

Suggested Daily Schedule 2023 – 2024 FMLE

Depending on what was agreed upon with their preceptor, students should arrive at their clinics between **1:00pm and 1:30pm**, ready to see patients. They are expected to spend **3 to 4 hours** at their clinics (and same availability at home for any virtually supervised clinics).

Below is a suggested longitudinal timetable. Please note, there are **some minor changes compared to last year**. Please do read through the **Tasks** column to ensure you are not missing any important changes:

	Student Tasks	Preceptor Tasks
Prior to Day 1	<ul style="list-style-type: none"> • Finalize your schedule with your preceptor and input ALL SIX dates on the MedSIS FMLE Course Scheduling form upfront. • Read the Student Handbook and skim through key items on FMLE Elentra page • Complete the Individual Learning Objectives (Appendix 1) form • Complete the Virtual Care as a Core Component of Primary Care module <ul style="list-style-type: none"> ○ Will be available via Quercus https://q.utoronto.ca/courses/286850/modules ○ Depending on your level of reflection, or the videos that you click on, it can take 45-90 min. This is not marked, it's just for your own learning/preparation. • For all in-person clinics, make sure you bring a a reusable face shield, an N95 mask, a gown, your stethoscope, ID badge, and anything else your preceptor has discussed with you. Clarify the dress code, generally business casual, similar to Clinical Skills. • If you will be participating in any virtual clinics from home, ensure logistical set-up of your phone (or laptop if you will be doing video encounters). <ul style="list-style-type: none"> ○ Ensure a secure/private space for the session ○ Know how to block your number and how to do 3 way calling. Practice with someone ○ Have your phone and laptop charger nearby ○ Test out and optimize phone reception and internet connection; practice with someone 	<ul style="list-style-type: none"> • Finalize the schedule for all 6 sessions prior to the first session. 0-2 of these sessions can be virtual appointments +/- supervised remotely. <ul style="list-style-type: none"> ○ It is OK if you need to change one of the dates to later, but the student needs a full preliminary schedule from you so that they can plan other activities. The student has to put these dates into MedSIS in order for evaluations to trigger at the right time. ○ Let your office admin know the FMLE dates, put up the wall sign in your office, have your admin advise patients being booked into those 6 clinics that you will have a medical student working with you ○ Advise the student which, if any, of the sessions the student will be doing remotely from home, and whether those will be by phone and/or video. • Read through the Preceptor Handbook and/or the Summary of Changes document • Some preceptors choose to arrange a phone call with the student prior to the first session to do the orientation in advance (this is optional) • Be mindful of the two longitudinal goals for FMLE: <ol style="list-style-type: none"> 1. To see (in person or virtually) at least one patient twice over the FMLE to experience continuity of care <ul style="list-style-type: none"> ▪ For example, see a patient in clinic, and book a follow-up phone appointment to occur during a subsequent FMLE session to review progress/results. 2. To provide care to at least one patient virtually (to experience virtual care, either by phone or video).
Day 1	<ul style="list-style-type: none"> • Arrange to meet at least 15 min prior to the start of clinic to debrief (if not already done) 	<ul style="list-style-type: none"> • Arrange to meet at least 15 min prior to the start of clinic to debrief (if not already done)

