deadlines (see section 4.10 and 5.9 for Rural and Urban respectively). If you keep these timelines in mind, you will do well!

Please read the emails from the UME FM Program Coordinator. She will be doing her level best to keep you on track and informed!

If you have concerns about your clerkship experience, please reach out to us famclerk@ucalgary.ca

Anila Ramaliu MD MSc CCFP
Family Medicine Clerkship Director

2. Goals of Family Medicine Clerkship

The following outlines the goals of the rotation. For exam preparation information, refer to sections: 7. **Supplemental Learning Resources** and **Appendix F Learning Objectives and 27 Clinical Presentations**.

By the end of Family Medicine Clerkship, you will:

- Have a better understanding of how family physicians think and do their work. A significant challenge in family medicine is dealing with **the undifferentiated patient**: someone with an issue or symptom for which the diagnosis is not clear. You will appreciate and develop skills in interviewing patients, determining management plans, and communicating these to the patient. You will recognize **the importance of shared decision-making with patients and collaboration with a multitude of other healthcare providers** as you follow patients through the course of their illness, providing **continuous and comprehensive care**.
- Understand the breadth of **medical expertise** required of a family physician and how they assimilate new knowledge and address questions arising from medical cases and their patients. You will be exposed to **all ages, life stages and types of presentations, along with both acute and chronic diseases**.
- Be responsible for integrating resources of all kinds for a patient, from diagnostic testing to mental health services. You will understand the **complexity** of patient management and the importance of the **Patient's Medical Home** in ensuring access to care and that care plans are executed. You will have had the chance to **advocate** on behalf of your patients.
- Be exposed to the various roles that family physicians play in their communities; some may have health **advocacy or leadership roles**, others may have **research, teaching and/or diverse clinical roles** including hospital, obstetrical, emergency room or palliative care.
- Gain an understanding of the importance of **long-term relationships** with patients and a **patient-centered approach**, the value patients add to the therapeutic process and to the day-to-day lives of family physicians and their staff.

To learn more about the role of the family physician see:

https://www.cfpc.ca/uploadedFiles/About_Us/FM-Professional-Profile.pdf

Visit the College of Family Physicians of Canada website for more information, including this link to the principles of Family Medicine: <https://www.cfpc.ca/Principles/>

“The Big 10” Program Objectives of the Cumming School of Medicine can be found in Appendix G.

Part of the Family Medicine practice is offered virtually. To assist you in how to provide care through virtual means review the appendix “Virtual care in Clerkship”. The [Department of Family Medicine](#) website also has links to virtual care and teaching resources.

Requirements to pass the Family Medicine rotation

Must Complete ¹	Logbook	2 nd FM block
Must Complete ¹	SNAPS presentation	Rural FM block
Must Complete ¹	Formative Midpoint Preceptor ITER	Both blocks
Must Complete ¹	Clinical Expectations	Both blocks
Must Complete ¹	Attendance and participation in academic sessions	Both blocks
Must complete ¹	Submit signed Clinical Calendar	Both blocks
Must Pass ²	Satisfactory Final Preceptor ITER	Both blocks
Must Pass ²	Patient-Centered Care Project	Urban FM block

¹ Must complete. Failure to do so will result in an overall evaluation of 'satisfactory with performance deficiency' for the rotation.

² Must pass. Failure to do so will result in an overall evaluation of 'unsatisfactory' for the rotation.

3. Logbook

Your logbook will be assessed for completion at the end of your 2nd FM block only.

You are required to log when you have completed all the listed clinical presentations and tasks. Please note that there are some clinical presentations that you will likely not see during your rotation as they are rare. The point of listing (and logging) them is to ensure that you read about these and/or discuss them with one of your preceptors during your rotation. Ideally you should see patients with these problems in clinic and record them in your logbook. If you do not see a case in relation to one of the problems listed, please refer to the virtual patients on LearnFM: <https://cards.ucalgary.ca/institute/3>. Once you have read around the topic and/or discussed it with your preceptor, you may log this as completed. Furthermore, if you have had that experience in another rotation then you may check off the activity.

You must complete the logbook for your rotation on Osler by the **final Sunday of the rotation by 5pm**). In cases of delayed completion of the logbook, the rotation will be considered “incomplete” until all required elements have been completed.

Clinical Presentation / Objectives

1.	Abdominal pain
2.	Advanced Care Planning/Goals of Care video
3.	Blood pressure abnormal, hypertension
4.	Checkup
5.	Chest discomfort
6.	Contraception
7.	Cough, cough and/or abnormal x-ray
8.	Diabetes type II
9.	Diarrhea
10.	Dizziness/vertigo
11.	Ear pain
12.	Elderly – risk assessment
13.	Fatigue
14.	Headache
15.	Ischemic heart disease
16.	Joint pain
17.	Mood disorders, major depression, Adjust., Bipolar
18.	Obesity
19.	Pain - back
20.	Panic and anxiety
21.	Prenatal care
22.	Respiratory – upper - URTI
23.	Skin disorders
24.	Temperature abnormal/fever/chills
25.	Urinary frequency
26.	Vaginal discharge/STD
27.	Well-baby care
28.	Wheezing/respiratory difficulty/asthma

Procedures/Tasks

1.	Advanced Care Planning/Goals of Care discussion
2.	Blood glucose/glucometer
3.	Cryotherapy
4.	Intramuscular injections
5.	Joint injection (can be aspiration or injection)
6.	Papanicolaou smear
7.	Skin biopsy
8.	Syringe auditory canal
9.	Throat swab
10.	Urinalysis
11.	Vaginal smears/swab
12.	Wound swab
13.	Observed history
14.	Observed physical
15.	Complete the LearnFM Cards (cards.ucalgary.ca)
16.	Discuss “co-benefits” with a patient or preceptor (Planetary Health curriculum)

4. Rural/Regional

You are expected to travel on the Sunday in advance of the rotation to be ready to work on Monday morning. Of note, the other clerkship rotations are aware of this need to travel and will try to accommodate this by not placing you on call on the Sunday night before. However, ***it is important for you to contact the scheduler for your preceding block and inform them***. If you must be on call, then your start day/time can be adjusted accordingly.

A mandatory virtual orientation to the Rural FM Block will occur from 8 to 9 am the first Monday of the rotation. Please make sure that your preceptor is aware of the orientation and that they should not expect you in clinic until after the orientation is completed. You will be sent the details regarding this orientation in advance. **ATTENDANCE is mandatory even if you have a prescheduled flex/vacation day.** If you do not attend (for unforeseen circumstances or excused by FM leads) you must watch the orientation podcast and read the Core Document so that you are aware of the requirements to pass the rotation. If you miss the orientation, the FM Clerkship coordinator will contact you. She will ask you to complete a few questions that demonstrate your understanding of the FM Clerkship core document.

4.1 Clinical Time

The expectation is that you will work the equivalent of 5 full days per week for the 4 weeks of the block.

A half-day clinic is defined as 4-5 hours of patient contact and does not include your academic sessions. One half day a week may be with a member of the inter-professional team who provides care to your patient population or may include a community-based medical experience: for example, a ride along with the local paramedics.

Of note, we respect the judgment of your preceptor regarding counting clinical half days. Their schedules may not reflect a typical 4-5-hour half day, and they will assist you with ensuring you are meeting the 5-day work week.

If your preceptor does not work certain days during the rotation, you should ask them if they work on weekends or evening shift. If they do, you are expected to be available to work during those weekends or evening shifts with your preceptor. For example, if your preceptor does not work on Wednesdays but works on Saturdays, you will be off on Wednesdays and work on Saturdays. If your preceptor is away during your rotation, you must ask your preceptor if you can work with one of their colleagues in the same clinic. If that is not possible, please inform the FM clerkship coordinator (famclerk@ucalgary.ca) who will assist to resolve the situation. The above should be discussed with your preceptor when completing your proposed clinical calendar.

If you are scheduled on call with your preceptor (5:00 pm to 8:00 am) this generally counts as a half day (5-hours clinic) towards your clerkship obligations. But if you are scheduled to work overnight and you do not see any patients, then you would not get any credits. The credits for on call are not based on the hours you are scheduled but on the hours you work. If there are “exceptional circumstances” during a call shift, they must be reviewed with the Clerkship Director.

If due to unforeseen illness or absence your total clinical time is less than 30 clinical half days, the Family Medicine leadership will discuss your clinical time with you, and you will be required to complete make-up time. You cannot make up missed time from one FM block in the other FM block. You also cannot make up missed FM time in any other clerkship rotation. Make-up time can only be made during breaks, e.g., fall, winter, CaRMS, at the end of the clerkship year, etc.

The UME FM Coordinator (famclerk@ucalgary.ca) will schedule make-up time with one of the Department of Family Medicine Teaching Clinics or, depending on availability, a community preceptor. Due to limited availability, you need to accept the date(s) for make-up time unless you have a scheduled exam. In this case, please let the UME FM Coordinator know before the process for scheduling make-up time begins.

If you are absent from clinic during your scheduled make-up time, you must inform the UME FM Coordinator and Clinic Scheduler.

During the first clinical session with your preceptor, we suggest you let them know your stage in clerkship and which rotations you have completed, and then review your schedule for the block, including:

- a. clinical expectations
- b. time away for statutory holidays
- c. time away for the Clerkship Clinical Skills course (depending on location)
- d. SNAPS sessions during lunch hours so you can ensure you are excused from patients or wrapping up cases and can log on to Zoom on time (see next page for times)
- e. if necessary, travel time to write the ICE (Integrative Clerkship Exams)
- f. any previously approved absences

At the end of Week 1 you need to submit a proposed Clinical Calendar (Appendix B) to the UME FM Program Coordinator to confirm you have planned the weeks well and will not have any difficulty meeting clinical expectations. The proposed Clinical Calendar does not need to be signed by your preceptor.

At the end of the block, you need to submit a Clinical Calendar for the block (Appendix B) which must be signed by your preceptor.

4.2 Absences

Any absences will need to be approved through normal mechanisms in Osler and your preceptor should be notified. For more information on absences refer to the [Clerkship Student Handbook](#).

You may have a maximum of three flex days per clerkship year – not rotation. **You may take one flex day in each 4-week block. Flex days must be scheduled in advance (before the start of the rotation).** Flex and vacation days should be avoided on the first day of the rotation. Flex days must be approved by the Family Medicine Clerkship Director and will be tracked.

You are allowed up to a maximum of 2 days absence in each 4-week block for approved reasons such as illness, family issues, bereavement, or conference leave. **All absences, except one half day (optional) for the SNAPS project preparation must be approved at the UME level through Osler.** A half day taken for SNAPS project preparation does not count towards clinical hours.

