



Undergraduate Academic Record

Community Medicine



The TN Dr.M.G.R Medical University
Chennai

The Tamil Nadu
Dr.M.G.R. Medical University
Chennai



Under Graduate Academic Record
Department of Community Medicine

Thanking....



“I thank all the illustrious faculty of Community Medicine in the Medical Schools of this University for their conscientious effort”

Dr.Sudha Seshayyan

The new Graduate Medical Education Regulations attempts to stand on the shoulder of the contributions and the efforts of resource persons, teachers and students (past and present). It intends to carry forward the process of learning enable the Indian Medical Graduate a consummate provider of health care aligned to the evolving needs of the patients in every socio-economic setting.

The thrust in the new regulations is the continuation and evolution of thought in medical education making it more learner-centric, patient-centric, gender sensitive, outcome -oriented and environment appropriate.

The result is an outcome driven curriculum which conforms to global trends. Emphasis is made on alignment and integration of subjects both horizontally and vertically while respecting the strengths and necessity of subject-based instruction and assessment.

The importance of ethical values, responsiveness to the needs of the patient and acquisition of communication skills is underscored by providing dedicated curriculum time in the form of a longitudinal program based on Attitude, Ethics and Communication (AETCOM) competencies. Great emphasis has been placed on collaborative and inter-disciplinary teamwork, professionalism, altruism and respect in professional relationships with due sensitivity to differences in thought, social and economic position and gender.

In addition to the above, an attempt has been made to allow students from diverse educational streams and backgrounds to transition appropriately through a Foundation Course. Dedicated time has been allotted for self-directed learning and co-curricular activities. With this view in mind the log book has been designed as per the guidelines of competency based curriculum.

This Academic Record for Undergraduate Medical Students is to be maintained by the student and is part of the learner's personal progress assessment toolkit. The learner shall present the Academic Record to the staff facilitator / mentor at the end of all class room learning / practical sessions / integrated learning sessions / ECE / SDL / AETCOM sessions and feedback sessions as called for by the faculty facilitators / mentors. The progress shall be recorded in the various segments of the record and signed by the facilitator / mentor.

Certificate

This is to certify that

Mr/Ms. _____

University Registration No _____ has satisfactorily attended and completed all academic activities as assigned in this logbook as per the guidelines prescribed under the Tamil Nadu Dr.M.G.R. Medical University in subject of Community Medicine.

Head of Department

Date:

Place:

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1. Background of the Course

i) **GOAL:** The broad goal of the teaching of undergraduate students in Community Medicine aims at preparing the student to serve as Physician of first contact of the community to practice preventive, promotive, curative and rehabilitative medicine for common health problems of individuals & community to achieve Health for all.

ii) **OBJECTIVES** a) **KNOWLEDGE:** At the end of the course the student will be able to:

- Describe the health care delivery system including rehabilitation of the disabled in the country
- Describe the National Health Programmes with particular emphasis on maternal and child health programmes, family welfare planning and population control.
- List epidemiological methods & describe their application to communicable and non-communicable diseases in the community or hospital situation.
- Apply biostatistical methods and techniques, Out-line demographic pattern of the country and appreciate the roles of the individual, family, community and socio-cultural milieu in health and disease.
- Describe the health information systems.
- Enunciate the principles and components of primary health care and the national health policies to achieve the goal of 'Health for All'.
- Identify the environmental and occupational hazards and their control. Describe the importance of water and sanitation in human health.
- Understand the principles of health economics, health administration, health education in relation to community.

b) **SKILLS:** At the end of the course, the student should be able to:

- Use epidemiology as a scientific tool to make rational decisions relevant to community and individual patient intervention.
- Collect, analyse, interpret and present simple community and hospital-based data.
- Diagnose and manage common health problems and emergencies at the individual, family and community levels keeping in mind the existing health care resources and in the context of the prevailing socio-cultural beliefs.
- Diagnose and manage maternal and child health problems and advise a couple and the community on the family planning methods available in the context of the national priorities.
- Diagnose & manage common nutritional problems of individual & community level.
- Plan, implement and evaluate a health education programme with the skill to use simple audio-visual aids.
- Interact with other members of the health care team and participate in the organisation of health care services and implementations of national health programmes.

c) **INTEGRATION:** Develop capabilities of synthesis between cause of illness in the environment or community and individual health and respond with leadership qualities to institute remedial measures for this.

