



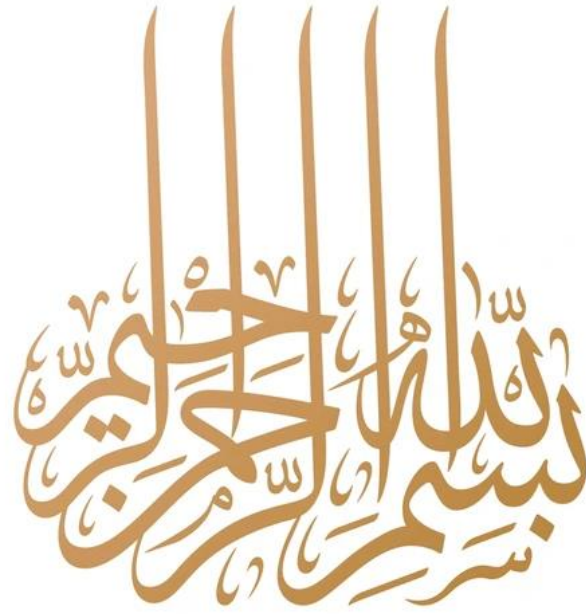
# Second Year MBBS

**ALPHA-R**

Department of Medical Education

20  
25

Log Book



*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



A visionary initiative integrating **Artificial Intelligence, Leadership, Professionalism, Arts and Humanities, and Research** into the first-year MBBS curriculum. This logbook is a reflection of our institution's commitment to nurturing well-rounded, future-ready medical professionals.

In an era defined by rapid advancements in technology and interconnectivity, the practice of medicine extends far beyond clinical expertise. The challenges of modern healthcare demand professionals who are not only scientifically adept but also compassionate leaders, critical thinkers, and innovative problem-solvers. The Alpha Program is designed to cultivate these competencies, preparing you to excel in a dynamic global landscape while addressing the unique healthcare needs of our society.

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



The **Alpha Program** is an innovative initiative integrated into the Second-year MBBS curriculum, focusing on **Artificial Intelligence (AI), Leadership, Professionalism, Arts and Humanities, and Research**. This program aims to equip students with not only clinical skills but also the leadership, ethical grounding, and technological competence needed to thrive in modern healthcare. By exploring these five key domains, students will be prepared to tackle the evolving challenges in medicine and contribute meaningfully to the advancement of healthcare practice and research.

Through this logbook, students will document their progress and reflect on their personal and professional growth in these critical areas. The Alpha Program encourages a holistic approach to medical education, emphasizing the importance of empathy, communication, and evidence-based practice. The Directorate of Medical Education is dedicated to supporting students on this transformative journey, ensuring that they develop the knowledge and skills necessary to become compassionate, skilled, and innovative medical professionals.

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

## 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: \_\_\_\_\_

\_\_\_\_\_

## Contributors

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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.

**Section: 1 Artificial Intelligence***Section :1 Artificial Intelligence***Proforma For Large Group Interactive Session (LGIS) Artificial Intelligence**

Sr. No	Date	Time	Module & Block	Topic of the Session	Name & Sign of Teacher

## Section: 1 Artificial Intelligence

### Proforma For Large Group Interactive Session (LGIS) Artificial Intelligence

Sr. No	Date	Time	Module & Block	Topic of the Session	Name & Sign of Teacher

**Section: 1 Artificial Intelligence**

**Proforma For Large Group Interactive Session (LGIS) Artificial Intelligence**

<b>Sr. No</b>	<b>Date</b>	<b>Time</b>	<b>Module</b>	<b>Topic of the Session</b>	<b>Name &amp; Sign of Teacher</b>

## Section: 2 leadership

### *Section:2 Leadership*

Domain	Attribute	Topic	Portfolio Entry
Leadership	Resilient & Adaptable	Goal setting and action planning	Written goals and action plan with milestones (Gantt Chart)
	Self-Directed Learner	Coping strategies for academic and personal issues	Reflect on personal achievement
	Resilient & Adaptable	Tolerance and patience with patient relatives	Reflection on an encounter with patient attendants in a ward setting

**This section is to be duly signed by leadership co-ordinator.**

**Section: 2 leadership**

**Proforma For Large Group Interactive Session (LGIS) Leadership**

Sr. No	Date	Time	Module	Topic of the Session	Name & Sign of Teacher

## **Section: 2 leadership**

### **Goal Setting and Action Planning**

#### **Reflective Writing**

##### **1. Goal Identification**

##### **Short-Term Goals (Next 3-6 months)**

- 1.
- 2.
- 3.

##### **Long-Term Goals (1-5 years)**

- 1.
- 2.
- 3.

*Reflection Prompt: How do your short-term goals align with and support your long-term goals?*




To be filled and duly signed during block-4

## 2. Goal Analysis

For each goal, answer the following:

Question	Response
Why is this goal important to you?	
How does this goal align with your values and overall life/career vision?	
What specific benefits will achieving this goal bring?	

## 3. Action Planning

For each goal, outline the following:

### Actionable Steps

- 1.
- 2.
- 3.

### Resources Needed

- 
- 
- 

### Timeline

Milestone	Target Date

<i>Reflection Prompt: How realistic is your timeline? What factors did you consider when setting these dates?</i>	

**4. Potential Challenges and Mitigation Strategies**

Potential Challenge	Mitigation Strategy

*Reflection Prompt: How have you overcome similar challenges in the past? What lessons can you apply here?*


**5. Support System**

Name	Role	How They Can Support

<i>Reflection Prompt: How can you effectively communicate your goals and needs to your support system?</i>		

Guidelines for Effective Reflection:

1. Be honest with yourself about your progress, challenges, and feelings.
2. Use specific examples to illustrate your points.
3. Consider both your successes and areas for improvement.
4. Reflect on how your goals and strategies align with your overall life purpose.
5. Be open to revising your goals as you gain new insights and experiences.
6. Regularly revisit this template to track your progress and maintain focus.

