

LOG BOOK

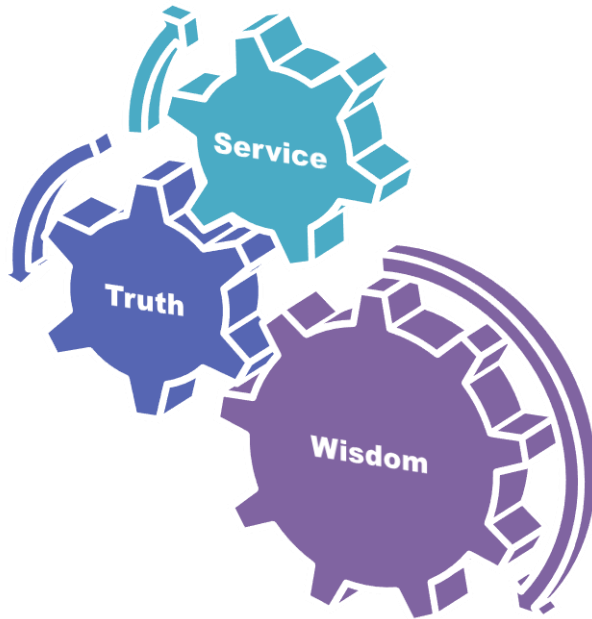


**Clinically Oriented Integrated
Modular Curriculum**

Rawalpindi Medical University

1st Year

RMU Motto



Mission Statement

To impart evidence-based research-oriented health professional education in order to provide best possible patient care and inculcate the values of mutual respect, ethical practice of healthcare and social accountability.

Vision and Values

Highly recognized and accredited centre of excellence in Medical Education, using evidence-based training techniques for development of highly competent health professionals, who are lifelong experiential learner and are socially accountable.

Goals of the Undergraduate Integrated Modular Curriculum

The Undergraduate Integrated Learning Program is geared to provide you with quality medical education in an environment designed to:

- Provide thorough grounding in the basic theoretical concepts underpinning the practice of medicine.
- Develop and polish the skills required for providing medical services at all levels of the Health care delivery system.
- Help you attain and maintain the highest possible levels of ethical and professional conduct in your future life.
- Kindle a spirit of inquiry and acquisition of knowledge to help you attain personal and professional growth & excellence.

Student's Statement of Intent and Vision

Please state why you have joined this program....

Please state where you want to see yourself at the end of this year and at the time you will pass out from the program.(vision statement)

Your personal growth plan as per ACCME guidelines

Date & Time: _____

Students signature: _____

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Introduction

A log book is structured book in which certain types of educational activities and information is recorded, usually by hand. Logbooks are used all over the world from undergraduate to postgraduate training, in human, veterinary and dental medicine, nursing schools and pharmacy, either in paper or electronic format.

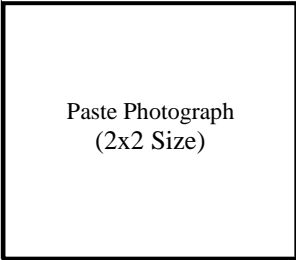
Logbooks provide a clear setting of learning objectives and give trainees and clinical teachers a quick overview of the requirements of training and an idea of the learning progress. Logbooks are especially useful if different sites are involved in the training to set a (minimum) standard of training. Logbooks assist Teachers and students to see at one glance which learning objectives have not yet been accomplished and to set a learning plan. The analysis of logbooks can reveal weak points of training and can evaluate whether students have fulfilled the minimum requirements of training.

Logbooks facilitate communication between the students and teachers. Logbooks help to structure and standardize learning . Logbooks have to be an integrated part of the curriculum and the daily routine. Continuous measures of quality management are necessary.

Reference

Brauns KS, Narciss E, Schneyinck C, Böhme K, Brüstle P, Holzmann UM, et al. Twelve tips for successfully implementing logbooks in clinical training. Med Teach. 2016 Jun 2; 38(6): 564–569.

Student's Profile



Name: _____

Roll No. _____

Batch: _____

Class: _____

Session: _____

Contact Detail:

Phone: _____ Mobile: _____

Email: _____

Hostelite/Dayscholar: _____

Parents / Guardian Contact #(Mobile) _____

Landline _____

Postal Address: _____

Guardian Email: _____

**Department Of Medical Education
Rawalpindi Medical University
Rawalpindi**

DME/NO: _____

Date: _____

Verification Certificate

It is certified that Mr. / Miss _____ Roll No. _____ of Class _____ Session _____ has carried out the necessary practical work as per courses of studies for the year _____ as shown in the practical schedule of this journal.

