



# Top 10 Updates for Preceptors of NOSM FM Residents

Jessica Beaton MD, CCFP

Kim Varty MD, CCFP

Northern Constellations

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# Disclosures



- NOSM Faculty
- Site Directors for Thunder Bay

# Learning Objectives



- Examine common challenges for preceptors of NOSM Postgraduate Family Medicine residents
- Identify the top ten updates for NOSM Family Medicine Residency preceptors including: CFPC Triple C Curriculum changes, assessment forms and scheduling processes.
- Demonstrate strategies for effectively precepting Family Medicine residents

# Case #1



It is July 2 and you have a resident for the first time in 3 years. You are taking a few minutes before clinic starts to orient the resident to your clinic and EMR. You share with the resident that you have been taking students for over 20 years. Your resident shares that the curriculum has changed for Family Medicine and now is competency-based. You are not sure what this means or what you are to do with this information?

# #1



We follow the CFPC's Triple C Curriculum

This means our curriculum is Centered in Family Medicine, includes Continuity in Patient Care and Education and teaches residents how to practice Comprehensive Family Medicine

## Case #2



You are finishing up a very busy clinical day with a message on your desk that the hospital is looking for you. You check your phone and see 2 missed calls from your partner. You have had a resident with you for the past 3 months. As you are heading to the hospital, your resident asks when you can be free for a competency coach meeting. Competency Coach? What is this? More paperwork?!

# #2



Each of our residents has a Competency Coach

This is a Family Medicine Faculty member who meets with the resident 3 x per year to review their assessments, ensure they are progressing well through the program and helps develop learning plans and curriculum

## Case #3



You have just spent 4 hours finishing up labs and tidying your inbox. You are getting ready to head out for a much needed vacation. You log in to your email to create an away message and you are shocked to see 12 emails from NOSM. You have not had a resident for over 3 months. You click on the emails and find these are all field notes. You wonder how you are going to remember enough to provide proper feedback on encounters from over 3 months ago.





How many field notes per week are required to graduate the NOSM Postgraduate Family Medicine?

- a) 1
- b) 2
- c) 4
- d) 5

# #3



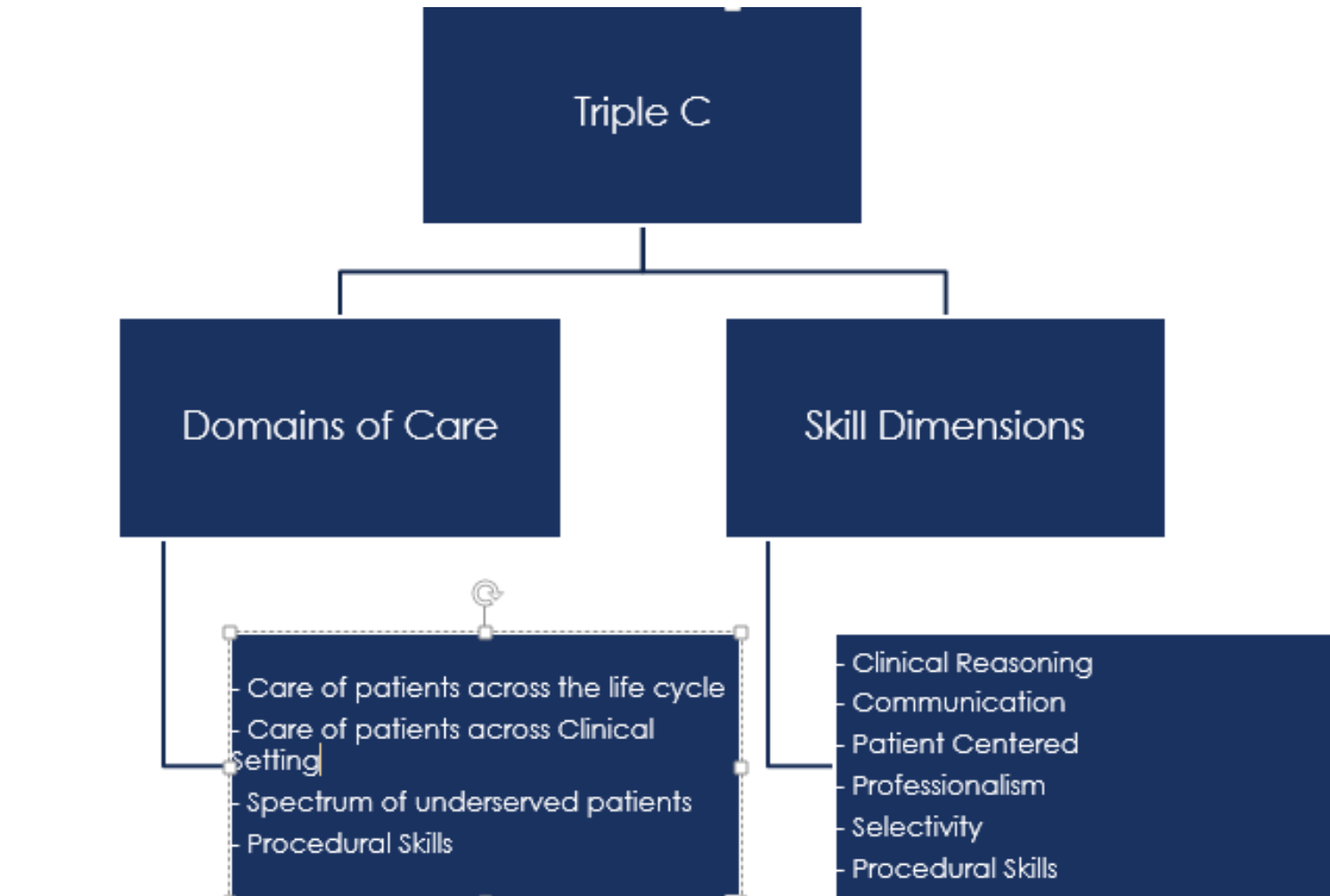
Residents complete 2 Field Notes per week