Remember, goal-setting and achievement is a dynamic process. Use this template as a living document, updating it as you grow and your circumstance

**Section: 2 leadership**

**Time management**

- Share obstacles you faced, e.g., procrastination or overcommitment.
- Explain how you overcame them.


To be filled and duly signed during block-4

**Section: 2 leadership**

**Time management**

Display your proficiency with tools like calendars, task managers, or time-tracking apps.(Attach Screenshots)

To be filled and duly signed during block-4

**Section: 2 leadership**

**Goal Setting**

Reflect on challenges and adjust your goal-setting approach accordingly.



## Section: 2 leadership

### Tolerance, Patience, And Emotional Regulation

(To be filled by students during ECE rotation of GIT Module)

Criteria	Rating	Comments
<b>1. Tolerance</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Needs Improvement	Does the student demonstrate respect and understanding towards patients, families, and healthcare team members from diverse backgrounds and beliefs? (Examples of respect for diversity, open-mindedness)
<b>2. Patience</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Needs Improvement	Does the student show patience in interactions with patients, especially in situations requiring time, explanation, or managing discomfort? (How they handle busy clinical settings or stressful patient interactions)
<b>3. Emotional Regulation</b>	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Needs Improvement	How effectively does the student manage their emotional responses in challenging situations (e.g., patient distress, difficult diagnoses, high-pressure environments)? (Examples of remaining calm in stressful scenarios)
<b>4. Patient Interaction and Communication</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Needs Improvement	Does the student demonstrate appropriate emotional awareness in patient interactions, showing empathy while maintaining professionalism? (How the student communicates with patients in sensitive situations)
<b>5. Stress Management</b>	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Needs Improvement	How well does the student manage stress during clinical rotations, particularly in high-stakes situations or overwhelming workloads? (How the student deals with stress or emotional situations)
<b>6. Professionalism and Emotional Maturity</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Needs Improvement	Does the student maintain professionalism and emotional maturity in interactions with patients and healthcare team members under pressure? (How the student handles conflict, patient frustration, or personal challenges in the clinical setting)
<b>7. Suggestions for Improvement</b>		(Provide suggestions for the student's development in tolerance, patience, and emotional regulation)

**Overall Rating for the  
Rotation**

Excellent  Good   
Satisfactory  Needs  
Improvement

(Provide an overall rating based on the student's demonstration of tolerance, patience, and emotional regulation during the rotation)

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| **Clinical Supervisor's Signature** | \_\_\_\_\_ | **Date:** \_\_\_\_\_ |

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## Section: 2 leadership

### Stress and Coping Mechanisms

(To be filled by students during ECE rotation of Renal module)

#### Section 1: Context and Experience

Question	Student's Response
Describe the clinical exposure setting (e.g., hospital ward, outpatient clinic).	
What leadership role, if any, did you assume during the experience?	
What specific stressors did you face during the clinical exposure (e.g., interacting with patients, time constraints, new environment)?	
How did the early clinical exposure challenge your understanding of leadership?	

#### Section 2: Understanding Stress

Question	Student's Response
How did stress affect your ability to learn and participate during the clinical exposure?	
Did stress impact your communication with peers, patients, or mentors? Explain.	
How did stress influence your perception of the clinical environment?	

#### Section 3: Coping Mechanisms Used

Question	Student's Response
<b>What strategies did you use to cope with stress during the clinical exposure (e.g., peer support, self-reflection, preparation)?</b>	
<b>Were these coping mechanisms effective? Why or why not?</b>	
<b>Did you seek guidance from mentors or peers? If yes, describe how this helped.</b>	

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#### Section 4: Reflection on Leadership in Clinical Exposure

Question	Student's Response
<b>Did you have opportunities to demonstrate leadership during the clinical exposure (e.g., organizing group activities, assisting peers)?</b>	
<b>How did you balance leadership responsibilities with personal learning?</b>	
<b>What leadership qualities (e.g., empathy, adaptability) did you develop or observe during this experience?</b>	
<b>How did your approach to leadership influence your interaction with patients, peers, and mentors?</b>	

---

**Section 5: Lessons Learned**

Question	Student's Response
<b>What did you learn about the relationship between stress and leadership in a clinical setting?</b>	
<b>How did this experience shape your understanding of coping mechanisms in a healthcare environment?</b>	
<b>What did you learn about your strengths and areas for improvement as a leader under stress?</b>	

**Section 6: Action Plan for Growth**

Question	Student's Response
<b>What strategies will you adopt to better manage stress in future clinical exposures?</b>	
<b>How will you develop your leadership skills in subsequent clinical experiences?</b>	
<b>What steps will you take to support your peers in managing stress during group activities?</b>	

**Section 7: Overall Reflection**

Question	Student's Response
<b>How has this early clinical exposure shaped your understanding of stress and leadership in healthcare?</b>	
<b>How do you plan to use these experiences to enhance your personal and professional development?</b>	

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**This modified proforma aligns with the early clinical exposure of second year MBBS students, focusing on their unique experiences and challenges.**

**Sign of Facilitator (ECE Rotation):** \_\_\_\_\_

**Sign of Facilitator (Leadership Coordinator):** \_\_\_\_\_

## Section: 2 leadership

### Tolerance and patience with patient relatives

(To be filled by students during ECE rotation of CNS module)

#### Learning Objectives

1. Demonstrate effective communication skills with patient relatives under stressful conditions.
2. Exhibit tolerance and patience in addressing concerns and maintaining professionalism.
3. Reflect on personal resilience and adaptability in handling challenging interpersonal interactions.

