



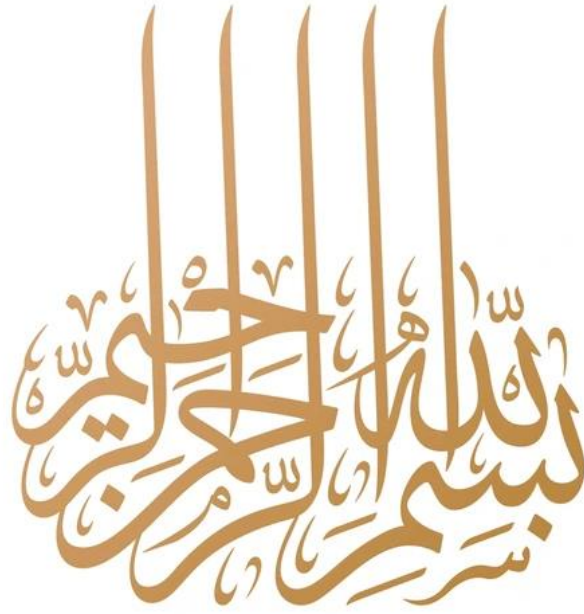
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First Year MBBS

ALPHA-R

Department of Medical Education

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 reflects 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 first-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: _____

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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: I 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	Topic of the Session	Name & Sign of Teacher

Section: 2 leadership

Section:2 Leadership

Domain	Attribute	Topic	Portfolio Entry
Leadership	Self-Directed Learner	Strategic planning, goal setting	Written gaps in being a learner with goals
Leadership	Self-Directed Learner	Time management	Display your proficiency with tools like calendars, task managers, or time-tracking apps. Share obstacles you faced, e.g., procrastination or overcommitment. Explain how you overcame them.
	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
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

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 Strategic

Reflective Writing

1. Goal Identification

Short-Term Goals (Next 3-6 months)

- 1.
- 2.
- 3.

Long-Term Goals (1-5 years)

- 1.
- 2.
- 3.

<i>Reflection Prompt: How do your short-term goals align with and support your long-term goals?</i>

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

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

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

Section: 2 leadership

Time management

Section: 2 leadership

Time management

- [illegible]

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

Section: 2 leadership

Goal Setting

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

Section: 2 leadership

Effective teamwork and rapport building

Section	Key Points to Address	Student's Reflection
1. Introduction	<ul style="list-style-type: none">- Define PBL and its importance.- Highlight the role of teamwork and rapport.- State purpose of reflection.	
2. Description of PBL	<ul style="list-style-type: none">- Overview of the PBL case and objectives.- Describe team composition and roles.- Explain your role in the group.	
3. Reflection on Teamwork	<ul style="list-style-type: none">- Strengths: Examples of successful collaboration (e.g., brainstorming, task division).- Challenges: Issues faced (e.g., conflicts, lack of participation) and solutions.- Personal Contribution: Your role and actions in the group.	
4. Reflection on Rapport Building	<ul style="list-style-type: none">- Building Relationships: Actions fostering trust and respect (e.g., empathy, active listening).- Communication: Examples of effective or poor communication and resolutions.- Team Morale: How rapport influenced motivation and bonding.	

5. Insights and Lessons Learned	<ul style="list-style-type: none"> - Impact of teamwork and rapport on PBL outcomes. - Key takeaways about your strengths and areas for improvement. - Relevance to clinical and professional contexts. 	
6. Action Plan for Future Improvement	<ul style="list-style-type: none"> - Strategies to enhance teamwork and rapport (e.g., conflict resolution, emotional intelligence). - Personal goals for future collaborations. 	
7. Conclusion	<ul style="list-style-type: none"> - Summarize overall experience and reflections. - Reinforce the importance of teamwork and rapport. 	