These Field Notes encourage regular feedback on how a resident is performing in the 6 essential Skill Dimensions



Which one of the following is NOT one of the 6 Skills Dimensions?

- a) Selectivity
- b) Continuity of Care
- c) Communication
- d) Professionalism



## Case #4



You have been working with a resident for the past week in your clinic. You have an older practice and after observing a resident in a pediatric encounter wonder what exactly the resident should be learning as you have few pediatric patients and it seems the resident may benefit from more pediatric encounters. Where can you find what a resident needs to know?

# #4



Our program has 12 Goals and Objectives documents

These outline the learning objectives we hope our residents will achieve over their two years, they are all found on our website

<https://www.nosm.ca/education/pgme/general.aspx?id=442>



<b>Domains of Care</b>	<b>Curriculum Objectives</b>
<b>Across the Life Cycle</b>	<ul style="list-style-type: none"><li>• Care of Children and Adolescents</li><li>• Care of Adults</li><li>• Care of Elderly</li><li>• Maternal and Newborn Care</li><li>• Men's Health</li><li>• Palliative Care</li><li>• Women's Health</li></ul>
<b>Care of Underserved Patients</b>	<ul style="list-style-type: none"><li>• Behavioural Medicine &amp; Mental Health</li><li>• Global Health &amp; Care of Vulnerable and Underserved</li></ul>
<b>Procedural Skills</b>	<ul style="list-style-type: none"><li>• Procedural and Surgical Skills</li></ul>
<b>Other Curriculum Objectives</b>	<ul style="list-style-type: none"><li>• Acute and Critical Care</li><li>• Professionalism Competencies</li></ul>



Which one of the following is NOT a Domain of Care in the Triple C Curriculum?

- a) Care of patients across clinical settings
- b) Care of patients across the life cycle
- c) Care of spectrum of underserved
- d) Continuity of patient Care