For absences greater than 3 days, approval from the UME Assistant Dean and the Family Medicine Clerkship Director is required.

4.3 Clerkship Clinical Skills Course

Placement more than 1 hour away from Calgary

If during your mandatory rotation you are scheduled for a Clerkship Clinical Skills session but are placed at a location more than one-hour's drive away from Calgary, you will be excused from the Clerkship Clinical Skills session. In that case you are expected to access some of the CCS course material, e.g., recordings of diagnostics and therapeutic didactic sessions on Osler at your own discretion. However, (optional) If you are interested in attending the Clerkship Clinical Skills session in person, you can email the Clerkship Clinical Skills course

coordinator at ccs.md@ucalgary.ca and request to reschedule this session for you at a later date.

Placement within 1 hour from Calgary

If you are within one-hour's drive from Calgary you are expected to attend the Clerkship Clinical Skills session in person, provided driving conditions are safe. You must attend the Clerkship Clinical Skills session in the afternoon but be sure to inform your preceptor and the resident/fellow of your absence in the clinic during that time. You are expected to resume your clinical responsibilities after the mandatory teaching session, if on the same day you are scheduled for an evening shift. It is your responsibility to notify your preceptor well in advance if you will be absent from clinical duties in the afternoon of the Clerkship Clinical Skills session, so that you are not scheduled for clinical responsibilities during that time.

Please remember to email the Clerkship Clinical Skills program coordinator at ccs.md@ucalgary.ca every time you will be absent from the Clerkship Clinical Skills session (with the date) or if you are unsure whether you are expected to attend the Clerkship Clinical Skills session.

4.4 Academic Sessions (Mandatory)

Academic sessions will be delivered by Zoom. You will need to ensure you have access to the internet at your clinic, know how to connect to the videoconference (see 4.9), and that you have wrapped up with clinical care to arrive at the sessions on time.

Week 1 - Monday (8:00 – 9:00 am) Mandatory Zoom Video Conference*

Orientation – Family Medicine Clerkship Director

Week 2 - Thursday (12:00 - 1:00 pm) Mandatory Zoom Video Conference*

SNAPS SESSION #1

Cameras to be switched on during the session.

Week 3 - Thursday (12:00 - 1:00 pm) Mandatory Zoom Video Conference*

SNAPS SESSION #2

Cameras to be switched on during the session.

*During the group discussions (with no screen sharing), please switch on your camera. During presentations (and at times of screen sharing) please feel free to switch off your camera. If there is a reason your camera cannot be switched on, please let the session facilitator know.

4.5 Advance Care Planning

After learning about Advance Care Planning and Goals of Care Discussions (ACP/GCD) by reviewing the [video](#) you are encouraged to engage a patient in the ACP/GCD process. Please discuss this with your preceptor early on to consider which patient(s) may benefit from a discussion and ask your preceptor for the Green Sleeve. There is no formal reporting for this activity, and you are not required to complete the Green Sleeve, although this would be ideal if you do have an opportunity. If you are unable to complete the Green Sleeve document, you should discuss the topic with your preceptor and familiarize yourself with the Green Sleeve document. Doing this will be sufficient to allow you to log the encounter in your logbook.

Please note: There are two logbook entries for this topic. One is to confirm you have reviewed the video presentation and the other is to confirm discussing ACP/GCD with a preceptor/patient.

4.6 SNAPS Presentations

During your rural rotation, you will have two lunch-hour sessions in the 2nd and 3rd week where you and your peers will review selected core topics in family medicine. Rural family physicians will act as moderators for these sessions. They will be there to support and direct conversation as needed. Given the number of students on rotation, the cohort may be divided in two for these sessions, but all materials that are developed by the cohort will be available to all students on rotation.

For these sessions, you will choose a core topic from the 27 Clinical Presentations EXCLUDING Periodic Health Exam (Appendix F). **The goal is not to cover the entire topic in depth, but to review the topic through the lens of primary care as outlined in the objectives (see Appendix F).** These sessions are intended to support the studying of your colleagues.

An example of a SNAPS would be a 5-minute synopsis on how cardiovascular disease risk is determined, or approach to abdominal pain in a primary care setting. There will be 5-6 presentations for each session over the lunch-hour period on the Thursday of the 2nd and 3rd week. Students will be randomly assigned to present in each session. Attending both SNAPS sessions is mandatory. If you are absent from one or both SNAPS sessions, you must complete a make-up assignment before the end of the rotation. The make-up assignment will be sent to you by the FM Clerkship Evaluation Coordinator. If you are absent from the SNAPS session in which you are scheduled to present, you must present your SNAPS on Zoom to the FM Clerkship Evaluation Coordinator before the end of the rotation. The UME FM Program Coordinator will contact you to schedule your presentation.

You must submit your SNAPS topic to the UME FM Program Coordinator at famclerk@ucalgary.ca as soon as you decide (end of Week 1 at the latest) to ensure that another clerk is not doing the same topic. If there is overlap and you are the second person to submit the topic you will have to change your topic, *SO SUBMIT FIRST AND THEN START THE WORK!*

The SNAPS presentation can be with or without slides. It can be a video, an Infographic (see sample instructions below), or any other creative, accessible format. The presentation should review the material you have developed. **It should be no longer than 5 minutes, followed by 2 minutes for questions.** This will challenge you to present the most important elements. Please time yourself in advance to ensure that you DO NOT run over the time.

To make an Infographic, you can use any tools you like. Consider using the Canva website which is a great graphic-design tool for creating and printing media designs and graphics. Sign-up and design (for free) at: <https://www.canva.com>

Steps:

- Outline your content: headings (how many you need) and content in a word doc.
- Search Canva Infographic Templates Educational: <https://www.canva.com/templates/infographics/education/>
- Scroll through the templates that appear or search another, choose one that is marked 'free'
- Click on one you prefer, consider if the number of headings match, can all your material fit?
- Click on "Use this Template" – top right.
- Get designing!
- Download as a PDF

Name the file in the following way: YEAR_FIRST INITIAL_LAST NAME_TOPIC.

All finalized SNAPS materials should be submitted to the UME FM Program Coordinator by Wednesday of Week 4 at 4 pm. They will be available to all students on the rotation for use as study aids.

If you miss mandatory academic sessions, you will be asked to work on mandatory assignments that address the content delivered during teaching sessions, present the assignment(s) to FM faculty that teaches that session or to FM Clerkship leads.

4.7 Travel Reimbursement (RURAL)

You will be reimbursed for one round-trip mileage to and from site. The rate of reimbursement is \$.52/km. Mileage is calculated based on a [fixed distance chart](#). Additional trips for academic events are evaluated at the time of the event. There is no funding available for mileage reimbursement for commuter sites. If you have any questions regarding your reimbursement, please contact the Rural Office at rmexpenses@ucalgary.ca.

4.8 Accommodation (RURAL)

You will be placed in available accommodation approximately 2 weeks before the rotation begins. Accommodation preferences will be gathered by the Rural Office in advance of the clerkship year beginning. If you do not provide any preferences at that time, the Rural Office assumes that any accommodation will be suitable.

Accommodation may be shared or room and board style. You will be provided with your own room and your own bathroom. All accommodation is **strictly no pets and no smoking**.

If you have any questions regarding your accommodation, please contact the Rural Office at ruralmed@ucalgary.ca.

4.9 Video and Teleconferencing

Academic sessions will be streamed using Zoom Video Conference. You will need a laptop with Wi-Fi to connect to the academic session. The Zoom link and passcode will be provided to you by the UME FM Program Coordinator.

Please note: **Academic sessions are MANDATORY**. If you experience issues with your laptop or internet service, you must still attend by telephone using the dial-up number provided.

4.10 Sample Timeline (Rural/Regional)

<input type="checkbox"/>	Laptop and access to Wi-Fi at the clinic required.					
<input type="checkbox"/>	Contact the scheduler for the preceding rotation to confirm travel requirements for FM.					
WEEK 1						
<input type="checkbox"/>	Academic Session: Orientation - Zoom - Monday 8:00 – 9:00 am. Attendance mandatory.					
<input type="checkbox"/>	Clinic introduction and initial orientation. Discuss and review the following with your preceptor:					
a) clinical expectations	b) SNAPS sessions at lunch hours	c) Clerkship Clinical Skills course - time away (if required)	d) If necessary, travel time to write the ICE (Integrative Clerkship Exams) *	e) any approved absences	f) patient(s) for ACP/GCD.	
<input type="checkbox"/>	Logbook: Preceptor to observe complete Hx and PE.					
<input type="checkbox"/>	MITER: Schedule time with your preceptor for the mid-point review.					
<input type="checkbox"/>	Clinical Calendar: Email projected half-day totals to famclerk@ucalgary.ca by 4 pm Friday.					
<input type="checkbox"/>	SNAPS: Email one of the 27 core FM presentations for your SNAPS to famclerk@ucalgary.ca .					
<input type="checkbox"/>	Logbook: Start recording clinical presentations and procedural skills you see.					
WEEK 2						
<input type="checkbox"/>	Logbook: Review ACP/GCD podcast and discuss with preceptor; discuss with a patient.					
<input type="checkbox"/>	Academic Session: SNAPS Session #1 – Zoom – Thursday 12:00 - 1:00 pm. Attendance mandatory. Cameras on.					
<input type="checkbox"/>	MITER: Mid-point review with your preceptor.					
WEEK 3						
<input type="checkbox"/>	Academic Session: SNAPS Session #2 – Zoom – Thursday 12:00 – 1:00 pm. Attendance mandatory. Cameras on.					
<input type="checkbox"/>	ITER: Schedule time with your preceptor for the final review.					
WEEK 4						
<input type="checkbox"/>	ITER: Final review with your preceptor.					
<input type="checkbox"/>	Clinical Calendar: Email signed calendar to famclerk@ucalgary.ca by 4:00 pm on Wednesday.					
<input type="checkbox"/>	Finalized SNAPS materials submitted to UME FM Program coordinator by 4pm on Wednesday.					
2nd FM Block:						
<input type="checkbox"/>	Logbook: Complete by 5:00 pm Sunday. (Final Sunday of the rotation).					

* The content of this Family Medicine clerkship rotation is a significant part of the Integrative Clerkship Exams.



