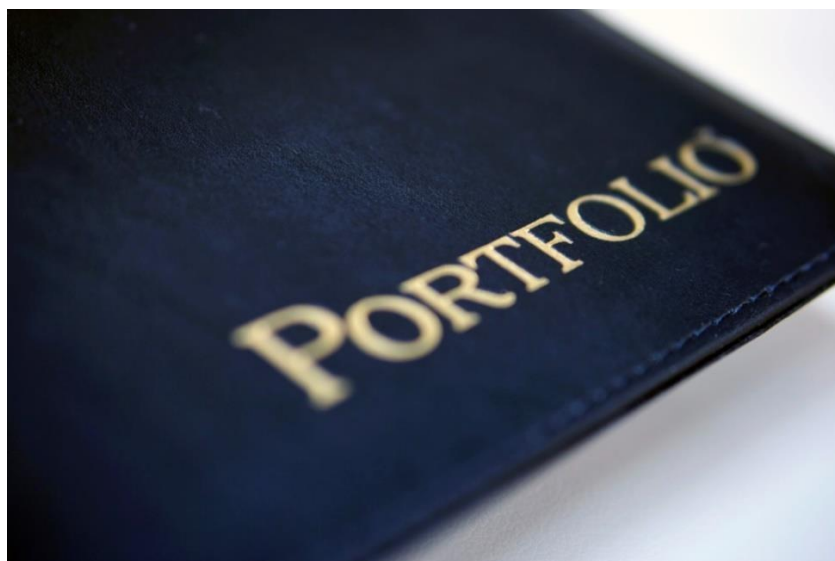




RAWALPINDI MEDICAL UNIVERSITY MD/MS
RESIDENCY PROGRAMME



ENROLMENT DETAILS

Program of Admission ___

Session _____

Registration / Training Number _____

Name of Candidate _____

Father's Name _____

Date of Birth ____/____/____ CNIC No. ____

Present Address __

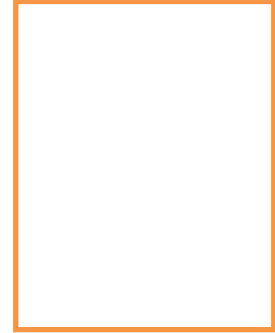
Permanent Address _____

E-mail Address _____

Cell Phone __

Date of Start of Training _

Date of Completion of Training _____



Name of Supervisor _____

Designation of Supervisor _____

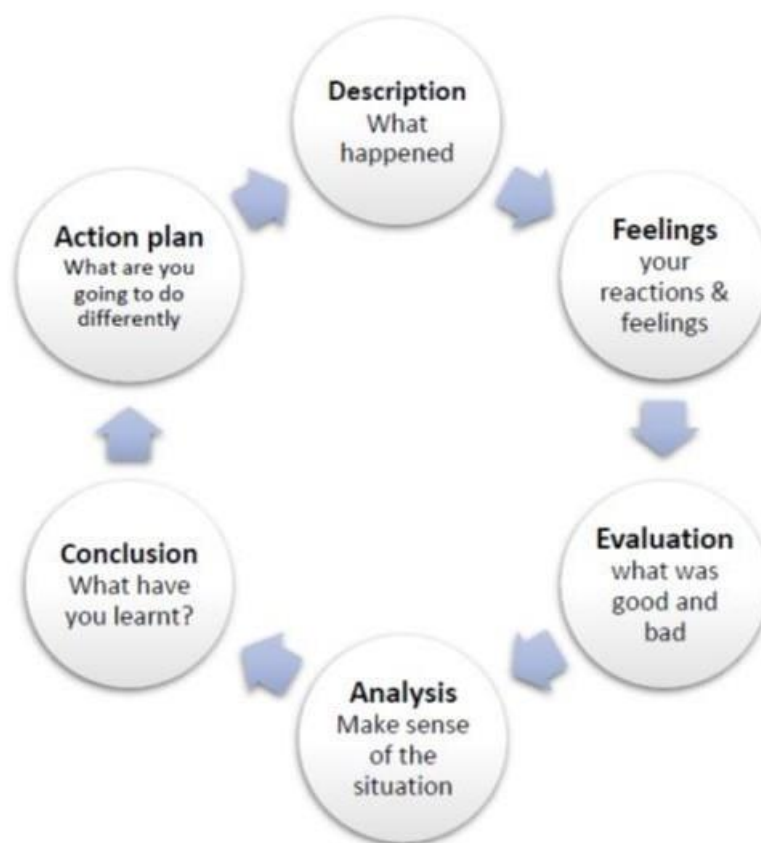
Qualification of Supervisor _____

Title of department / Unit _____

Name of Training Institute / Hospital _

How to write reflections

In the following sections 2-12 (case presentation, topic presentation, journal club, emergency, indoor, opd and clinics, procedural skills/directly observed procedures, multidisciplinary meetings, morbidity/mortality meetings, hands on training) reflect on the key activities that you have performed throughout the year in according to the 6 stages of Gibb's reflective cycle.



Gibb's Reflective Cycle:

Stage 1- Description

Here you set the scene. What happened? When it occurred? Who was there? What did they do? What was the outcome?

Stage 2- Feelings

Discuss your feelings and thoughts about the experience. Consider questions such as:

How did you feel at the time? What did you think at the time? What impact did your emotions, beliefs and values have? What do you think other people were feeling? What did you think about the incident afterwards?

Stage 3- Evaluation

How did things go? Focus on the positive and negative even if it was primarily one or the other. What was good and what was bad about the experience? What went well? What didn't? Were your contributions positive or negative. If you are writing about a difficult incident, did you feel that the situation was resolved afterwards?

Stage 4- Analysis

This is where you make sense of what happened, using the theory and wider context to develop understanding. Why did things go well? Badly? How can the theory explain what happened? How does my experience compare to the literature? What research/theories/models can help me make sense of this? Could I have responded in a different way? What might have helped or improved things?

Stage 5- Conclusion

What have you learnt? Generally, and specifically. What can I now do better? Could/should you have done anything differently? What skills would I need to handle this better?

Stage 6- Action plan

Action plans sum up anything you need to know and do to improve for next time.

How /where can I use my new knowledge and experience? How will I adapt my actions or improve my skills? If the same thing happened again, what would I do differently?

A Sample Reflection

This sample reflection is written from a Postgraduate medical student's perspective. It will help you write reflections in your portfolio.

Topic: Journal Club Presentation on "xx-xx-xx" at "Conference Room Medical Unit 1"

Description

