



**UNIVERSITY OF CALGARY**  
CUMMING SCHOOL OF MEDICINE  
Department of Family Medicine

---

# Family Medicine Clerkship

## MDCN 502

---

**UNDERGRADUATE MEDICAL EDUCATION**  
**CORE DOCUMENT**  
CLASS OF 2021  
2020-2021 Academic Year

## Table of Contents

1.	WELCOME TO FAMILY MEDICINE CLERKSHIP .....	3
2.	SAFETY .....	4
3.	TELEMEDICINE AND VIRTUAL CARE .....	5
3.1	Virtual Clerkship and Telemedicine .....	5
3.2	Alberta Health Service's Presumed/Confirmed COVID-19 Positive Primary Care Pathway. ....	5
3.3	Virtual Care Playbook 2020 .....	5
3.4	Remote Assessment in Primary Care .....	5
4.	FM CLERKSHIP - GOALS .....	6
5.	FM CLERKSHIP - EXPECTATIONS.....	7
5.1	Clinical Time .....	7
5.2	Absences .....	7
5.3	Travel .....	7
5.4	Accommodation (RURAL) .....	7
5.5	Attire .....	8
6.	ACADEMIC SESSIONS .....	9
6.1	Advanced Care Planning .....	9
6.2	Planetary Health .....	9
7.	LOGBOOK .....	10
8.	EXAMS AND EVALUATIONS.....	11
8.1	Exams .....	11
8.2	MITERS and ITERS (ITER = In-Training Evaluation Report) .....	12
9.	SUPPLEMENTAL LEARNING RESOURCES.....	13
10.	ON-CALL ARRANGEMENTS.....	15
	APPENDICES.....	16
A.	Virtual Clerkship and Telemedicine .....	16
B.	Alberta Health Service's Presumed/Confirmed COVID-19 Positive Primary Care Pathway. ....	20
C.	Virtual Care Playbook 2020 .....	21
D.	CanMEDS Roles .....	22
E.	Learning Objectives and 26 Clinical Presentations .....	23
F.	The Big 10 Learning Objectives .....	33
G.	Clinical Calendar – 2-Week Block .....	34
H.	Clinical Calendar – 4-Week Block .....	35
I.	Learning Objectives Overview .....	36

## 1. WELCOME TO FAMILY MEDICINE CLERKSHIP



Carmen Wong  
UME FM Program Coordinator  
[famclerk@ucalgary.ca](mailto:famclerk@ucalgary.ca)

For scheduling queries or to submit coursework, please email Carmen Wong at [famclerk@ucalgary.ca](mailto:famclerk@ucalgary.ca)



Sonja Wicklum MD CCFP FCFP  
Family Medicine Clerkship Director  
[sonja.wicklum@ucalgary.ca](mailto:sonja.wicklum@ucalgary.ca)

For academic questions, please contact Dr Sonja Wicklum. Unless your email is of a sensitive or confidential nature, please cc [famclerk@ucalgary.ca](mailto:famclerk@ucalgary.ca) to ensure your email is addressed in a timely manner (2-3 business days).



Jimmy Vantanajal BMBS CCFP  
Family Medicine Evaluation Coordinator  
[jsvantan@ucalgary.ca](mailto:jsvantan@ucalgary.ca)

### FAMILY MEDICINE UNDERGRADUATE EDUCATION OFFICE

Martina Kelly PhD MA MbBCh MICGP FRCGP CCFP  
Family Medicine Undergraduate Education Director

Alexandra Thomas BA  
Department of Family Medicine Team Lead

Christine Gray  
Family Medicine Undergraduate Education Program Secretary  
[ugfm@ucalgary.ca](mailto:ugfm@ucalgary.ca) T: 403.210.6318

## 2. SAFETY

These guidelines (updated November 17, 2020) are intended to provide safety for patients, physicians and learners. A secondary goal is to avoid the unnecessary use of personal protective equipment by individuals who are not essential to the care of an individual patient.