5. Urban

A mandatory virtual orientation to the urban FM Block will occur from 3-4:30 pm on the first Monday of the rotation. Please make sure that your preceptor is aware of this orientation session that you need to attend. You will be sent the details regarding this orientation in advance. **ATTENDANCE is mandatory even if you have a prescheduled flex/vacation day.** If (for unforeseen circumstances or excused by the FM leads) you do not attend the FM clerkship orientation you must watch the orientation podcast and read the Core Document so that you are aware of the requirements to pass the rotation. If you miss the orientation, the FM Clerkship coordinator will contact you. She will ask you to complete a few questions that demonstrate your understanding of the FM Clerkship core document.

5.1 Clinical Time

The expectation is that you will work the equivalent of 5 full days per week for the 4 weeks of the block.

A half-day clinic is defined as 4-5 hours of patient contact and does not include academic sessions. One half day a week may be with a member of the inter-professional team who provides care to your patient population. Of note, we respect the judgment of your preceptor regarding counting clinical half days. Their schedules may not reflect a typical 4-5-hour half day, and they will assist you with ensuring you are meeting the 5-day work week.

If your preceptor does not work certain days during the rotation, you should ask them if they work on weekends or evening shift. If they do, you are expected to be available to work during those weekends or evening shifts with your preceptor. For example, if your preceptor does not work on Wednesdays but works on Saturdays, you will be off on Wednesdays and working on Saturdays. If your preceptor is away during your rotation, you must ask your preceptor if you can work with one of their colleagues in the same clinic. If that is not possible, please inform the FM clerkship coordinator (famclerk@ucalgary.ca) who will assist to resolve the situation. The above should be discussed with your preceptor when completing your proposed clinical calendar.

If you are scheduled on call with your preceptor (5:00 pm to 8:00 am) this generally counts as a half day (5-hours clinic) towards your clerkship obligations. But if you are scheduled to work overnight and you do not see any patients, then you would not get any credits. The credits for on call are not based on the hours you are scheduled but on the hours you work. If there are “exceptional circumstances” during a call shift, they must be reviewed with the Clerkship Director.

If due to unforeseen illness or absence your total clinical time is less than 30 clinical half days, the Family Medicine leadership will discuss your clinical time with you, and you will be required to complete make-up time. You cannot make up missed time from one FM block in the other FM block. You also cannot make up missed FM time in any other clerkship rotation. Make-up time can only be made during breaks, e.g., fall, winter, CaRMS, at the end of the clerkship year, etc.

The UME FM Coordinator (famclerk@ucalgary.ca) will schedule make-up time with one of the Department of Family Medicine Teaching Clinics or, depending on availability, a community preceptor. Due to limited availability, you need to accept the date(s) for make-up time unless you have a scheduled exam. In this

case, please let the UME FM Coordinator know before the process for scheduling make-up time begins.

If you are absent from clinic during your scheduled make-up time, you must inform the UME FM Coordinator and Clinic Scheduler.

During the first clinical session with your preceptor, please review your schedule for the block, including:

- a. clinical expectations
- b. time away for statutory holidays
- c. time away for the Clerkship Clinical Skills course (Friday afternoon only if required)
- d. time away for Academic Day (Week 3, Thursday)
- e. if necessary, time away to write the ICE (Integrative Clerkship Exams)
- f. any previously approved absences

At the end of Week 1 you need to submit a proposed Clinical Calendar (Appendix C) to the UME FM Program Coordinator to confirm you have planned the weeks well and will not have any difficulty meeting clinical expectations. The proposed Clinical Calendar does not need to be signed by your preceptor.

At the end of the block, you need to submit a Clinical Calendar for the block (Appendix C) which must be to be signed by your preceptor.

5.2 Absences

Any absences will need to be approved through normal mechanisms in Osler and your preceptor should be notified. For more information on absences refer to the [Clerkship Student Handbook](#).

You may have a maximum of three flex days per clerkship year – not rotation. **You may take one flex day in each 4-week block. Flex days must be scheduled in advance (before the start of the rotation).** Flex days must be approved by the Family Medicine Clerkship Director and will be tracked.

You are allowed up to a maximum of 2 days of absence in each 4-week block for approved reasons such as illness, family issues, bereavement, or conference leave. **All absences, except one (optional) day for the Patient-Centred Care Project preparation must be approved at the UME level through Osler.** A day taken for Patient-Centred Care Project preparation does not count towards clinical hours.

For absences greater than 3 days, approval from the UME Assistant Dean and the Family Medicine Clerkship Director is required.

5.3 Clerkship Clinical Skills Course

During your mandatory rotation you may be scheduled to attend the Clerkship Clinical Skills session in person on Friday afternoon. You must attend the Clerkship Clinical Skills session in the afternoon but be sure to inform your preceptor and the resident/fellow of your absence in the clinic during that time. You are expected to resume your clinical responsibilities after the mandatory teaching session, if on the same day you are scheduled for an evening shift. It is your responsibility to notify your preceptor well in advance if you will be absent from clinical duties in the afternoon of the Clerkship Clinical Skills session, so that you are not scheduled for clinical responsibilities during that time.

Please remember to email the Clerkship Clinical Skills program coordinator at ccs.md@ucalgary.ca every time you will be absent from the Clerkship Clinical Skills session (with the date).

5.4 Academic Sessions (Mandatory)

Week 1 - Monday (3:00-4:30 pm) Mandatory Zoom Video Conference*

3:00-3:30 pm - Orientation

3:30-4:30 pm – Screening in Primary Care lecture

*During the group discussions (with no screen sharing), please switch on your camera. During presentations (and at times of screen sharing) please feel free to switch off your camera. If there is a reason your camera cannot be switched on, please let the session facilitator know.

Week 3 - Thursday (9:00 am - 4:30 pm) Health Sciences Centre (Mandatory)

Academic Day: Mandatory to attend. Absence must be approved by the FM Clerkship Director, and you will be sent make-up assignments which must be completed before the end of the rotation.

- Multi-morbidity (9:00 - 10:00 am)
Break (10:00 - 10:15 am)
- Presentation of your Patient-Centred Care Project (PCCP) (10:15 am – 12:15 pm)
- Planetary Health (1:00 - 4:30 pm)

5.5 Screening in Primary Care

Screening in Primary Care is a presentation reviewing screening guidelines and tools commonly used in primary care. Topics covered include osteoporosis, cervical cancer, breast cancer, colorectal cancer, cardiovascular risk (Framingham risk score), and type II diabetes mellitus.

5.6 Managing Multimorbidity

Managing multimorbidity is one of the greatest challenges to practicing good family medicine. It is the heterogeneous nature of the diseases impacting one patient at one time that can pose a challenge, with issues such as competing clinical guidelines, therapeutic dilemmas and negotiating patient priorities. In this academic session we will discuss these challenges and potential approaches. **Please bring a case example of a patient with multimorbidity and be prepared to briefly present the case and thoughts around the challenges and outcomes.** The session lead will also have cases for the group to discuss.

5.7 Patient-Centred Care Project (PCCP)

The purpose of this project is to apply patient-centered care to a patient with an unresolved health challenge: a question, concern or issue that requires a decision. The presentation must be anchored on a patient case.

On Academic Day (Thursday of Week 3), you are required to:

1. Hand in a PCCP evaluation form that has been completed by your preceptor. This is a formative evaluation.
2. Give your PCCP presentation to a small group of your peers and an evaluator who will provide a summative (final) assessment, which must receive a 'pass'.

By the end of this project, you will have:

- Carried out an in-depth study of an identified health challenge for a specific patient.
- Gone beyond a strictly biomedical approach to your patient's health challenge.
- Explored and critically appraised the available evidence and community resources relevant to the identified health challenge.
- Used a collaborative, shared decision-making approach, by involving the patient +/- family in developing recommendations that will be feasible and acceptable to the patient +/- family.
- Reflected upon the process that you went through in coming to a "common ground" with your patient that balanced the evidence of the recommendation/intervention, the dialogue that occurred between you, your preceptor, and the patient, and how your patient's values and wishes were incorporated into the decision.

** Before beginning, read the following article on shared decision making: [Shared Decision Making: A Model for Clinical Practice.](#)

Step 1: Health Challenge

Identify “the health challenge (your ‘case’)” within the first week of the rotation.

Once a patient is identified and interviewed, with assistance as needed from your preceptor, you will create a clear question for further exploration (health challenge).

Using your own interviews with the patient, and the preceptor’s knowledge from prior encounters, you will seek to understand the patient as a “whole person” and explore relevant context issues that might impact management of the health challenge. Examples of health challenges may be whether to take cholesterol-lowering medications with a modestly high LDL, to have triple screening or non-invasive prenatal testing when pregnant, or to trial medical marijuana for pain management. The 27 clinical presentations outlined in Appendix F can help guide your choice of topics (and health challenge within). It is our preference, but not mandatory, that your health challenge falls into one of these categories - they are there as a guide.

✓**TIP:** Consider 8-10 slides to present the case and some background information.

Step 2: Critical Appraisal of Evidence to Address a Specific Health Challenge for The Patient.

Find, review, and critically appraise relevant, peer-reviewed literature, and community resources. You may need to arrange further interviews with the patient to gather additional contextual or other patient information. Using these findings, as well as your understanding of the patient’s illness, experience, and context, you will develop options for your patient.

Use the literature to help create a plan for your patient, considering the pros and cons of different courses of action, and considering the patient’s context, values and wishes. Share any anticipated concerns and reactions regarding the evidence on the part of the patient based on your initial interaction with the patient. We encourage using a method to design your question and evaluate the literature as appropriate. For example: A PICO statement can guide your literature search, and depending on the type of literature you find, its strengths and weaknesses should also be evaluated.

✓**TIP:** Consider 1 slide for the PICO statement or other question, 1-3 for literature and 1 for evaluation of the literature. Some health challenges and PICO questions will have a lot of literature and reviews can be relied on, others will have very little literature, and the available literature will need to be assessed to determine if it is applicable to your patient’s scenario, and expert opinion may need to be sought to help with the decision making.

Step 3: Patient Follow-Up Visit and Preparation of the Patient-Centered Care Project (PCCP) Presentation

Meet and review with the patient. A phone call can be enough.

You should present your literature and context-based options in terms of defining the health challenge, establishing goals of management, and identifying roles for patient and doctor. The patient’s values, wishes and context must be incorporated into any decisions made to help address the health challenge, at which point you can seek to reach common ground with the patient with regards to the next steps in the management of the health challenge in a collaborative manner. This is the process of shared decision making with the patient.

Shared Decision-Making is based on Social Cognitive Theory that states that **knowledge** forms the foundation of decision-making. It implies that the physician (or you the clerk) can give all the relevant information to the patient and therefore empower them to make their own decision.

The **knowledge** you provide the patient can give them the **confidence** they need to move forward. This **confidence** is essential for them to be **motivated** to take the next step (make a lifestyle change, take a medication). Without their own **decision-making skills** enhanced they will not increase their confidence and will not be motivated to change.

