DOCUMENT GUIDE

DOCUMENT NAME: RESIDENT FIELD NOTE

DESCRIPTION:

To be completed by the Resident at minimum of twice weekly, to reflect on practice and document using.

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 Resident Field Notes and files in Resident Portfolio Binder</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>
**RESIDENT FIELD NOTE**

**Date:**

**Setting:**
- [ ] Outpatient
- [ ] Inpatient
- [ ] ER
- [ ] Patient's home
- [ ] PCH

**Resident:**

**Supervisor:**

**Direct observation:**
- [ ] YES
- [ ] NO
- [ ] 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

**99 Core topic:**

**Phase of encounter:**

### Comments

What I did well:

<table>
<thead>
<tr>
<th>CanMEDS-FM 2017</th>
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</thead>
<tbody>
<tr>
<td>FM Expert</td>
</tr>
<tr>
<td>Patient-centered</td>
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<td>Selectivity</td>
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<td>Health Advocate</td>
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<td>Scholar</td>
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<td>Professional</td>
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What I would do differently:

<table>
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<tr>
<th>CanMEDS-FM 2017</th>
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### 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

- [ ] I want follow-up

**Supervisor Signature**

**Resident Signature**

⚠️ Please return the signed form to your program assistant
99 Core Topics

1) Abdominal Pain
2) ACLS
3) Allergy
4) Anemia
5) Antibiotics
6) Anxiety
7) Asthma
8) Atrial Fibrillation
9) Bad News
10) Behavioral Problems
11) Breast Lump
12) Cancer
13) Chest Pain
14) Chronic Disease
15) COPD
16) Contraception
17) Cough
18) Counselling
19) Crisis
20) Croup
21) Deep Venous Thrombosis
22) Dehydration
23) Dementia
24) Depression
25) Diabetes
26) Diarrhea
27) Difficult Patient
28) Disability
29) Dizziness
30) Domestic Violence
31) Dyspepsia
32) Dysuria
33) Earache
34) Eating Disorders
35) Elderly
36) Epistaxis
37) Family Issues
38) Fatigue
39) Fever
40) Fractures
41) Gastro-intestinal Bleed
42) Gender Specific Issues
43) Grief
44) Headache
45) Hepatitis
46) Hyperlipidemia
47) Hypertension
48) Immigrants
49) Immunization
50) In Children
51) Infections
52) Infertility
53) Insomnia
54) Ischemic Heart Disease
55) Joint Disorder
56) Lacerations
57) Learning
58) Lifestyle
59) Loss of Consciousness
60) Loss of Weight
61) Low-back Pain
62) Meningitis
63) Menopause
64) Mental Competency
65) Multiple Medical Problems
66) Neck Pain
67) Newborn
68) Obesity
69) Osteoporosis
70) Palliative Care
71) Parkinsonism
72) PHE/Screening
73) Personality Disorder
74) Pneumonia
75) Poisoning
76) Pregnancy
77) Prostate
78) Rape/Sexual Assault
79) Red Eye
80) Schizophrenia
81) Seizures
82) Sex
83) STI
84) Skin Disorder
85) Smoking Cessation
86) Somatization
87) Stress
88) Stroke
89) Substance Abuse
90) Suicide
91) Thyroid
92) Trauma
93) Travel Medicine
94) URTI
95) Urinary Tract Infection
96) Vaginal Bleeding
97) Vaginitis
98) Violent/Aggressive Patient
99) Well-baby care

Phases of Encounter

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Investigation</th>
<th>Referral</th>
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<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>
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Assessment Parameters

The CFPC’s Six Dimensions of evaluation and CanMEDS 2017 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 illnesses - 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