- Students will be subject to the daily screening process required for all health care workers.
- Students will be expected to continuously wear a procedure mask at all times in all areas of any clinical setting
- Students will be expected to perform regular hand hygiene: alcohol-based hand rub is the preferred method for hand hygiene; however, there are times when handwashing with soap and water is required or availability of ABHR is limited. Ensure friction and wet time for a minimum of 20 seconds when using soap and water.
- Students are expected to have completed both an online module. (<https://ecme.ucalgary.ca/covid-19-cme-resources/topics/ppe/>) for training in the use of PPE and completed an observed practice session in the proper use of PPE.
- It should be recognized that students may require supervision in the use of PPE, particularly at the beginning of their return to clerkship and at the beginning of a new rotation.
- Students will comply with all requirements for PPE for an individual patient as directed by the most responsible physician or preceptor.
- Students may provide routine care to patients with known or suspected COVID only with the use of PPE as directed by the most responsible physician or preceptor.
- Students will not be directly involved with any patient that requires the use of an N95 mask on the part of the care provider, with the exception of routine use in the OR setting during AGMP (intubation, extubation, etc.) as directed by your preceptor based on current local and provincial guidelines and requirements. Students should avoid AGMP with patients who are known to be COVID positive or patients where the likelihood of COVID is high (symptomatic, pending COVID testing results). Students may only wear N95 masks once they have been properly fit tested for them at UME. Once the Provincial IP&C Matrix is available, clerks will be required to follow its recommendations. This will be revisited as required according to updated case counts in the Calgary region.
- Students who are exposed to a patient with COVID-19 while not wearing appropriate PPE will complete the Healthcare Working Self-Assessment form: <https://myhealth.alberta.ca/Journey/COVID-19/Pages/HWAssessLanding.aspx> to determine if testing is required, to receive further information and to determine if self-isolation is required.

*\*\*Guidelines for student involvement in patient care may change as the COVID situation evolves; communications will be directed via UCalgary email from UME to all students and clerkship leaders when changes occur. This includes updates about student attendance on hospital units on watch or outbreak status. Decisions about learner placements on watch/outbreak units will be determined via discussion among medical site leadership, UME leadership and relevant clerkship leaders.*

**Personal Protective Equipment** – masks, if unavailable at your site, will be supplied by UME to ensure safety on family medicine rotations. Carmen Wong ([famclerk@ucalgary.ca](mailto:famclerk@ucalgary.ca)) will be communicating at a later time about this. We are also communicating with the sites in order to determine if they have adequate numbers of masks to ensure your protection. Carmen will let you know if there is a concern beforehand and arrangements made to pick up masks.

### 3. TELEMEDICINE AND VIRTUAL CARE

It is essential that you review the document in Appendix A. You may want to print a copy to remind yourself how to set up your clinical day. Appendix B may become relevant to you because as much as you may not work in person with a patient with Covid-19, you may help monitor them via the telephone or virtually.

Below is a list of resources to help you with the task of providing virtual care to patients.

#### 3.1 Virtual Clerkship and Telemedicine

Appendix A is a guide on the process of virtual care and will provide you with a clear understanding of what is expected while operating in this new clinical environment.

#### 3.2 Alberta Health Service's Presumed/Confirmed COVID-19 Positive Primary Care Pathway.

Following the emergence of COVID-19, a team, including specialists from Respiriology and Infectious Disease, the AHS Primary Care team, Primary Care Networks, and members of the Calgary Specialist LINK task group developed this pathway to help support family physicians in caring for their patients (Page 1, and link to full document can be found in Appendix B). This pathway was created with up-to-date knowledge at the time (April 6, 2020), but it will be reviewed on a consistent basis. Please refer to the AHS website for updates.

#### 3.3 Virtual Care Playbook 2020

*Canadian Medical Association, College of Family Physicians of Canada, and Royal College of Physicians and Surgeons of Canada. Virtual Care Playbook. 2020.* This playbook was written to help Canadian physicians introduce telemedicine into their daily practices, and focuses on video visits. It covers the key considerations to succeed at providing safe, effective and efficient care. Page 6, which contains a list of problems not currently amenable to virtual care, and a link to the full document, can be found in **Appendix C**.

#### 3.4 Remote Assessment in Primary Care

*Greenhalgh T, Choon Huat Koh G. Covid-19: a remote assessment in primary care. BMJ. 2020;368:m1182.* This article in Appendix B addresses how to provide telemedicine and remotely assess a patient with symptoms of COVID-19. The article is available at: <https://www.bmj.com/content/368/bmj.m1182>.

## 4. FM CLERKSHIP - GOALS

The following outlines the goals of the rotation. For specific exam preparation information refer to sections: 8. Exams, 9. Supplemental Learning Resources, and Appendix E, Learning Objectives and 26 Clinical Presentations.

By the end of the Family Medicine Clerkship, you will:

- Have a better understanding of how family physicians think and do their work. Unique to family medicine is the challenge of 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 coming from 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 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-centred 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](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 F.