✓**Tip:** Consider 1 slide to reflect on the patient's decision.

The above will form the basis of the content for the PCCP presentation that you will give to your peers and an evaluator during the morning of the Thursday of Week 3 academic session (10:30 – 12:00). You will have 10 minutes to present your project and 5 minutes for questions. Marks are awarded for presentation and content (Appendix D). Sample projects are available on Osler. **As needed, consider taking your 1-day (2 clinics) preparation time during Week 2 of the block.** Book a time to review your PCCP with your preceptor before Thursday of Week 3 (your preceptor will need to complete a formative evaluation form).

✓**Tip:** Review the components of the evaluation form (Appendix D).

EMAIL the PCCP to famclerk@ucalgary.ca before the Family Medicine Clerkship Academic Day. To ensure clerks do not present the same project subject, please contact the UME FM Program Coordinator: famclerk@ucalgary.ca to confirm your chosen presentation topic by the end of Week 1.

HAND IN the PCCP Evaluation (completed by your preceptor) to the evaluator on Family Medicine Clerkship Academic Day.

✓**Tips for Project presentations:**

- Use images.
- Rule of 8's for PowerPoint presentations: max 8 lines / slide and max 8 words/line; avoid clutter!
- Engage your audience – watch posture, eye contact, use humor.
- Ensure you have prepared for the PCCP and have practiced your presentation. Most speakers run through their presentations on their own at least 5 times before presenting to a group.

5.8 Planetary Health

This workshop will explore planetary health and the role of family physicians. An introduction to planetary health concepts will be followed by a flipped-classroom educational approach to collaboratively tackle planetary health challenges. Working in small teams, you will identify educational and actionable points for change relating to your challenge.

Teams will address challenges wearing three unique physician lenses:

1. *The physician visit with individual patients* (exploring concepts such as the benefits of plant-based diets or specific inhaler recommendations).
2. *Clinic owners or community leaders* (exploring concepts of sustainable practices, eco-anxiety, and advocacy).
3. *Medical educators* (exploring best practices, competencies, and collaboration).
You will learn about COM-B theory of behaviour change (Michie) and apply this to your educational and actionable points.

Learning objectives include:

- summarizing the climate crisis in the context of planetary health and the medical system's

contributory role

- obtaining foundational knowledge in planetary health including seminal resources and basics in carbon footprinting
- understanding the COM-B framework in order to apply it to the planetary health challenges
- describing and counselling patients about 'co-benefits': management actions that benefit both the patient and the planet.

5.9 Sample Timeline (Urban)

WEEK 1			
<input type="checkbox"/> Clinic introduction and initial orientation.			
<input type="checkbox"/> Academic Session: Orientation + Health Screening – Zoom - Monday 3:00 - 4:30 pm. Mandatory attendance.			
<input type="checkbox"/> Discuss and review with your preceptor:			
a) clinical expectations	b) Clerkship Clinical Skills course - time away (if required)	c) If necessary, time away to write the ICE (Integrative Clerkship Exams) *	d) time away for Academic Day.
<input type="checkbox"/> MITER: Arrange time with your preceptor for the mid-point review.			
<input type="checkbox"/> PCCP: Watch for an appropriate patient for the PCCP. Email PCCP topic to famclerk@ucalgary.ca by 4 pm Friday.			
<input type="checkbox"/> Clinical Calendar: Email projected half-day totals to famclerk@ucalgary.ca by 4 pm Friday.			
<input type="checkbox"/> Logbook: Start recording clinical presentations and procedural skills you see.			
WEEK 2			
<input type="checkbox"/> PCCP: Start your PCCP project!			
<input type="checkbox"/> MITER: Mid-point review with preceptor.			
WEEK 3			
<input type="checkbox"/> PCCP: Present and ask preceptor to complete the Evaluation Form (Appendix D).			
<input type="checkbox"/> PCCP: Email final PCCP to famclerk@ucalgary.ca by 1:00 pm on Wednesday.			
<input type="checkbox"/> Academic Day – Health Sciences Centre – Thursday 9:00 am - 4:30 pm. Mandatory attendance.			
<input type="checkbox"/> PCCP: Hand the PCCP Evaluation Form (completed by preceptor) to the Evaluator. Evaluators may complete online			
<input type="checkbox"/> ITER: Schedule time with preceptor for the final review.			
WEEK 4			
<input type="checkbox"/> ITER: Final review with preceptor.			
<input type="checkbox"/> Clinical Calendar: Email signed Calendar to famclerk@ucalgary.ca by 4 pm on Wednesday.			
2nd FM Block			
<input type="checkbox"/> Logbook: Complete by 5:00 pm Sunday. (Final Sunday of the rotation).			

* The content of the Family Medicine clerkship rotation is a significant part of the Integrative Clerkship Exams.

6. Exams

Information from UME:

Students will be evaluated with periodic multiple-choice exams that evaluate content knowledge across all clerkship rotations. Students will be expected to complete these evaluations successfully to graduate from the MD program. Further details regarding these evaluations can be found in the Clerkship Handbook (<https://cumming.ucalgary.ca/mdprogram/current-students/clerkship/student-handbook>).

A formative exam is part of the Family Medicine Clerkship Rotation. It aims to expose students to FM core objectives and assist them with learning and reviewing the FM content. Questions in the FM formative exam are of a similar format and content to the Mandatory Integrative Summative Clerkship Exams, and we encourage you to access the Formative FM Clerkship exam questions at <https://cards.ucalgary.ca/> on your own time.

7. Resources

7.1 Supplemental Learning Resources

The breadth of family medicine can be overwhelming. Unfortunately, no single resource is available to answer all the questions you will encounter during your clerkship. One of the skills of being a family doctor is to access information. Below is a list of supplemental resources to assist you with this rotation.

E-resources

We encourage you to use these resources, just as you will use in other clerkships e.g., UpToDate, Dynamed and Lexicomp and ebooks. All of these are available via the Health Sciences library -bookmark and/or set up a tablet shortcut to both: <http://library.ucalgary.ca/hsl>

LearnFM: The Shared Canadian Curriculum in Family Medicine: <https://learnfm.ucalgary.ca/>

- This is a shared national curriculum site for family medicine, supported by the College of Family Physicians of Canada. It includes **learning objectives, clinical cards, and sample cases**. All of the clerkship directors across Canada contribute to the development and maintenance of this site. We meet semi-annually and ensure the resources and questions are relevant and up to date. The material is open source and the only one of its kind. There are downloads by individuals and schools throughout the world. The course and tools were recently recognized by the United Nations, Sustainable Development Goals Partnerships Platform.
- **Microcases!** A question databank designed to help clerks test their knowledge: <https://cards.ucalgary.ca/institute/3>
- **Clinical Cards:** They are openly available in PDF files for you to download. <https://learnfm.ucalgary.ca/wp-content/uploads/2020/10/LearnFM-Clinical-Card-Book-2020.pdf>

Textbooks

- Guide to the Canadian Family Medicine Examination, 2nd edition, by Megan Dash and Angela Arnold. McGraw Hill Education, 2018– good for basics, available in the library.
- Rx Files, Drug Comparison Charts, 9th Edition – copies should be available in your preceptor’s office for you to use.
- Case Files Family Medicine. Toy, Briscoe & Britton. McGraw Hill, 4th Ed. – uses case examples and questions. US focused so need to translate to Canadian setting, but easy to read – available via internet in library.
- Swanson’s Family Medicine Review: A Problem-Oriented Approach 8th ed. (2017). Tallia A, Scherger J, Dickey N. This is too comprehensive for FM clerkship and US focused but has the advantage of posing questions for quick study, it is available in the library.

Apps

- UpToDate
- DynaMed
- RxTx - drug information, regular updates, and Health Canada advisories, does not do drug interactions, there is a cost.
- Thrombosis Canada (free) - guidelines and algorithms
- INESSS Guides (free) - a guideline app developed by the Institut National d’Excellence en Sante et en Services Social and supported by the Quebec Government
- CND STI Guidelines (free)
- Anti-Infective Guidelines (MUMS) (low cost)
- Visual Anatomy Lite (free)
- GRC-RCMP Drugs Awareness (free)

- Aspirin Guide (free)

7.2 Resources for Reporting Experiences of Mistreatment

The following resources are to support clerks with experiences of mistreatment.

If for any reason you witness or experience mistreatment and are not sure what to do, contact the University of Calgary [Student Advocacy and Wellness Hub](#) (SAWH) office for support.

To report an incident confidentially, go through the University of Calgary's [Precision Equity and Social Justice Office](#) (PESJO).

For alternative (non-PESJO) reporting and support options, please use this link to the University of Calgary's [Alternate Reporting Resources](#).

8. Awards

CFPC Student Awards

The CFPC Medical Student Scholarship Award recognizes outstanding medical students who have demonstrated an interest in or commitment to a career in family medicine. For more information please visit: <https://fafm.cfpc.ca/awards/>

The CFPC Indigenous Medical Student Scholarship Award recognizes a top First Nations, Metis, or Inuit medical student in Canada who has shown an interest in or commitment to a career in family medicine. For more information please visit: <https://fafm.cfpc.ca/awards/>

Chuck Carson Memorial Endowment

The Dr Chuck Carson Memorial Endowment was established through the generosity of the Carson Family and the many friends and colleagues of Dr Carson.

The Dr Chuck Carson Memorial Endowment provides a financial award to a medical student who has completed their clerkship Family Medicine rotations and demonstrated an interest in and a commitment to family medicine. The primary objective is to **recognize students who have demonstrated a real compassion to patients.**

To be considered for the award, students must have completed their clerkship rotations in family medicine. More information on the application process and deadline will be sent via email in March.

Michael Tarrant Scholarship (Rural Medicine)

Dr Michael Tarrant was a family physician from Calgary with a group practice at the Cambrian Medical Clinic. He was a staff member of the Foothills Medical Centre and served with the University of Calgary, Department of Family Medicine as residency program director and undergraduate coordinator. Sponsored by the Alberta Medical Association's Section of Rural Medicine, the Tarrant Scholarship provides funds for selected third-year medical students from the University of Alberta and the University of Calgary who demonstrate a strong interest in developing a career in rural medicine. For more information please visit: <https://www.albertadoctors.org/about/awards/tarrant>

Specifics for these awards will be emailed - so remember to check for emails from UME! Also check the Undergraduate Family Medicine notice board (opposite the HSC bookstore).