University Roll No. _____

Prof. Dr. Samia Sarwar
Chairperson of Physiology
Rawalpindi Medical University
Rawalpindi

Prof Dr Ayesha Yousaf
Chairperson of Anatomy
Rawalpindi Medical University
Rawalpindi

Dr. Aneela Jamil
Chairperson of Biochemistry
Rawalpindi Medical University
Rawalpindi

Dr. Rabia Khalid
Quality Enhancement Cell
Rawalpindi Medical University
Rawalpindi

Dr. Sidra Hamid
Assistant Director DME
Assistant Professor of Physiology
Rawalpindi Medical University
Rawalpindi

Prof. Dr. Ifra Saeed
Professor of Anatomy
Additional Director DME
Rawalpindi Medical University
Rawalpindi

Module Title_____

Date Of Commencement_____

Date Of Completion_____

Anatomy Large Group Interactive Session (LGIS) Attendance

Sr No.	Date	Time	Topic	Teacher	Signature
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Physiology Large Group Interactive Session (LGIS) Attendance

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Physiology Large Group Interactive Session (LGIS) Attendance

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Biochemistry Large Group Interactive Session (LGIS) Attendance

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Tutorial Evaluation Proforma

Module -----

S. No.	Presentation-I	Marks	Obtained
1	Confidence	2	
2	Content	2	
3	Time management	2	
4	Creativity/ innovation	2	
5	Question & Answer Session	2	
Total Marks Distribution			

S. No.	Presentation-II	Marks	Obtained
1	Confidence	2	
2	Content	2	
3	Time management	2	
4	Creativity/ innovation	2	
5	Question & Answer Session	2	
Total Marks Distribution			

S. No.	Presentation-III	Marks	Obtained
1	Confidence	2	
2	Content	2	
3	Time management	2	
4	Creativity/ innovation	2	
5	Question & Answer Session	2	
Total Marks Distribution			
Grand Total			

Block _____ Academic Performance

Subject	Anatomy	Physiology	Biochemistry	Clinical(PERL)	The Quran Translation
Attendance					
LGIS					
SGD					
CBL/PBL					
SDL					
Skill Lab					
IUGRC LGIS					
Biomedical Ethics LGIS					
Family Medicine LGIS					
The Holy Quran Translation LGIS					
Free lancing LGIS					
Artificial Intelligence LGIS					
Clinical LGIS					
Others					
Assessment					
----- Module Assessment					
Signature Of Co-Coordinator					
Module Coordinator Name: _____ Module Coordinator Signature : _____					

----- Module result					
OSPE					
Video Assisted Quiz					
Online SDL					
Online Clinical					
Online LMS					
Signature Of Co-Coordinator					
Module Coordinator Name: _____					
Module Coordinator Signature : _____					

Verification Certificate

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Rawalpindi Medical University
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Rawalpindi

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Professor of Anatomy
Additional Director DME
Rawalpindi Medical University

Module Title_____

Date Of Commencement_____

Date Of Completion_____

Anatomy Large Group Interactive Session (LGIS) Attendance

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Physiology Large Group Interactive Session (LGIS) Attendance

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Physiology Large Group Interactive Session (LGIS) Attendance

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Biochemistry Large Group Interactive Session (LGIS) Attendance

Sr No.	Date	Time	Subject	Topic	Teacher	Sign of Faculty
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Small Group Discussion (SGD) Evaluation Marking Cognitive Activity

Module- -----

Subject - Anatomy

Date	Topic Discussed	Punctuality	Knowledge	Communication Skills	Professionalism	Team Work	Total Marks Distribution	Sign of Facilitator
		Marks Distribution						
		(2)	(2)	(2)	(2)	(2)	(2)	

Small Group Discussion (SGD) Evaluation Marking Cognitive Activity

Module- -----

Subject - Anatomy

Date	Topic Discussed	Punctuality	Knowledge	Communication Skills	Professionalism	Team Work	Total Marks Distribution	Sign of Facilitator
		Marks Distribution						
		(2)	(2)	(2)	(2)	(2)		

Small Group Discussion (SGD) Evaluation Marking Cognitive Activity

Module- -----

Subject - Physiology

Date	Topic Discussed	Punctuality	Knowledge	Communication Skills	Professionalism	Team Work	Total Marks Distribution	Sign of Facilitator
		Marks Distribution					(10)	
		(2)	(2)	(2)	(2)	(2)		

