

## **FAMILY MEDICINE CLINICAL EXPERIENCE (FMCE)**

### **FREQUENTLY ASKED QUESTIONS FOR PRECEPTORS**

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### **What is this course?**

The Family Medicine Clinical Experience (FMCE) is a longitudinal experience that gives medical students the opportunity to participate in the delivery of family medicine in Southern Alberta.

This is a pre-clerkship experience for first and second year UCalgary medical students. The experience runs each year consisting of 2 blocks:

- 1) Block 1: September to December
- 2) Block 2: January to June

During each block, students will complete either 3 half days (minimum 3.5 hours/half day) in a Calgary-based clinic **OR** 2 full days (minimum 5.5 hours) in a rural clinic.

### **When can I schedule clinic days with my student?**

Clinical experiences are scheduled directly between you and the student to a mutually agreed time. The clinic time may be during a weekend, holiday or evening, but they must **not** occur during previously scheduled classroom time.

It is preferred that students are scheduled a few weeks between each clinic to allow for self-reflection, however this is not mandatory.

### **Can students be scheduled in the ED or hospitalist?**

Yes! As long as at least half of their total clinic days are based in an office/clinic setting. The intent is for students to have a broad experience of the work that you do.

### **How much independence can I give the student?**

FMCE is **not** a shadowing experience, but a step above. As such, students are required to be under your supervision (not an NP for example). We recommend checking in with your student at the start of each session to see what they've covered up to that point in the curriculum and if there are areas the student wants to work on with your guidance. Students are expected to be increasing independence throughout the block and can practice physical exam skills with your supervision.

Students at the Cumming School of Medicine learn medical content through a model of spirality and integration of concepts across the two years of pre-clerkship. This new approach to curriculum delivery started with the Class of 2026 under the Re-Imagining Medical Education initiative (RIME). It is helpful to ask the students what topics they have covered so far and strategically select patients from your clinic day to help them consolidate their learning.

### How are the students assessed?

Students will send you an “FM Daily” via One45 after the end of each clinic day. You’ll get an email notifying you that you have a task to complete in One45. Within this form are embedded Entrustable Professional Activities (EPAs) relevant to FMCE. Over the course of each Block, students must obtain at least 2 EPAs.

The FM Daily completion is also how we track student attendance at their scheduled days with you.

Students must also complete at least 2 SOAP notes per Block. The students do **NOT** need to submit their SOAP notes to the medical school; they only need to draft and review their SOAP notes with you.

Summary of FMCE Completion Requirements	
Block 1	Block 2
Draft and Review at least TWO SOAP notes with the preceptor	Draft and Review at least TWO SOAP notes with the preceptor
Obtain at least 2 EPAs from the preceptor	Obtain at least 2 EPAs from the preceptor
	Completion of Reflective Writing Assignment (students to do on their own)

### I need help with One45, who can I contact?

If you have issues logging in to One45, click the ‘need help logging in’ link on the login page for assistance or contact [fmce.md@ucalgary.ca](mailto:fmce.md@ucalgary.ca) for additional support.

### The EPA scale seems confusing; how do I know where my learner is on the scale?

Block 1 students are extremely new to any clinical setting, only having been in medical school for a few months. It is entirely reasonable and expected that they would be at the beginning of the spectrum, which in this case is ‘Below expectations for the first day of clerkship with some concerns.’ Please write what you observed in the comment box below. You may not have concerns, but we highly recommend providing some comments and written feedback to the students. This helps them improve their skills and gain confidence.

#### Example of an EPA:

What is your assessment of this student's performance on this case?

#### \*EPA 1 – Obtain a history and perform a physical examination

Below expectations for first day of clerkship with some concerns. Please write what you observed in the comment box below.

Still developing towards the minimum expectation for the first day of clerkship.

At or above the minimum expectation for the first day of clerkship.

The EPA scale used is a standardized tool set by the UME. Please remember that your EPA will be one of many EPAs that students will complete throughout their medical education. The EPAs are used to track student growth and development over time. It is not intended to be a punitive tool but to help support students through their education.

The only exception is EPA 0, where an evaluation of “Below Expectations” would be a cause for concern since this indicates professionalism issues (e.g., attendance in clinic). In this case, the course co-leads and/or UME will reach out to the student directly to discuss any raised concerns.

### **How do I get feedback on my teaching?**

You can ask your students to provide you with verbal feedback in the moment or provide anonymous feedback via the preceptor survey. Please note that due to UME policy, preceptor evaluation reports will only be shared with you when 5 or more are completed within a year. This may not be possible depending on the number of students you teach and the number that complete the evaluation.

To that end, we will work to provide FMCE preceptors with a general evaluation report annually. It will be an anonymous summative report that provides some general guidance when compared to your own teaching practice.

