



UNIVERSITY OF CALGARY
CUMMING SCHOOL OF MEDICINE

UNDERGRADUATE MEDICAL EDUCATION (UME)
Medical Doctor Program (MD)

COURSE OUTLINE

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| Course Number: | MDCN330 |
| Course Name: | Family Medicine Clinical Experience |
| Dates: | Virtual Orientation: September 8 th , 2021 Clinical Experiences: 1. September 22, 2021 2. November 3, 2021 3. November 24, 2021 4. January 5, 2022 |
| Schedules and classroom locations: | http://www.ucalgary.ca/mdprogram/current-students/pre-clerkship-years-1-2/timetables Detailed scheduled is located online in OSLEP |

| | Name | Email |
|---------------------------------|---|--|
| Course Chair: | Dr. Clark Svrcek | fammedce@ucalgary.ca |
| Evaluation Rep: | N/A | |
| UME Program Coordinator: | Carmen Wong (First contact for urban/rural) | fammedce@ucalgary.ca ruralmed@ucalgary.ca for all travel and accommodation inquiries) |

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|----------------------------|-----|--|
| Student Course Rep: | TBD | |
| Student Exam Rep: | TBD | |

Course Description

All first year students participate in the delivery of patient care with preceptor guidance. This one-on-one student/preceptor experience takes learners into specifically chosen community clinics, also known as Patient's Medical Homes (PMHs) where Family Physicians deliver generalist care, diagnose and manage most presenting complaints (comprehensive) and see patients over time (continuity). Care is supported by health team members, electronic records, ready access to health information, quality improvement and evaluation and measurement.

Preceptors are skilled clinicians and educators, sensitive to the needs of MDCN 330 early learners. Clinics have developed safe and supportive learning environments to provide the right amount of guidance and autonomy for students to safely participate in care and experience family medicine from the physician point of view.

Students are placed in rural and urban clinics in southern Alberta. Where schedules allow, students may

accompany preceptors to care locations outside the clinic - emergency departments, delivering babies, or care homes, for example. At least 50% of the total student experience, however, must be in the PMH clinic and may include caring for patients with nurses, pharmacists, dieticians, mental health clinicians or others as available.

Clinical experiences are spaced monthly to ensure students bring additional skills and knowledge to each session and increase the likelihood of seeing patients again (continuity).

Four half day clinics are scheduled for URBAN experiences. Three longer clinics (minimum of 5.5 hours each) are scheduled for RURAL experiences to reduce driving time and provide similar clinical student time.

Orientation and all clinical sessions are mandatory unless UME has identified extenuating circumstances to waive requirements.

Please refer to the University Calendar:

<http://www.ucalgary.ca/pubs/calendar/current/medicine.html#8554>

Prerequisites

Not applicable in the MD program.

Supplementary Fees/Costs

- Stethoscope.
- Transportation costs for travel to urban or rural mandatory placements. Variable reimbursement for select rural locations.
- Possible parking costs.

Learning Objectives

All learning objectives are located in the Course Core Document/ Syllabus which can be located online in the student information system (OSLER) and on our MD Program website:

<http://www.ucalgary.ca/mdprogram/preceptor-resources/course-objectives>

Objective 1: Apply Communication and History Taking Skills in Patient Encounters

Students will apply relevant office practice communication and history taking skills as acquired in the concurrent Communications 1 Course. Skills include introducing self to the patient, identification of presenting complaint(s) and eliciting further relevant pertinent positive or negative information to help with assessment; expected only if related course work has been completed. Skilled history taking will enquire and document psychosocial contexts (patient feelings, ideas, fears and expectations) and environmental circumstances, for example poverty, low literacy or lack of supports.

Use of open and closed questions, attentive listening, recognition of verbal and non-verbal cues, avoidance of jargon and clarification are applicable process skills to apply. History taking may be independent. If the student and preceptor initially choose to take histories together it is expected that this rapidly progresses to independent history taking with subsequent preceptor discussion.

Preceptors and students may discuss the patient context prior to the visit; students may review medical records and related references before or after the visit.

Students may accompany the preceptor in the exam room and participate in history taking, examinations, and discussions about diagnoses and planning. Students may present the history.

Objective 2: Record relevant details of a focused patient visit in a SOAP note.

S = Subjective
O = Objective
A = Assessment
P = Plan

Document relevant history in **Subjective**. What is HEARD?

This includes documentation of the presenting complaint(s), history of presenting complaint(s) and answers to additional queries regarding pertinent positive and negatives as well as enquiry using a biopsychosocial approach to care- feelings, ideas, fears and expectations (FIFE) and social contexts, for example low literacy, poverty or abusive environments.

With increasing skill students will organize by issue and prioritize issues to be addressed.

Document relevant physical exam findings, vital signs, lab and diagnostics in **Objective**. What is SEEN?