Small Group Discussion (SGD) Evaluation
Marking Cognitive Activity

Module- -----

Subject - Biochemistry

Date	Topic Discussed	Punctuality	Knowledge	Communication Skills	Professionalism	Team Work	Total Marks Distribution	Sign of Facilitator
		Marks Distribution						
		(2)	(2)	(2)	(2)	(2)		

Case based Learning (CBL) Evaluation Marking Cognitive Activity

Module _____

Date	Topic Discussed	Punctuality	Knowledge	Communication Skills	Professionalism	Team Work	Total Marks	Sign of Facilitator	
		Marks Distribution							Distribution
		(2)	(2)	(2)	(2)	(2)	(10)		

Problem Based Learning (PBL) Evaluation Marking Cognitive Activity

Date	Topic Discussed	Punctuality	Knowledge	Communication Skills	Professionalism	Team Work	Total Marks Distribution	Sign of Facilitator
		Marks Distribution						
		(2)	(2)	(2)	(2)	(2)	(2)	

Research Activity Evaluation Marking Cognitive Activity

Module-----

IUGRC

Date	Topic Discussed	Punctuality	Knowledge	Communication Skills	Professionalism	Team Work	Total Marks Distribution	Sign of Facilitator
		Marks Distribution						
		(2)	(2)	(2)	(2)	(2)		

Skill Lab (SKL) Evaluation Marking Cognitive Activity

Module

Subject - Anatomy

Date	Topic Discussed	Punctuality	Knowledge	Communication Skills	Professionalism	Team Work	Total Marks Distribution	Sign of Facilitator	
		Marks Distribution							(10)
		(2)	(2)	(2)	(2)	(2)			

Skill Lab (SKL) Evaluation Marking Cognitive Activity

Module

Subject - Physiology

Date	Topic Discusse	Punctuality	Knowledge	Communication Skills	Professionalism	Team Work	Total Marks Distribution	Sign of Facilitator
		Marks Distribution					(10)	
		(2)	(2)	(2)	(2)	(2)		

**Skill Lab (SKL) Evaluation
Marking Cognitive Activity**

Module		-						Subject	Biochemistry
Date	Topic Discussed	Punctuality	Knowledge	Communication Skills	Professionalism	Team Work	Total Marks Distribution	Sign of Facilitator	
		Marks Distribution							
		(2)	(2)	(2)	(2)	(2)	(10)		

Tutorial Evaluation Proforma

Module -----

S. No.	Presentation-I	Marks	Obtained
1	Confidence	2	
2	Content	2	
3	Time management	2	
4	Creativity/ innovation	2	
5	Question & Answer Session	2	
Total Marks Distribution			

S. No.	Presentation-II	Marks	Obtained
1	Confidence	2	
2	Content	2	
3	Time management	2	
4	Creativity/ innovation	2	
5	Question & Answer Session	2	
Total Marks Distribution			

S. No.	Presentation-III	Marks	Obtained
1	Confidence	2	
2	Content	2	
3	Time management	2	
4	Creativity/ innovation	2	
5	Question & Answer Session	2	
Total Marks Distribution			
Grand Total			

Block _____ Academic Performance

Subject	Anatomy	Physiology	Biochemistry	Clinical(PERL)	The Quran Translation
Attendance					
LGIS					
SGD					
CBL/PBL					
SDL					
Skill Lab					
IUGRC LGIS					
Biomedical Ethics LGIS					
Family Medicine LGIS					
The Holy Quran Translation LGIS					
Free lancing LGIS					
Artificial Intelligence LGIS					
Clinical LGIS					
Others					
Assessment					
----- Module Assessment					
Signature Of Co-Coordinator					
Module Coordinator Name: _____ Module Coordinator Signature : _____					

----- Module result					
OSPE					
Video Assisted Quiz					
Online SDL					
Online Clinical					
Online LMS					
Signature Of Co-Coordinator					
Module Coordinator Name: _____					
Module Coordinator Signature : _____					

Verification Certificate

Dr. Aneela Jamil
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Assistant Professor of Physiology
Rawalpindi Medical University
Rawalpindi

Prof. Dr. Ifra Saeed
Professor of Anatomy
Additional Director DME
Rawalpindi Medical University

Lined writing area for notes or answers.