#5



Resident assessments are based on the Goals and Objectives documents

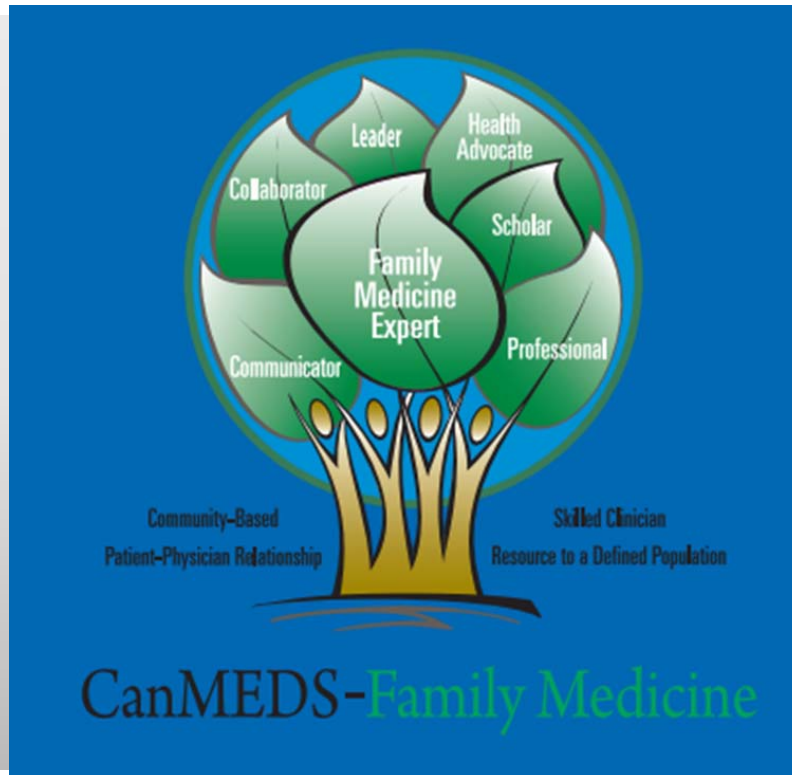
They are divided into categories based on the CanMEDS FM Roles



Which one of the following is NOT one of the CanMEDS-FM Roles?

- a) Collaborator
- b) Professional
- c) Manager
- d) Scholar

# CanMEDS-FM



## Case #6



You have had a resident working with you now for 3 weeks. You are reviewing together your schedule and expectations for the upcoming week. You point out that you have a call shift as well as a walk-in clinic shift on Wednesday and Friday that you expect the resident to work with you. The resident mentions they can only take Wednesday call till midnight and are unavailable for walk-in on Friday because of Academics. You seem to recall, amidst many past emails from NOSM, something about this, but you can't remember the details or find the email. Academics? More time off for residents?!

#6



Our residents have protected Academic time for 2 days each month

It is usually at the end of a 4 week block and may require the resident to travel to Sudbury or Thunder Bay

## Case #7



You have been working with a resident now for almost 4 weeks of an 8 week FM rotation. You schedule, with your resident, a time to sit down and do a mid-rotation feedback session. It's been some time since you've worked with a learner but you remember that in the past, the program would send you a mid-rotation evaluation to complete. Why has the program not sent out the mid point evaluation yet? How do you document this important feedback session with your resident?



When assessing residents which of the following is false?

- a) The program sends out an assessment form on One45
- b) The resident triggers an assessment form on One45
- c) The preceptor triggers an assessment form on One45
- d) The site director triggers an assessment form on One45

#7



All of our assessments are completed electronically through the software One45

You will receive a notice by email if there is an assessment for you to complete



## Case #8



You have been a preceptor for FM residents for many years. In the past, you have been a clinical preceptor as well as taught lectures, facilitated PBL modules and participated in the Simulated Office Orals (SOOs) sessions. You enough with learners and find it “fills your bucket” after a long clinical day. You are interested learning more about how you can develop your role as a preceptor and teacher. Where do you go to find this information?

#8



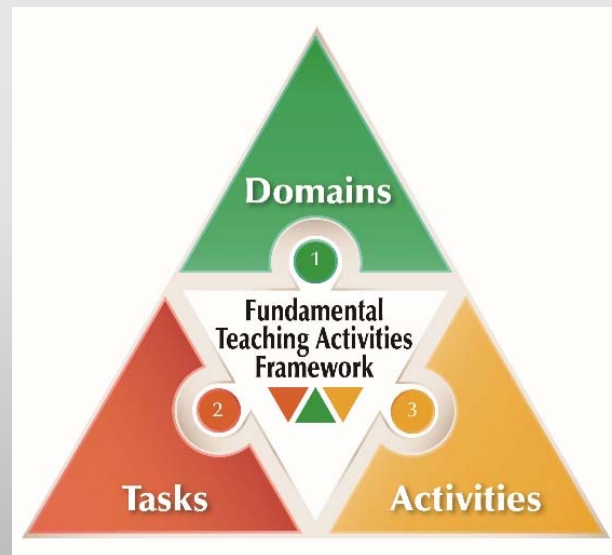
The CFPC has developed a framework for Clinical Teachers

The Fundamentals Teaching Activities Framework describes the different roles a faculty member might fill in a lifetime as well as how to grow your academic career