9. Conference Abstracts and Presentations You can apply for!

Consider sharing your hard work and knowledge:

The DLRI (Distributed Learning and Rural Initiatives) Cabin Fever conference and ACFP (Alberta College of Family Physicians) Family Medicine Summit are great opportunities for you to submit an abstract to present your family medicine projects: PCCP and SNAPS. Your preceptor could also be a co-author on your submission.

Cabin Fever is held the first weekend in February. Family Medicine Summit is the first weekend in March. Abstracts for both conferences are usually due in November.

For information on how to present your SNAPS infographic at Cabin Fever, please email Distributed & Learning Initiatives at dlri@ucalgary.ca.

Watch the Undergraduate Family Medicine notice board for dates or email ugfm@ucalgary.ca for information.

If you do submit to either conference, please let us know at ugfm@ucalgary.ca.

We would also like to display your PCCP/SNAPS infographics on the Undergraduate notice board (opposite the medical bookstore). We will select random projects; please email famclerk@ucalgary.ca if you do not want your work to be displayed. When creating your SNAPS/PCCP, please consider its poster quality and please pay attention to correct citing of information and any photos and images.

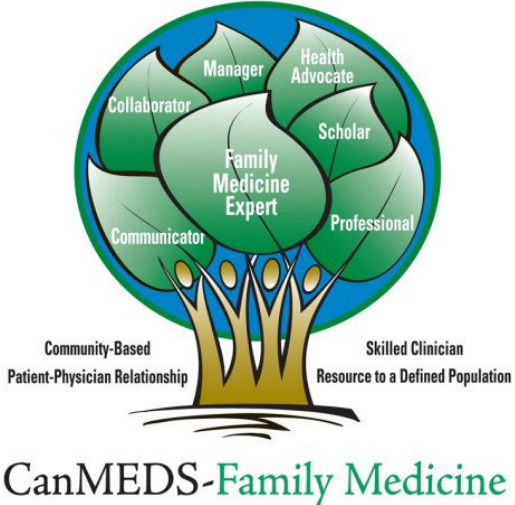


10. On-Call Arrangements

Maximum scheduled time 55 hours per week plus call. This includes required attendance in clinical settings and educational activities. Call may not exceed 1:4 (7 calls maximum in 28 days) and students are excused after sign-over is completed (24 hours +2). No evening or night call permitted the day prior to certifying examinations. Clerks on 'evening' call must be sent home by 2300h at the latest. Please refer to the [Clerkship Work Hours Policy](#) in the Clerkship Handbook.

Appendices

A. CanMEDS Roles

 <p>Community-Based Patient-Physician Relationship</p> <p>Skilled Clinician Resource to a Defined Population</p> <p>CanMEDS-Family Medicine</p> <p><small>Image adapted from the CanMEDS Physician Competency Diagram with permission of the Royal College of Physicians and Surgeons of Canada. Copyright © 2009.</small></p>	<p>The College of Family Physicians of Canada uses this diagram to illustrate the seven key roles of the Family Physician.</p> <p>The foundational four principles of Family Medicine are linked to the Can-Meds roles by physicians in strong relationships with their patients providing ongoing care. Family physicians are skilled clinicians who are community-based and work in partnership with their patients and are a resource to that defined population.</p> <p>Learning objectives for Family Medicine clerkship have been categorized according to the various roles of the Family Physician in the table on the next page as well as mapped to the Cumming School of Medicine’s MD Program “The Big 10” Program Level Objectives.</p>
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B. Clinical Calendar (Rural/Regional)

1. Complete every box: AM, PM, and EVE. All time must be accounted for (clinic, hospital, off, flex day, appointment, sick, Clerkship Clinical Skills course, SNAPS preparation, etc.). A half-day clinic = 4 to 5 hours. Minimum half days for rotation (for exceptional circumstances only) = 30.
2. Completed **unsigned** (proposed) calendar emailed to famclerk@ucalgary.ca by **4pm on Friday of week 1**. **This does not need preceptor signature.**
3. Completed **signed** (final) calendar emailed to famclerk@ucalgary.ca by **4pm on Wednesday of week 4**. **Every week signed by your preceptor.** Failure to complete this request will result in a mark of satisfactory with performance deficiency.

STUDENT NAME:										
		Orientation 8-9 AM	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY	CLINIC 1/2 DAYS
	Week 1	AM								
		PM								
		EVE								
Preceptor Signature:										
	Week 2	AM								
		PM				SNAPS #1				
		EVE								
Preceptor Signature:										
	Week 3	AM								
		PM				SNAPS #2				
		EVE								
Preceptor Signature:										
	Week 4	AM								
		PM								
		EVE								
Preceptor Signature:										
										Total

Orientation: 8-9 AM on Zoom.

SNAPS #1 and SNAPS #2: 12-1 PM on Zoom

C. Clinical Calendar (Urban)

1. Complete every box: AM, PM, and EVE. All time must be accounted for (clinic, hospital, off, flex day, appointment, sick, Clerkship Clinical Skills course, PCCP preparation, etc.). A half-day clinic = 4 to 5 hours. Minimum half days for rotation (for exceptional circumstances only) = 30.
2. Completed **unsigned** (proposed) calendar emailed to famclerk@ucalgary.ca by **4pm on Friday of week 1**. **This does not need preceptor signature.**
3. Completed **signed** (final) calendar emailed to famclerk@ucalgary.ca by **4pm on Wednesday of week 4**. **Every week signed by your preceptor.** Failure to complete this request will result in a mark of satisfactory with performance deficiency.

STUDENT NAME:											
		Orientation 3:00-4:30 PM	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY		SATURDAY	SUNDAY	CLINIC 1/2 DAYS
Week 1	AM										
	PM										
	EVE										
Preceptor Signature:											
Week 2	AM										
	PM										
	EVE										
Preceptor Signature:											
Week 3	AM										
	PM										
	EVE										
Preceptor Signature:											
Week 4	AM										
	PM										
	EVE										
Preceptor Signature:											
										Total	

Orientation: 3:00-4:30 PM on Zoom.

Academic Day - in person - Health Sciences Centre: 9:00 AM - 4:30 PM

D. Evaluation Form for PCCP

Name: _____

Project Title: _____

Introduction	Poor <input type="checkbox"/>	Borderline <input type="checkbox"/>	Good <input type="checkbox"/>	Very Good <input type="checkbox"/>
The identified health challenge, individual or community, is clearly explained and an appropriate title chosen. Why was this topic chosen? The context of the problem is explored.				
<i>Poor</i> – title unclear, we don't understand why you chose this topic, problem unclear, context not explored, title confusing				
<i>Very Good</i> – problem clearly outlined, understanding of patient or community is shown, context is explored fully including FIFE if applicable, enthusiasm and interest in the problem is shown				

Literature Search	Poor <input type="checkbox"/>	Borderline <input type="checkbox"/>	Good <input type="checkbox"/>	Very Good <input type="checkbox"/>
The student performs a thorough and appropriate literature search. The student comments on the quality and quantity of the literature in general relating to the topic.				
<i>Poor</i> – minimal or no explanation of search strategy or inappropriate strategy; cursory or no appraisal of the literature				
<i>Very Good</i> – clear and appropriate search strategy, multiple references examined including original research when available, appropriate level of appraisal of literature quantity and quality				

Narrowing Results of the Literature	Poor <input type="checkbox"/>	Borderline <input type="checkbox"/>	Good <input type="checkbox"/>	Very Good <input type="checkbox"/>
The student explained why certain articles were chosen for review, demonstrating an understanding of how to appraise both the quality of literature and its applicability to family medicine in the community.				
<i>Poor</i> – cursory or no explanation of why certain articles were chosen for inclusion. No mention of applicability to family medicine.				
<i>Very Good</i> – clear and appropriate explanation of why articles are chosen, appropriate level of appraisal of the quality of the literature, consideration of applicability to family medicine shown.				
Putting it Together & Shared Decision-making	Poor <input type="checkbox"/>	Borderline <input type="checkbox"/>	Good <input type="checkbox"/>	Very Good <input type="checkbox"/>
The student applies the results of their literature search directly to the patient or community. The student used the literature to create a plan for their patient or community, considering the pros and cons of different courses of action, including the patient's context, values and wishes into the plan.				
<i>Poor</i> – the student failed to consider the needs and characteristics of their patient or community when choosing a course of action. Minimal or no discussion of potential benefits and harms of chosen course of action is evident. No consideration or discussion of the patient's values or concerns with regards to the decision to be made.				

Very Good – in negotiating a course of action, the student demonstrates a clear understanding of the needs, context and characteristics of their patient or community, including such topics as access to care, time, beliefs, ethnicity, finances, etc. A full and nuanced discussion of potential benefits and harms is given and common ground is achieved through effective shared decision-making with the patient. A well thought-out and practical plan is suggested and / or implemented, taking into consideration what the student anticipates to be the concerns/values of the patient in the decision-making process.

Presentation Skills	Poor <input type="checkbox"/>	Borderline <input type="checkbox"/>	Good <input type="checkbox"/>	Very Good <input type="checkbox"/>
The student demonstrates appropriate presentation skills including time management, organization, and delivery (vocal pace and volume, slide preparation/clarity).				
<i>Poor</i> – The presentation is disorganized. Slides difficult to read. Information is excessive and required editing. The presentation went over the allotted time. The student does not maintain appropriate voice volume and pace, and/or does not maintain eye contact with the audience.				
<i>Very Good</i> – Presentation well organized and holds listener’s interest. Slides well designed, appropriate in number, easy to read and understand. The student’s voice is appropriate in volume and rate, and eye contact maintained. The student shows an engaging, entertaining style which is enjoyable to listen to.				

For project presentations, students receiving borderline in two or more categories will be asked to resubmit their project.

Date:

Student Name:	Signature:
Faculty Assessor Name:	Signature:

E. Infographic Example

Infographics will be randomly selected for display on the Undergraduate notice board (opposite the medical bookstore at the Health Sciences Centre). Please email famclerk@ucalgary.ca if you do not want your work to be displayed.

CONSIDERATIONS WHEN YOU'VE MADE THE DECISION TO USE...

HORMONES IN MENOPAUSE

Sonja Wicklum MD CCFP FCFP

CHOOSE THE MODALITY

Vaginal - for vulvovaginal atrophy
Topical/Oral - for other postmenopausal symptoms

Hot flashes, night sweats, and mood disorders often require higher doses of estrogen delivered through a gel, patch or oral pill. There is a slightly lower risk of VTE with transdermal over oral administration (1).

ANSWER - DO WE NEED TO PROTECT THE UTERUS?

HRT can cause endometrial cancer.