Date & Time: _____

Students signature: _____

Module Title_____

Date Of Commencement_____

Date Of Completion_____

Anatomy Large Group Interactive Session (LGIS) Attendance

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Physiology Large Group Interactive Session (LGIS) Attendance

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Physiology Large Group Interactive Session (LGIS) Attendance

Sr No.	Date	Time	Topic	Teacher	Signature
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Biochemistry Large Group Interactive Session (LGIS) Attendance

Sr No.	Date	Time	Subject	Topic	Teacher	Sign of Faculty
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**Small Group Discussion (SGD) Evaluation
Marking Cognitive Activity**

Module- -----

Subject - Anatomy

Date	Topic Discussed	Punctuality	Knowledge	Communication Skills	Professionalism	Team Work	Total Marks Distribution	Sign of Facilitator
		Marks Distribution					(10)	
		(2)	(2)	(2)	(2)	(2)		

Small Group Discussion (SGD) Evaluation Marking Cognitive Activity

Module- -----

Subject - Anatomy

Date	Topic Discussed	Punctuality	Knowledge	Communication Skills	Professionalism	Team Work	Total Marks Distribution	Sign of Facilitator
		Marks Distribution						
		(2)	(2)	(2)	(2)	(2)		

Small Group Discussion (SGD) Evaluation Marking Cognitive Activity

Module- -----

Subject - Physiology

Date	Topic Discussed	Punctuality	Knowledge	Communication Skills	Professionalism	Team Work	Total Marks Distribution	Sign of Facilitator
		Marks Distribution						
		(2)	(2)	(2)	(2)	(2)	(2)	

Small Group Discussion (SGD) Evaluation Marking Cognitive Activity

Module- -----

Subject - Biochemistry

Date	Topic Discussed	Punctuality	Knowledge	Communication Skills	Professionalism	Team Work	Total Marks Distribution	Sign of Facilitator
		Marks Distribution						
		(2)	(2)	(2)	(2)	(2)	(2)	

Case Based Learning (CBL) Evaluation Marking Cognitive Activity

Module

Date	Topic Discussed	Punctuality	Knowledge	Communication Skills	Professionalism	Team Work	Total Marks Distribution	Sign of Facilitator
		Marks Distribution						
		(2)	(2)	(2)	(2)	(2)		

Problem Based Learning (PBL) Evaluation Marking Cognitive Activity

Date	Topic Discussed	Punctuality	Knowledge	Communication Skills	Professionalism	Team Work	Total Marks Distribution	Sign of Facilitator
		Marks Distribution					(10)	
		(2)	(2)	(2)	(2)	(2)		

Tutorial Evaluation Proforma

Module -----

S. No.	Presentation-I	Marks	Obtained
1	Confidence	2	
2	Content	2	
3	Time management	2	
4	Creativity/ innovation	2	
5	Question & Answer Session	2	
Total Marks Distribution			

S. No.	Presentation-II	Marks	Obtained
1	Confidence	2	
2	Content	2	
3	Time management	2	
4	Creativity/ innovation	2	
5	Question & Answer Session	2	
Total Marks Distribution			

S. No.	Presentation-III	Marks	Obtained
1	Confidence	2	
2	Content	2	
3	Time management	2	
4	Creativity/ innovation	2	
5	Question & Answer Session	2	
Total Marks Distribution			
Grand Total			

Block _____ Academic Performance

Subject	Anatomy	Physiology	Biochemistry	Clinical(PERL)	The Quran Translation
Attendance					
LGIS					
SGD					
CBL/PBL					
SDL					
Skill Lab					
IUGRC LGIS					
Biomedical Ethics LGIS					
Family Medicine LGIS					
The Holy Quran Translation LGIS					
Free lancing LGIS					
Artificial Intelligence LGIS					
Clinical LGIS					
Others					
Assessment					
----- Module Assessment					
Signature Of Co-Coordinator					
Module Coordinator Name: _____ Module Coordinator Signature : _____					

----- Module result					
OSPE					
Video Assisted Quiz					
Online SDL					
Online Clinical					
Online LMS					
Signature Of Co-Coordinator					
Module Coordinator Name: _____					
Module Coordinator Signature : _____					

Verification Certificate

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Assistant Professor of Physiology
Rawalpindi Medical University
Rawalpindi

Prof. Dr. Ifra Saeed
Professor of Anatomy
Additional Director DME
Rawalpindi Medical University

Module Title _____

Date Of Commencement _____

Date Of Completion _____

Anatomy Large Group Interactive Session (LGIS) Attendance

Sr No.	Date	Time	Topic	Teacher	Signature
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Physiology Large Group Interactive Session (LGIS) Attendance