Date /hospital	Scenario /case encountered	Challenges faced	Strategies Used to Exhibit Tolerance and Patience	Feedback from Supervisor

**Self-Reflection Section**

**1. Describe an instance where you showed patience while interacting with a patient's relatives:**

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**2. What strategies helped you stay resilient and adaptable in the situation?**

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**3. What did you learn from the experience, and how will you apply it in future scenarios?**

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**Supervisor's Assessment**

<b>Criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Needs Improvement</b>
<b>Communication Skills</b>			
<b>Tolerance with Relatives</b>			
<b>Patience under Stressful Conditions</b>			
<b>Professionalism</b>			

**Overall Remarks:**

---

**Supervisor's Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Verification Certificate**

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Assistant Professor of DME  
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Dean Basic Sciences  
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## Section:3 Professionalism

### *Section: 3 Professionalism*

Domain	Attribute	Topic	Portfolio Entry
Professionalism	Communicator	Communication skills: verbal, nonverbal, active listening, and assertive techniques	Communication encounter with a peer or teacher
	Team Player	Teamwork: characteristics, roles, barriers	Self-evaluation through reflective writing
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
Professionalism	Communicator	Structure and validity of arguments	Write an argument



**Section:3 Professionalism****Block- IV, V & VI****Proforma For Professionalism (LGIS)**

Sr. No	Date	Time	Module	Topic of the Session	Name & Sign of Teacher

## Section:3 Professionalism

### Block- IV

(To be filled by during ECE rotation of GIT module)

#### Teacher Feedback Proforma: Communication Skills – Peer or Teacher Encounter

##### Instructions:

Please provide detailed feedback on the student's communication skills, specifically in terms of verbal, nonverbal, active listening, and assertive techniques during a communication encounter with a peer or teacher.

Criteria	Rating	Comments
1. Verbal Communication	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Needs Improvement	How effectively does the student express ideas using appropriate language, tone, clarity, and organization? (Provide examples of how the student articulates their thoughts and engages in discussion.)
2. Nonverbal Communication	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Needs Improvement	How well does the student use body language (e.g., gestures, facial expressions, posture) to complement their verbal message? (Provide examples of how nonverbal cues support or hinder the communication.)
3. Active Listening	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Needs Improvement	How well does the student listen to others, demonstrate understanding (e.g., nodding, summarizing), and respond appropriately? (Provide examples of how the student engages with the speaker and demonstrates attentiveness.)
4. Assertive Techniques	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Needs Improvement	How well does the student express their opinions, needs, and rights while respecting others? (Provide examples of the student's ability to assert themselves while maintaining respect for others.)
5. Clarity and Effectiveness of Communication	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Needs Improvement	Was the student able to convey their message clearly and effectively during the encounter?

		(Examples of clarity, avoiding misunderstandings, and responding appropriately to feedback.)
6. Empathy and Emotional Awareness	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Needs Improvement	How well does the student display empathy and emotional understanding during the communication? (Examples of how the student responds to emotional cues from the peer/teacher and adapts communication accordingly.)
7. Adaptability in Communication	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Needs Improvement	How adaptable is the student in adjusting their communication style based on the context and the person they are communicating with? (Examples of flexibility in adjusting tone, language, or nonverbal cues.)
8. Conflict Resolution and Handling Disagreements	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Needs Improvement	How well does the student manage conflict or disagreements during the encounter? (Examples of how the student handles tension or differing opinions in a professional manner.)
9. Overall Communication Performance	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement	Provide an overall assessment of the student's communication skills in this encounter. (Summarize the student's strengths and areas for improvement in verbal, nonverbal, active listening, and assertiveness.)

**Suggestions for Improvement:**

**(Provide specific suggestions for the student to improve their communication skills, including verbal, nonverbal, active listening, and assertiveness.)**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

| Supervisor's Signature | \_\_\_\_\_ | Date: \_\_\_\_\_ |

## Section:3 Professionalism

### Block- IV

(To be filled during ECE rotation of Renal module)

#### Student Feedback Proforma: Communication Skills – Peer, Teacher, or Patient Encounter

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

Encounter Type:  Peer  Teacher  Patient

Date: \_\_\_\_\_

Observer (Teacher/Supervisor): \_\_\_\_\_

#### Instructions:

As a student, please assess your own communication skills in terms of **verbal, nonverbal, active listening, and assertive techniques** during your interaction with a peer, teacher, or patient. Reflect on your performance during the communication encounter and provide your self-assessment below.

Criteria	Self-Assessment	Comments
<b>1. Verbal Communication</b>	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Needs Improvement	How effectively did you express your ideas using appropriate language, tone, clarity, and organization? (Reflect on how you articulated your thoughts and engaged in conversation with the peer, teacher, or patient.)
<b>2. Nonverbal Communication</b>	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Needs Improvement	How well did you use body language (e.g., gestures, facial expressions, posture) to complement your verbal message? (Consider how your nonverbal cues supported or hindered communication during the encounter.)
<b>3. Active Listening</b>	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Needs Improvement	How well did you listen to others, demonstrate understanding (e.g., nodding, summarizing), and respond appropriately? (Reflect on how engaged you were with the peer, teacher, or patient, and your attentiveness.)
<b>4. Assertive Techniques</b>	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Needs Improvement	How effectively did you express your opinions, needs, and rights while respecting others? (Consider how you asserted yourself while maintaining respect for the peer, teacher, or patient.)
<b>5. Clarity and Effectiveness of Communication</b>	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Needs Improvement	Were you able to convey your message clearly and effectively during the encounter? (Reflect on how you ensured clarity and avoided misunderstandings.)

<b>6. Empathy and Emotional Awareness</b>	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Needs Improvement	How well did you display empathy and emotional understanding during the communication? (Consider how you responded to emotional cues from the peer, teacher, or patient and adapted your communication.)
<b>7. Adaptability in Communication</b>	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Needs Improvement	How adaptable were you in adjusting your communication style based on the context (peer, teacher, or patient) and the individual you were communicating with? (Reflect on how you adjusted tone, language, or nonverbal cues.)
<b>8. Conflict Resolution and Handling Disagreements</b>	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Needs Improvement	How well did you manage conflict or disagreements during the encounter? (Reflect on how you handled tension or differing opinions, especially in the context of a patient's concerns or a teacher's feedback.)
<b>9. Overall Communication Performance</b>	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement	Provide an overall self-assessment of your communication skills in this encounter. (Summarize your strengths and areas for improvement in verbal, nonverbal, active listening, and assertiveness.)

**Self-Reflection and Suggestions for Improvement:**

(Reflect on areas where you feel you performed well, and where you could improve your communication skills, including verbal, nonverbal, active listening, and assertiveness.)