Section: 2 leadership

Tolerance, Patience, And Emotional Regulation

(To be filled by students during ECE rotation of Blood and Immunity Module)

Criteria	Rating	Comments
1. Tolerance	<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)
2. Patience	<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)
3. Emotional Regulation	<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)
4. Patient Interaction and Communication	<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)
5. Stress Management	<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)
6. Professionalism and Emotional Maturity	<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)
7. Suggestions for Improvement		(Provide suggestions for the student's development in tolerance, patience, and emotional regulation)

Overall Rating for the Rotation	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement	(Provide an overall rating based on the student's demonstration of tolerance, patience, and emotional regulation during the rotation)
--	---	---

| **Clinical Supervisor's Signature** | _____ | **Date:** _____ |

This tabulated version can be printed or filled out digitally for a more structured feedback process during the Early Clinical Exposure rotation of Blood and Immunity Module.

Section: 2 leadership

Stress and Coping Mechanisms

(To be filled by students during ECE rotation of CVS 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
What strategies did you use to cope with stress during the clinical exposure (e.g., peer support, self-reflection, preparation)?	
Were these coping mechanisms effective? Why or why not?	
Did you seek guidance from mentors or peers? If yes, describe how this helped.	

Section 4: Reflection on Leadership in Clinical Exposure

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

Section 5: Lessons Learned

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

Section 6: Action Plan for Growth

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

Section 7: Overall Reflection

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

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

Section: 2 leadership

Seeking help, practicing gratitude, and receiving feedback

Date: [--/--/2025]

Location: (Hospital)

Section 1: Understanding the Feedback

Question	Student's Response
What feedback did you receive?	
Who provided the feedback (e.g., peer, mentor, facilitator)?	
What was the context or situation for the feedback?	

Section 2: Reflection on Receiving Feedback

Question	Student's Response
How did you feel when receiving the feedback?	
Was the feedback constructive and actionable? Explain.	
Did you agree with the feedback? Why or why not?	

Section 3: Reflection on Seeking Help

Question	Student's Response
Did you seek help or clarification before or after receiving feedback?	
How comfortable were you in seeking help?	
What did you learn about the importance of seeking help?	

Section 4: Reflection on Practicing Gratitude

Question	Student's Response
Did you express gratitude for the feedback provided? If yes, how?	
How did practicing gratitude impact your perception of the feedback?	
What lessons did you learn about being grateful in professional or academic settings?	

Section 5: Action Plan for Growth

Question	Student's Response
What specific steps will you take to implement the feedback?	
How will you improve your approach to seeking help in the future?	
How will you practice gratitude more consciously in your daily interactions?	

Section 6: Overall Reflection

Question	Student's Response
What are your main takeaways from this experience?	
How has this experience influenced your perspective on feedback, help, and gratitude?	

This proforma encourages detailed and structured reflection while integrating themes of help-seeking, gratitude, and feedback. Let me know if you'd like to refine it further!

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- 1, II & III

Proforma For Professionalism (LGIS)

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

Section:3 Professionalism

Block- 1

(To be filled by during ECE rotation of Foundation 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- 1

(To be filled during ECE rotation of MSK-I 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
1. Verbal Communication	<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.)
2. Nonverbal Communication	<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.)
3. Active Listening	<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.)
4. Assertive Techniques	<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.)

5. Clarity and Effectiveness of Communication	<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.)
6. Empathy and Emotional Awareness	<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.)
7. Adaptability in Communication	<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.)
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 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.)
9. Overall Communication Performance	<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- 1

(To be filled during ECE rotation of MSK-I 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۔