Except for low-dose, intravaginal HRT you must protect the uterus by administering progesterone at the same time (1).

CHOOSE THE DOSE

Start low, use for as short a period as possible

Options: Vaginally; cream, tablet or ring e.g. estrin - changed q3months, vaginal 10 mg twice weekly
Transdermal; patches e.g. Estradot 0.025 2/week, gel e.g. EstroGel 1 pump (75ug estrace) QD.
Oral: premarin 0.3 - 0.625mg QD
Add progesterone if needed; e.g. prometrium 100mg QD.
If progesterone not tolerated consider estrogen plus bazedofine (SERM). (1,2,3)

DISCUSS THE RISKS

Stroke, MI, blood clots, gallbladder disease, invasive breast cancer

Combined estrogen/progesterone therapy increases risk of breast cancer when used for 3-5 years.

Contraindications to estrogen therapy: undiagnosed vaginal bleeding, history of breast cancer, VTE or severe liver disease (1,3).

CONSIDER ALTERNATIVES

Non-hormonal

Evidence based non-hormonal treatments for hot flashes include paroxetine, venlafaxine, gabapentin, soy products (some evidence to suggest it can help with vaginal dryness too), and clinical hypnosis. For vaginal dryness consider vaginal moisturizers and lubricants, and oral ospemifene (1,2,3).

REFERENCES:

- HILL DA, CRIDER M, HILL SR. HORMONE THERAPY AND OTHER TREATMENTS FOR SYMPTOMS OF MENOPAUSE. AM FAM PHYSICIAN 2016, DEC 1, 94(11), 234-239.
- [HTTPS://WWW.MENOPAUSE.ORG/DOCS/DEFAULT-SOURCE/PROFESSIONAL/NAMS-HT-TABLES.PDF](https://www.menopause.org/docs/default-source/professional/nams-ht-tables.pdf)
- UPTODATE (R)

F. Learning Objectives and 27 Clinical Presentations

The learning objectives are listed below the clinical presentations. The exam questions all map on to the learning objectives and the clinical presentations support the objectives.

The following is a list of the 27 clinical presentations identified as important for Family Medicine. Ideally you should see patients with these problems in clinic and may record them in your logbook. If you do not manage to see a case in relation to one of the problems listed, please refer to the virtual patients on LearnFM (formerly SHARC-FM) or those available via the Clerkship Clinical Skills course.

Key features for each presentation are available via [LearnFM](#) and the '27 Clinical Presentations' folder in Osler. PLEASE NOTE: The LEARN-FM website is sometimes under review and a link may not work, please contact them directly and let them know.

Key Symptoms

Fever
 Headache
 Cough; URI; Earache
 Abdominal pain; Diarrhea
 Back pain; Joint pain
 UTI/discharge
 Skin disorders

Stages of Life

Well baby
 Contraception
 Prenatal care
 Check-up – age appropriate
 Frail elderly

Chronic Disease

Hypertension
 Ischemic heart disease
 Diabetes
 Obesity
 Asthma
 Fatigue
 Dizziness
 Anxiety
 Depression

1. Abdominal Pain

1. Given a patient presenting with abdominal pain, perform a patient-centered interview and focused physical exam, list and interpret clinical findings. Then:
 - a. Identify signs and symptoms of a surgical abdomen
 - b. Identify red flags of potential serious causes including referred pain from chest
 - c. Identify psychosocial factors associated with chronic and recurrent abdominal pain.
 - d. Propose a relevant differential diagnosis that includes common causes of abdominal pain and less common but important causes of abdominal pain.
2. For patients with acute abdominal pain, propose an initial management plan that includes appropriate and timely referral/investigation for potentially serious causes.
3. For patients with chronic/recurrent abdominal pain, propose a management plan that highlights initial investigations and basic management.

2. Anxiety

1. Conduct a patient-centred interview
 - a. To elicit the common symptoms associated with anxiety (as per the most current DSM criteria (e.g., tenseness, fatigued, reduced concentration, irritability)
 - b. To elicit the contextual and other factors contributing to the anxiety symptoms and probe for/describe impact of anxiety on patient's function.
 - c. To differentiate between situational anxiety and anxiety disorders (e.g., GAD, OCD, phobias, PTSD)
 - d. To identify other conditions that can present with anxiety, co-morbid or more serious conditions, e.g., substance abuse, dementia, delirium, hyperthyroidism, arrhythmias personality disorders
 - e. To identify blended conditions i.e.: anxiety-depression, dual diagnosis

2. Identify high risk groups for anxiety disorder (e.g., post-trauma, bereavement, malignancy or other serious illness diagnosis (in self or family member), dysfunctional families (abuse, separation, etc.), family history)
 - a. Propose non-pharmacologic and pharmacologic management options for patients with anxiety, including risks, benefits and limitations of the method(s) used.
 - b. Identify locally available resources which can provide support or help with ongoing management of this chronic condition.

3. Asthma/Wheezing

1. Establish an accurate diagnosis of asthma through a focused history, physical exam, and spirometry
 - a. Including family, occupational, and environmental history
2. Including differentiating non-asthma causes of wheezing
3. Explain underlying pathophysiology of asthma to patients and/or family members
 - a. In relation to acute & recurrent episodes and prophylaxis principles
 - b. In relation to mechanism of action for relevant meds
4. In relation to red flags of impending asthma crisis
5. Assess asthma control at follow-up. Identify modifiable triggers for patients.
6. Describe the different medication delivery methods (and relevant compliance / educational issues).
7. Describe major medication categories
 - a. Including mechanism of drug action, particularly SABA and ICS
 - b. Benefits, risks, limitations
 - c. Use patterns, compliance, device use
8. Propose a management plan for patients with acute exacerbations.
9. While designing an effective treatment plan, take into account the lifestyle of the patient, any potential issues with compliance, possible side effects of treatment, and available resources available in the community.

4. Chest Pain

1. Conduct a rapid assessment to identify patients requiring emergency care.
2. Describe the family physician's role in the stabilization and initial management of patients identified to require emergent care.
3. Conduct a focused history (including cardiac risk factors) and a relevant physical exam
4. Develop a concise differential diagnosis for patients with chest pain including cardiac (ischemic and non-ischemic) and non-cardiac causes (e.g., pulmonary/mediastinal, gastrointestinal, musculoskeletal, and psychogenic).
5. Describe the key clinical characteristics of the following chest pain etiologies: angina, embolism, gastroesophageal reflux, costochondritis, anxiety, pneumonia.

5. Contraception

1. Obtain an appropriate medical and sexual history (e.g., migraines, unprotected intercourse, smoking, depression, contraindications for common contraceptive methodologies)
2. Be able to list and explain the absolute contraindications for hormonal contraception.
3. Counsel patients on contraceptive options including:
 - a. Patient preferences and values
 - b. Risks and side effects
 - c. Contraceptive methods and devices, both permanent and non-permanent
 - d. Benefits & relative efficacy
 - e. Barriers to access (e.g., cost)
 - f. Proper use including initiation
 - g. Potential drug interactions

- h. Emergency contraception
- i. Counsel patients on STI prevention and screen when appropriate
- j. Describe the role of family physicians in caring for patients with unintended pregnancy

6. Cough/Dyspnea

1. Conduct a patient interview and appropriate focused physical examination to identify the common and important causes of cough, particularly:
 - a. Acute causes
 - Infectious (viral/bacterial)
 - Exacerbation of Asthma
 - Exacerbation of COPD
 - Post-viral cough
 - Exacerbation of CHF
 - Pulmonary embolus
 - Pneumothorax
 - Foreign body
 - b. Chronic causes (including screening for red flags, e.g., weight loss, hemoptysis)
 - Post-nasal drip
 - GERD
 - Asthma (refer to Asthma Objectives)
 - COPD/Smoking
 - Infection (e.g., tuberculosis)
 - Medication (i.e., ACE Inhibitor)
 - Congestive Heart Failure
 - Neoplasm
2. Include an appropriate environmental, occupational, and travel history as part of the patient interview.
3. Propose a relevant initial investigation plan (e.g., chest x-ray, spirometry) for a patient with cough.
4. Recognize a patient with respiratory distress (e.g., hypoxia, tachypnea, etc.) and seek immediate help.
5. Suggest a preliminary/initial management plan for patients with cough, particularly for the acute and chronic causes listed above, avoiding unnecessary use of antibiotics.

7. Depression

1. To be able to screen for and diagnose depression including:
 - a. using current criteria and other diagnostic and functional assessment tools
 - b. Mental status exam, including assessment of suicide/homicidal risk, and take appropriate action where necessary
2. Identify high risk factors for depression and suicide.
3. Describe variant presentations of depressed patients.
4. Propose a differential diagnosis for patients with depressed mood to rule out important secondary causes and an initial plan for investigation & management
5. Describe non-pharmacologic and pharmacologic approaches to management, including risks, benefits and limitations of the method(s) used
 - a. Pharmacologic
 - Mechanism of action
 - Medication classes & interactions
 - b. Non-pharmacologic
 - Resources available in community
 - Effect of/on family & social supports

8. Diabetes Mellitus Type II

1. Identify patients at risk for T2DM and select an appropriate screening strategy.
2. Diagnose DM using current criteria.
3. Discuss with patients the importance of lifestyle in the management of diabetes and the prevention of complications, especially the role of exercise, nutrition, and avoidance of tobacco.
4. Propose an initial therapeutic plan for patients with T2DM and identify major drug side effects.
5. Describe recommended targets (glycemic control, lipids, blood pressure) for specific diabetic patients.
6. Recognize potential complications (e.g., retinopathy, nephropathy, peripheral neuropathy, autonomic neuropathy)
7. Propose a surveillance plan for patients with T2DM including the role of flow sheets and/or electronic records, and identification of end-organ damage.