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Physiology Large Group Interactive Session (LGIS) Attendance

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Biochemistry Large Group Interactive Session (LGIS) Attendance

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Tutorial Evaluation Proforma

Module -----

S. No.	Presentation-I	Marks	Obtained
1	Confidence	2	
2	Content	2	
3	Time management	2	
4	Creativity/ innovation	2	
5	Question & Answer Session	2	
Total Marks Distribution			

S. No.	Presentation-II	Marks	Obtained
1	Confidence	2	
2	Content	2	
3	Time management	2	
4	Creativity/ innovation	2	
5	Question & Answer Session	2	
Total Marks Distribution			

S. No.	Presentation-III	Marks	Obtained
1	Confidence	2	
2	Content	2	
3	Time management	2	
4	Creativity/ innovation	2	
5	Question & Answer Session	2	
Total Marks Distribution			
Grand Total			

Block _____ Academic Performance

Subject	Anatomy	Physiology	Biochemistry	Clinical(PERL)	The Quran Translation
Attendance					
LGIS					
SGD					
CBL/PBL					
SDL					
Skill Lab					
IUGRC LGIS					
Biomedical Ethics LGIS					
Family Medicine LGIS					
The Holy Quran Translation LGIS					
Free lancing LGIS					
Artificial Intelligence LGIS					
Clinical LGIS					
Others					
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OSPE					
Video Assisted Quiz					
Online SDL					
Online Clinical					
Online LMS					
Signature Of Co-Coordinator					
Module Coordinator Name: _____					
Module Coordinator Signature : _____					

Verification Certificate

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Professor of Anatomy
Additional Director DME
Rawalpindi Medical University

Module Title_____

Date Of Commencement_____

Date Of Completion_____

Anatomy Large Group Interactive Session (LGIS) Attendance

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Physiology Large Group Interactive Session (LGIS) Attendance

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Biochemistry Large Group Interactive Session (LGIS) Attendance

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Small Group Discussion (SGD) Evaluation Marking Cognitive Activity

Module- -----

Subject - Anatomy

Date	Topic Discussed	Punctuality	Knowledge	Communication Skills	Professionalism	Team Work	Total Marks Distribution	Sign of Facilitator
		Marks Distribution						
		(2)	(2)	(2)	(2)	(2)	(10)	

Tutorial Evaluation Proforma

Module -----

S. No.	Presentation-I	Marks	Obtained
1	Confidence	2	
2	Content	2	
3	Time management	2	
4	Creativity/ innovation	2	
5	Question & Answer Session	2	
Total Marks Distribution			

S. No.	Presentation-II	Marks	Obtained
1	Confidence	2	
2	Content	2	
3	Time management	2	
4	Creativity/ innovation	2	
5	Question & Answer Session	2	
Total Marks Distribution			

S. No.	Presentation-III	Marks	Obtained
1	Confidence	2	
2	Content	2	
3	Time management	2	
4	Creativity/ innovation	2	
5	Question & Answer Session	2	
Total Marks Distribution			
Grand Total			

Block _____ Academic Performance

Subject	Anatomy	Physiology	Biochemistry	Clinical(PERL)	The Quran Translation
Attendance					
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SGD					
CBL/PBL					
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IUGRC LGIS					
Biomedical Ethics LGIS					
Family Medicine LGIS					
The Holy Quran Translation LGIS					
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Date Of Commencement _____

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Anatomy Large Group Interactive Session (LGIS) Attendance

Sr No.	Date	Time	Topic	Teacher	Signature
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Physiology Large Group Interactive Session (LGIS) Attendance

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Physiology Large Group Interactive Session (LGIS) Attendance

Sr No.	Date	Time	Topic	Teacher	Signature
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Biochemistry Large Group Interactive Session (LGIS) Attendance

Sr No.	Date	Time	Subject	Topic	Teacher	Sign of Faculty
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Case Based Learning (CBL) Evaluation
Marking Cognitive Activity

Module _____

Date	Topic Discussed	Punctuality	Knowledge	Communication Skills	Professionalism	Team Work	Total Marks Distribution	Sign of Facilitator
		Marks Distribution					(10)	
		(2)	(2)	(2)	(2)	(2)		

**Problem Based Learning (PBL) Evaluation
Marking Cognitive Activity**

Date	Topic Discussed	Punctuality	Knowledge	Communication Skills	Professionalism	Team Work	Total Marks	Sign of Facilitator
		Marks Distribution					Distribution	
		(2)	(2)	(2)	(2)	(2)	(10)	

