

familiar with an average patient-disease ratio. Realizing that patients are usually not pathological museums, but on the other hand having an adequate office examination is a balance that must be learned in the field. **The Physician heals; nature makes well** (Aristotle). The concept of a physician is as old as time, having been incorporated into man's life with the same intensity as his religion, in fact the two were often as one. To heal the whole man was their credo and purpose, as it should be ours. Because of the necessity of studying medicine in units, one begins to see one organ system as being the isolated problem - a time worn example being the physician's reference to the pan-being the physician's reference to "the pancreas in the end bed," or "the fracture in the west wing". With preceptorship, one has the opportunity of seeing a patient in terms of his problem, his environment, and his mode of living, any one of which will have an effect on an illness. One must be familiar with the patient as well as his disease process. Nature will make him well, but a physician must heal him in a sense, has protean manifestations. This is an important concept and, in its own right, is as important a fundamental as is antibiotic therapy. On the other end of the scale, however, one is availed of the opportunity to witness the doctor-patient relationship in which the doctor maintains a professional footing while at the same time inspiring confidence in his patient. Things such as these cannot be taught in the classroom, but a good example does much in the line of instruction.

These few words only briefly outline the benefits of a preceptorship. Perhaps some students realized many of these principles by way of advantageous summer employment, but the ideas bear repeating as well as a varied exposure. Certainly such a programme as a preceptorship serves to standardize the experiences of fourth year students.

In closing, I would like to take this opportunity to thank all the physicians who are contributing to our training in fourth year by availing themselves as preceptors.

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PART IV

PRECEPTORSHIP - BOON OR BANE

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I have been attached to the Dalhousie Preceptorship program for the past three years, and there are times when I ask myself the above question. However, having given it considerable thought, my answer is a definite "boon", both to the student and the Preceptor.

VALUE TO THE PRECEPTEE

1. His first taste of active patient care outside of hospital.
2. Contact with the 85% of the common ills of mankind, so seldom seen in the confines of the teaching realm of medical school and hospital.
3. An idea of a doctor's whole activity in a working week, both professionally and in the community.
4. Introduction to the financial side of medicine - bookkeeping, records, collection, etc.
5. The opportunity to observe the doctor's professional life in relation to his family.

VALUE TO THE PRECEPTOR

1. Enables him to play a definite role in the undergraduate medical student's education, and by so doing, to at least introduce him to general practice.
2. In ordinary office procedures, it makes one stop and think, "Am I doing this in the best possible way"?
3. Gives one the opportunity to pass on some of one's experiences in general practice, and some advice for the young student.

There are several points on which I feel more should be done for the student - a little more preparation insofar as their "role" during this week. I think they could be encouraged to take a little more active part - question, etc.

1. A longer time if possible with the Preceptor - a week merely gets one started. Perhaps if each Preceptor has fewer students

but for a two week period? Realizing the sameness of the Halifax-Dartmouth type of general practice, one would hope that it could be possible for some of the students to have preceptorship outside this area.

2. The problem of the "Family" that the preceptee has to take care of seems to be a difficult one. I have not found that I have had very many calls in regard to these families, and I cannot tell whether it's because the preceptees have had few problems or whether it is because they have not been active in their contacts with them.

It is always a pleasure to me to stop and talk to some of the students I have had for the

Preceptorship. Speaking from my family's side of things, I find that they show a lively interest in the students, and enjoy talking to them. I am sure that they contribute something to the "Preceptorship Week".

Finally, on the eve of starting another preceptorship week, I can only state again that I am all for the program, and I am sure by the end of the week my reaction would be one of some satisfaction, accomplishment, and enjoyment, and a feeling that we have both gained something from the experience.

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