9. Diarrhea

1. Identify the dehydrated patient and propose a rehydration plan
2. Conduct a history and physical exam so as to identify patients with:
 - a. Infectious diarrhea
 - b. Non-infectious diarrhea including IBD, celiac, lactose intolerance, IBS, constipation, bowel CA
3. Order and interpret investigations to explore or confirm diagnoses identified in #2 above, potentially including the following:
 - a. Fecal occult blood test
 - b. Stool for c & s, ova & parasites, *C. difficile*
 - c. CBC, ferritin
 - d. Celiac serology
 - e. Diagnostic imaging (abdominal plain films)
 - f. Endoscopy
 - g. Trials of food exclusions
4. Identify health information resources for patients travelling to international destinations (e.g., www.cdc.gov)
5. Based on findings and culture results, propose initial management plans for:
 - a. Infectious
 - Consider hygiene and contact issues
 - Viral gastroenteritis – fluids, light diet (low fat)
 - Bacterial or parasitic diarrhea – identify appropriate treatment guideline
 - b. Non-infectious
 - Celiac- dietary management
 - Lactose-intolerant- dietary management
 - Constipation
 - i. Look for underlying causes
 - ii. Develop bowel routine through use of diet change and laxatives as required
 - Irritable Bowel Syndrome - fiber, anti-spasmodics

10. Dizziness

1. Given a patient with “dizziness”, conduct a history so as to distinguish true vertigo from other types of dizziness.
2. Differentiate between psychiatric causes (depression, anxiety/panic, somatization, alcohol), disequilibrium (peripheral neuropathy, visual impairment, drug), and syncope/presyncope.
3. Identify likely causes of vertigo (e.g., benign paroxysmal positional vertigo, viral labyrinthitis, Meniere’s Disease) and other types of dizziness (e.g., anemia, vasovagal, hypovolemia).

4. Conduct a relevant physical exam so as to rule out serious causes of dizziness, including assessment of orthostatic blood pressure, cerebellar & cranial nerve function, precordium, and cardiac rhythm.
5. Identify patients with BPPV and be able to demonstrate the Epley maneuver for these patients.

11. Elderly Health Care

1. Assess the following for elderly patients:
 - a. ADLs and IADLs (Katz 1983)
 - b. Cognition (through validated tools)
 - c. Medication/supplement safety
 - d. Hearing and vision
 - e. Mobility and fall risk
 - f. Supports & environment
 - g. Mood
 - h. Presence and type of advance care planning documents
2. Identify community resources and other interventions to address concerns in these areas.
3. In the elderly patient taking multiple medications, avoid polypharmacy by monitoring side effects, periodically reviewing medication (e.g., is the medication still indicated, is the dosage appropriate), and monitoring for interactions.
4. In the elderly patient, screen for modifiable risk factors (e.g., visual disturbance, impaired hearing) to promote safety and prolong independence.
5. In the elderly patient, assess functional status to: - anticipate and discuss the eventual need for changes in the living environment. - ensure that social support is adequate.
6. In older patients with diseases prone to atypical presentation, do not exclude these diseases without a thorough assessment (e.g., pneumonia, appendicitis, depression).
7. Be familiar with different forms of dementia (e.g., Alzheimer's, vascular, mixed, Lewy body, fronto-temporal).

12. Fatigue

1. Conduct a patient interview so as to:
 - a. Define what the patient means by "fatigue" and distinguish from other concerns (e.g., mood concerns, muscle weakness, decreased exercise tolerance +/- SOB)
 - b. Identify clinical symptoms/red flags that suggest a secondary etiology, e.g., depression, anemia, hypothyroidism, malignancy, sleep apnea, cardiac disease.
 - c. Identify context red flags that may suggest psychosocial concerns and impact differential diagnosis and/or management (e.g., homelessness, isolation, single parent, addiction, recent losses, sleep quality/shift work)
2. Conduct a relevant physical exam to refine DDx.
3. Include "watchful waiting" when appropriate as a diagnostic and/or management tool.
4. Propose and act on initial investigations based upon DDx and avoid over-investigation/"shot-gun" approach.

13. Fever and Common Infections

1. Perform a focused history and physical exam to determine presence of fever, fever pattern, and associated symptoms & signs, so as to:
 - a. Make a determination as to whether a patient truly has/has had a fever, and whether it is acute versus chronic.
 - b. Identify patients with serious illness:
 - i. Demonstrate good understanding of the potential groups of cause of fever
 - ii. Infection, malignancy, drugs, environment (sun, heat)
 - iii. Important conditions not to miss: endocarditis, meningitis, septicemia

2. Recognize special groups where fever has different significance or impact (e.g., neonates, elderly, travel/immigrant issues, under-immunized groups, living conditions, cultural/religious groups, immune-compromised individuals).
3. Propose a plan for appropriate investigation of possible causes, based in the local context.
4. Propose a basic plan of management that includes:
 - a. Simple at home measures including antipyretics
 - b. guidance for patients/caregivers on how to access care depending on evolution of illness
5. Be familiar with causative agents and treatment options for:
 - a. Acute otitis media
 - b. Cellulitis
6. For patients presenting with ear pain:
 - a. Make the diagnosis of otitis media (OM) only after good visualization of the eardrum (i.e., wax must be removed), and when sufficient changes are present in the eardrum, such as bulging or distorted light reflex (i.e., not all red eardrums indicate OM).
 - b. Include pain referred from other sources in the differential diagnosis of an earache (e.g., tooth abscess, trigeminal Neuralgia, TMJ dysfunction, pharyngitis, etc.).

14. Headache

1. Perform a patient-centered interview that identifies:
 - a. Symptoms of secondary headaches, including red flags of potentially serious causes: e.g., intracranial bleed, meningitis, etc.
 - b. Features that may differentiate types of headache that commonly presents in primary care e.g., migraine, tension, cervicogenic, and medication over-use headaches.
2. Perform a focused physical exam that identifies signs of secondary causes, including potentially serious causes.
3. Use diagnostic criteria to diagnose a patient with migraine.
4. Propose a management plan that includes:
 - a. Appropriate and timely investigation & disposition if a potentially serious secondary cause is suspected.
 - b. Includes appropriate evidence-informed pharmacological and non-pharmacological modalities.
 - c. Response to patient fears and expectations providing reassurance when appropriate

15. Hypertension

1. Describe and demonstrate the appropriate technique for blood pressure assessment.
2. Describe the operator and patient factors that can artificially raise and lower blood pressure.
3. Define how to diagnose hypertension in a family practice setting for different patient groups and identify the blood pressure targets for these groups.
4. Describe the role of patient-determined blood pressure and 24-hour ambulatory blood pressure assessment in diagnosis and monitoring of HTN.
5. Describe the effects of hypertension on end-organs and how to assess a patient for these.
6. Propose an initial diagnostic workup for a patient with a new diagnosis of high blood pressure to determine if there is a secondary cause for hypertension (versus essential hypertension)
7. Define the diagnostic and treatment targets for various groups of patients with high blood pressure.
8. Suggest individualized lifestyle modifications to patients with hypertension. (e.g., weight loss, exercise, limit alcohol consumption, reduce NSAIDS, dietary changes).
9. Recognize and act on a hypertensive crisis
10. Treat the hypertension with appropriate pharmacologic therapy. Describe the various drug classes used to treat high blood pressure and their mechanisms of action, side effects, relative cost, and pharmacokinetics. Consider the patient's age, concomitant disorders, and other cardiovascular risk factors.

16. Ischemic Heart Disease

1. Identify patients at elevated risk for IHD and calculate their 10-year cardiovascular risk using the Framingham Risk Score.
2. Propose a patient-centered initial management plan for primary prevention of IHD.
3. Identify which patients require further investigation to confirm a diagnosis of IHD.
4. Describe an early post-ischemic event management plan including lifestyle changes, medications, psychosocial support, cardiac rehabilitation, etc.
5. Propose a surveillance and management plan for secondary prevention of cardiovascular events in patients with IHD.

17. Joint Pain

1. Recognize acute hot joints and propose next steps.
2. For joint/limb pain scenarios that commonly present in family medicine clinics:
 - a. Diagnose intra- and extra-articular pathology based upon history and physical examination
 - b. Identify the indications for and limitations of relevant investigations
 - c. Interpret the findings of appropriate investigations
 - d. Propose an initial management plan
3. For patients with arthritic symptoms, differentiate between osteoarthritis and inflammatory arthritis.
4. Describe the benefits and risks of acetaminophen, NSAIDs, and narcotics.

18. Low Back Pain

1. Perform a patient-centered interview that includes:
 - a. Exploration of different causes of mechanical low back pain
 - b. Probing for red flags of potentially serious causes
 - c. Potential psychosocial risk factors for chronic disability (i.e., “yellow flags”)
2. Perform a focused physical exam that distinguishes different causes of mechanical low back pain and identifies signs of potentially serious secondary causes e.g., infection, pathological fracture, non- MSK referred pain.
3. Propose initial management plan that includes:
 - a. Appropriate and timely investigation of urgent potentially serious secondary causes
 - b. Appropriate evidence-informed management of mechanical LBP, including pharmacological and non-pharmacological modalities, return to work, and secondary prevention.

19. Obesity

1. In patients who appear to be obese, make the diagnosis of obesity using a clear definition (i.e., currently body mass index) and inform them of the diagnosis.
2. Assess iatrogenic causes of obesity, including common medications that cause weight gain. Common examples include antipsychotics (olanzapine), tricyclic antidepressants (amitriptyline), SSRIs (sertraline), SNRIs (venlafaxine), and anticonvulsants (valproate).
3. Assess for treatable co-morbidities (e.g., hypertension, diabetes, coronary artery disease, sleep apnea, and osteoarthritis).
4. In patients diagnosed with obesity who have confirmed normal thyroid function, avoid repeated thyroid-stimulating hormone testing.
5. Inquire about the effect of obesity on the patient’s personal and social life to better understand its impact on the patient.
6. In a patient diagnosed with obesity, establish the patient’s readiness to make changes necessary to lose weight, as advice will differ, and reassess this readiness periodically.
7. Advise the obese patient seeking treatment that effective management will require appropriate diet, adequate exercise, and support (independent of any medical or surgical treatment) and facilitate the patient’s access to these as needed and as possible.

8. An obesity management plan, along with lifestyle modification may include prescription medications. Know the three main classes of medications available in Canada to treat obesity.
9. As part of preventing childhood obesity, advise parents of healthy activity levels for their children.
10. In managing childhood obesity, challenge parents to make appropriate family-wide changes in diet and exercise, and to avoid counterproductive interventions (e.g., berating or singling out the obese child).

20. Palliative Care

1. Explain the definition of the following terms and their application in palliative care settings and/or advance care planning:
 - a. code status
 - b. personal care directives
 - c. substitute decision-makers
 - d. power of attorney.
2. Propose a management plan for patients receiving palliative care with:
 - a. Pain
 - b. Nausea
 - c. Constipation
 - d. dyspnea
3. Identify local resources to support palliative patients & their families.
4. Recognize and seek assistance for the following palliative emergencies: opioid neurotoxicity, spinal cord compression, seizures, acute hemorrhage, and acute confusion/delirium.