## 5. FM CLERKSHIP - EXPECTATIONS

### 5.1 Clinical Time

The family medicine rotation will be a total of 6 weeks. This 6-weeks rotation will be split into blocks of 2 weeks and 4 weeks; 2 or 4 weeks RURAL, and 2 or 4 weeks URBAN. The blocks may or may not run consecutively, so you might complete 2 weeks of the rural block, have a break for a few weeks, and then complete 4 weeks of the urban block, and vice versa.

Ideally, you will be working full-time, but we accept that many clinics are working less than that at the present time. Please work with your preceptor to complete the Clinical Calendars (**Appendices I and J**). We would expect, for an adequate family medicine experience, the 2-week block should have not less than 7 clinical days, and the 4-week block not less than 16 clinical days. Clinical calendars will be reviewed to assess whether remediation is necessary if fewer than 7/16 = 23 days are completed.

At the beginning of the block, please review the Clinical Calendar with your preceptor and **submit** a proposed Clinical Calendar to Carmen Wong ([famclerk@ucalgary.ca](mailto:famclerk@ucalgary.ca)) during week 1. At the end of the block, please **submit** to a Clinical Calendar, signed by you and your preceptor. Please follow this process for the 2-week and 4-week blocks.

### 5.2 Absences

During the 6-week rotation, a total of 2 flex days is allowed. Only 1 flex day can be taken during the 2-week block. All flex days must be requested on Osler before the start of the block. Sick days and medical appointments must be submitted on Osler. All absences must be approved at the UME level through Osler.

### 5.3 Travel

For the rural block, one half-day at the beginning and the end of the block will be allowed for travel. An additional half-day travel will be allowed to complete the MCQ exam (if completing during the rural block). NB: additional travel time may be determined as valid based on a distance greater than 3 hours, or inclement weather. If able, travel should be completed on the Sunday afternoon before the rotation begins, so that clinic can be attended on the Monday morning.

You will generally 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 which can be found here: <https://rhpap.ca/wp-content/uploads/2018/09/RhPAP-Mileage-Chart-5-Dec-2017-1.pdf>. 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](mailto:rmexpenses@ucalgary.ca).

### 5.4 Accommodation (RURAL)

You will be placed in available accommodations 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 accommodations are suitable to your preference.

Accommodations may be shared or room and board style. You will be provided with your own room and own bathroom. All accommodations are strictly no pets and no smoking.

If you have any questions regarding your accommodations please contact the Rural Office at [ruralmed@ucalgary.ca](mailto:ruralmed@ucalgary.ca).

## **5.5 Attire**

The Undergraduate Medical Education Departmental Guidelines 'Attire – Medical Students' clearly outlines expectations regarding dress code and use of personal protective equipment in clinical settings. It is important to review this policy and comply with its expectations. UME policies are available at: <https://cumming.ucalgary.ca/mdprogram/about/governance/policies>. Due to the pandemic a number of students may prefer to wear scrubs and this should be allowed.



## 6. ACADEMIC SESSIONS

### 6.1 Advanced Care Planning

You have completed the academic sessions, with the exception of Advanced Care Planning and an extra Planetary Health session. Dr Amy Tan expects that you will watch the ACP podcast available on Osler during your first week and then she will be providing a Zoom session on the subject of Advanced Care Planning during the Thursday of Week 3 of the 4-week block. The ACP session will take place from 12-1 PM. This session is mandatory. These sessions have been marked on the Clinical Calendar. *\*\*If you completed urban FM in block 1, Carmen Wong will try to schedule a time for you to attend an ACP session during your 2-week block or another rotation but it will not be mandatory if this simply does not work out for you.*

After completing the Introduction to ACP and learning how to engage in Advance Care Planning and Goals of Care Conversations (ACP/GCD) with patients, you will be required to:

1. Discuss with your preceptor *at the beginning of the rotation* about identifying an appropriate patient in the practice with whom to engage in an Advance Care Planning/Goals of Care Conversation.
2. Attempt an Advance Care Planning/Goals of Care Conversation with the patient +/-family to a point where some decisions are made with the patient and documented in the AHS Goals of Care Tracking Record Form in the Goals of Care (Green Sleeve) package.
3. Document key elements of the conversation (summary of issues provided on Tracking Form) in a confidential and anonymous manner so as to protect the privacy of your patient +/- family, and preceptor.

