



# Portfolio

**RAWALPINDI MEDICAL UNIVERSITY  
MD GASTROENTEROLOGY  
RESIDENCY PROGRAMME**

## PREFACE




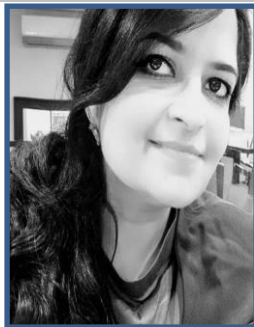
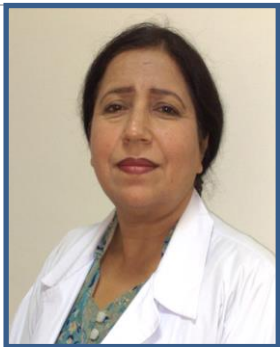



The horizons of *Medical Education* are widening & there has been a steady rise of global interest in *Post Graduate Medical Education*, an increased awareness of the necessity for experience in education skills for all healthcare professionals and the need for some formal recognition of postgraduate training in Internal Medicine.

We are seeing a rise in the uptake of places on postgraduate courses in medical education, more frequent issues of medical education journals and the further development of e-journals and other new online resources. There is therefore a need to provide active support in *Post Graduate Medical Education* for a larger, national group of colleagues in all specialties and at all stages of their personal professional development. If we were to formulate a statement of intent to explain the purpose of this Portfolio book, we might simply say that our aim is to help students to learn in a better and advanced way. This book is a state of the art book with representation of all activities of the MD Internal Medicine program at RMU. Reflection of the supervisor in each and every section of the logbook has been made sure to ensure transparency in the training program.

The mission of Rawalpindi Medical University is to improve the health of the communities and we serve through education, biomedical research and health care.

**Prof. Muhammad Umar**  
**(Sitara-e-Imtiaz)** (MBBS, MCPS, FCPS, FACG, FRCP(Lon), FRCP(Glasg), AGAF)  
**Vice Chancellor Rawalpindi Medical University & Allied Hospitals**

## CONTRIBUTIONS

| SR.NO | NAME & DESIGNATION  | 4  |   |
|-------|---|----|---|
| 1.    |  <p><b>Prof. Mohammad Umar, S.I, MBBS, MCPS, FCPS (PAK), FACG (USA), FRCP (L), FRCP (G), ASGE-M(USA), AGAF (USA)</b></p> <p><b>Vice Chancellor &amp; CEO</b><br/> <b>Rawalpindi Medical University &amp; Allied Hospitals</b><br/>           Rawalpindi Guidance regarding technical matters of Log Book of MD Gastroenterology &amp; also Log Book for MD Gastroenterology rotations and portfolio</p>  |    |  <p><b>Dr. AQSA NASEER, MBBS,FCPS, ESGE</b></p> <p><b>SR Gastroenterology</b><br/> <b>Holy Family Hospital,RWP</b><br/>           Over all synthesis, structuring &amp; over all write up of portfolio, Curriculum of MD Gastroenterology, Log Book of MD Gastroenterology and also Log Book for MD Gastroenterology rotations</p> |
| 2.    |  <p><b>Dr. Bushra Kharr, MBBS.FCPS</b></p> <p><b>Ex-Professor of Medicine</b><br/> <b>Head Department of Gastroenterology</b><br/> <b>Holy Family Hospital Rawalpindi</b><br/>           Guidance regarding technical matters of portfolio ,Log Book of MD Gastroenterology &amp; also Log Book for MD Gastroenterology rotations. Provision of required number of clinical procedures and educational activities for each year separately and rotation of log books of MD gastroenterology and log book MD gastroenterology rotations.</p> | 5. |  <p><b>Dr. Javeria Khan, MBBS,FCPS</b></p> <p><b>Gastroenterologist</b><br/> <b>Holy family Hospital,RWP</b><br/>           Proof reading, organizing and re assembling of MD gastroenterology Log book and Rotation log book and portfolio</p>   |
| 3.    |  <p><b>Dr. Tanveer Hussain, MBBS, FCPS(MED), FCPS(Gastroenterology)</b></p> <p><b>Assistant Professor of Gastroenterology</b><br/> <b>Holy Family Hospital Rawalpindi</b><br/>           Guidance regarding technical matters of portfolio Log Book of MD Gastroenterology &amp; also Log Book for MD Gastroenterology rotations.</p>  | 6  |  <p><b>MR. JAHANZEB KHAN</b></p> <p><b>Computer Operator</b><br/> <b>Holy Family Hospital,RWP</b><br/>           Proof reading &amp; synthesis of final print version of Log Books of MD Gastroenterology and Rotation Log Book.</p>   |

# **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/videos and logs of medical procedures performed
- Consultations/referral letters of particular interest
- Monthly evaluation by faculty
- 360-degree evaluation
- Copies of written instructions for patients and relatives
- Case presentations, lectures, logs of medical students mentored
- Learning plans
- Writing assignments, or case-based exercises assigned by program director

- List of hospital/university committee served on
- Documentation of managerial skills (e.g., schedules or minutes completed by resident)
- Copies of billing sheets with explanations
- Copies of written exam taken with answers 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 PocketPC (PPC)/soft, hard copies.
- Ensuring patient confidentiality in all clinical cases reported upon.

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

### **Why port folio 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 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 (Wiggin 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.