Ensure no history is recorded in objective.

Document what you think is going on in **Assessment**.

Document what your course of action is to address each issue in **Plan**.

Both **A** and **P** are informed by **Subjective** and **Objective** findings and preceptor discussion, particularly when relevant course work has not been completed.

SOAP note records to demonstrate a biopsychosocial approach to patient care.

Objective 3: Demonstrate an awareness of the Patient's Medical Home

Watch the video "The Patient's Medical Home (PMH), the vision for Family Practice in Canada" at orientation or the link below:

<https://patientsmedicalhome.ca/resources/resources-for-health-care-providers/video-pmh-one-minute/>

Awareness may be demonstrated by including use of PMH health team members in SOAP plans.

Awareness may include discussions with preceptors about the PMH model of care, what makes a clinic a PMH and any consideration of the 10 pillars-patient-centered care, personal family physician, team-based care, timely access, comprehensive care, continuity of care, electronic records and health information; education, training and research; evaluation and quality improvement, and internal and external supports.

Objective 4: Demonstrate an awareness of Generalism in Medicine

Generalists are a specific set of physicians whose core abilities are characterized by broad practice. The Praxis of Generalism in Family Medicine involves the core concepts of Comprehensive care, Complexity, Context, Continuity of care, Collaboration, and Communication. These concepts will be both discussed and modelled in the Orientation session, Small Groups, and Patient Medical Homes where you will have your clinical experiences.

Course Text(s)/Recommended Reading/Learning Resources

No required text.

Suggested learning resources

- Health Science Library U of C
<https://library.ucalgary.ca/hsl/>
DynaMedPlus - browse by condition or specialty
VisualDx
- AMA Accelerating Change Transformation Team (ACTT) – Clinical Practice Guidelines
<https://actt.albertadoctors.org/CPGs>
- Pubmed – Clinical Queries
www.pubmed.org
- SHARC-FM: The Shared Canadian Curriculum in Family Medicine Scenarios, Clinical Cards
www.cfpc.ca/sharcfm
- Clinical Practice Database
www.cma.ca/index.php/ci_id/54316/la_id/1.htm
- MDCN 330 Orientation Presentation – available on OSLEP.ucalgary.ca

Evaluation and Course Requirements

Mandatory Requirements

Attendance

Student virtual orientation is September 8, 2021 and all clinical experiences are mandatory. Unless absences are excused as per UME policy, missed experiences are to be made up. It cannot be rescheduled within UME course time, may be during IST (independent study time), and if both student and preceptor agree, may be on weekends.

Urban

Students must attend 4 half day clinics, either AM or PM as allocated by UME within the 4 dates below. Occasionally students will be allocated to Friday PM clinics.

Rural

Students must attend 3 full day clinics on 3 of the 4 Wednesday dates noted below. Each clinic day should be 5.5 hours or more.

WEDNESDAY DATES

1. September 22, 2021
2. November 3, 2021
3. November 24, 2021
4. January 5, 2022

Evaluation

A Mid and Final ITER evaluation must be completed; mid-point ITER after second clinic and final after the final clinic. Mid-ITER must be completed or satisfactory and Final ITER must pass. ITER documentation identifying student behavior concerns are reviewed by the course committee.

Mid-Point ITER - MC (Must Complete)

- Must attend 2 sessions, be on time and act in a professional manner.
- Must complete 2 SOAP notes with preceptor review and feedback. Particular emphasis is placed on accurately recording relevant information in Subjective (information HEARD during discussions) and Objective (information SEEN during the visit, notably vital signs, observations, physical exam findings and lab and imaging). No history should be recorded in Objective.
- Students receive the Mid-Point ITER via One45 in November, and are responsible for sending to their preceptor via One45 prior to the second clinical experiences. Students are to ensure the evaluation is completed and submitted by the preceptor on or before **November 21, 2021**.

Final ITER - MP (Must Pass)

- Must attend the remaining required sessions (2 urban, 1 rural), be on time and act in a professional manner.
- All students, regardless of urban or rural stream must complete an additional 2 SOAP notes with preceptor review by final clinic completion.
- Continued emphasis is placed on accurately recording relevant information in Subjective and Objective fields of the SOAP note.
- Students receive the Final ITER via One45 in January and are responsible for sending to their preceptor via One45 prior to the final experience. It is the student's responsibility to ensure the evaluation is completed and submitted by the preceptor on or before **January 24, 2022**.

- Students receive the Final ITER via One45 in January and are responsible for sending to their preceptor via One45 prior to the final experience. It is the student's responsibility to ensure the evaluation is completed and submitted by the preceptor on or before **January 24, 2022**.