**Write** a reflective assignment incorporating the following questions:

- What surprised you about having the conversation with the patient?
- What did you feel uncomfortable with during the conversation?
- What did you want to know more about or how to do in order to improve your ACP/GCD conversation?
- What would you do the same during your next ACP/GCD conversation with a patient?
- What would you want to try to do differently during your next ACP/GCD conversation with a patient?
- How many ACP/GCD conversations have you participated in thus far in Clerkship and during which rotations?

**Submit** the Advanced Care Planning reflective assignment to one45. It must be submitted by 11:59PM on the last Sunday of the 4-week block.

### 6.2 Planetary Health

Details will follow.

## 7. LOGBOOK

The logbook will be assessed for completion at the of the 6-week rotation.

You are required to log when you have completed all of 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 points 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 manage to see a case in relation to one of the problems listed, please refer to the virtual patients on LearnFM. Once you have read around the topic and/or discussed this 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.

If you have not completed the logbook by the deadline, you will be required to delay the summative examination to the deferral/rewrite period. In cases of delayed summative examination because of missed logbook, the rotation will be considered 'incomplete' until all required elements have been completed.

The logbook needs to be completed by 11:59PM on the Wednesday of the week in which you complete the summative examination.

## 8. EXAMS AND EVALUATIONS

### 8.1 Exams

Preparing for the exam in family medicine can be stressful and intimidating due to the breadth of topics you will be asked to cover, as well as the multiple resources you will need to utilize. The course is designed around the objectives found in Appendix F. The 26 Clinical Presentations support these objectives and therefore if you work at seeing or discussing each presentation in your logbook this will support your preparation. The exam questions reflect the objectives.

There are two exams in FM, a formative and a summative. **You MUST COMPLETE the formative exam before the end of your second week of the 4 week FM block (see highlighted note below).**

The formative exam is completed online. The formative exam can be accessed at <http://dolphin.ucalgary.ca>. Please use your CAS credentials to log into the exam.

The summative exam is completed at the University, in person.

To help you succeed, we suggest the following:

- Use the Excel document: *FM Clerkship Foundations Resource 2020*
- Prepare early – Due to the numerous clinical presentations relevant to family medicine, we encourage you to read around the cases seen in your clinics, and those you may not have encountered, and do so early on. This will allow you to adequately address the depth and volume of information needed to be successful.
- Cover the basic information of the core clinical presentations – While the finer details are important and relevant, we want you to first establish a foundation of knowledge in each clinical presentation on which you can later build upon. What are the common differential diagnoses? What are the diagnostic criteria? What are the first-line treatments? This strategy will allow you to cover the multiple topics at the appropriate depth and position you well for your future studies.
- See the Learning Resources section. For example, there are Microcases on the LearnFM (formerly SHARC-FM) website at: <https://sites.google.com/site/sharcfm/>.

**MUST COMPLETE:** the formative examination by 3:59PM on the Friday of week 2 during the FM 4-week block. **Note the portal closes at 4:00PM this day.**

**MUST COMPLETE:** the in-person summative examination on the last Friday of the 6-week rotation.

## **8.2 MITERS and ITERS (ITER = In-Training Evaluation Report)**

### **2-week block**

An ITER will be completed at the end of this block

### **4-week block**

A MITER will be completed at the end of week 2

An ITER will be completed at the end of week 4

When completing your clinical calendar during the first few days also set up a time with your preceptor to review your progress. If it is the 2 week block please plan on reviewing progressing at the end of the first week.

**You must pass both ITERS and the Summative Exam, as well as complete the ACP reflective assignment to pass the block.**

## 9. 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:** [www.cfpc.ca/sharcfm](http://www.cfpc.ca/sharcfm) - **The Shared Canadian Curriculum in Family Medicine**

- 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 are up to date and that questions are also 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.
- LearnFM microcases - a question databank designed to help clerks test their knowledge. <https://sites.google.com/site/sharcfm/>.
- Clinical Cards - a series of clinical cards have been devised as part of the SHARC-FM initiative – these will be distributed during your orientation. They are also openly available at [www.sharcfm.ca](http://www.sharcfm.ca) in PDF files for you to download.

Virtual Cases: <http://vp.openlabyrinth.ca>.

A suite of virtual patient cases is in development to compliment your learning when off-site.

### Textbooks

Guide to the Canadian Family Medicine Examination, 2<sup>nd</sup> edition, by Megan Dash and Angela Arnold. McGraw Hill Education, 2018– good for basics, available in the library

Rx Files, Drug Comparison Charts, 9<sup>th</sup> 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 8<sup>th</sup> 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

- Anti-Infective Guidelines (MUMS) (low cost)
- Aspirin Guide (free)
- CND STI Guidelines (free)
- DynaMed
- GRC-RCMP Drugs Awareness (free)
- 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.
- RxTx - drug information, regular updates and Health Canada advisories, does not do drug interactions, there is a cost
- Spectrum
- Thrombosis Canada (free) - guidelines and algorithms
- UpToDate
- Visual Anatomy Lite (free)

## 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. Please refer to the Clerkship Work Hours Policy in the Clerkship Handbook.

