

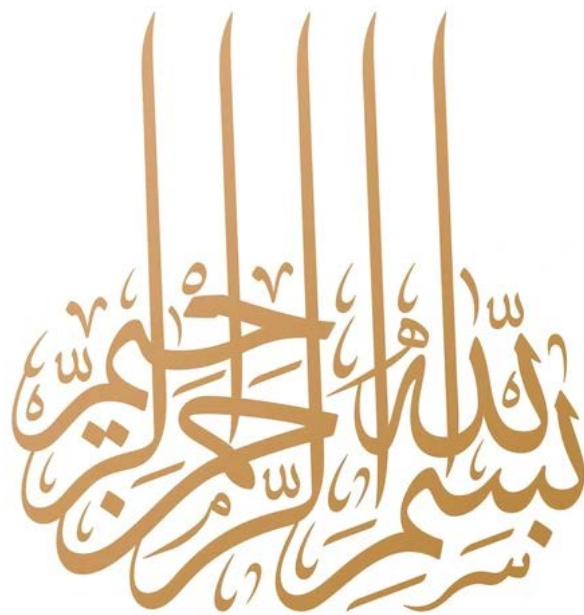
# LOG BOOK



**Clinically Oriented Integrated  
Modular Curriculum**

**Rawalpindi Medical University**

**1<sup>st</sup> Year**



*Dedicated to Hazrat Muhammad (S.A.W)*

## Mission and Vision of RMU



To impart evidence based  
research oriented medical  
education



To provide best possible  
patient care



To inculcate the values of  
mutual respect and ethical  
practice of medicine



Early Clinical Exposure is a groundbreaking initiative that will revolutionize the way we educate our future healthcare professionals. In embracing this innovative approach, we aim to provide students with invaluable hands-on experience from the very beginning of their medical journey. By immersing in clinical settings early on, students will develop a deeper understanding of patient care, clinical decision-making, and the intricacies of the healthcare system.

This curriculum not only enriches the academic experience but also cultivates essential skills such as communication, empathy, and teamwork—qualities that are integral to becoming competent and compassionate physicians. I encourage both students and faculty to embrace this transformative initiative wholeheartedly. Together, let us embark on this journey towards excellence in medical education and patient care.

**Prof. Dr. Muhammad Umar**  
Vice Chancellor  
Rawalpindi Medical University  
Rawalpindi



It brings me great pleasure to introduce the Early Clinical Exposure (ECE) curriculum for our first and second year MBBS students. This innovative program represents a significant milestone in medical education, providing students with early immersion into the clinical environment. Through the ECE curriculum, student will have the opportunity to witness firsthand the challenges and rewards of patient care. By engaging with real-world medical scenarios, students will develop crucial clinical skills and gain invaluable experience that will shape their future as healthcare professionals. I encourage faculty and students to approach this curriculum with enthusiasm and an open mind. Embrace the opportunity to learn from experienced clinicians and to apply knowledge in a practical setting. Furthermore, the ECE curriculum fosters the development of essential attributes such as empathy, communication, and professionalism—qualities that are foundational to delivering patient-centered care. Through meaningful interactions with patients, students will gain a deeper understanding of their perspectives, experiences, and healthcare needs.

**Prof. Hamama-tul-Bushra Khar** Ex-Professor of  
Medicine  
Rawalpindi Medical University  
Rawalpindi



The Module of early clinical exposure is designed with the transformative aim of bridging the gap between theoretical knowledge and practical healthcare delivery from the outset of medical education. At the core of this module lies a commitment to cultivate not only clinical competence but also a deep sense of empathy, ethical integrity, and a patient-centered approach in future healthcare professionals. Recognizing the dynamic and evolving nature of medical science, the module emphasizes the importance of continual learning, adaptability, and innovation. It is structured to foster an early and strong professional identity in students, encouraging them to assimilate the values, responsibilities, and standards of the medical profession from the beginning of their journey.

Integral to this module is the promotion of interprofessional collaboration, understanding the necessity of a coordinated, multidisciplinary approach in modern healthcare settings. Additionally, a significant focus is placed on community engagement and global health perspectives, aiming to prepare students for the diverse and complex health challenges of different communities in a globally interconnected world. This module is not merely an educational pathway but a vision aimed at reshaping the future of healthcare delivery through the holistic development of the next generation of medical professionals.

