

**University of Ottawa, Faculty of Medicine
PSD Community Preceptor Program
Preceptor & Student's Handout
An Overview
Academic Year 2020/2021**

Dr. Carol Geller, Director Community Preceptor Program

Dr. Barbara Power, PSD Co-Chair

(Revised: 04 January 2021)

PSD Community Preceptor Program

Introduction

Thank you for agreeing to participate in the Community Preceptor program as a preceptor. Despite rapid advances in technology, the History and Physical examination remains the cornerstones of making a clinical diagnosis for a physician.

The Physical Skills Development (PSD) course teaches our medical students these examination skills that they can use for a lifetime.

What is the PSD Preceptor Program?

Normally, non COVID times, the PSD Preceptor Program (for the Anglophone stream classes) consists of eight sessions to be held between September and March. The eight sessions are distributed as four sessions for year 1 in the Winter and follow with four more sessions for year 2 in the Fall. The students will contact you to arrange an agreeable time for the sessions.

NEW INFO - Unfortunately, since the beginning of this academic year and because of the limitations imposed by the pandemic, our second-year learners have not been exposed to any clinical experience since March 2020. Your 1st year student will be returning as a 2nd year for two-half day sessions instead of 4. We will be sending the students to COVID Care Centre's for their other two sessions. The students have been asked to do the initial contact with you, between January 30 and February 5, 2021. They are aware of the present COVID limits on impact of when you will be able to have them in your office. They are also been informed that they likely will be doing phone assessments.

As a community-based family physician Dr. Geller, Director PSD CPP is aware of the enormous changes you have had to make to your clinical activities in the last few months and she sympathizes with your concerns about the possible return of learners to your clinical spaces. I assure you that we will do everything possible to assist you.

We will ask your student to contact you to set up their first session. They have been asked to clarify with you,

1. How will they be integrated into your clinical office?
2. Will they be attending clinic directly, and/or only virtually by VPN, if so, how would this be set up?
3. Is there a more direct way that you wish for them to communicate with you outside of the clinic phone number?
4. Students will be asking what the dress code is in your clinic (i.e. scrubs)

Here are measures that are in place to support you:

- Strategies are in place for the faculty to provide PPE (personal protective equipment) to students so that PPE in clinics is not a barrier to accepting students. PPE will include procedural masks, isolation gowns, gloves, face shields, hand sanitizer bottle and Virox wipes.
- [PPE Don/Doff Video](#)

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- In addition, the Department of Faculty Development have been developing resources for our tutors to give them the tools supervise medical students [during virtual meetings](#). Please see attached to email.
- CPSO [Tips for Supervising](#) FM Learners Providing Virtual Car
- Ontario Family Physicians – [Considerations for in person visits](#)
- Canadian Medical Association – [Virtual Care Playbook](#)

You have a lot of flexibility in how you organize the sessions but here are some guidelines to follow: In general, we ask the students to be flexible - A session should start by 1:30 and go to the end of the clinic (a minimum of three hours). Students are expected to stay until the end of the half day clinic. Students should check with their preceptor to see if they would like them to inform their office staff on the agreed dates. If possible, students should be exposed to a variety of patients with different medical problems requiring different history and physical examination skills. Not all the sessions need to be office based for example they can accompany you on home visits, to the nursing home, emergency room etc. Ideally, they will have the opportunity to do virtual assessments.

They are there to **PRACTICE** as well as to observe.

Feedback – please **share your knowledge and your passion for Family Medicine**. Please give feedback to the student on their performance.

Objectives & Goals

The overall general objective of the community preceptor program sessions is to expose students to real clinical situations and to provide opportunities to further develop their history and physical examination skills.

Specific Goals

- To enhance exposure of medical students in their early training to family physicians in a community based clinical setting.
- To provide an opportunity for medical students to **PRACTICE** a focused history and/or physical examination depending on the setting.
- To provide an opportunity for the medical student to appreciate the role of the family physician in the community.
- To provide an opportunity for a longitudinal relationship between the medical student and the family physician as would be experienced through the sessions.

Prior to your sessions, the student should prepare specific objectives (see last page of handbook) they hope to achieve during the sessions. Please review them with the student.