## APPENDICES

### A. Virtual Clerkship and Telemedicine

#### VIRTUAL CLERKSHIP AND TELEMEDICINE

Welcome to Family Medicine clerkship! This document has been created to help guide you through the process of virtual care and provide you with the expectations of you while operating in this new clinical environment. Please refer to the clerkship guide for complete details of timelines, objectives and requirements for this rotation.

Set up a time to talk with your preceptor, confirm what their current virtual care process and tools are (Zoom, three way calls etc.). Discuss your comfort level and reference the support links at the bottom of this document.

There are typically three categories of patients, work with your preceptor to review the days cases and confirm which ones are appropriate for your participating and for the virtual care setting:

- 1) With Covid19 and needing follow-up
- 2) Acute and Chronic Issues (typical visit)
- 3) High risk/vulnerable (not ill) support (HRVS)

#### AT THE START OF EACH DAY REVIEW ANY UPDATED GUIDELINES FROM HEALTH AUTHORITIES

##### 1. WITH COVID19

- For high risk/vulnerable patients the Preceptor will call the patient, while you listen in if able. Once the patient has exited the call, discuss with the preceptor for 2-3 minutes.
- Medium/low risk – as per #2 – acute issues please see the definition of low and medium risk in the appendix document – ‘COVID Pathway’.

##### 2. ACUTE ISSUES

You may be involved in every second or third patient. This is just a suggestion; your preceptor will decide the plan.

When appointments are booked the patient is advised of the timing: Clerk will call at 9:30, doctor/clerk together at 10:00AM.

- Clerk reviews chart (15 min)
  - special attention to age, GOC, medications, problem list
- Clerk calls patient 30 min before the time the preceptor will call.
  - Introduces themselves and tells the patient they will be getting some background information before the preceptor calls them in 30 minutes.
  - they complete HPI, med rec
  - avoid being conclusive about anything
- Clerk calls preceptors
  - 3-5 minute case review including A/P
  - scribe can be whomever, clerk if they have access, preceptor if clerk does not have access to chart
- Preceptor calls patient and asks if they can get the clerk back on the phone also (will likely be well-received). Preceptor reviews case with patient, clerk chimes in as needed.



- Preceptor then goes to next patient and students goes to the one after that.

### 3. HIGH RISK/VULNERABLE SUPPORT

Suggestions:

On Monday, preceptor identify 10 – 20 patients who are high risk/vulnerable that the clerk can call and check in on that week.

- The clerk can call and set a time or the MOA can do this (these could be afternoon appointments, leaving acute issues for the mornings)
- Your preceptor will run the list and pull out any information not highlighted in the visit notes. This is not meant to be an in-depth overview, but to provide you with some helpful information that may be relevant during the visit e.g. your preceptor shares with you that this patient's father passed away a month ago.
- Clerk calls patient and considers:
  - review present state of covid19 pandemic to ensure understanding
  - review patient safety: access to food, water, support by loved ones or friends, sanitizing agents and their use
  - discuss fears – careful to not offer advice/minimize/make statements that are not factual
  - review medications, problem list, goals of care (GOC)
  - clerk books follow-up call for preceptor for next day afternoon unless urgent or unsure and then states they will get back to the patient
- Clerk reviews with preceptor 3-5 minutes, preceptor/clerk scribes, A/P created, decision about:
  - Needs: medical, support, how to access, are extended health team needed, GOC on chart – Y/N, if no, can GOC be done at next visit?
  - Clerk calls patient to inform next steps, provides with handouts as appropriate e.g. Patient guide to Covid19 and palliative care (Dr. Tan's)

### COMMUNICATION TIPS FOR PHONE AND VIDEO VISITS

1. Maintain full attention
2. Convey attention and interest
  - a. Warm tone of voice
  - b. Verbal listening acknowledgements
  - c. Periodically summarize
3. Pacing and language
  - a. Speak slowly and clearly
  - b. Avoid jargon
  - c. Pause after asking questions
  - d. Provide time for patient questions and elaborations more frequently
4. Explicit empathy
  - a. Listen/watch carefully for patient emotional cues
  - b. Increase explicit empathic statements