21. Periodic Health Exam

1. Conduct a patient interview so as to identify any significant age-, sex-, context-specific risk factors for health conditions (e.g., exercise, diet, substance use, immunizations, falls)
2. Conduct an age-, sex-, and context-specific evidence-informed physical exam (e.g., blood pressure, weight, waist circumference).
3. Discuss pertinent screening tests and explain their purposes & limitation (e.g., Pap testing, mammography, colorectal cancer screening, bone mineral density, diabetes and hyperlipidemia screening, PSA testing)
4. Counsel patients on relevant health promotion/ disease prevention strategies (e.g., immunizations, exercise, diet, calcium/Vitamin D, smoking cessation)

22. Prenatal Care

1. Discuss key pre-conception considerations in healthy women of childbearing age. (e.g., folic acid supplementation, smoking, rubella immunity, etc.)
2. Date a pregnancy accurately.
3. Explore the patient's feelings and concerns about her pregnancy (e.g., supports, stressors, etc.).
4. Perform an adequate first prenatal visit including taking a history and performing an appropriate focused physical exam with the assistance of available antenatal tracking tools.
5. Screen for and identify pregnancies at risk (e.g., domestic violence, multiple gestation, maternal age, substance use, etc.).
6. Conduct a basic follow up visit, including BP measurement, weight, fetal heart rate (starting at 12 weeks), symphysis-fundal height (20wks and beyond), screening for concerns and complications.
7. Provide basic education and counseling regarding lifestyle, breastfeeding, and delivery planning.
8. Anticipate potential health problems during the pregnancy and provide rational health maintenance and disease prevention strategies.

23. Skin Conditions

1. Recognize acute life-threatening dermatologic conditions.

2. Recognize lesions that are at greater risk for malignancy using the ABCDE framework and recommend biopsy.
3. Describe morphology of skin lesions.
4. Identify and propose management plans for the following common skin conditions:
 - a. Infections – viral (e.g., herpes, exanthems, warts), bacterial (e.g., impetigo, cellulitis), fungal (e.g., tinea, candida), parasitic (e.g., lice, scabies, bites)
 - b. Dermatitis (irritant/contact, atopic, venous stasis)
 - c. Psoriasis
 - d. Acne
5. Counsel patients about sun/UV skin safety.

24. Upper Respiratory Tract Infection (URTI)

1. Given an appropriate history and/or physical examination:
 - a. Differentiate life-threatening conditions (epiglottitis, retropharyngeal abscess) from benign conditions.
 - b. Manage the condition appropriately.
2. Make the diagnosis of bacterial sinusitis by taking an adequate history and performing an appropriate physical examination and prescribe appropriate antibiotics for the appropriate duration of therapy.
3. In a patient presenting with upper respiratory symptoms:
 - a. Differentiate viral from bacterial infection (through history and physical examination).
 - b. Diagnose a viral upper respiratory tract infection (URTI) (through the history and a physical examination).
 - c. Manage the condition appropriately (e.g., do not give antibiotics without a clear indication for their use).
4. Through history and examination, make a clinical diagnosis of streptococcal tonsillo-pharyngitis.
5. Discuss the benefit of antibiotic treatment in group A streptococcal pharyngitis with respect to prevention of acute rheumatic fever and acute glomerulonephritis
6. Given a history compatible with otitis media, differentiate it from otitis externa and mastoiditis, according to the characteristic physical findings.
7. In high-risk patients (e.g., those who have human immunodeficiency virus infection, chronic obstructive pulmonary disease, or cancer) with upper respiratory infections: look for complications more aggressively and follow up more closely.
8. In a presentation of pharyngitis, look for mononucleosis.
9. In high-risk groups:
 - a. Take preventive measures (e.g., use flu and pneumococcal vaccines).
 - b. Treat early to decrease individual and population impact (e.g., with oseltamivir phosphate [Tamiflu]).

25. Urinary Symptoms/Genital Discharge

1. Conduct a focused history and physical exam (including genital/pelvic exam) that enables differentiation between:
 - a. UTI uncomplicated (cystitis) vs complicated UTI (e.g., recurrent, pyelonephritis)
 - b. Non-urinary tract infection including prostatitis, pelvic inflammatory disease, STI's, urinary retention, atrophic vaginitis, vulvovaginitis, urolithiasis, foreign body
2. Propose a focused investigation plan based upon the patient's features that may include
 - a. Urinalysis (dip), c/s
 - b. Genital swabs and other STI testing with informed consent re: notifiable diseases
 - c. Other tests relevant to patient's condition
3. Identify patients with features suggestive of urgent conditions requiring immediate management and propose next steps including:

- a. Pelvic inflammatory disease
 - b. Acute urinary retention
 - c. Pyelonephritis with history of physical exam risk factors for serious disease
4. For the following nonurgent conditions, outline an initial management plan:
- a. Uncomplicated UTI (cystitis), treat promptly without waiting for results of any ordered investigation
 - b. Stable pyelonephritis or recurrent UTI- Identify causes of recurrent UTI's, including urinary retention, post-coital, urolithiasis, diabetes mellitus, atrophic vaginitis
 - c. Atrophic vaginitis- local estrogen and/or moisturizers
 - d. Prostatitis- prolonged duration of antibiotic treatment
 - e. Vulvovaginitis- antifungal and risk factor avoidance
 - f. Bacterial vaginosis/Trichomonas vaginalis - identify appropriate resources to guide treatment
 - g. STI's-identify appropriate resources to guide therapy and risk reduction; contact Public Health re: notifiable diseases
 - h. Urolithiasis- fluids, analgesia
 - i. Child with pelvic foreign body or STI-screen for abuse- contact Child Protection Services
 - j. Urinary incontinence (e.g., stress, urge, functional, overactive)
 - k. Benign prostatic hyperplasia

26. Well-Baby/Child/Youth Preventive Care

1. Conduct an age-appropriate well child visit that includes physical exam, growth, nutrition and development.
2. Address parental concerns, social context, and safety and provide relevant anticipatory guidance (e.g., dental caries, family adjustment and sleeping position).
3. Assess vaccination status and counsel parents on the risks and benefits of vaccinations.
4. Be familiar with and use an evidence-based tool to help guide a well-child visit. (e.g., Rourke Baby Record)
5. Identify patients who require further assessment. 6. Inform caregivers of appropriate routine follow up intervals.

27. Planetary Health

1. Summarize the climate crisis in the context of planetary health and the medical system's contributory role
2. Obtain foundational knowledge in planetary health including seminal resources and basics in carbon footprinting
3. Understand the COM-B framework in order to apply it to the planetary health challenges
4. Describe and counsel patients about 'co-benefits': management actions that benefit both the patient and the planet.

G. The Big 10 Learning Objectives

<https://cumming.ucalgary.ca/mdprogram/about/objectives-competencies>

A student at the time of graduation will be able to:

1. Demonstrate the basic science and clinical science knowledge and skills necessary for the supervised practice of medicine and use knowledge efficiently in the analysis and solution of clinical presentations.
2. Evaluate patients and properly manage their medical problems by:
 - Conducting a comprehensive medical history and thorough physical examination; reliably eliciting appropriate information in the history and detecting abnormal findings on the physical examination.
 - Correctly identifying the patient's diagnosis, differential diagnosis, and medical problems.
 - Applying an appropriate clinical reasoning process to the patient's problems.
 - Advocating for patients while formulating and implementing a resource-conscious management plan to deal effectively with patient problems.
 - Applying basic patient safety principles
3. Apply a comprehensive patient-centered approach in the evaluation and care of patients including sensitivity to differing sexual orientation and gender identity, cultural and spiritual beliefs, attitudes and behaviours, economic situations.
4. Demonstrate knowledge of the fundamental concepts of disease prevention and health promotion for individual patients and populations and incorporate them into treatment plans as appropriate.
5. Communicate and interact effectively with patients, families, medical staff and others involved in the delivery of health services.
6. Describe and apply ethical principles and high standards in all aspects of medical practice.
7. Exhibit appropriate professional behaviour, including awareness of personal wellness and limitations.
8. Formulate clear clinical questions and apply an evidence-based approach to solving these questions.
9. Demonstrate educational initiative and self-directed life-long learning skills.
10. Describe the basic principles of clinical and translational research, including how such research is conducted, evaluated, explained to patients, and applied to patient care.

H. Learning Objectives Overview

Objective	Example	Sample Learning activity	Evaluated by
CANMEDs Role: Expert CSM Big 10: 1, 2, 3	Assess and generate an <i>appropriate</i> differential diagnosis in a patient presenting with a <i>new undifferentiated</i> symptom Assess, generate an appropriate differential diagnosis, and offer basic management for a patient presenting with common simple problems, e.g., hypertension, upper respiratory tract infection, fever in a child Assess and offer tailored advice to a patient throughout the life cycle that incorporates preventative healthcare e.g., well-child visit, antenatal care, periodic health check to an older patient	Seeing and discussing patients in clinic Consider how your preceptor is a resource within your specific setting	ITER (mid-point & final) Certifying exam Logbook completion
CANMEDs Role: Manager CSM Big 10: 1, 2, 3, 4, 5	Design a <i>comprehensive care plan</i> which incorporates bio-psycho-social aspects of care, within a team setting, relevant to the context of your preceptors practice	Attend a team meeting Do a home visit	ITER (mid-point & final)
CANMEDs Role: Communicator CSM Big 10: 2,5,6	Conduct a consultation in a patient-centered way which includes identifying the patient's perspective. Communicate effectively with other members of the team (written and phone) Document notes in a <i>succinct</i> manner Write a referral letter Write a prescription	Ask patients for feedback Ask team members for feedback Ask your preceptor to read a referral and prescription you have written	ITER (mid-point & final)
CANMEDs Role: Advocate CSM Big 10: 2,3,4,6	Identify the social needs of patients and where appropriate act to enable or facilitate these needs.	Explore your community Talk to different members of the health care teams	ITER (mid-point & final)
CANMEDs Role: Scholar CSM Big 10: 8, 10	Apply principles of evidence-based medicine to individualized patient care Use appropriate learning resources to support patient care	Determine the impact of your project in the practice / community Identify preferred resources and be able to defend your choices	Patient-Centred Care Project ITER (mid-point & final)
CANMEDs Role: Collaborator CSM Big 10: 2,5	Demonstrate knowledge of the roles of members of the primary care team and be able to write an appropriate referral	Spend time with other health care professionals	ITER (mid-point & final)
CANMEDs Role: Professional CSM Big 10: 6,7	Act in a professional manner as exemplified by good communication with patients and your preceptors' team and the UME, take responsibility for fulfilling the requirements of the FM clerkship including the appropriate time commitment and submitting the relevant documentation.	Document your time commitment, progress and feedback received daily and include this tracing record as an appendix in your final submission.	Meets clinical expectations Participation in teaching sessions ITER (mid-point & final)