DOCUMENT GUIDE

DOCUMENT NAME: FACULTY FIELD NOTE

DESCRIPTION:

To be completed by a clinical supervisor at minimum of twice weekly, to evaluate clinical practice.

ACCESS TO DOCUMENT:

- Go to Family Medicine website -
  http://umanitoba.ca/faculties/health_sciences/medicine/units/family_medicine/index.html
- Click on “Documents and Forms”
- Form is available under “Assessments”

AUTHORITY/RESPONSIBILITY:

☒ Program Assistant
☐ Site Medical Lead
☐ Site Education Director
☒ Primary Preceptor
☒ Alternate/Secondary Preceptor
☐ Faculty Lead
☒ Resident
☐ Postgraduate Director
☐ Associate Director, Enhanced Skills Program
☐ Assistant Director, Enhanced Skills
☐ Postgraduate Program Office

SCHEDULE:

<table>
<thead>
<tr>
<th>UPDATE/COMPLETE</th>
<th>SUBMIT/PRESENT</th>
<th>ENTER IN VENTIS (yes/no)</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum twice weekly</td>
<td>Program Assistant collects Faculty Field Notes and files in Resident Portfolio Binder</td>
<td>No</td>
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</table>
**FACULTY FIELD NOTE**

Date: [Date Information]

Resident: [Resident Information]

Supervisor: [Supervisor Information]

Direct observation: [YES] [NO]

**Setting**
- Outpatient
- Inpatient
- ER
- Patient’s home
- PCH

**Description**
Describe the interaction (age, gender, problem):

**Domain**
- Maternal Care
- Care of Children/Adolescents
- Care of Adults
- Care of Elderly
- Palliative Care
- Care of First Nation, Inuit, Métis
- Care of vulnerable & underserved
- Behavioural Medicine

**Competency**

<table>
<thead>
<tr>
<th>99 Core topic:</th>
<th>Phase of encounter</th>
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<tbody>
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**Comments**

What has been done well:

**Assessment Parameter**
- FM Expert
  - Patient-centered
  - Selectivity
  - Clinical reasoning
  - Procedural skill
- Communicator
- Collaborator
- Leader
- Health Advocate
- Scholar
- Professional

What could be done differently:

**Assessment Parameter**
- FM Expert
  - Patient-centered
  - Selectivity
  - Clinical reasoning
  - Procedural skill
- Communicator
- Collaborator
- Leader
- Health Advocate
- Scholar
- Professional

**Overall Performance**
- Unable to do this (cannot practice this)
- Does not do this well (practice with full supervision)
- Is starting to do this well (practice with supervision on demand)
- Does this well (ready for “unsupervised” practice)
- Can supervise others to do this (ready to supervise junior learners)

**Action Plan**

<table>
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<tr>
<th>Supervisor Signature</th>
<th>Resident Signature</th>
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⚠️ Please return the signed form to your program assistant

V.2017/06
99 Core Topics


Phases of Encounter

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Investigation</th>
<th>Referral</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>Diagnosis</td>
<td>Follow-up</td>
</tr>
<tr>
<td>Physical</td>
<td>Management</td>
<td>Complete encounter</td>
</tr>
</tbody>
</table>

Assessment Parameters

The CFPC’s Six Dimensions of evaluation and CanMEDS are integrated into field note assessment parameters.

FM Expert

- **Patient-centered:** Focuses on the patient and his/her context and not on the disease alone
  - Explores illness - Understands whole person/context - Builds common ground - Builds relationship - Is realistic
- **Selectivity:** Demonstrates a selective approach, adapting it to the patient and the context
  - Appropriately focused – Appropriately thorough – Establishes priorities – Distinguishes between urgent and non-urgent
- **Clinical reasoning:** Gathers and interprets data in order arrive to diagnosis and management.
  - Generates hypothesis/ differential diagnosis – Gathers data (Hx & Px) – Makes decisions – Sets goals and objectives
- **Procedural skill:** Demonstrates appropriate technical skills and approaches to procedures.
  - Decision to act – Informed consent & preparation – Comfort & safety during procedure – Re-evaluation if problems - After care

**Communicator:** Utilizes effective verbal and non-verbal skills when interacting with patients.

- Listening skills – Verbal & written language skills – Non-verbal skills – Culture & age appropriateness – Attitudinal

**Collaborator:** Communicates and works effectively with colleagues and other professionals.

- Listening skills – Verbal & written language skills – Non-verbal skills – Teamwork - Handover

**Leader:** Takes responsibility for the delivery of excellent patient care.

- Resource allocation – Cost appropriateness – Leadership – Practice Management – Quality improvement

**Health Advocate:** Seeks to understand needs, speak on behalf of others when required, and support the mobilization of resources to effect change

- Determinants of health – Community resources – Barriers to care

**Scholar:** Committed to continuous learning and by teaching others, evaluating evidence, and contributing to scholarship

- Identifies learning needs – Manages own learning - Integrates evidence – Teaches – Engages in scholarship

**Professional:** Committed to the well-being of individual patients and society through ethical practice, high personal standards of behaviour

- Responsible/Reliable – Knows limits – Flexible – Evokes Confidence – Caring/Compassionate – Respect/Boundaries – Collegial – Ethical/Honest – Maintains good balance – Mindful approach

V.2017/06