Reflective Writing Exercise

Upon completion of the clinical experiences, students will write and submit a 200 word reflection on Generalism in Medicine that they experienced during their time in clinic. **Must be submitted by January 24, 2022**. We suggest writing this reflection ahead of the due date and uploading to One45 when the submission form is available.

Remediation

Students who receive an unsatisfactory final ITER are required to repeat all MDCN 330 clinical experiences and receive a satisfactory final ITER to pass this course. Remedial clinical experiences are to be completed within 4 weeks of the close of final ITER time frame.

Calculators for MCQ exam – N/A

Assessment Dates

The assessment dates provided in the Evaluation and Course Requirements may be subject to change due to circumstances beyond the MD Program's control. In the event that an assessment date must be changed notification of the change will be emailed to the student by the evaluation team and posted on Osler. Students will be given as much notice of the assessment date change as possible.

Grading

The University of Calgary Medical Doctor Program is a Pass/Fail program. The grading system that will appear on a student's legal transcript is as follows:

| Grade | Description |
|-------|--|
| CR | Completed Requirements |
| RM | Remedial Work Required |
| F | Fail |
| I | Incomplete |
| W | Withdrawal |
| MT | Multi-Term (Used for Part A Courses that fall under 2 different terms in the calendar year.) |

For Pre-Clerkship - A student's final grade for the course is the sum of the separate components. It is not necessary to pass each mandatory components separately in order to pass the course.

Assignments/Projects

The following criteria shall generally apply to all written assignments. Faculty responsible for grading specific assignments may add additional criteria.

Timeliness

In general, dates listed in Core Documents are intended to act as guidelines for assisting students to complete their learning activities and assignments in a timely fashion. Students encountering difficulties completing assignments due to health or other serious factors must contact the Course Chair to arrange a deferral of term work. A Physician/Counsellor Statement to confirm an absence for health reasons may be required.

Professional Conduct

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar. The specific expectations cited in the Calendar

include:

- respect for the dignity of all persons
- fair and equitable treatment of individuals in our diverse community
- personal integrity and trustworthiness
- respect for academic freedom, and
- respect for personal and University (or Host Institution) property.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics. Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. All students and staff are also expected to respect, appreciate, and encourage expression of diverse world views and perspectives. All members of the University community are expected to offer their fellow community members unconditional respect and constructive feedback. While critical thought, and debate, is valued in response to concepts and opinions shared in class, feedback must at all times be focused on the ideas or opinions shared and not on the person who has stated them.

Where a breach of an above mentioned expectation occurs in class, the incident should be reported immediately to the Associate Dean or his/her designate. As stated in the University Calendar, students who seriously breach these guidelines may be subject to a range of penalties ranging from receiving a failing grade in an assignment to expulsion from the University.

University of Calgary Medical School – Student Code of Conduct

<https://cumming.ucalgary.ca/mdprogram/current-students/pre-clerkship-year-1-2/student-code-conduct>

Electronic Submission of Course Work

Most assignments will be submitted via email to the Program Coordinator, UME unless otherwise stated. Assignments may be submitted in MS Word or Rich Text formats. It is the student's responsibility to confirm with the Program Coordinator that the assignment has been received. This may be done through utilization of the return receipt function available on most email packages, or by a follow up confirmation email to the Program Coordinator.

It is the Program Coordinator's responsibility to reply to any confirmation email from the student, and to inform the student promptly if there are any problems with the file (unable to open attachment, damaged data, etc.). In such cases, it is the responsibility of the student to promptly consult with the Program Coordinator regarding an alternate delivery method (e.g. courier, fax, etc.). It is the student's responsibility to retain a copy of the original document.

One45 Overview

The MD Program utilizes the One45 Software Program for assessment purposes for all evaluations in Year 1, 2 and 3. Students are able to view completed evaluations online through this software program. Evaluations and assessment data is collected at regular intervals.

It is the student's responsibility to distribute their evaluations to preceptors during any given course and to follow up with preceptors if evaluations have not been completed by the deadline given out by the Undergraduate Medical Education Office.

In addition to assessments and evaluations, One45 is also utilized to evaluate your preceptors and to gather information from students on their learning experiences.

All students are provided training at the beginning of their program in Year 1. This would include a personal log in access code and password.

One45 is used throughout your training in the MD Program (Undergrad) as well as Residency (PGME).

Website Link to Access One45: <https://calgary.one45.com/>

Problems Accessing One45: Please contact the Academic Technologies at osler@ucalgary.ca

Course Evaluation/Feedback

Student feedback will be sought at the end of each learning session as well as at the end of each course through the electronic UME evaluation tool.

At the end of each learning activity (i.e.. Lecture, small group, orientations, etc.), students will be asked to complete online evaluation forms to provide feedback to instructors regarding the effectiveness of their teaching and achievement of the learning objectives. An overall course evaluation will be completed following course completion.