This was my first journal club presentation on the research title "_____" published in "_____". The paper was selected by my supervisor as it was a recent study and relevant to what we practice in our unit. It took me 3 days (9 hours) to prepare for this presentation. For guidance I asked my SR Dr. ___ for help.

Feelings

During the presentation I felt quite nervous. As the presentation progressed, my tone of voice and command over the presentation improved.

Evaluation

The strengths of my presentation were my good grip on the topic.

My weaknesses were that I could not explain the statistical aspects of the study and had to rush through the tables.

Analysis

The Introduction went well because in addition to the paper I also read the topic from the text book and took guidance from my SR. The methodology and results presentation were weak because I could not understand them myself.

Conclusion

I need to work on my presentation anxiety and need to understand interpretation on methodology and results.

Action plan

I discussed with my supervisor and he informed me that I can self-learn these skills by reading up/attending courses online. However, I have come to know that DME department and Research Unit frequently conducts workshops on presentation skills and research methodology. I intent to register and attend them.

Introduction of portfolio

What is a portfolio?

A collection of a learner's various documents and assessments throughout residency that reflect their professional development over time. May include referral letters and procedure logs (Rider et al., 2007). Portfolios also frequently include self-assessments, learning plans, and reflective essays (Epstein, 2007).

What should be included in a portfolio?

resident may include the following components in his or her portfolio:

Curriculum Vitae (CV)

Personal Publications

Research abstracts presented at professional conferences

Presentations at teaching units/departmental meetings and teaching sessions

Patient (case) presentations

Log of clinical procedures

Copies of written feedback received (direct observations, field notes, daily evaluations)

Quality improvement project plan and report of results

Summaries of ethical dilemmas (and how they were handled)

Chart notes of particular interest

Photographs and logs of medical procedures performed

Consult/referral letters of particular interest

Monthly faculty evaluations

360-degree evaluations

Copies of written instructions for patients and families

Case presentations, lectures, logs of medical students mentored

Learning plans

Writing assignments, or case-based exercises assigned by program director

List of hospital/university committees served on

Documentation of managerial skills (e.g., schedules or minutes completed by resident)

Copies of billing sheets with explanations

Copies of written exams taken with answer sheets

In-training Evaluation Report (ITER) results

Format can be as simple as material collected in a three-ringed binder or as sophisticated as information stored in a handheld Pocket PC (PPC).