# FTA Framework



<https://communities.cfpc.ca/committees~5/repository>



# FTA Framework

				
<b>Domain: CLINICAL PRECEPTOR</b>	<i>Applies basic educational principles to each teaching activity</i>	<i>Applies basic and advanced educational principles to each teaching activity</i>	<i>Demonstrates leadership and scholarship in teaching activities</i>	
<b>Task I: Clinical Coach – A clinical supervisor in day-to-day practice, employing clinical work for opportunistic teaching and learning</b>				
<b>rough reflection in action</b>	<b>Explicitly embodies the roles, attitudes, and competencies of a family physician in clinical work</b>	<ul style="list-style-type: none"> <li>▲ Verbalizes clinical reasoning processes for learners (including challenges, reactions, and ethical dilemmas)</li> <li>▲ Displays enthusiasm for family medicine patient care</li> <li>▲ Provides a safe learning environment for patients and learners</li> </ul>	<ul style="list-style-type: none"> <li>▲ Utilizes appropriate educational framework to explicitly articulate decisions and actions</li> <li>▲ Expresses family medicine values and principles within day-to-day clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>▲ Supports other faculty to be aware of their positions as role models and to enhance their role-modeling skills</li> </ul>

## Case #9



You're just finishing an especially busy work week. You've been covering for a colleague, you've had 2 complex admissions to hospital and several different insurance company requests have landed in your inbox. You're finally completing the last form you brought home on Sunday afternoon when you see a new email from a resident that you've never met, asking where and at what time to meet you tomorrow morning for their 4 week FM rotation with you. Can the NOSM FM program do anything to avoid this??

# #9



Rotation Reminders are distributed to clinical preceptors prior to clinical rotations

These reminders should be reviewed as they have important dates, such as Academic dates, dates where the residents have approved leaves/vacations, as well as important information to help you provide a high quality orientation for your learners

## Case #10



You have received a rotation reminder from NOSM for a resident that will shortly be joining you for a 2 month FM rotation. As you enter the dates for Academics and vacation time into your calendar, you realize that your resident will be away for a cumulative time of over two weeks during their rotation with you. Won't they be at a disadvantage for missing so much clinical time?

# #10



In Ontario, residents are unionized employees protected by the Professional Association of Residents of Ontario (PARO)

The PARO contract outlines rights of the residents including maximum call duties, vacation time, etc. We are legally obligated to follow the PARO contract





Which one of the following is part of the Triple C Curriculum?

- a) Continuity of Care and Education
- b) Comprehensive Care
- c) Centred in Family Medicine
- d) All of the above



As a Family Medicine Preceptor for residents, I can find information about the NOSM Postgraduate FM program:

- a) At Nosm.ca
- b) By emailing/calling the Site Director
- c) By emailing/calling the Program Coordinator
- d) All of the above

# Questions?



What can we do to support you?

# References and Resources



NOSM FM handbook link -

[https://www.nosm.ca/uploadedFiles/Education/PGME/Family\\_Medicine\\_RoCS/NOSM%20FM%20Faculty%20Handbook\\_2017-18\\_FINAL.pdf](https://www.nosm.ca/uploadedFiles/Education/PGME/Family_Medicine_RoCS/NOSM%20FM%20Faculty%20Handbook_2017-18_FINAL.pdf)

Triple C CFPC link-

<http://www.cfpc.ca/ProjectAssets/Templates/Column1b.aspx?id=4397&terms=toolkit>

CanMEDS- FM-

[http://www.cfpc.ca/uploadedFiles/Resources/Resource\\_Items/Health\\_Professionals/CanMEDS-Family-Medicine-2017-ENG.pdf](http://www.cfpc.ca/uploadedFiles/Resources/Resource_Items/Health_Professionals/CanMEDS-Family-Medicine-2017-ENG.pdf)

FTA link – <http://www.cfpc.ca/ProjectAssets/Templates/Category.aspx?id=7642&terms=FTA>

One45 link - <https://nosm.one45.com/>

# Thank you



Jessica Beaton- Assistant Site Director – Thunder Bay - 807 252 6802  
[jesbeaton@nosm.ca](mailto:jesbeaton@nosm.ca)

Kim Varty - Site Director – Thunder Bay – 807 472 9135  
[Kvarty@nosm.ca](mailto:Kvarty@nosm.ca)

Marie Parkkari – Program Coordinator Thunder Bay  
[Mparkkari@nosm.ca](mailto:Mparkkari@nosm.ca)