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

| **Student's Signature** | \_\_\_\_\_ | **Date:** \_\_\_\_\_ |

This version of the proforma allows students to self-assess their communication skills from their own perspective during their encounters with peers, teachers, or patients. It encourages self-reflection and personal development based on their performance.

## Section:3 Professionalism

### Block- IV

(To be filled during ECE rotation of Renal module)

مریض کی تشخیص فارم: کمیونیکیشن اسکلز – طالب علم کا ملاقات

طالب علم کا نام: \_\_\_\_\_

ملاقات کی تاریخ: \_\_\_\_\_

مریض کا نام (اختیاری): \_\_\_\_\_

ہدایت:

براہ کرم طالب علم کے ساتھ اپنی ملاقات کے دوران کمیونیکیشن اسکلز پر اپنی رائے دیں۔ اس بات پر غور کریں کہ طالب علم نے آپ کے ساتھ کس طرح بات کی، خاص طور پر ان کی زبانی غیر زبانی، فعال سننا، اور اظہار خیال کی تکنیکوں کے حوالے سے۔

معیار	درجہ بندی	تبصرے
1. زبانی کمیونیکیشن	بہترین <input type="checkbox"/> اچھا <input type="checkbox"/> اوسط <input type="checkbox"/> بہتری <input type="checkbox"/> کی ضرورت	طالب علم نے کتنی وضاحت اور مؤثر طریقے سے اپنے خیالات کا اظہار کیا؟ کیا طالب علم نے ایسی زبان استعمال کی جو سمجھنے میں آسان ہو؟ (براہ کرم بتائیں کہ طالب علم نے آپ سے ملاقات کے دوران کس طرح بات کی۔)
2. غیر زبانی کمیونیکیشن	بہترین <input type="checkbox"/> اچھا <input type="checkbox"/> اوسط <input type="checkbox"/> بہتری <input type="checkbox"/> کی ضرورت	طالب علم نے آپ کے ساتھ بات چیت کرنے میں جسمانی زبان (جیسے اشارے، چہرے کے تاثرات، آنکھوں کا رابطہ) کس حد تک استعمال کیا؟ (کیا طالب علم کے غیر زبانی اشارے ان کے زبانی پیغام سے ہم آہنگ تھے؟)
3. فعال سننا	بہترین <input type="checkbox"/> اچھا <input type="checkbox"/> اوسط <input type="checkbox"/> بہتری <input type="checkbox"/> کی ضرورت	طالب علم نے آپ کو کتنی اچھی طرح سنا اور آپ کے خدشات کا جواب دیا؟ کیا انہوں نے توجہ دینے کے لیے سر ہلایا، خلاصہ کیا یا وضاحت کی درخواست کی؟ (براہ کرم طالب علم کی سننے کی مہارت پر تبصرہ کریں۔)
4. اظہار خیال کی تکنیکیں	بہترین <input type="checkbox"/> اچھا <input type="checkbox"/> اوسط <input type="checkbox"/> بہتری <input type="checkbox"/> کی ضرورت	کیا طالب علم نے اپنے خیالات یا مشورے واضح طور پر اور آپ کے خیالات اور جذبات کی عزت کرتے ہوئے بیان کیے؟ (براہ کرم بتائیں کہ طالب علم نے آپ سے کس طرح بات کی۔)
5. ہمدردی اور جذباتی آگاہی	بہترین <input type="checkbox"/> اچھا <input type="checkbox"/> اوسط <input type="checkbox"/> بہتری <input type="checkbox"/> کی ضرورت	طالب علم نے آپ کے جذبات کو کس حد تک سمجھا اور آپ کی فکر کو مناسب طور پر تسلیم کیا؟ (براہ کرم اس بات پر غور کریں کہ طالب علم نے آپ کے جذباتی اشاروں کے جواب میں کیسے بات کی۔)

6. کمیونیکیشن کی وضاحت اور مؤثریت	بہترین <input type="checkbox"/> اچھا <input type="checkbox"/> اوسط <input type="checkbox"/> بہتری <input type="checkbox"/> کی ضرورت	کیا طالب علم نے کسی طبی مشورے یا ہدایات کو واضح اور مؤثر طریقے سے بیان کیا؟ (کیا آپ کو طالب علم کی فراہم کردہ معلومات سمجھی گئیں، اور کیا وہ وضاحت سے بات کر رہے تھے؟)
7. کمیونیکیشن میں لچک	بہترین <input type="checkbox"/> اچھا <input type="checkbox"/> اوسط <input type="checkbox"/> بہتری <input type="checkbox"/> کی ضرورت	کیا طالب علم نے آپ کی شخصیت (مریض) اور حالات کے مطابق اپنی بات چیت کا انداز ایڈجسٹ کیا؟ براہ کرم بتائیں کہ طالب علم نے آپ کو آرام دہ بنانے کے لیے اپنی آواز، زبان یا غیر زبانی اشاروں کو کس (طرح ایڈجسٹ کیا۔
8. پیشہ ورانہ اخلاقیات اور احترام	بہترین <input type="checkbox"/> اچھا <input type="checkbox"/> اوسط <input type="checkbox"/> بہتری <input type="checkbox"/> کی ضرورت	کیا طالب علم نے ملاقات کے دوران پیشہ ورانہ اخلاقیات اور احترام کو برقرار رکھا؟ اس بات پر غور کریں کہ طالب علم نے آپ کے ساتھ ملاقات کے دوران کس طرح سلوک کیا — کیا وہ (مہذب اور باعزت تھے؟
9. مجموعی طور پر کمیونیکیشن کی کارکردگی	بہترین <input type="checkbox"/> اچھا <input type="checkbox"/> اطمینان بخش <input type="checkbox"/> بہتری کی ضرورت	طالب علم کی کمیونیکیشن مہارتوں کا مجموعی طور پر جائزہ دیں۔ (طالب علم کی کمیونیکیشن میں مضبوطیوں اور بہتری کے شعبوں کا خلاصہ پیش کریں۔)