Patient confidentiality should be assured when any clinical material is included in the portfolio.

Should be resident-driven and include a space for residents to reflect on their learning experiences.

Why portfolio is required?

Can be used as a:

Formative learning tool: To help develop self-assessment and reflection skills.

Summative evaluation tool: To determine if a competency has been achieved.

Useful for evaluating competencies that are difficult to evaluate in more traditional ways such as:

Practice-based improvement

Use of scientific evidence in patient care

Professional behaviors (Rider et al., 2007)

Purpose is to highlight for the resident the need for ongoing learning and reflection to achieve and maintain competencies.

Enormous flexibility in using the portfolio as a learning tool: Portfolio may focus on one area (e.g., assessments pertaining to professionalism in a learner with attitudinal issues) without losing its effectiveness for the broader scope of competencies.

Number and frequency of entries may vary. Expectations, including minimum standards, should be defined with the resident from the outset.

Portfolios can be powerful tools for guided self-assessment and reflection (Holmboe & Carraccio, 2008).

Evidence:

Evidence suggests that an assessment of skills is most valid when the tool used places the learner in an environment and/or situation that closely mimics that in which the learner will later practice the mastered skill (Wiggins et al., 1998). In that way, portfolios have the advantage of reflecting not just what residents can do in a controlled examination situation but what they actually do at work with real patients (Jackson et al., 2007).

As an evaluation tool, the reliability and validity of a portfolio are dependent on the psychometric characteristics of the assessment and judging methods used in the portfolio process (Holmboe & Carraccio, 2008).

Research is still needed to determine whether portfolios can be a catalyst for self-directed, lifelong learning (O'Sullivan et al., 2002).

Practicality/Feasibility:

Portfolios can be time consuming for the resident to assemble and for the preceptor to assess.

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INDEX:

CURRICULUM VITAE (CV)

CASE PRESENTATION

TOPIC PRESENTATION

JOURNAL CLUB

EMERGENCY

INDOOR

OPD AND CLINICS

PROCEDURAL SKILLS/DIRECTLY OBSERVED PROCEDURES

MULTIDISCIPLINARY MEETINGS

MORBIDITY/MORTALITY MEETINGS

HANDS ON TRAINING

RESEARCH PUBLICATIONS/MAJOR RESEARCH PROJECT/ ABSTRACT/SYNOPSIS/DISSERTATION/PAPER PRESENTATION

ASSESSMENT RECORDS & EVALUATION PROFORMAS

AWARDS/TESTIMONIALS/APPRECIATION LETTERS

ANY OTHER SPECIFIC ACHIEVEMENTS

FUTURE AIMS & OBJECTIVES

SECTION-1

CURRICULUM VITAE (CV)

Brief curriculum vitae encompassing all academic achievements & work experiences should be written or pasted here

SECTION-2

CASE PRESENTATION

Interesting and unique case presentations should be written in this section with your own opinion and comments of the supervisor

Title:	Date & Time: Venue:
<u>Description</u>	<u>Supervisor's Comments:</u>
<u>Feelings</u>	
<u>Evaluation</u>	
<u>Analysis</u>	
<u>Conclusion</u>	
<u>Action plan</u>	

SECTION-3

TOPIC PRESENTATION

Details of the topic presentations with the comments of the supervisor should be written here

Title:	Date & Time: Venue:
<u>Description</u>	<u>Supervisor's Comments:</u>
<u>Feelings</u>	
<u>Evaluation</u>	
<u>Analysis</u>	
<u>Conclusion</u>	
<u>Action plan</u>	

SECTION-4

JOURNAL CLUB

Details of the selected critical appraisals of research articles discussed in journal club meetings should be written here

Title:	Date & Time: Venue:
<u>Description</u>	<u>Supervisor's Comments:</u>
<u>Feelings</u>	
<u>Evaluation</u>	
<u>Analysis</u>	
<u>Conclusion</u>	
<u>Action plan</u>	