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

## Introduction

Early clinical exposure helps students understand the relevance of their preclinical studies by providing real-world contexts. This can enhance motivation and engagement by showing students the practical application of their theoretical knowledge. Early exposure allows students to begin developing essential clinical skills from the start of their education. This includes not only technical skills but also crucial soft skills such as communication, empathy, and professionalism. Direct interaction with patients early in their education helps students appreciate the complexities of patient care, including the psychological and social aspects of illness. Early exposure to various specialties can aid students in making informed decisions about their future career paths within medicine.

Early clinical experiences contribute to the development of a professional identity, helping students see themselves as future physicians and understand the responsibilities and ethics associated with the profession. This can help reduce the anxiety associated with clinical work by familiarizing students with the clinical environment. It can build confidence in their abilities to interact with patients and healthcare professionals. Engaging with real-life clinical situations early on encourages the development of critical thinking and problem-solving skills, which are essential for medical practice. It helps bridge the gap between theoretical knowledge and practical application, leading to a more integrated and holistic approach to medical education. It allows students to observe and understand how healthcare systems operate, including the challenges and limitations faced in different settings.: Early patient interaction emphasizes the importance of patient-centered care from the outset, underscoring the importance of treating patients as individuals with unique needs and backgrounds. Practical experiences can enhance long-term retention of knowledge as students are able to connect theoretical learning with clinical experiences.: Early clinical experiences often involve working in multidisciplinary teams, which fosters a sense of collaboration and understanding of different roles within healthcare.

In summary, early clinical exposure in medical education is pivotal for the holistic development of medical students, providing them with a strong foundation of practical skills, professional attitudes, and a deep understanding of patient-centered care.



## Vision

1. To create a seamless integration of theoretical knowledge and clinical skills, where students can apply classroom lessons in real-world healthcare settings from the start of their education. This approach aims to break down the traditional barriers between preclinical and clinical phases of medical training.
2. To shape well-rounded healthcare professionals who are not only clinically competent but also empathetic, ethical, and communicative. It emphasizes the development of soft skills, such as empathy, teamwork, and patient communication, alongside hard clinical skills.
3. To foster a culture of innovation and adaptability in future healthcare professionals. As medicine is a rapidly evolving field, students should be prepared to continually update their knowledge and adapt to new technologies and treatments.
4. To instill a strong foundation in patient-centered care, where students learn to put the needs and values of patients at the forefront of their clinical decision-making process.
5. Encouraging students to develop their professional identity from the outset of their training, helping them to understand and embody the roles, responsibilities, and ethical standards of the medical profession.
6. To promote understanding and collaboration among different healthcare disciplines, recognizing that modern healthcare is a team effort requiring coordinated multi-disciplinary approaches.
7. Encouraging an inclination towards scientific inquiry and research, integrating research skills early in the module to foster a mindset of evidence-based practice.
8. To equip students with a global perspective on health, understanding both local and international health challenges, and preparing them for a career in an increasingly interconnected world.



## Mission

The mission of the early clinical module is to profoundly transform medical education by integrating clinical experiences from the very beginning. This approach aims to enrich the learning process, making it more relevant and engaging by immediately applying theoretical knowledge to real-world clinical settings. It focuses on developing essential clinical skills, fostering empathy, and ensuring patient-centered care.

The module is designed to nurture a strong professional identity and ethical grounding in students, preparing them for the realities of a career in medicine. It encourages adaptability, resilience, and a commitment to lifelong learning in the face of the ever-evolving field of healthcare. By exposing students to a variety of medical specialties and healthcare environments early on, it also aids them in making more informed career choices. Overall, this module seeks to produce well-rounded, competent, and compassionate healthcare professionals ready to meet the challenges of modern medicine.

## Aim and Objectives

1. To provide students with the opportunity to start developing essential clinical skills, such as basic patient examination, history taking, and simple procedural skills.
2. To bridge the gap between theoretical knowledge and its practical application. This helps students understand how their preclinical learning is relevant to clinical settings.
3. To instill a sense of professionalism and an understanding of medical ethics from the very beginning of medical training. This includes aspects such as patient confidentiality, empathy, and communication skills.
4. To emphasize the importance of patient-centered care, helping students understand the patient's perspective, and the impact of illness on patients and their families.
5. To introduce students to the workings of the healthcare system, including the roles of various healthcare professionals and the challenges faced in delivering effective care.
6. To encourage students to engage in reflective practice and self-assessment, fostering a habit of lifelong learning and continuous improvement in their professional skills.
7. To expose students to the multidisciplinary nature of healthcare, teaching them the value of teamwork and collaboration with other healthcare professionals.
8. To provide exposure to a range of clinical environments, such as hospitals, primary care clinics, and community health centers, to give students a broader understanding of different aspects of healthcare.