بہتری کے لیے تجاویز

(کوئی بھی تبصرہ یا تجویز فراہم کریں جو طالب علم کو مستقبل میں مریضوں کے ساتھ بات چیت کی مہارت بہتر بنانے میں مدد دے سکتی ہو۔)

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

\_\_\_\_\_ | مریض کا دستخط (اختیاری) | \_\_\_\_\_ | تاریخ |

## Section:3 Professionalism

### Block- IV Team Player

Aspect	Description	Your Response
Strengths	Identify your strengths as a team player (e.g., communication, reliability, collaboration).	
Challenges	Reflect on the challenges you face when working in a team (e.g., difficulty managing conflicts, dominating discussions, or staying motivated).	
Recent Experience	Describe a specific situation where you contributed to a team effort. Include:	
	- The context of the task or project	
	- Your role in the team	
	- How you contributed to achieving the team's goals	
Feedback from Team Members	Reflect on any feedback you have received from peers or mentors regarding your teamwork skills.	



**Section:3 Professionalism**

**Block-V Responsible and Accountable**

**Attendance Record Proforma**

Module	Block	Subject				
		Anatomy	Physiology	Biochemistry	Clinical component	ECE
GIT module						
Renal Module						
Reproduction Module						
CNS Module						

**Head of Anatomy Department**

**Head of Physiology Department**

**Head of Biochemistry Department**

**Director DME**

**Section:3 Professionalism**

**Block-V Caring and Empathic**

**Proforma for Evidence of Encounter with a Specially Abled Person**

Date	Patient Registration number	Encounter Description	Actions Taken	Reflection on Caring and Empathy	Evidence Attached (Yes/No)
		Describe the encounter, including the context and the individual's needs.	Outline the specific steps or actions you took to assist the individual.	Reflect on how the experience enhanced your understanding of care and empathy.	

## Section:3 Professionalism

### Block- V Responsible and Accountable

(To be filled during hospital visit on ECE rotation of CNS module )

#### Proforma for Case Analysis of Non-Professional Practice

Date	Description of Incident	Non-Professional Practice Identified	Impact on Responsible and Accountable Behavior	Proposed Actions for Improvement	Evidence Attached (Yes/No)
	<b>Provide a detailed description of the incident, including context and actions taken.</b>	<b>Identify the specific non-professional practice observed.</b>	<b>Reflect on how the incident highlights the importance of responsibility and accountability.</b>	<b>Suggest actions to prevent recurrence, including personal and systemic changes.</b>	

## Section:3 Professionalism

### Block- VI Communicator

(To be filled during hospital visit on ECE rotation of Endocrinology module)

#### Proforma for Structure and Validity of Arguments

Date	Description of Argument	Structure (Logical Flow)	Evidence to Support Claims	Clarity and Relevance	Reflection on Communication Skills	Feedback Received (Yes/No)
	<b>Provide a brief summary of the argument presented.</b>	<b>Assess the logical flow of the argument, including coherence and sequence.</b>	<b>Evaluate the evidence provided to support the argument.</b>	<b>Reflect on how clear and relevant the argument was to the context.</b>	<b>Reflect on how constructing the argument enhanced your communication skills.</b>	

## Section:3 Professionalism

### Block- VI Self-care

#### Learning Objectives

1. Understand the importance of self-care in maintaining professional effectiveness.
2. Develop strategies to build resilience and cope with academic and clinical stressors.
3. Implement practices to sustain physical, mental, and emotional well-being.

#### Activity Details For Self-Care

Date	Activity/Practice Implemented	Challenges Faced	Outcome/Reflections

**Self-Reflection Section**

1. Describe a strategy you adopted to maintain your physical well-being (e.g., exercise, diet, sleep):

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2. How did you address mental or emotional challenges during the specified period?

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3. What practices helped you build resilience against stress?

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4. What improvements will you make to ensure consistent self-care in the future?

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**Wellness Plan Proforma**

Category	Aspect	Details
<b>Physical Well-Being</b>	Daily Routine for Physical Activity	<b>Type of Activity:</b> _____ <b>Duration:</b> _____ minutes/day <b>Frequency:</b> _____ times/week
	Nutrition Goals	<b>Healthy Eating Habits:</b> _____ <b>Specific Dietary Changes:</b> _____
	Sleep Hygiene	<b>Target Sleep Duration:</b> _____ hours/night <b>Strategies for Better Sleep:</b> _____
<b>Mental/Emotional Well-Being</b>	Stress Management Techniques	<b>Technique Used:</b> _____ <b>Frequency:</b> _____ times/week
	Support System	<b>Mentors/Peers to Consult:</b> _____ <b>Role of Family/Friends:</b> _____
	Relaxation and Hobbies	<b>Activities to Pursue:</b> _____
<b>Resilience Goals</b>	Building Coping Mechanisms	<b>Approaches to Handle Stressful Situations:</b> _____

	Developing Problem-Solving Skills	<b>Methods to Analyze and Resolve Challenges:</b> _____
	Reflection and Growth	<b>Weekly Journaling Practice:</b> _____
<b>Review and Monitoring Plan</b>	Self-Assessment Frequency	_____
	Feedback Mechanism	_____
	Adjustments Based on Progress	_____

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## Section:4 Arts and Humanities

### Section:4 Arts and Humanities

#### Proforma For Videography (LGIS)

Sr. No	Date	Time	Module	Topic of the Session	Name & Sign of Teacher



**Section:4 Arts And Humanities****Proforma For Videography (LGIS)**

<b>Sr. No</b>	<b>Date</b>	<b>Time</b>	<b>Module</b>	<b>Topic of the Session</b>	<b>Name &amp; Sign of Teacher</b>

**Section:4 Arts and Humanities**

**Proforma For Videography (LGIS)**

<b>Sr. No</b>	<b>Date</b>	<b>Time</b>	<b>Module</b>	<b>Topic of the Session</b>	<b>Name &amp; Sign of Teacher</b>