SECTION-5

EMERGENCY

Details of complicated and interesting emergency cases along with comments of the supervisor should be written in this section

Title:	Date & Time: Venue:
<u>Description</u>	<u>Supervisor's Comments:</u>
<u>Feelings</u>	
<u>Evaluation</u>	
<u>Analysis</u>	
<u>Conclusion</u>	
<u>Action plan</u>	

SECTION-6

INDOOR

Memorable cases seen in and managed in the medical ward along with comments of the supervisor should be mentioned in this section

Title:	Date & Time: Venue:
<u>Description</u>	<u>Supervisor's Comments:</u>
<u>Feelings</u>	
<u>Evaluation</u>	
<u>Analysis</u>	
<u>Conclusion</u>	
<u>Action plan</u>	

SECTION-7

OPD AND CLINICS

Outpatient experiences along with supervisor's comments should be written here

Title:	Date & Time: Venue:
<u>Description</u>	<u>Supervisor's Comments:</u>
<u>Feelings</u>	
<u>Evaluation</u>	
<u>Analysis</u>	
<u>Conclusion</u>	
<u>Action plan</u>	

SECTION-8

PROCEDURAL SKILLS/DIRECTLY OBSERVED PROCEDURES

Experiences during learning of procedures and details of directly observed procedures should be written here along with comments of the supervisor

Title:	Date & Time: Venue:
<u>Description</u>	<u>Supervisor's Comments:</u>
<u>Feelings</u>	
<u>Evaluation</u>	
<u>Analysis</u>	
<u>Conclusion</u>	
<u>Action plan</u>	

SECTION-9

MULTI DISCIPLINARY MEETINGS

Details of Multidisciplinary meetings attended should be written here with comments of the supervisor

Title:	Date & Time: Venue:
<u>Description</u>	<u>Supervisor's Comments:</u>
<u>Feelings</u>	
<u>Evaluation</u>	
<u>Analysis</u>	
<u>Conclusion</u>	
<u>Action plan</u>	

SECTION-10

MORBIDITY/MORTALITY MEETINGS

Details morbidity/mortality meetings attended should be written here with comments of the supervisor

Title:	Date & Time: Venue:
<u>Description</u>	<u>Supervisor's Comments:</u>
<u>Feelings</u>	
<u>Evaluation</u>	
<u>Analysis</u>	
<u>Conclusion</u>	
<u>Action plan</u>	

SECTION-11

HANDS ON TRAINING

Brief description of learning outcomes achieved by workshops attended should be written here along with the reason of need to have a specific workshop and also get endorsed the comments of the supervisor for each workshop separately

Title:	Date & Time: Venue:
<u>Description</u>	<u>Supervisor's Comments:</u>
<u>Feelings</u>	
<u>Evaluation</u>	
<u>Analysis</u>	
<u>Conclusion</u>	
<u>Action plan</u>	

SECTION-12

RESEARCH PUBLICATIONS/MAJOR RESEARCH PROJECT/ ABSTRACT/SYNOPSIS/DISSERTATION/PAPER PRESENTATION IN A CONFERENCE
All research experiences should be mentioned in this section along with comments of the supervisor

Title:	Date & Time: Venue:
<u>Description</u>	<u>Supervisor's Comments:</u>
<u>Feelings</u>	
<u>Evaluation</u>	
<u>Analysis</u>	
<u>Conclusion</u>	
<u>Action plan</u>	

SECTION-13

ASSESSMENT RECORDS/EVALUATION PROFORMAS

Evidence of all available result cards and end of block (four months) evaluation record should mentioned in this section to have a reflection about resident's Medical knowledge, patient care, Interpersonal and Communication Skills, system based learning, practice based learning and professionalism.

SECTION-14

AWARDS/TESTIMONIALS/ APPRECIATION LETTERS

Evidence of awards, testimonials and appreciation letters if any should be given in this section with comments of the supervisor

SECTION-15

ANY OTHER SPECIFIC ACHIEVEMENT

Evidence of any other specific achievement done under forceful circumstances as a compulsion or done by chance without any previous plan or done as a passion should be mentioned in this section along with comments of supervisor

SECTION-16

FUTURE AIMS & OBJECTIVES

Brief overview of the future aims and objectives should mentioned in this section