**Evidence:**

**Practicality/Feasibility:**

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

## **References:**

1. *Education*,42,894-900.
2. Challis M. (1999). AMEE medical education guide no. 11 (revised): Portfolio-based learning and assessment in medical education. *Medical Teacher*,21,370-86.
3. Colbert,C.Y.,Ownby,A.R.,&Butler,P.M.(2008).A review of portfolio use in residency programs and considerations before implementation. *Teaching and Learning in Medicine*,20(4),340-345.
4. Danner, E.F., & Henson, L.C. (2007). The portfolio approach to competency-based assessment at the Cleveland Clinic Lerner College of Medicine. *Academic Medicine*,82(5),493-502.
5. David,M.F.B.,Davis,M.H.,Harden,R.M.,Howie,P.W.,Ker,J.,&Pippard,M.J.(2001). AMEE Medical Education Guide No. 24: Portfolios as a method of student assessment. *Medical Teacher*,23(6)

## ENROLMENTDETAILS

ProgramofAdmission\_\_\_\_\_

Session\_\_\_\_\_

Registration/TrainingNumber\_\_\_\_\_

Nameof Candidate \_\_\_\_\_

Father'sName\_\_\_\_\_

DateofBirth\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

CNIC No.\_\_\_\_\_

Present Address\_\_\_\_\_

PermanentAddress\_\_\_\_\_

E-mailAddress\_\_\_\_\_

CellPhone\_\_\_\_\_

DateofStartofTraining\_\_\_\_\_

DateofCompletionofTraining\_\_\_\_\_

NameofSupervisor\_\_\_\_\_

DesignationofSupervisor\_\_\_\_\_

QualificationofSupervisor\_\_\_\_\_

Titleofdepartment/ Unit\_\_\_\_\_

NameofTrainingInstitute/Hospital\_\_\_\_\_





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**SECTION-1**

## CURRICULUM VITAE(CV)

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

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## SECTION-2

## CASEPRESENTATION

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

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### SECTION-3

## TOPICPRESENTATION

**Detailsofthetopicpresentationswiththecommentsofthesupervisorshouldbewrittenhere.**

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## SECTION-4

# JOURNALCLUB

**Detailsoftheselectedcriticalappraisalofresearcharticlesdiscussedinjournclubmeetingsshouldbewrittenhere**

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## SECTION-5

## EMERGENCY

**Detailsofcomplicatedandinterestingemergencycasesalongwithcommentsofthesupervisorshouldwritteninthissection**

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## SECTION-6

## INDOOR

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

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**SECTION-7****OPD AND CLINICS**

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

| SR# | DATE | REG # OF THE PATIENT | BRIEF DESCRIPTION//HISTORY, DIAGNOSIS, TREATMENT & OUTCOME IF ANY | SUPERVISOR'S REMARKS | SUPERVISOR'S SIGNATURE (Name/Stamp) |
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## 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

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## SECTION-9

## MULTIDICIPLINARYMEETINGS

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**SECTION-10****MORBIDITY/MORTALITY MEETINGS(MMM)**

Details of Morbidity/Mortality Meetings attended should be written here with comments of the supervisor

| SR# | DATE | REG. # OF THE<br>PATIENT<br>DISCUSSED | BRIEF DESCRIPTION OF THE CASE | SUPERVISOR'S<br>REMARKS | SUPERVISOR'S<br>SIGNATURE<br>(Name/Stamp) |
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HANDSONTRAINING

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

| SR# | DATE | TITLE | VENUE | FACILITATOR | SUPERVISOR'S<br>REMARKS | SUPERVISOR'S<br>SIGNATURE<br>(Name/Stamp) |
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**SECTION-12****RESEARCH PUBLICATIONS/MAJOR RESEARCH PROJECT/ ABSTRACT/SYNOPSIS/DISSERTATION/PAPER PRESENTATION IN ACONFERENCE**

| SNO. | RESEARCH TOPIC | PLACE OF RESEARCH | NAME AND DESIGNATION<br>OF SUPERVISOR | SUPERVISOR'S<br>REMARKS | SUPERVISOR'S<br>SIGNATURE<br>(Name/Stamp) |
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**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 so as to have a reflection about resident's Medical knowledge, patient care, Interpersonal and Communication Skills, system based learning, practice based learning and professionalism.

| S.NO | TOPIC OF WRITTEN TEST/EXAMINATION | TYPE OF THE TEST<br>MCQS OR SEQs OR BOTH | TOTAL MARKS | MARKS<br>OBTAINED | SUPERVISOR'S<br>REMARKS | SUPERVISOR'S<br>SIGNATURE<br>(Name/Stamp) |
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| S.NO | TOPIC OF WRITTEN<br>TEST/EXAMINATION | TYPE OF THE TEST<br>MCQS OR SEQs OR BOTH | TOTAL MARKS | MARKS<br>OBTAINED | SUPERVISOR'S<br>REMARKS | SUPERVISOR'S<br>SIGNATURE<br>(Name/Stamp) |
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## **SECTION-14**

### **AWARDS/TESTIMONIALS/APPRECIATIONLETTERS**

Evidenceofawards, testimonialsandletter ofappreciationifanyshouldbegiveninthissectionwithcommentsofthe SUPERVISOR



**ANY OTHER SPECIFIC ACHIEVEMENT**

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



**FUTURE AIMS & OBJECTIVES**

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