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## **Section :5 Research**

**Section:5 Research**

**Block -I Theoretical Component**

**Proforma For IUGRC (LGIS)**

Sr. No	Date	Time	Module	Topic of the Session	Name & Sign of Supervisor Assigned

**Section:5 Research**

**Block -I Theoretical Component**

**Proforma For IUGRC (LGIS)**

Sr. No	Date	Time	Module	Topic of the Session	Name & Sign of Supervisor Assigned

Section:5 Research

**Block -II Practical Component**

**Proforma For IUGRC Practical Session**

Sr. No	Date	Time	Module	Topic of the Session	Name & Sign of Supervisor Assigned

**Section:5 Research**

**Block -II Practical Component**

**Evidence For IUGRC Practical Session**

Sr. No	Date	Time	Module	Topic of the Session	Name & Sign of Supervisor Assigned



**Block -II Practical Component**

**Proforma For IUGRC Practical Session**

Attach screenshots for all the practical sessions

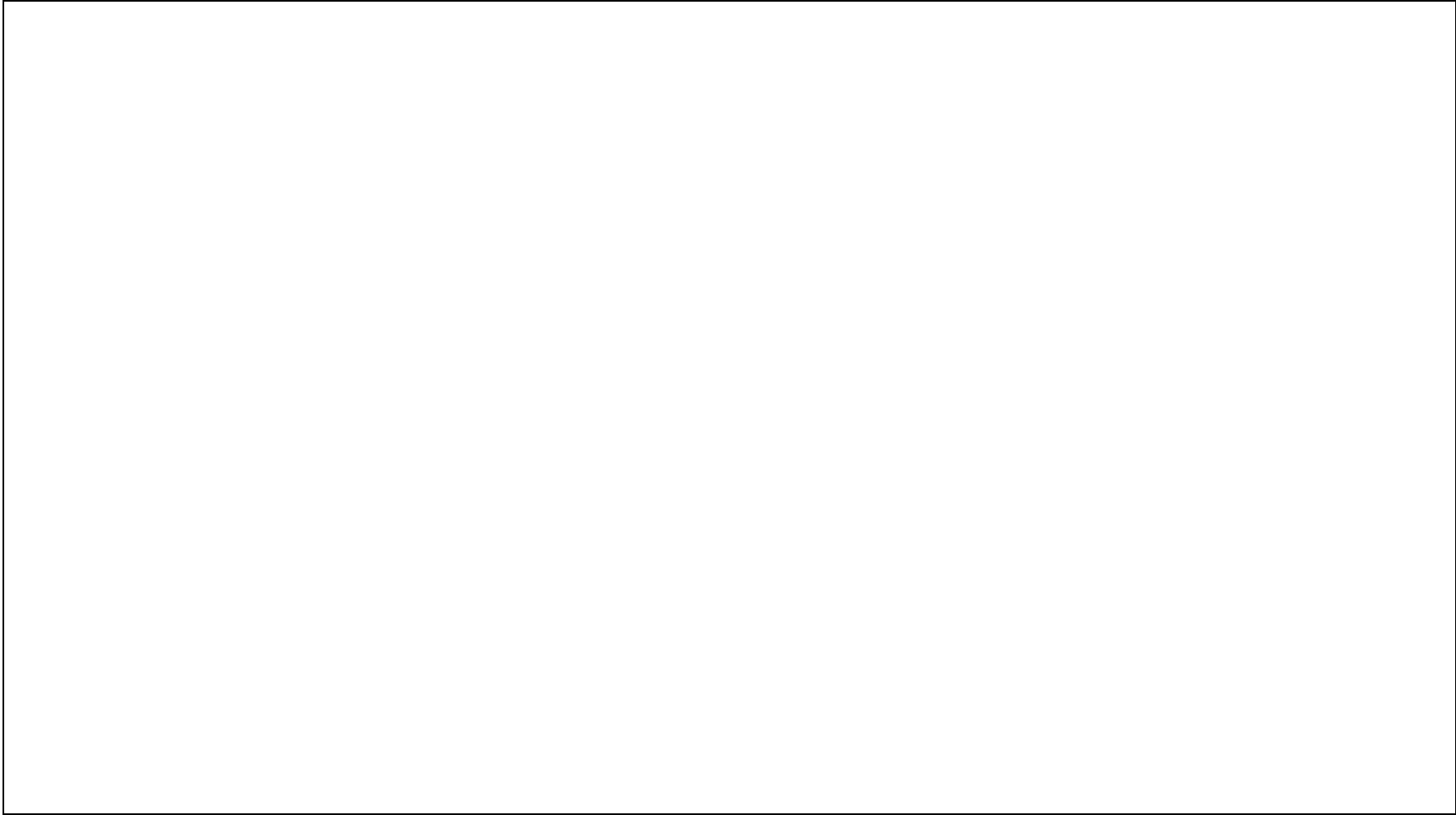


**Section:5 Research**

**Block -II Practical Component**

**Proforma For IUGRC Practical Session**

Attach screenshots for all the practical sessions



**Section:5 Research**

**Block -II Practical Component**

**Proforma For IUGRC Practical Session**

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**Section:5 Research**

**Block -II Practical Component**

**Proforma For IUGRC Practical Session**

Attach screenshots for all the practical sessions



**Section:5 Research**

**Block -II Practical Component**

**Proforma For IUGRC Practical Session**

Attach screenshots for all the practical sessions



**Section:5 Research**

**Block -III Practical Component**

**Proforma For IUGRC Practical Session**

<b>Sr. No</b>	<b>Date</b>	<b>Time</b>	<b>Module</b>	<b>Topic of the Session</b>	<b>Name &amp; Sign of Supervisor Assigned</b>

**Section:5 Research**

**Block -III Practical Component**

**Proforma For IUGRC (LGIS)**

<b>Sr. No</b>	<b>Date</b>	<b>Time</b>	<b>Module</b>	<b>Topic of the Session</b>	<b>Name &amp; Sign of Supervisor Assigned</b>