### BEFORE THE VISIT

1. Chart review – review key interim history
2. Documentation – start the clinic note or add to the template started by the nursing staff. Create a mental agenda, if not written outline, in your HPI prior to calling
3. Self-preparation
  - a. Take a breath to ready yourself for the call
  - b. Make sure you are comfortably seated before calling the patient

- c. If using video calling make sure the background of your video is not distracting
- d. If possible be away from noisy/high traffic areas

### BEGINNING THE CALL

1. Introductions
  - a. Identify patient and introduce self
  - b. Check if this is a good time for the patient to talk
  - c. Make certain that they are in a safe place and the conversation can be confidential
  - d. Offer a warm greeting
2. Initial check in
  - a. Can they hear/see you
  - b. Confirm how you will reconnect with the patient if disconnected
  - c. Build rapport
3. Orientation
  - a. Describe your understanding of the purpose of the visit, including if applicable the length of the visit.
  - b. If documenting let the patient know that you will be typing during the call.

### DURING THE VISIT

1. Set the agenda
  - a. Elicit list of problems/concerns from the patient, negotiate what can and cannot be covered in the visit
2. Ask questions
3. Signpost
  - a. Identify when you are moving from one topic to another
4. Teach back to confirm that the patient understands, particularly around next steps and management options.
5. Orient the patient to the end of the encounter and review.
6. Notify the patient how or if information will be shared using MyChart or After-Visit Summary.
7. Discuss next steps and any follow up visits.
8. Note how long the conversation was.

### AFTER THE VISIT

1. Take a moment after the first few appointments and review the process, was the information collected appropriate, how was your tone and flow of the conversation etc.
2. Prepare for the next appointment, ask any questions relevant for the next patient visit.

### LOGISTICS

1. How to make a 3-way call. If no direct ability then get the student listening in through a second phone.

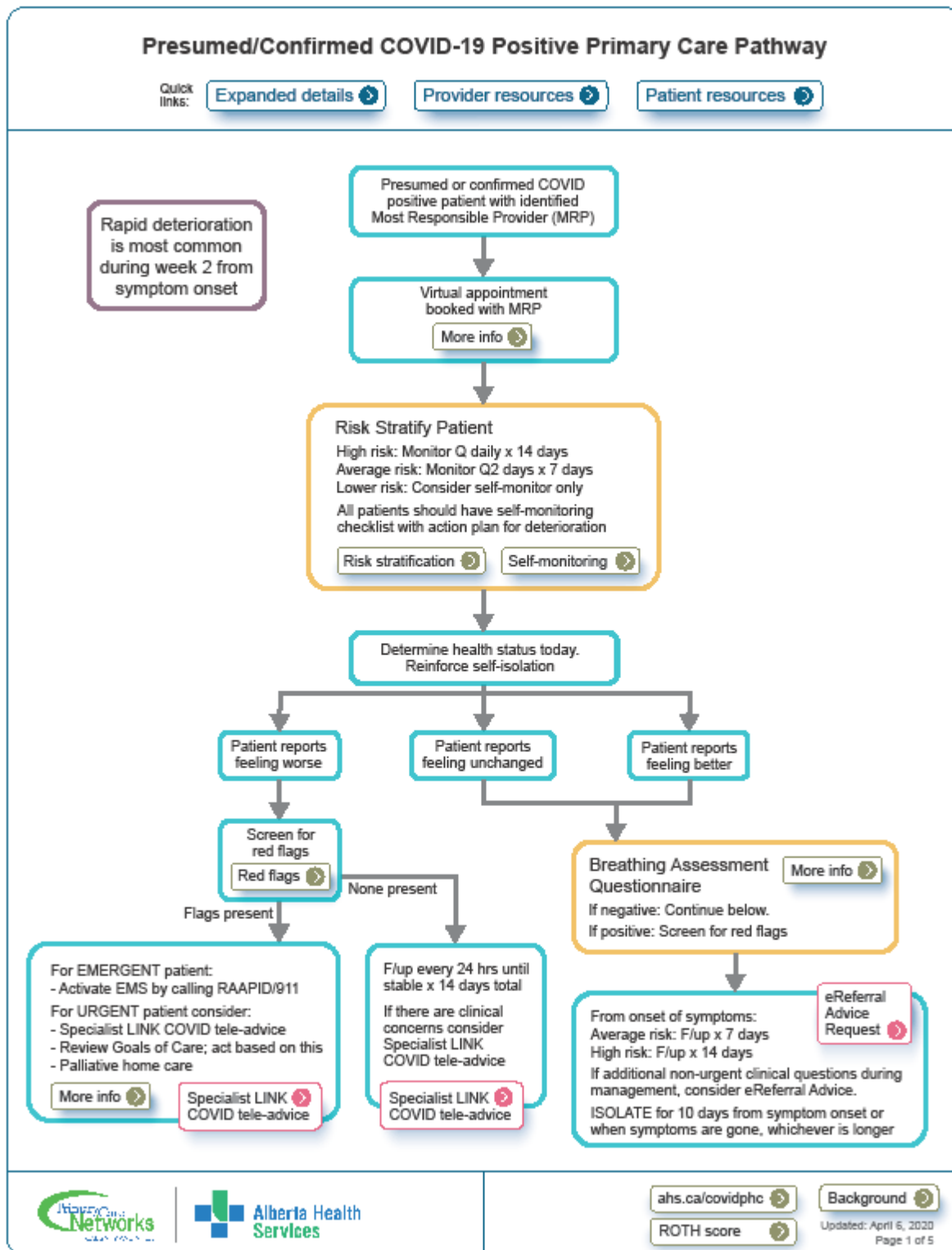
iPhone	<ol style="list-style-type: none"> <li>1. Make a normal phone call.</li> <li>2. Touch the Add Call button to make another call. The person you're already on the line with will be put on hold.</li> <li>3. After speaking to the second person, touch Merge Calls. You now have a three-way conference call where all parties can hear each other.</li> <li>4. Repeat steps 2 and 3 to add more people. Up to 5 calls can be merged depending on your carrier.</li> </ol>
--------	--