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Non-Specific/Possible Objectives

- [How to write a SOAP \(subjective objective assessment and plan\)](https://en.wikipedia.org/wiki/SOAP_note) - https://en.wikipedia.org/wiki/SOAP_note
- [How to present a history](https://medicine.dal.ca/departments/core-units/DME/communication-skills/program/pocket-cards.html) – <https://medicine.dal.ca/departments/core-units/DME/communication-skills/program/pocket-cards.html>
- [Early concepts of a differential diagnosis](http://www.ruor.uottawa.ca/handle/10393/12856) - <http://www.ruor.uottawa.ca/handle/10393/12856>
- [Early concepts of FIFE \(feelings/fears, expectations, function impairment and expectations\)](http://www.collaborativecurriculum.ca/en/modules/CanMEDScommunicator/Canmeds-communicator-gatheringinformation-02.jsp?r=) – <http://www.collaborativecurriculum.ca/en/modules/CanMEDScommunicator/Canmeds-communicator-gatheringinformation-02.jsp?r=>
- [Brown Interview Checklist](https://webcampus.drexelmed.edu/skills/CommunicationSkills/) - <https://webcampus.drexelmed.edu/skills/CommunicationSkills/>

What a **2nd Year** medical student knows and has completed by **September of Year 2**: (second year student will be with you in February/March/early April 2021)

- How to take a complete medical history (Interviewing Skills)
- MSK physical exam (lower limb, shoulder, upper limb, back, neck)
- Taking vitals including blood pressure and heart rate.
- Cardiovascular exam
- Peripheral Vascular exam
- Respiratory exam
- Basic approach to the Abdominal exam
- Sensitive issues
- Interviewing skills
- Pelvic examination
- Breast examination
- Rectal examination

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Evaluations

To pass, it is mandatory for the student(s) to attend all their sessions. Please report absences to Donna Williams (ugfmpreclerk@uottawa.ca).

PSD – Community Preceptor Program – Year 2: EVALUATION OF STUDENT BY PRECEPTOR

Dear preceptor, it is requested that you meet with your student to discuss their performance and complete their evaluation on their last session. Please complete your Student Evaluation on the paper copy provided to you by your student. **Due to the Pandemic**, we will not be completing them electronically this year. **Please email your completed evaluation of your student to clincoor@uottawa.ca Attn: Isabelle Lussier**

Student Name:	Preceptor Name:
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Part I: Skills and Knowledge

	FAIL	PASS
1. The student had adequate attendance and was punctual.	<input type="checkbox"/>	<input type="checkbox"/>
2. The student displayed enthusiasm in learning.	<input type="checkbox"/>	<input type="checkbox"/>
3. The student displayed a professional attitude.	<input type="checkbox"/>	<input type="checkbox"/>
4. The student's interviewing skills were displayed in a professional manner, while being respectful and courteous towards the patient.	<input type="checkbox"/>	<input type="checkbox"/>
5. The student's physical examination was done in a professional manner, while being respectful and courteous towards the patient.	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		

Part II: Global Rating

	FAIL	PASS
Please choose one of the following as an overall rating.	<input type="checkbox"/>	<input type="checkbox"/>

Did you have the opportunity to meet with the student to discuss their performance?	NO <input type="checkbox"/>	Yes <input type="checkbox"/>
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Student's Signature: _____

Date: _____

Preceptor's Signature: _____

Date: _____

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Form Title: **PSD - Community Preceptor Program - Evaluation of Preceptor by Student**

Form Description:

The preceptor understood the objectives for the course				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor	Fair	Good	Very Good	Excellent

I had the opportunity to practice a focused history or physical				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor	Fair	Good	Very Good	Excellent

I had the opportunity to observe the preceptor				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor	Fair	Good	Very Good	Excellent

I received feedback from the preceptor				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor	Fair	Good	Very Good	Excellent

The preceptor acted in a professional manner				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor	Fair	Good	Very Good	Excellent

Overall rating for this preceptor as a teacher				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor	Fair	Good	Very Good	Excellent

Do you have specific constructive feedback for the preceptor? (Your feedback is very helpful in giving general tips to all preceptors on how to make this a better experience for all students. You and your preceptor will not be identified.)

What did you appreciate from the preceptor?

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What settings were you exposed to re: office, home visits, nursing homes etc.?

I would nominate this preceptor for a teaching award.

- No
- Yes

If you have concerns about a lack of professionalism by your lecturers/tutors/preceptors, you can complete the [Professionalism Concern Form](#).
At your request, your concerns will be kept completely confidential unless there is an immediate threat to the safety and or health of patients or others.