2. Curriculum Vitae

1. Name of the Student	
2. Date of Birth	
3. Permanent Address	
4. Contact Details	
i. Residential Address	
ii. Mobile No	
iii. Land Line No	
iv. Email ID	
5. Name of Parent/Guardian	
6. Residential Address	
7. Land Line No (Home)	
8. Mobile No Parents/Guardian	

Signature

Professional Year - 1

Content Professional Year - 1

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9	Co-Curricular Achievements	38

1. Time Table

Week	Mon	Tue	Wed	Thur	Fri	Sat	Sun

Vacation Days:

_____ to _____

_____ to _____

2. Practical Record

Note:

1. This section captures the attainment of the various competency mile-stones attained through encounters with individuals in the hospital/ community.
2. The learner shall make observation in the simulated / real life encounters and makes entries as mandated in the concerned record book
3. The record books shall be verified by the faculty facilitator periodically / at the end of each session or module and the completion of each such activity shall be recorded in this section by the learner and signed by the facilitator.
4. The end of each session shall be appended by an end of training formative assessment in the topic / session / module. eg: OSPE. Such session's outcomes and feedback for such outcomes may be suitably entered in the concerned documents.

No	Assessment / Task	Date of Completion	Initials of Facilitator
1			
2			
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3. Assignment Response Record

Note

1. This section includes academic mile stones attained through assignments / out of class academic work.
2. The learner shall be given an assignment based on the “Nice to know” areas of the curriculum and any other such topics as deemed necessary.
3. The learner shall submit the assignment in the offline / online module as deemed by the individual institutions, which shall be assessed and graded by the faculty facilitator.
4. The completion of such activity shall be recorded in this section by the learner and signed by the facilitator

No	Title of Assignment	Date of Submission	Initials of Facilitator
1			
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4. Record of Integrated Session

Note

1. This section includes academic mile stones attained through horizontal and vertical integrated sessions.
2. The learner shall be attend all such integrated sessions and observe, interact and understand the topic.
3. The learner shall submit the end of session assessment (eq: MCQ session of 15-20 MCQ questions)
4. The completion of such activity shall be recorded in this section by the learner and signed by the facilitator

No	Topic of the Integrated Session	Date of Session	Initials of Facilitator
1			
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5. Self-Directed Learning

SDL helps in empowering the student to perform an objective self-assessment of knowledge and skills, continue learning, refine existing skills and acquire new skills, to apply newly gained knowledge or skills to the care of the patient, to introspect and utilize experiences, to enhance personal and professional growth and learning, to search (including through electronic means), and critically evaluate the medical literature and apply the information in the care of the patient and to identify and select an appropriate career pathway that is professionally rewarding and personally fulfilling.

Note:

1. This section includes academic mile stones attained through self-directed learning. The learner shall be assigned a specific learning objective for each session.
2. The learner shall be given an assignment based on the “Desirable to know” areas of the curriculum and any other such topics as deemed necessary.
3. They shall record a detailed synopsis of the learning in this section. The student shall also record a list of the books/journals referred in Vancouver format.
4. The completion of such activity shall be recorded in this section by the learner and signed by the facilitator

SDL Session 1:		
Date	Time	Initial of Facilitator
Topic of SDL		
Synopsis of the Study		
Bibliography		

SDL Session 2:		
Date	Time	Initial of Facilitator
Topic of SDL		
Synopsis of the Study		
Bibliography		

SDL Session 3:		
Date	Time	Initial of Facilitator
Topic of SDL		
Synopsis of the Study		
Bibliography		

SDL Session 4:		
Date	Time	Initial of Facilitator
Topic of SDL		
Synopsis of the Study		
Bibliography		

SDL Session 5		
Date	Time	Initial of Facilitator
Topic of SDL		
Synopsis of the Study		
Bibliography		