Research Activity Evaluation Marking Cognitive Activity

Module-----

IUGRC

Date	Topic Discussed	Punctuality	Knowledge	Communication Skills	Professionalism	Team Work	Total Marks Distribution	Sign of Facilitator
		Marks Distribution						
		(2)	(2)	(2)	(2)	(2)	(10)	

Skill Lab (SKL) Evaluation Marking Cognitive Activity

Module

Subject - Anatomy

Date	Topic Discussed	Punctuality	Knowledge	Communication Skills	Professionalism	Team Work	Total Marks Distribution	Sign of Facilitator
		Marks Distribution					(10)	
		(2)	(2)	(2)	(2)	(2)		

**Skill Lab (SKL) Evaluation
Marking Cognitive Activity**

Module

Subject - Physiology

Date	Topic Discusse	Punctuality	Knowledge	Communication Skills	Professionalism	Team Work	Total Marks	Sign of Facilitator
		Marks Distribution					Distribution	
		(2)	(2)	(2)	(2)	(2)	(10)	

Skill Lab (SKL) Evaluation
Marking Cognitive Activity

Module						Subject		Sign of Facilitator
-						Biochemistry		
Date	Topic Discussed	Punctuality	Knowledge	Communication Skills	Professionalism	Team Work	Total Marks Distribution	
		Marks Distribution					(10)	
		(2)	(2)	(2)	(2)	(2)		

Tutorial Evaluation Proforma

Module -----

S. No.	Presentation-I	Marks	Obtained
1	Confidence	2	
2	Content	2	
3	Time management	2	
4	Creativity/ innovation	2	
5	Question & Answer Session	2	
Total Marks Distribution			

S. No.	Presentation-II	Marks	Obtained
1	Confidence	2	
2	Content	2	
3	Time management	2	
4	Creativity/ innovation	2	
5	Question & Answer Session	2	
Total Marks Distribution			

S. No.	Presentation-III	Marks	Obtained
1	Confidence	2	
2	Content	2	
3	Time management	2	
4	Creativity/ innovation	2	
5	Question & Answer Session	2	
Total Marks Distribution			
Grand Total			

Block _____ Academic Performance

Subject	Anatomy	Physiology	Biochemistry	Clinical(PERL)	The Quran Translation
Attendance					
LGIS					
SGD					
CBL/PBL					
SDL					
Skill Lab					
IUGRC LGIS					
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Annexure I

Operational Definitions And Criteria For Assessment

Professionalism is a critical component of medical education, and medical students are expected to demonstrate high levels of professionalism throughout their educational journey. Professionalism is a set of qualities, behaviors, and attitudes that are essential for providing excellent patient care, adhering to ethical standards, and working effectively with colleagues. Some key traits of professional medical students include accountability, integrity, empathy, and a commitment to ongoing learning.

Assessing the professionalism of medical students is essential to ensure that they are meeting the expectations of their future patients and colleagues. The criteria for assessment should include a holistic evaluation of a student's performance, including their communication skills, ethical decision-making, leadership abilities, and academic achievement. Evaluators may also consider factors such as their attitudes towards teamwork, patient-centered care, and cultural competency. Ultimately, it is crucial to ensure that medical students are held to the highest standards of professionalism, both during their education and throughout their careers.

Assessing professionalism in medical students is an important process to ensure that these students meet the standards required of them to become competent doctors. One of the key criteria for assessing professionalism in medical students is the ability to demonstrate ethical behavior. This includes respecting patients' rights, maintaining confidentiality, and acting with integrity. Medical students need to demonstrate a strong commitment to ethical values, as they are in a position of trust and responsibility.

Another important criterion for assessing professionalism in medical students is their ability to communicate effectively with patients, families, and colleagues. **Communication skills** are essential for medical students, as they must be able to build a rapport with their patients, listen actively to their concerns, and effectively convey information about diagnoses, treatments, and follow-up care. Medical students must be able to communicate clearly and effectively in order to provide high-quality patient care.

Overall, assessing professionalism in medical students involves considering a range of factors, including ethical behavior, communication skills, clinical competence, and personal attributes such as empathy and humanism. By carefully evaluating these criteria, educators and clinical supervisors can provide medical students with the guidance and support they need to develop into responsible, competent doctors who are committed to providing the best possible care to their patients.