تبصرے	درجہ بندی	معیار
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۔)	بہترین <input type="checkbox"/> اچھا <input type="checkbox"/> اوسط <input type="checkbox"/> بہتری <input type="checkbox"/> کی ضرورت	1. زبانی کمیونیکیشن
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؟)	بہترین <input type="checkbox"/> اچھا <input type="checkbox"/> اوسط <input type="checkbox"/> بہتری <input type="checkbox"/> کی ضرورت	2. غیر زبانی کمیونیکیشن
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۔)	بہترین <input type="checkbox"/> اچھا <input type="checkbox"/> اوسط <input type="checkbox"/> بہتری <input type="checkbox"/> کی ضرورت	3. فعال سننا
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۔)	بہترین <input type="checkbox"/> اچھا <input type="checkbox"/> اوسط <input type="checkbox"/> بہتری <input type="checkbox"/> کی ضرورت	4. اظہار خیال کی تکنیکیں
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۔)	بہترین <input type="checkbox"/> اچھا <input type="checkbox"/> اوسط <input type="checkbox"/> بہتری <input type="checkbox"/> کی ضرورت	5. ہمدردی اور جذباتی آگاہی
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؟)	بہترین <input type="checkbox"/> اچھا <input type="checkbox"/> اوسط <input type="checkbox"/> بہتری <input type="checkbox"/> کی ضرورت	6. کمیونیکیشن کی وضاحت اور مؤثریت

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	<input type="checkbox"/> 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- 1 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- 2 Responsible and Accountable****Attendance Record Proforma**

Module	Block	Subject				
		Anatomy	Physiology	Biochemistry	Clinical component	ECE
Foundation module						
MSK-I Module						
MSK-II Module						
Blood and Immunity Module						

Head of Anatomy Department**Head of Physiology Department****Head of Biochemistry Department****Director DME**

Section:3 Professionalism

Block- 2 Caring and Empathic

Section:3 Professionalism

Block- 2 Caring and Empathic

Proforma for Evidence of Encounter with a Specially Abled Person

[illegible]

Section:3 Professionalism

Block- 2 Responsible and Accountable

Section:3 Professionalism

Block- 2 Responsible and Accountable

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

Proforma for Case Analysis of Non-Professional Practice

[illegible]

Section:3 Professionalism

Block- 3 Communicator

(To be filled during hospital visit on ECE rotation of CVS 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)
	Provide a brief summary of the argument presented.	Assess the logical flow of the argument, including coherence and sequence.	Evaluate the evidence provided to support the argument.	Reflect on how clear and relevant the argument was to the context.	Reflect on how constructing the argument enhanced your communication skills.	

Section:3 Professionalism

Block- 3 Procedural Skills

(To be filled during hospital visit on ECE rotation of Respiration Module)

Proforma for Load Cycle of a Procedure

| Procedure Name: _____ | Date: _____ |

| Performed By (Name/ID): _____ | Supervisor: _____ |

Load Cycle Details

Step Number	Step Description	Time Taken	Equipment/Tools Used	Observation/Remarks
1	Describe the first step of the procedure.			
2	Describe the second step of the procedure.			
3	Describe the third step of the procedure.			
4	Describe the fourth step of the procedure.			
5	Describe additional steps, if any.			

Validation and Quality Check

Validation Parameter	Expected Outcome	Achieved Outcome	Validated By (Name/ID)	Remarks
Accuracy of Equipment Setup				
Timing and Coordination				
Adherence to Protocol				
Consistency Across Attempts				

Post-Procedure Analysis

Question	Response
Was the load cycle completed successfully?	
Were there any unexpected challenges? If yes, describe.	
Suggestions for improvement in the procedure or protocol.	

Signatures

Performed By: _____

Supervisor: _____

Date: _____

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)

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

Section:4 Arts and Humanities

Proforma For Videography (LGIS)

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

Section :5 Research

Section:5 Research**Block -I Theoretical****Proforma For IUGRC (LGIS)**

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

Section:5 Research**Block -I Theoretical****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

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 -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

Attach screenshots for all the practical sessions

Section:5 Research**Block -III 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 -III Practical Component****Proforma For IUGRC (LGIS)**

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

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

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

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Section:5 Research

Block -III Practical Component

Proforma For IUGRC Practical Session

Attach screenshots for all the practical sessions