Here are some tips to enhance the student’s experience with you:

- Prepare your clinic for learners, e.g., ensure the staff know the dates the student will be there to create a welcoming environment.
- Orient the student to their learning environment, e.g., introduce staff and colleagues to your student and familiarize your student with clinic layout and procedures.
- Allow students to take independent histories and read about patients AND provide for supervised patient examinations and procedures as time allows.
- Role model professional behaviour, e.g., wash hands between patients and highlight strong communication skills.
- Explain to your learner the rationale for your clinical decision-making. According to your comfort level, consider answering your learner’s questions about clinical cases and family medicine practice.

If a student has a significant concern with their clinical experience, this will be brought to the course co-leads, and they will contact you to discuss it.

For further questions, please reach out!

What do students learn in the new RIME curriculum?

The table below gives you a general idea of the curriculum taught in Block 1 and Block 2.

BLOCK 1	Approach to...	Clinical Skill
July	Arterial Disease	Communication Intro Building Rapport Agenda-setting Open/closed questions
August	Chest pain Dyspnea Anemia Obesity	Complete histories
September	Hypertension	BP/Vitals Peripheral vascular disease, JVP, carotid Precordial/Resp exams Liver exam
October	Fever Infection	Intro to SOAP notes Focused history
November	Autoimmune Rashes	Telemedicine Intro
December	GI Organs that Bleed Liver	Case presentations
BLOCK 2	Approach to...	Clinical Skill
January	Weight loss – all causes	Crucial/challenging conversations.
February	Abdo Pain Pelvic Pain	Breaking bad news
March	Headache Breast	Genital exam Rectal exam Breast exam Newborn exam
April	Joint pain – articular vs trunk	MSK exam
May	Pregnancy Pediatric development	Handover
June	FM/ER workshops	Consults Sutures Airway

## Important Contacts

**Vince Vong MD MBA CCFP**

FMCE Co-Lead

University of Calgary

[vince.vong@ucalgary.ca](mailto:vince.vong@ucalgary.ca)

**Heather Roberts**

UME Program Coordinator, FMCE

Undergraduate Medical Education (UME)

[fmce.md@ucalgary.ca](mailto:fmce.md@ucalgary.ca)

**Rachel Trudel**

Rural Program Coordinator,

Distributed Learning and Rural

Initiatives (DLRI)

[ruralmed@ucalgary.ca](mailto:ruralmed@ucalgary.ca)

**Karolina Huartson MD MSc CCFP**

FMCE Co-Lead

University of Calgary

[kkowalew@ucalgary.ca](mailto:kkowalew@ucalgary.ca)

**Keira Pajak**

Program Administrator, FMCE

Family Medicine Undergraduate Education

[ugfmfaculty@ucalgary.ca](mailto:ugfmfaculty@ucalgary.ca)



UNIVERSITY OF  
CALGARY



Department of Family Medicine

## Example of FMCE Daily Evaluation

UNIVERSITY OF CALGARY	University of Calgary Preclerkship	Evaluated By: evaluator's name Evaluating : person (role) or moment's name (if applicable) Dates : start date to end date
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\* indicates a mandatory response

### Conflict of Interest

I understand that there are a number of potential reasons for a conflict of interest with this student (e.g. Having been the student's treating physician, having been the student's employer, having a personal relationship with the student and/or their family members)

Link: [Providers of Health, Psychiatric and Psychological Services to Medical Students Policy](#)

	I have a conflict of interest, as described above, with this student and will contact the appropriate UME coordinator to have this evaluation reassigned to another preceptor.	I have a potential conflict of interest, as described above, with this student but do not feel that it is significant enough to preclude me filling out this evaluation. I recognize that the UME may contact me to clarify this point.	I do NOT have a conflict of interest, as described above, with this student and am thus able to complete this evaluation form.
*Conflict of Interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Location:

\*Location (eg: Calgary):

\*Clinic Name (eg: Sheldon Chumir):

### Entrustable Professional Activities

#### Attendance and professionalism:

The student attended their scheduled clinic and demonstrated qualities of professionalism.

	Concerns identified during this educational activity. Describe what you observed in the comment box.	Still developing towards the minimum expectation for the first day of clerkship. Describe what you observed in the comment box.	At or above the minimum expectations for this educational activity. Describe what you observed in the comment box.
*EPA 0 Performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### History and Physical Exam (if relevant)

	Concerns identified during this educational activity. Describe what you observed in the comment box.	Still developing towards the minimum expectation for the first day of clerkship. Describe what you observed in the comment box.	At or above the minimum expectations for this educational activity. Describe what you observed in the comment box.
EPA 1 - Obtain a history and perform a physical exam.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### SOAP Note

\*Did the student complete and review one or more SOAP notes during this clinic day?

No

Yes (if yes please complete the EPA 6 evaluation below)

	Concerns identified during this educational activity. Describe what you observed in the comment box.	Still developing towards the minimum expectation for the first day of clerkship. Describe what you observed in the comment box.	At or above the minimum expectations for this educational activity. Describe what you observed in the comment box.
EPA 6: Present oral and written reports that document a clinical encounter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall Rating:

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