Students are welcome to discuss the process and content of the course at any time with the Course Chairs or Preceptors.

Clinical Core Overview (Pre-Clerkship Only)

Please refer to the Clinical Correlation Guidelines here:

<https://cumming.ucalgary.ca/mdprogram/about/governance/policies>

Course specific learning objectives for Clinical Core in the setting of this course can be found in the course document.

Clinical Correlation Rules of Conduct

Students and preceptors will not be used as patients for clinical correlation sessions. This means that students will not examine the preceptor, the preceptor will not examine the students and students will not examine one another.

UME Policies, Guidelines, Forms & TORs

Please refer to the MD program website

<https://cumming.ucalgary.ca/mdprogram/about/governance>

Appeals

Please refer to the UME Student Evaluation: Reappraisals and Appeals for details regarding appeals

<https://cumming.ucalgary.ca/mdprogram/about/governance/policies>

If the student disagrees with the decision of the UME Student Evaluation Committee, the student may appeal that decision to the UME University Faculty Appeals Committee. Please refer to the [CSM UME Academic Assessment and Graded Term Work Procedures](#) for procedure for appeals.

<https://cumming.ucalgary.ca/mdprogram/about/governance>

Academic Accommodation

Students needing an accommodation because of a disability or medical condition should contact Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities available at https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities_0.pdf .

Student Accessibility Services, please contact their office at (403) 220-8237, address: MacEwan Student Centre room 452 or email: access@ucalgary.ca. Students who have not registered with the Student

Accessibility Services are not eligible for formal academic accommodation.

Accommodations on Protected Grounds Other Than Disability

Students who require an accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to the appropriate Assistant or Associate Dean

Students who require an accommodation unrelated to their coursework, based on a protected ground other than disability, should communicate this need, preferably in writing, to the Vice-Provost (Student Experience).

For additional information on support services and accommodations for students with disabilities, visit <https://live-ucalgary.ucalgary.ca/student-services/access>

Academic Integrity

The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect.

It is expected that all work submitted in assignments should be the student's own work, written expressly by the student for this particular course. Students are referred to the section on plagiarism in the University Calendar (<http://www.ucalgary.ca/pubs/calendar/current/k-5.html>) and are reminded that plagiarism is an extremely serious academic offence.

Student Misconduct

A single offence of cheating, plagiarism, or other academic misconduct, on term work, tests, or final examinations, etc., may lead to disciplinary probation or a student's suspension or expulsion from the faculty by the Dean, if it is determined that the offence warrants such action. A student is defined as any person registered at the University for credit or non-credit courses.

Freedom of Information and Protection of Privacy

The Freedom of Information and Protection of Privacy (FOIP) Act indicates that assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your express permission. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

Emergency Evacuations and Assembly Points

Assembly points for emergencies have been identified across campus. The primary assembly point for the Health Sciences Centre (HSC) building is HRIC - Atrium. For more information, see the University of Calgary's Emergency Management website: <https://www.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points>

Emergency Evacuation Procedures- <https://www.ucalgary.ca/risk/emergency-management/plans-and-procedures>. In the case of an emergency during exam, immediately stop writing the examination and follow the direction of the invigilator and go to the nearest exit. Students should not gather personal belongings.

Internet and electronic device information and responsible use:

Students are welcome to use laptops and other electronic note-taking devices in this course unless

otherwise stated. Please be considerate of others when using these devices.

Supports for student learning, success, and safety

Student Advising and Wellness (SAW): <http://www.ucalgary.ca/mdprogram/current-students/student-advising-wellness>

AMA Physician and Family Support Program:

<https://www.albertadoctors.org/services/physicians/pfsp>

Student Union Wellness Centre: <https://www.ucalgary.ca/wellnesscentre/>

Safewalk: <http://www.ucalgary.ca/security/safewalk>

Campus security - call (403) 220-5333

Student Success Centre: <https://www.ucalgary.ca/ssc/>

Library Resources: <http://library.ucalgary.ca/>

Student Union (<https://www.su.ucalgary.ca/about/who-we-are/elected-officials/>) or Graduate

Student's Association (<https://gsa.ucalgary.ca/about-the-gsa/gsa-executive-board/>) representative contact information

Student Ombudsman: <http://www.ucalgary.ca/ombuds/role>

Copyright

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Wellness and mental health resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Research ethics

If a student is interested in undertaking an assignment that will involve collecting information from members of the public, he or she should speak with the Assistant Dean, Research (UME) and consult the CHREB ethics website (<https://ucalgary.ca/research/researchers/ethics-compliance/chreb>) before beginning the assignment.

ATSSL Guidelines

Please refer to the ATSSL Web Lab PPE Requirement:

<https://cumming.ucalgary.ca/mdprogram/about/governance>