Android	<ol style="list-style-type: none"><li>1. Phone the first person.</li><li>2. After the call connects and you complete a few pleasantries, touch the Add Call icon. The Add Call icon is shown. ...</li><li>3. Dial the second person. ...</li><li>4. Touch the Merge or Merge Calls icon. ...</li><li>5. Touch the End Call icon to end the conference call.</li></ol>
---------	---

2. How to chart remotely. Clinic and system specific, check with your preceptor at the beginning of the rotation.
3. Zoom  
UCalgary Support - <http://elearn.ucalgary.ca/zoom/>

**B. Alberta Health Service's Presumed/Confirmed COVID-19 Positive Primary Care Pathway.**

[https://www.specialistlink.ca/files/COVID\\_PathwayV2\\_April62020.pdf](https://www.specialistlink.ca/files/COVID_PathwayV2_April62020.pdf)



## C. Virtual Care Playbook 2020

[https://www.cma.ca/sites/default/files/pdf/Virtual-Care-Playbook\\_mar2020\\_E.pdf](https://www.cma.ca/sites/default/files/pdf/Virtual-Care-Playbook_mar2020_E.pdf)

# SCOPE OF PRACTICE

## — WHAT PROBLEMS CAN BE SAFELY ASSESSED AND TREATED

Physician regulators all adhere to the same concept when it comes to virtual visits: a physician must not compromise the standard of care. That means that if a patient seen virtually provides a history that dictates a physical examination manoeuvre that cannot be executed remotely, the physician must redirect the patient to an in-person assessment.


For this reason, the scope of virtual practice is presently limited to encounters that require only history, gross inspection and/or data that patients can gather with cameras and common devices (e.g., glucometers, home blood pressure machines, thermometers and scales). **In practical terms, you can safely use virtual care to:**

- assess and treat mental health issues
- assess and treat many skin problems (photos submitted in advance provide resolution that is much better than the resolution of even a high-quality video camera)
- assess and treat urinary, sinus and minor skin infections (pharyngitis too if you can arrange throat swabs)
- provide sexual health care, including screening and treatment for sexually transmitted infections, and hormonal contraception
- provide travel medicine
- assess and treat conditions monitored with home devices and/or lab tests (e.g., hypertension, lipid management, thyroid conditions and some diabetes care; in-person consultations will still be needed for some exam elements)
- review lab, imaging and specialist reports
- conduct any other assessments that do not require palpation or auscultation

In contrast, the problems that are currently **not amenable to virtual care** include any new and significant emergency symptoms such as chest pain, shortness of breath and loss of neurologic function. They also include ear pain, cough, abdominal/gastrointestinal symptoms, musculoskeletal injuries or conditions, most neurological symptoms and congestive heart failure.



**D. CanMEDS Roles**

 <p><b>CanMEDS-Family Medicine</b></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>
--	--

## E. Learning Objectives and 26 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 26 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 Course 8.