9. To allow students to explore various medical specialties early in their education, aiding in informed career decision-making later on.
10. To help students build confidence in their clinical abilities and reduce the anxiety associated with transitioning from theoretical learning to clinical practice.
11. To cultivate empathy and compassion towards patients, which are key components of effective patient care.
12. To encourage the development of critical thinking and problem-solving skills essential for clinical practice.

## Outcomes

1. Early clinical experiences can help students understand the clinical relevance of the basic sciences they are studying. This integration of theoretical knowledge with practical application can deepen their understanding and retention of key concepts.
2. Engaging with patients and healthcare professionals early in their training helps students develop effective communication skills, which are crucial for patient care and interprofessional collaboration.
3. Students get an opportunity to start developing essential clinical skills, such as history taking, physical examination, and clinical reasoning, from the beginning of their medical education.
4. Early clinical exposure can increase students' motivation and interest in their studies by providing a clear context for the relevance of their coursework to their future roles as doctors.
5. Interacting with patients and healthcare teams early in their training can aid students in forming their professional identity and understanding the roles and responsibilities of being a physician.
6. Exposure to real-world clinical scenarios can help students develop critical thinking and decision-making skills.
7. Students begin to encounter and learn to manage the emotional and ethical challenges inherent in medical practice earlier, which can prepare them for the realities of their profession.
8. Exposure to various medical specialties and settings can aid students in making informed decisions about their future career paths.
9. Long-term, students trained with early clinical exposure may develop into more competent and empathetic physicians, potentially leading to better patient outcomes.
10. Engaging in clinical settings early can spark an interest in clinical research, leading to contributions in medical science.

## Student's Profile

Paste Photograph  
(2x2 Size)

Name: \_\_\_\_\_

Roll No. \_\_\_\_\_

Batch: \_\_\_\_\_

Class: \_\_\_\_\_

Session: \_\_\_\_\_

Contact Detail: -----

Phone: \_\_\_\_\_ Mobile: \_\_\_\_\_

Email: \_\_\_\_\_

Hostelite/Dayscholar: \_\_\_\_\_

Parents / Guardian Contact #(Mobile) \_\_\_\_\_

Landline \_\_\_\_\_

Postal Address: \_\_\_\_\_

Guardian Email: \_\_\_\_\_

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## **Early Clinical Exposure**

### **List Clinical Skills**

#### **1st Year MBBS**

#### **Block 1**

##### **Foundation Module**

1. Demonstrate steps of hand washing.
2. Demonstrate the process of wearing gloves.
3. Demonstrate the steps of Basic Life Support (BLS).
4. Demonstrate the steps to scrub for operation theatre.

##### **Musculoskeletal System-1 Module**

1. Examine the strength of the upper limbs.
2. Examine the shoulder, elbow and wrist joints.
3. Identify common fractures on X-rays of the upper limb.
4. Perform deep tendon reflexes in joints of upper limb.

#### **Block 2**

##### **Musculoskeletal System-2 Module**

1. Examine strength of lower limb.

2. Examine the hip, knee and ankle joints.
3. Identify common fractures on X-rays of the lower limb.
4. Perform deep tendon reflexes in joints of lower limb.
5. Demonstrate the procedure of giving intramuscular, subcutaneous and intradermal injections.

### **Hematopoietic and Lymphatic Module**

1. Take temperature
2. Detail the steps of drawing blood from a vein.
3. Check for pallor in the conjunctiva, tongue, and palm of hands.
4. Steps required for doing a blood transfusion.

## **Block 3**

### **Cardiovascular Module**

1. Demonstrate the procedure of taking blood pressure.
2. Perform IV drug administration.
3. Detect pedal edema.
4. Examine Jugular Venous Pulse.
5. Detect peripheral pulse.
6. Examine lymph nodes.

### **Respiratory Module**

1. Calculate respiratory rate
2. Perform chest compressions.
3. Demonstrate the usage of bag valve.
4. Identify the main thoracic organs on a chest X-ray.
5. Auscultate respiratory sounds.
6. Demonstrate the usage of the Peak Expiratory Flow Rate (PEFR) meter.
7. Demonstrate the use of nebulizer.
8. Identify a case of dyspnea & cyanosis.