	<ul style="list-style-type: none"> • Bring Individual Learning Objectives (Appendix 1) form to review with preceptor <ol style="list-style-type: none"> 1. Discuss prior clinical experience 2. Set personal goals/objectives • Tell your preceptor what you are learning in Foundations this block • Observe/participate in clinical encounters 	<ul style="list-style-type: none"> • Orient student to office and your expectations of the student and your plan for how you'll run the sessions. Where can they put their things? Where is the washroom? How can they find you? etc. • Review FMLE objectives • Discuss student's previous training, exposure, and interests. Review the student's Individual Learning Objectives Form to learn about their goals and confidence • Actively involve student in clinical encounters!
<p>Day 2</p>	<ul style="list-style-type: none"> • Observe and participate in clinical encounters (remind your preceptor that it is an FMLE mandatory requirement for you to lead at least one patient encounter this session) <ul style="list-style-type: none"> ◦ Ask your preceptor to prime you (what do you need to know about this patient, what do they want to make sure you have accomplished by the end of the interview, how much time you have to do it?) ◦ Have a plan for help – what to do if you have finished early, need to review with your preceptor, or are worried about safety in any way? • Practice S.O.A.P. notes <ul style="list-style-type: none"> ◦ Bring First Assignment document (Appendix 2a in your handbook and on Elentra) ◦ Review the Marking Scheme for First Assignment (Appendix 2b in your handbook and on Elentra) for what should be included in your S.O.A.P. notes and what to make sure to ask the patient about 	<ul style="list-style-type: none"> • The student should lead the encounter for at least one patient today!! <ul style="list-style-type: none"> ◦ PRIME the student on the patient they are about to see – what they need to know about this patient, what they should accomplish by the end of the visit, and how much time they have to do it ◦ Allow the student to conduct that FULL interview to completion before jumping in ◦ Can use One Minute Preceptor model when reviewing the case (Appendix 11) • Provide feedback on student's practice S.O.A.P. notes, as well as ongoing feedback on clinical skills • Complete a Clinical Encounter Card (CEC) (Appendix 10a) today or day 3 for early actionable feedback <ul style="list-style-type: none"> ◦ mandatory to complete and review at least one CEC with the student during FMLE course ◦ CECs are NOT on MedSIS and are NOT submitted to FMLE or MedSIS. They are just between you and the student for feedback. ◦ You will just be required to confirm if one was completed (yes or no) on the FINAL ASSIGNMENT marking form at the end of the FMLE. • Arrange for appropriate* patient for interview by student on day 2 or 3 in order for student to use encounter for FIRST ASSIGNMENT
<p>Day 3</p>	<ul style="list-style-type: none"> • Observe/participate in clinical encounters • Complete encounter for FIRST ASSIGNMENT* • Remind your preceptor to complete the Clinical Encounter Card (CEC) (Appendix 5) if it has not already been done. The CEC is mandatory for satisfactory completion of the FMLE • AFTER the session, finalize your First Assignment on the template 	<ul style="list-style-type: none"> • All students should be leading at least a couple of patient encounters • The student should attempt to interview the patient for the FIRST ASSIGNMENT independently and conduct any relevant physical exam • Have you completed a Clinical Encounter Card yet? If not, be sure to do so this session, and to review the feedback with your student.

	<p>provided on Elentra (Appendix 2a in handbook), and then complete a SELF-ASSESSMENT using the Marking Scheme template form (Appendix 2b).</p> <ul style="list-style-type: none"> • Submit BOTH of these completed tasks (the First Assignment, and the self-completed Marking Scheme) to your preceptor and to the FMLE Coordinator (see next box) prior to the start of day 4. <ul style="list-style-type: none"> ○ Make sure to de-identify the note if sending from/to an email that is not PHIPPA compliant (just as you do in Clinical Skills) 	<ul style="list-style-type: none"> ○ See details from Day 2 above – CEC forms are NOT on MedSIS, they are found as Appendix 10 in the Preceptor Handbook. CECs are NOT submitted to FMLE/MedSIS, ○ It is ultimately the preceptor’s responsibility to ensure the completion of the CEC.
<p>Day 4</p>	<ul style="list-style-type: none"> • Hand in FIRST ASSIGNMENT and your completed SELF-ASSESSMENT marking form to preceptor before or no later than the START of this session • Email a copy of FIRST ASSIGNMENT and completed SELF-ASSESSMENT to FMLE fmle.recruit@utoronto.ca <ul style="list-style-type: none"> ○ include your full name and the document name e.g., John Smith - FMLE First Assignment • Check in with your preceptor about your learning goals, and provide them with feedback • Observe/participate in clinical encounters with increasing opportunities to lead history taking • Remind your preceptor if you haven’t met the two longitudinal goals for FMLE: <ol style="list-style-type: none"> 1. To see (in person or virtually) at least one patient twice over the FMLE to experience continuity of care 2. To provide care to at least one patient virtually (to experience virtual care, either by phone or video). 	<ul style="list-style-type: none"> • Touch base with student about how things are going. Is there anything from their perspective that you could do differently to facilitate meeting their learning goals/objectives? • Share your thoughts and feedback on the student’s FIRST ASSIGNMENT and their SELF-ASSESSMENT FORM, either today or at the START of Day 5 at latest. <ul style="list-style-type: none"> ○ First Assignment is self-marked by the student. Preceptors will provide additional formative feedback/comments on the assignment and on the student’s self-marking of their assignment. But the preceptor will NOT need to formally mark the First Assignment on MedSIS and the preceptor does NOT need to submit anything to the FMLE office ○ Provide actionable feedback that the student can incorporate for future encounters and for their Final Assignment which will be formally marked by the Preceptor. • All students should be leading at least a couple of patient encounters, with at least one done completely independently followed by review with preceptor
<p>Day 5</p>	<ul style="list-style-type: none"> • Review First Assignment and your Self-Assessment form with your preceptor, requesting additional feedback from your preceptor if not already done 	<ul style="list-style-type: none"> • Review FIRST ASSIGNMENT and SELF-ASSESSMENT FORM with student at start of session if not already done. <ul style="list-style-type: none"> ○ Provide actionable feedback that the student can incorporate for future encounters and for their Final Assignment. • Arrange for an appropriate** patient for interview by the student on day 5 or day 6 in order to complete the FINAL ASSIGNMENT