Key features for each presentation are available via [LearnFM](#) and the '26 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  
Fail 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 centered 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](http://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 advanced 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/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 arthritides.
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 for treatable co-morbidities (e.g. hypertension, diabetes, coronary artery disease, sleep apnea, and osteoarthritis).
3. In patients diagnosed with obesity who have confirmed normal thyroid function, avoid repeated thyroid-stimulating hormone testing.
4. Inquire about the effect of obesity on the patient's personal and social life to better understand its impact on the patient.
5. 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.

6. 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.
7. As part of preventing childhood obesity, advise parents of healthy activity levels for their children.
8. 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 advanced 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.



**F. The Big 10 Learning Objectives**

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:
  - a) Conducting a comprehensive medical history and thorough physical examination; reliably eliciting appropriate information in the history and detecting abnormal findings on the physical examination.
  - b) Correctly identifying the patient's diagnosis, differential diagnosis, and medical problems.
  - c) Applying an appropriate clinical reasoning process to the patient's problems.
  - d) Advocating for patients while formulating and implementing a resource-conscious management plan to deal effectively with patient problems.
  - e) 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.

**G. Clinical Calendar – 2-Week Block** (✓ Attended or ✗ Not attended, and indicate travel time in the appropriate box)

WK		Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	
1	Morning	✓ or ✗							# clinic days <div></div>
	Afternoon								
	Evening								
WK		Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	
1	Morning								# clinic days <div></div>
	Afternoon								
	Evening								
<b>TOTAL CLINIC DAYS</b>									<div></div>
Preceptor signature: _____ Student Name: _____ Signature: _____									

Please indicate time with Allied Health Professionals and specify type (pharmacist, RN, NP, etc.). Consider using this document to schedule midterm and final ITER review meetings with your preceptor. Include any travel time (write this in the appropriate box). Travel morning of the exam if within 2.5 hours of Calgary, or travel the afternoon before if further away (or longer as needed for special travel requirements).

**H. Clinical Calendar – 4-Week Block** (✓ Attended or ✗ Not attended, and indicate travel time in the appropriate box)

WK		Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	
1	Morning	Watch ACP Podcast ✓ or ✗							# clinic days
	Afternoon								
	Evening								
WK		Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	
1	Morning								# clinic days
	Afternoon								
	Evening								
WK		Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	
1	Morning								# clinic days
	Afternoon				ACP Academic Session with Dr Amy Tan				
	Evening								
WK		Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	
1	Morning								# clinic days
	Afternoon								
	Evening								
								<b>TOTAL CLINIC DAYS</b>	
Preceptor signature: _____ Student Name: _____ Signature: _____									

Please indicate time with Allied Health Professionals and specify type (pharmacist, RN, NP, etc.). Consider using this document to schedule midterm and final ITER review meetings with your preceptor. Include any travel time (write this in the appropriate box). Travel morning of the exam if within 2.5 hours of Calgary, or travel the afternoon before if further away (or longer as needed for special travel requirements).

## I. Learning Objectives Overview

Objective	Example	Sample Learning activity	Evaluated by
<b><u>CANMEDs Role: Expert</u></b>  <b><u>CSM Big 10:</u></b> 1, 2, 3	<ul style="list-style-type: none"> <li>Assess and generate an <i>appropriate</i> differential diagnosis in a patient presenting with a <i>new undifferentiated</i> symptom</li> <li>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</li> <li>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</li> </ul>	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
<b><u>CANMEDs Role: Manager</u></b>  <b><u>CSM Big 10:</u></b> 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)
<b><u>CANMEDs Role: Communicator</u></b>  <b><u>CSM Big 10:</u></b> 2,5,6	<ul style="list-style-type: none"> <li>Conduct a consultation in a patient-centered way which includes identifying the patient's perspective.</li> <li>Communicate effectively with other members of the team (written and phone)</li> <li>Document notes in a <i>succinct</i> manner</li> <li>Write a referral letter</li> <li>Write a prescription</li> </ul>	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)
<b><u>CANMEDs Role: Advocate</u></b>  <b><u>CSM Big 10: 2,3,4,6</u></b>	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)
<b><u>CANMEDs Role: Scholar</u></b>  <b><u>CSM Big 10:</u></b> 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)
<b><u>CANMEDs Role: Collaborator</u></b>  <b><u>CSM Big 10:</u></b> 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)
<b><u>CANMEDs Role: Professional</u></b>  <b><u>CSM Big 10:</u></b> 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)