**Section:5 Research**

**Block -III Practical Component**

**Proforma For IUGRC Practical Session**

Attach screenshots for all the practical sessions



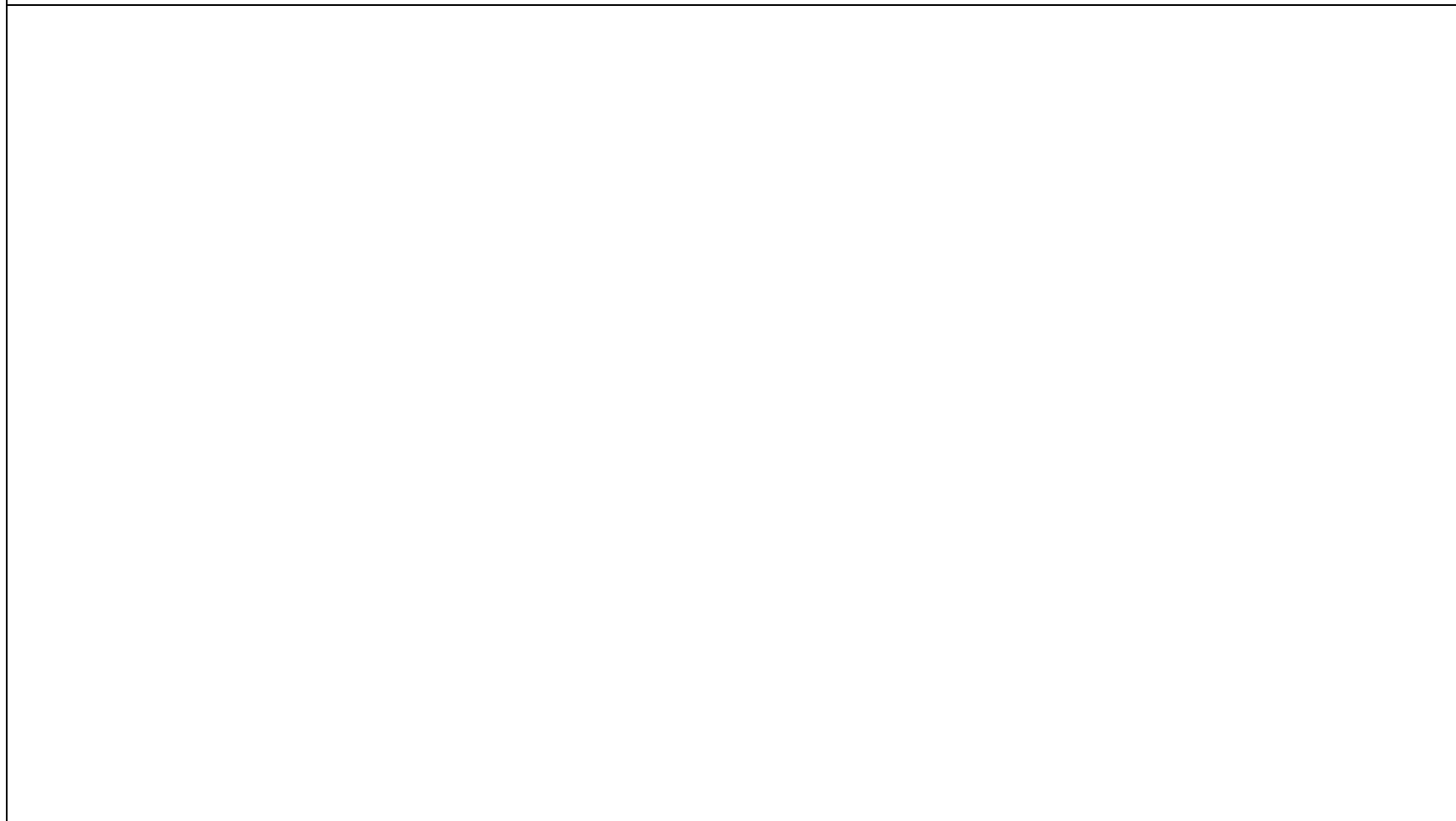


**Section:5 Research**

**Block -III Practical Component**

**Proforma For IUGRC Practical Session**

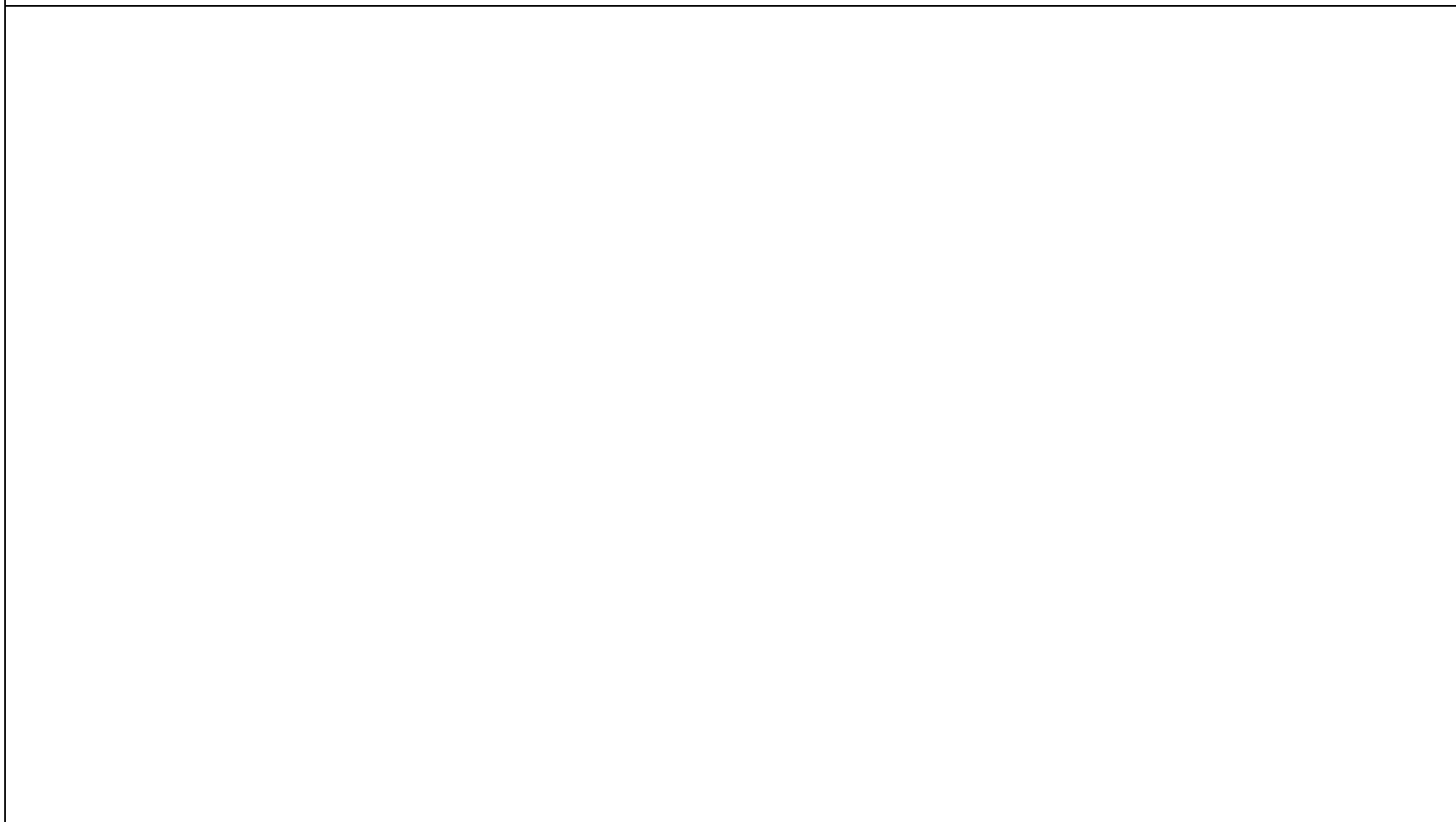
Attach screenshots for all the practical sessions