<p>Day 6</p>	<ul style="list-style-type: none"> • Complete the encounter for FINAL ASSIGNMENT ** (see Elentra or Appendix 3 in handbook). There is no self-evaluation required for this • Complete the FMLE Preceptor Evaluation and the FMLE Course Evaluation on MedSIS <ul style="list-style-type: none"> ○ For FMLE Preceptors, <i>each individual evaluation is critical</i> since they only get a teaching evaluation once we can collate the evaluations from 3 students to anonymize it. ○ FMLE Preceptor Evaluations are MANDATORY. Failure to complete by the deadline will be recorded as a professionalism lapse and may require a meeting with the course director. 	<ul style="list-style-type: none"> • Review of FMLE and provide end of rotation feedback • (optional) Consider doing an <i>additional</i> Clinical Encounter Card for the student to highlight their progress • Will receive MedSIS prompt to complete student's Professionalism Form (mandatory). • Allow students 10 minutes of privacy during session to complete their FMLE Course Evaluation and FMLE Preceptor Evaluation Forms on MedSIS <ul style="list-style-type: none"> ○ Ask student to complete your preceptor evaluation, highlighting the importance of it to you personally
<p>2 weeks after Day 6 by 5:00pm</p>	<ul style="list-style-type: none"> • Deadline to submit FINAL ASSIGNMENT to preceptor • email copy of Final Assignment to fmle.recruit@utoronto.ca <ul style="list-style-type: none"> ○ include your full name and the document name e.g., Jane Smith - FMLE Final Assignment • Complete the FMLE Student Evaluation of Preceptor and the FMLE Course Evaluation on MedSIS if not already done!! 	<ul style="list-style-type: none"> • Will receive MedSIS prompt to complete FINAL ASSIGNMENT evaluation form (if not already done) on MedSIS
<p>1 week from receipt of Final Assignment</p>	<ul style="list-style-type: none"> • Please review your preceptor's feedback on your FINAL ASSIGNMENT and PROFESSIONALISM form • Last chance to complete mandatory preceptor evaluation on MedSIS. The form will irreversibly lock out at the end of the FMLE block. 	<ul style="list-style-type: none"> • Due date for preceptors to submit online FINAL ASSIGNMENT evaluation form on MedSIS

Note: Appendices referenced in Student Column refer to Student Handbook. Appendices referenced in Preceptor Column refer to Preceptor Handbook.

*a preceptor/student may choose to use any encounter from Day Two or Day Three to complete First Assignment

**a preceptor/student may choose to use any encounter from Day Five or Day Six to complete Final Assignment

HOWEVER in both cases, it should be an encounter that lends itself to a SOAP note format. i.e. meet and greets, preventative health visit /periodic health visit/ "annual physical", and well baby/child visits should NOT be used.

Most importantly – ENJOY! Remember, FMLE is meant to be experiential. It is not about testing student knowledge or creating extra work for the student or the preceptor. The goal is to experience family medicine, continuity of care, and get practice clinical skills and S.O.A.P. notes. Students and Preceptors should regularly check in with each other for feedback on clinical skills as well as teaching and learning needs.

At any time if you have questions, contact:
FMLE Admin Coordinator Ms. Brandi Quirk at fmle.recruit@utoronto.ca

FMLE Director Dr. Sofia Khan at sofia.khan@unityhealth.to