## Proforma For Early Clinical Exposure for First Year MBBS

**Roll Number:** \_\_\_\_\_

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## **RMU ALPHA Curriculum**

### **(Artificial Intelligence, Leadership, Professionalism, Humanities, Arts)**

The RMU ALPHA Curriculum at Rawalpindi Medical University represents a transformative approach to medical education, designed to align with the Higher Education Commission Undergraduate Policy 2023 General Educational Cluster. This innovative curriculum integrates a diverse array of general education courses aimed at enhancing the intellectual and professional capabilities of undergraduate medical students. By embedding courses such as Quran Kareem, Introduction to Computer, Functional & Expository Writing, and Leadership Professionalism & Bioethics, the RMU ALPHA Curriculum ensures that students are not only proficient in medical sciences but also excel in critical thinking, ethical leadership, and effective communication. These courses collectively provide a robust foundation that is essential for the holistic development of future medical professionals. Furthermore, the study of Ideology & Constitution of Pakistan instills a deep understanding of national values and legal frameworks, promoting civic responsibility and informed decision-making in medical practice.

By integrating these courses, the RMU ALPHA Curriculum not only adheres to the educational standards set by the Higher Education Commission but also prepares students to navigate the complexities of the medical profession with competence, compassion, and a broad perspective on health and society.

## **ALPHA (Artificial Intelligence, Leadership Professionalism, Arts and Humanities , Research,)**

### **Log Book**

### **List of Skills**

### **1st Year MBBS**

#### **Block 1 (Foundation & MSK-I Module)**

<b>Domain</b>	<b>Attribute</b>	<b>Topic</b>	<b>Portfolio Entry</b>
PERLs	PERLs	Portfolio: types, entries, reflection writing	Reflective writing on portfolio outline development
Professionalism	Communicator	Communication skills: verbal, nonverbal, active listening, and assertive techniques	Communication encounter with a peer or teacher
	Responsible & Accountable	Responsibility towards institution and profession	Quiz on rules and regulations of the institution
	Team Player	Teamwork: characteristics, roles, barriers	Self-evaluation through reflective writing
Ethics	Digital Citizen	Cyberbullying, privacy, cybersecurity laws	Case discussion on cyberbullying
Research	Evidence-Based Practitioner	Science vs philosophy, art, and the scientific method	Assignment applying the scientific method to a problem

Leadership	Self-Directed Learner	Strategic planning, goal setting	Written gaps in being a learner with goals
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### Block 2 (MSK-II & Blood & Immunity Module)

Domain	Attribute	Topic	Portfolio Entry
Professionalism	Responsible & Accountable	Importance of punctuality	Attendance record
	Caring & Empathic	Respect for diversity in gender, age, culture, and disabilities	Encounter with a specially-abled person
	Responsible & Accountable	Learning styles, motivation	Written assignment
	Responsible & Accountable	Professional codes of conduct	Case analysis of non-professional practice
Ethics	Digital Citizen	Professional digital footprint	Professional profile on LinkedIn
Research	Evidence-Based Practitioner	Sources of scientific data	Assignment on building a literature search
Leadership	Self-Directed Learner	Time management	<p>Display your proficiency with tools like calendars, task managers, or time-tracking apps.</p> <p>Share obstacles you faced, e.g., procrastination or overcommitment.</p> <p>Explain how you overcame them.</p>

	Self-Directed Learner	Goal setting	Write and refine your own goals using SMART criteria.  Reflect on challenges and adjust your goal-setting approach accordingly.
	Team Player	Effective teamwork and rapport building	Peer feedback in PBL Session

### Block 3 (CVS & Respiration Module)

Domain	Attribute	Topic	Portfolio Entry
Professionalism	Communicator	Structure and validity of arguments	Write an argument
	Procedural skills	Learning a procedure	Write the load cycle for a particular procedure
Leadership	Resilient & Adaptable	Tolerance, patience, and emotional regulation	Teacher feedback
	Resilient & Adaptable	Stress and coping mechanisms	Self stress management plan
	Self-Directed Learner	Seeking help, practicing gratitude, and receiving feedback	Reflection on receiving feedback
Research	Research and audit	Research cycle	Write a manuscript for publishing in a journal, attach the evidence
	Research and audit	Identifying an area to examine, leading and carrying out the primary audit, introducing changes, and finally leading and carrying out a re-audit, is considered the gold standard	carrying out an initial audit in group and give evidence and results

## Proforma For ALPHA

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