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Professionalism

Confidentiality - As a medical student, he/she has signed the Declaration of Professionalism. You may view the [Declaration of Professionalism](#) at:

http://www.med.uottawa.ca/students/md/professionalism/assets/documents/Declaration_of_Professionalism.pdf

Professionalism has been identified as a Core Value of the MD Program; if you have any concerns with regards to professionalism ideally this should be discussed with each other. If it is necessary, please see and complete the attached Professionalism Concern form or contact Donna Williams (ugfmpreclerk@uottawa.ca) or Dr. Carol Geller (cgeller@centretownchc.org) for further guidance. This form is also available [electronically at Professionalism Concern Form](#) <https://app.med.uottawa.ca/professionalism/>

For further information regarding the supervision of a medical student, please consult the document entitled [Professional Responsibilities in Undergraduate Medical Education](#) available on the CPSO website at <https://www.cpso.on.ca/Physicians/Policies-Guidance/Policies/Professional-Responsibilities-in-Undergraduate-Med>. The student is enrolled as a medical student at the Faculty of Medicine, University of Ottawa. He/she is covered for Comprehensive General Liability with the limit per occurrence of \$5 million (Canadian) inclusive for bodily injury, personal injury, and property damage during his/her placement.

A Note About Variations in Physical Exam

We recognize that since the physical exam is both an art as well as a science, variations in examination techniques exist, especially among experts. Students are told that preceptors will probably have developed their own "version" of the physical examination over years of experience. You are free to teach the exam as you see fit, but if there should be a disagreement as to the proper examination techniques, all students will be instructed to refer to Bates' Guide to Physical Examination and History Taking

Library and Web Resources

A copy of a video series produced by Lippincott based on the Bates textbook is available on the PSD website. Students and preceptors have often found this to be helpful in visualizing some of the maneuvers taught in PSD.

The [PSD Website](#) is located at <http://curriculum.med.uottawa.ca/eng/psd/>. We would like to invite you to consult the curriculum schedules in order to appreciate the student's level of training. <https://med.uottawa.ca/undergraduate/students/student-zone/pre-clerkship>

There is a link to the [Bates Video](#) on the menu bar in the top page. (You can also get to the Bates video directly without going through the PSD website at: <http://curriculum.med.uottawa.ca/common/bates/>)

You must use your faculty account (username and password) to access the **PSD Website** and **Bates Video**. Should you not have one, please use eCurriculumCPP as your username and PSD-content as your password.

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Contact Information

If you have any questions regarding the PSD Community Preceptor Program, do not hesitate to contact Dr. Carol Geller, Department of Family Medicine, Leader for the Community Preceptor Program (cgeller@centretownchc.org) or Donna Williams Undergraduate Medical Education Coordinator for the Department of Family Medicine (ugfmpreclerk@uottawa.ca; 613-562-5800 x 6477).

Dress Code for Students

Proper dress not only projects professionalism and confidence but is also a mark of respect to the patient – whatever the setting may be. A professional demeanor contributes to patient trust and enhances their confidence in you. It is an important factor in fostering patient compliance with medical recommendations. We have adopted the University of Ottawa's guidelines for dress code in clinical encounters (adapted below for your reference) or you may go to

http://med.uottawa.ca/undergraduate/sites/med.uottawa.ca.undergraduate/files/ugme_faculty_of_medicine_regulations_and_student_guide_en.pdf to view the complete guidelines. **We appreciate that many are wearing scrubs during this time and the students have been asked to follow your office's procedures.**

Students will be asking what the dress code is in your clinic (i.e. scrubs)

NOTE TO MEDICAL STUDENTS: These guidelines were developed by faculty and students to provide recommendations to students, both male and female, so that they are appropriately dressed and are aware of other issues related to appearance when encountering patients. The precise details will vary with each situation and often depend on the clinical setting.

SUGGESTIONS: Be well groomed and clean. Body odor should be well controlled. Do not expose your shoulders, cleavage, midriff, or upper thighs. Specifically, skirts should not be above the knees when sitting. Avoid T-shirts, shorts, jeans, and clothing with obvious logos. Avoid provocative attire. Keep jewelry to a minimum, especially when it comes to visible piercings. Long hair should be tied back during patient examinations. In addition, although pediatric patients may appreciate green or purple hair, their grandparents may have lived in a time when hair dye did not exist.

- You should be prepared to wear your white coat.
- It is suggested that males wear a shirt with a collar and be prepared to wear a necktie. You should always wear your identification badge.
- When in doubt, use your preceptor as a guide.
- Accept positive and constructive feedback and modify your behavior accordingly.

Health and safety regulations in the hospital/community setting currently dictate that:

Perfumes and strong scents (from shampoo, hand creams, deodorants, etc.) are not permitted due to the possible sensitivity of patients and coworkers.