Punctuality is the characteristic of being able to complete a required task or fulfill an obligation before or at a previously designated time. "Punctual" is often used synonymously with "on time". There is great importance of punctuality in medical profession. Benefits of punctuality are Professionalism, improved patient outcomes, improved patient satisfaction and reduced healthcare costs

Types of punctuality assessment criteria include:

A. External assessment

1. Attendance records
2. Timeliness of submission of assignments
3. Timeliness of arrival to classes, meetings, clinical settings

B. Internal assessment

1. Time management skills
2. Ability to prioritize tasks
3. Responsibility towards patients and colleagues

Challenges to punctuality in medical profession are unpredictability of medical profession, workload, stress ,attitude and culture.Role of educators in reinforcing punctuality is by providing clear expectations, fostering a culture of punctuality ,encouraging accountability and providing feedback and support.

As the name implies, teamwork in health care employs the practices of collaboration and enhanced communication to expand the traditional roles of health workers and to make decisions as a unit that works toward a common goal.

Teamwork and team training is now seen as essential part of medical education. Because learning how to communicate effectively and work together can be time consuming, learning teamwork within the context of medical curricula will make students better prepared.

Learning the fundamentals of teamwork and collaborative care helps students better understand patient needs – especially in areas where social and health issues abound. The World Health Organization recommends that students begin using the principles of teamwork in their education immediately. What is helpful is that many programs teach problem-based learning, allowing students to work together, share information, and solve clinical problems as a team.

Types of Team work include Interprofessional Teamworkand Intra-professional Teamwork.Benefits of Teamwork in Medical Education include Improved communication, Facilitating knowledge transfer, Enhancing patient care

Criteria for the Assessment of Teamwork

- A. Collaboration
- B. Leadership
- C. Communication
- D. Accountability
- E. Conflict resolution

Advantages of Teamwork Assessment are Improved evaluation of student, Improved feedback, Improved curriculum development and Conclusion. Whether it's cooperating with colleagues or taking on group projects, the ability to work well in a team is essential for achieving success. Professionals who possess good teamwork skills are often more productive, have better problem-solving capabilities, and create a positive work environment.

In summary, communication skills, punctuality, professionalism, and team work are crucial skills for success in any profession. These skills help to strengthen relationships, promote positive work culture, and contribute to the overall success of your organization.

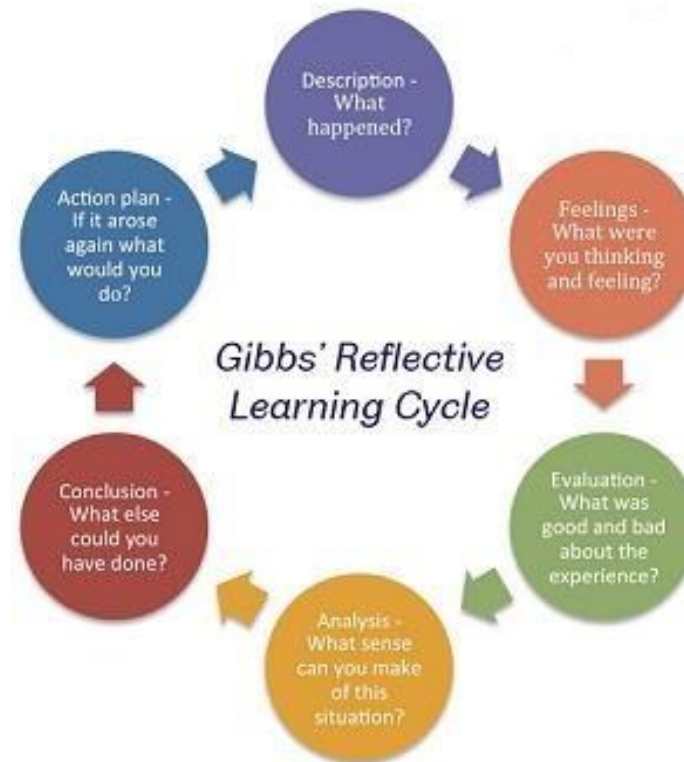
Punctuality	Knowledge	Communication Skills	Professionalism	Team Work
02 Marks Distribution	02 Marks Distribution	02 Marks Distribution	02 Marks Distribution	02 Marks Distribution
Assessment of Punctuality 1. Arrives in time 2. Completes assignments in time 3. Attendance record 4. Regularity in classes	Assessment of participation & preparation 1. Raises hands 2. Actively involved in discussion 3. Actively performs in skill labs 4. Gives others chance to participate as well	Assessment of communication skills 1. Speaks fluently and clearly 2. Speaks with confidence 3. Stays politely 4. Listens carefully	Assessment of professionalism 1. Wears overall 2. Comes prepared for class 3. Respects others (cadavers during dissection) 4. Brings all essential tools and required books 5. Carefully handles apparatus in labs	Assessment of Team work 1. Raises hands 2. Actively collaborates in assigned tasks 3. Gives others chance to participate as well 4. Have patience and stays polite during conflicts