**Block -III Practical Component**

**Proforma For IUGRC Practical Session**

Attach screenshots for all the practical sessions



**Section:5 Research**

**Block -III Practical Component**

**Proforma For IUGRC Practical Session**

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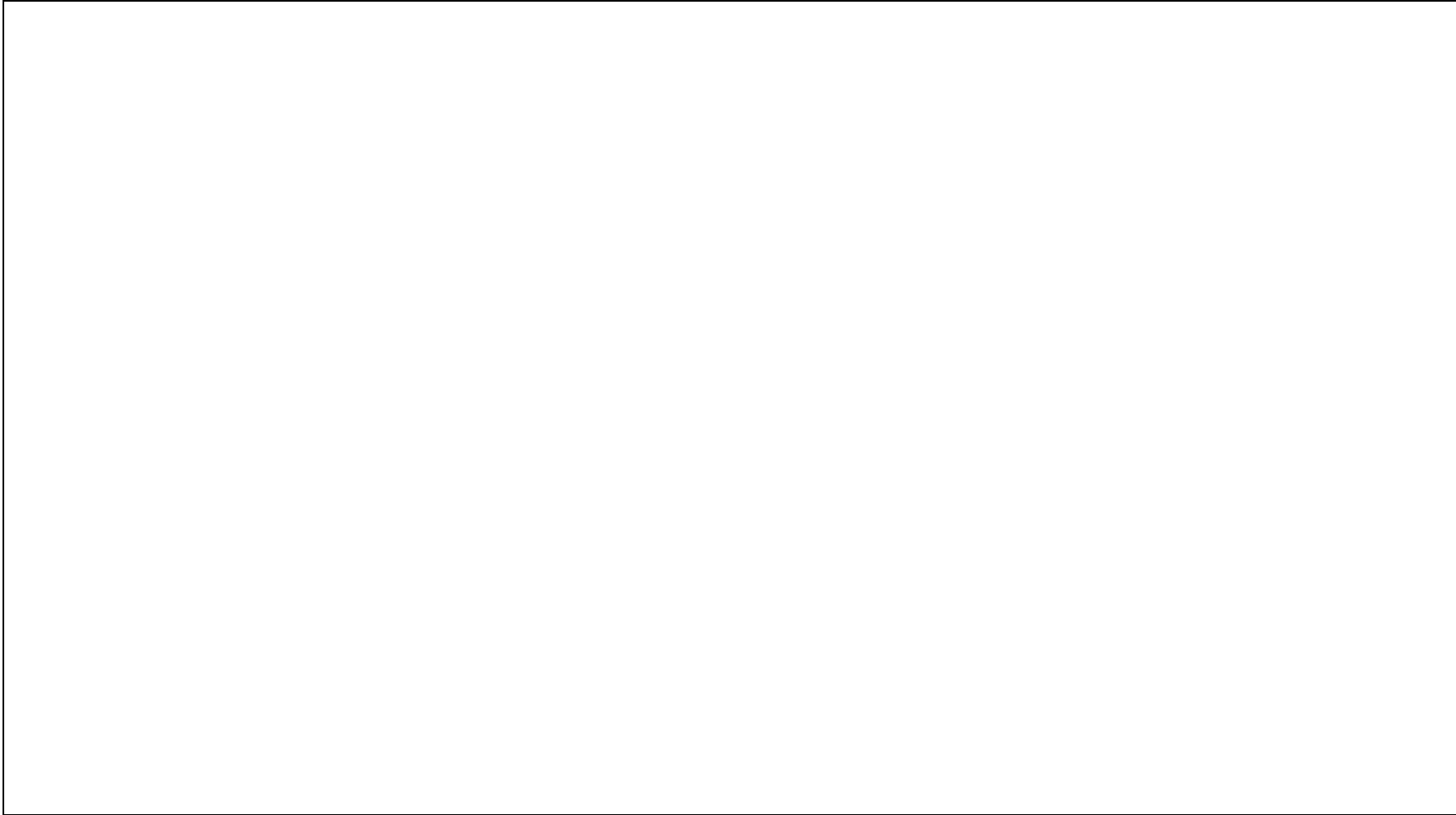


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