Shoes - not sandals - must be worn in clinical settings where exposure to body fluids is likely.

Shoes that are open in the back are acceptable, in most situations.

It is important to trim fingernails, as long or artificial nails can cause harm to patients and have been demonstrated to transmit infection.

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University of Ottawa Faculty of Medicine Professionalism Concern Form

Should you need to fill out this form, please follow the link:

http://www.med.uottawa.ca/students/md/professionalism/assets/documents/Declaration_of_Professionalism.pdf as this is a sample.

This form can be completed by any person in contact with a medical student in any official capacity including faculty, staff, allied health, patients, students, and community members.

The purpose of this form is to initiate a meeting between a medical student and the Associate Dean, Undergraduate Medical Education.

Student name (please print):

Date event occurred:

A medical student at the University of Ottawa, Faculty of Medicine is expected to live by the tenets of the Declaration of

Professionalism and demonstrate in her/his behaviors as a medical student

Honesty and Integrity

Altruism and

Respect

Responsibility and

Accountability

Compassion and

Empathy

Dedication and

Self-Improvement

In my opinion, the student named above has demonstrated behaviors(s) that fall below the expected standards of professionalism of our Faculty of Medicine, as indicated during the event described below:

Details of unprofessional behavior:

This event was discussed with the student: YES NO

Form completed by (please print)

Title (if applicable)

Contact information (if further details required):

THIS FORM SHOULD BE SENT (marked confidential) TO: Dr. M. Forgie, Associate Dean Undergraduate Medical Education, Faculty of Medicine, University of Ottawa, 451 Smyth Road room 2037A, Ottawa, ON, K1H 8M5 PHONE: 613-562-5800 ext. 8561.

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Community Handbook Links

- [PSD Preceptor Program Handbook & Links](https://curriculum.med.uottawa.ca/eng/psd/physical_diagnosis_component_pdc/psd_preceptor_program_handbook.pdf) -
https://curriculum.med.uottawa.ca/eng/psd/physical_diagnosis_component_pdc/psd_preceptor_program_handbook.pdf
- [How to write a SOAP \(subjective objective assessment and plan\)](https://en.wikipedia.org/wiki/SOAP_note) -
https://en.wikipedia.org/wiki/SOAP_note
- [How to present a history](https://medicine.dal.ca/departments/core-units/DME/communication-skills/program/pocket-cards.html) –
<https://medicine.dal.ca/departments/core-units/DME/communication-skills/program/pocket-cards.html>
- [Early concepts of a differential diagnosis](http://www.ruor.uottawa.ca/handle/10393/12856)
<http://www.ruor.uottawa.ca/handle/10393/12856>
- [Early concepts of FIFE \(feelings/fears, expectations, function impairment and expectations\)](http://www.collaborativecurriculum.ca/en/modules/CanMEDScommunicator/Canmeds-communicator-gatheringinformation-02.jsp?r=) –
<http://www.collaborativecurriculum.ca/en/modules/CanMEDScommunicator/Canmeds-communicator-gatheringinformation-02.jsp?r=>
- [Brown Interview Checklist](https://webcampus.drexelmed.edu/skills/CommunicationSkills/)
- <https://webcampus.drexelmed.edu/skills/CommunicationSkills/>
- [PPE Don/Doff Video](#)
- Department of Faculty Development tools to supervise medical students [during virtual meetings](#).
- CPSO [Tips for Supervising](#) FM Learners Providing Virtual Car
- Ontario Family Physicians – [Considerations for in person visits](#)
- Canadian Medical Association – [Virtual Care Playbook](#)

Other Helpful Links for Preceptors and Students

[SHARC-FM – Canadian FM Clinical Cards](https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbmxaGFyY2ZtfGd4OjFmMmE3ZjQ4OTQyZWlxMGM) -

<https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbmxaGFyY2ZtfGd4OjFmMmE3ZjQ4OTQyZWlxMGM>

You must use your faculty account (username and password) to access the some of the links above. Should you not have one, please use [eCurriculumCPP](#) as your username and [PSD-content](#) as your password.

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What a **2nd Year** medical student knows and has completed by **September of Year 2:** (second year student will be with you in February/March/early April 2021)

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- Respiratory exam
- Basic approach to the Abdominal exam
- Sensitive issues
- Interviewing skills
- Pelvic examination
- Breast examination
- Rectal examination

Other (i.e. Skill learned during an elective, rural week in the country or self-directed experiences)

Personal Learning Objectives:

- 1)
- 2)
- 3)