References And Suggested Readings

1. Ziring D, Danoff D, Grosseman S, Langer D, Esposito A, Jan MK, Rosenzweig S, Novack D. How do medical schools identify and remediate professionalism lapses in medical students? A study of US and Canadian medical schools. *Academic Medicine*. 2015 Jul 1;90(7):913-20.
2. Kaushar M. Study of impact of time management on academic performance of college students. *Journal of Business and Management*. 2013;9(6):59-60. 13.
3. Nancarrow SA, Booth A, Ariss S, Smith T, Enderby P, Roots A. Ten principles of good interdisciplinary team work. *Human resources for Health*. 2013 Dec;11(1):1-1.
4. Facilitation has been taken from Chat GPT software.

Annexure II

How To Write Reflective Diaries



Gibbs' Model of the Reflective Cycle

Below is a six stage approach to reflective writing using Gibbs' (1988) model:

Stage One: Description	
What happened?	<ul style="list-style-type: none"> Decide on something that happened during your placement, something that taught you about yourself as a nurse. It may have been new to your experience. Give an account of it, describing everything relevant that went on. Keep to the point, avoid all unnecessary detail. Your purpose at this stage is to give your reader a clear picture of what went on.
Stage Two: Feelings	
<p>What did you feel about it?</p> <p>What did you think about?</p>	<ul style="list-style-type: none"> You are bound to have feelings about what happened. You may have felt anxious, especially if what happened was new to you. The important thing is to show how you managed to do what was expected of you despite your anxiety. Try to describe/explain your feelings. What was affecting them? – the actions of others (experienced staff, the patient, family); knowledge that you held (something which patient had disclosed to you earlier, personal thoughts/opinion on the issue)? Were you thinking - 'That's a useful thing to do' or 'I wouldn't do that or why are they doing that...'? Did your thoughts and feelings change during the scenario? If so, why? Did your thoughts and feelings affect your actions at the time? Looking back, have your views changed?
Stage Three: Evaluation	
What was good or bad about the experience?	<ul style="list-style-type: none"> What do you think went well in the situation? Did you learn anything useful as a result of taking part in what went on? Did anything give you cause for concern – either in what others did or what you did? Was there something which you would not wish to experience again? Was there anything that the patient/the family said that made you think or taught you something?
Stage Four: Analysis	

<p>What sense can you make of it all?</p>	<ul style="list-style-type: none"> • Using secondary sources (books, journals, websites etc), this is where you explore some of the key issues raised in the scenario. • You can show how well you are keeping up with ‘evidence based’ practice. • Show the knowledge you have about a particular patient/client problem/need. • Show that you understand what causes the problem/need. • Explain how nurses can help. • Show that you understand the prescribed medication/other therapies. • Show that you recognise that patients/clients are individuals and may not respond to care in the way the textbooks/journal articles lead you to expect.
<p>Stage Five: Conclusion</p>	
<p>What else could you have done?</p>	<ul style="list-style-type: none"> • Could you have learned anything by talking to the patient/client/the family about the experience? • Was there anything you should have noticed, that you should have done/reported/asked about/read about? • Was there anything you could have discussed with your mentor/supervisor/tutor? • Is there any literature that you now think you ought to look at – or any advice you could look for?
<p>Stage Six: Action Plan</p>	
	<ul style="list-style-type: none"> • How has the experience helped you to improve your practice? • Has it revealed your strengths (as well as your weaknesses!)? • How would you respond in a similar situation? Do you feel more confident? • What advice would you give to other learners in similar situations when you are a qualified nurse responsible for looking after learners on placement in your clinical area? • Will you be better able to communicate with patients/clients/families because of what you experienced?

References And Further Reading:

Adapted from: Gibbs, G. (1988) *Learning by Doing: A guide to teaching and learning methods*. Further Education Unit. Oxford: Oxford Polytechnic.

<https://www.tcd.ie/students/reflection/resources/>