6. Attitudes, Ethics & Communications

The “Indian Medical Graduate” (IMG) shall possess requisite knowledge, skills, attitudes, values and responsiveness, so that he or she may function appropriately and effectively as a *doctor of first contact of the community* while being globally relevant. In order to fulfill this goal, the IMG must be able to function in the following ROLES appropriately and effectively:

1. Clinician who understands and provides preventive, promotive, curative, palliative and holistic care with compassion.
2. Leader and member of the health care team and system with capabilities to collect, analyse, synthesize and communicate health data appropriately.
3. Communicator with patients, families, colleagues and community.
4. Lifelong learner committed to continuous improvement of skills and knowledge.
5. Professional, who is committed to excellence, is ethical, responsive and accountable to patients, community and profession.

Note:

1. This section includes academic mile stones attained AETCOM learning. The learner shall be assigned a specific learning objective for each session.
2. The learner shall be given an assignment based on the AETCOM topics of the curriculum.
3. They shall record a detailed synopsis of the skill learnt in this section. The student shall also record a reflection of the learning and learning process.
4. The completion of such activity shall be recorded in this section by the learner and signed by the facilitator

AETCOM Session 01:		
Date	Time	Initial of Facilitator
Topic of AETCOM		
Synopsis of the Skill Learnt		
Reflections		

AETCOM Session 02:		
Date	Time	Initial of Facilitator
Topic of AETCOM		
Synopsis of the Skill Learnt		
Reflections		

AETCOM Session 03:		
Date	Time	Initial of Facilitator
Topic of AETCOM		
Synopsis of the Skill Learnt		
Reflections		

AETCOM Session 04:		
Date	Time	Initial of Facilitator
Topic of AETCOM		
Synopsis of the Skill Learnt		
Reflections		

7. Formative Feedback Record

Note:

1. This section captures the process of formative support of the faculty mentors of the department during the learning and at the end of each section of study / module of learning.
2. The mentor shall peruse the academic performance, progression and specific academic needs of the learner.
3. The learner shall record in this section the type of formative assessment, topic for which it was done, the performance and the feedback given by the learner to the mentor on the performance, problems in learning, remedial required if any and the feedback of the mentor.

Formative Feedback Session No:		
Date	Time	Initial of Facilitator
Type of Formative Assessment	1 Classroom Learning [] 2 Assignment [] 3 Integrated Learning [] 4 Self-Directed Learning [] 5.AETCOM []	
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Formative Feedback Session No:		
Date	Time	Initial of Facilitator
Type of Formative Assessment	1 Classroom Learning [] 2 Assignment [] 3 Integrated Learning [] 4 Self-Directed Learning [] 5.AETCOM []	
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Formative Feedback Session No:		
Date	Time	Initial of Facilitator
Type of Formative Assessment	1 Classroom Learning [] 2 Assignment [] 3 Integrated Learning [] 4 Self-Directed Learning [] 5.AETCOM []	
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Formative Feedback Session No:		
Date	Time	Initial of Facilitator
Type of Formative Assessment	1 Classroom Learning [] 2 Assignment [] 3 Integrated Learning [] 4 Self-Directed Learning [] 5.AETCOM []	
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Formative Feedback Session No:		
Date	Time	Initial of Facilitator
Type of Formative Assessment	1 Classroom Learning [] 2 Assignment [] 3 Integrated Learning [] 4 Self-Directed Learning [] 5.AETCOM []	
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Formative Feedback Session No:		
Date	Time	Initial of Facilitator
Type of Formative Assessment	1 Classroom Learning [] 2 Assignment [] 3 Integrated Learning [] 4 Self-Directed Learning [] 5.AETCOM []	
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

7A. Formative Assessment Record-Theory

Note:

1. This section captures the process of Assessment data of the learner at the end of each section of study / module of learning.
2. The learner shall record their performance and get it verified by the facilitator

No	Assessment Topic	Total Marks/ Grade	Marks / Grade Scored	Initials of Facilitator
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7B. Formative Assessment Record-Practical

Note:

1. This section captures the process of Assessment data of the learner at the end of each section of study / module of learning.
2. The learner shall record their performance and get it verified by the facilitator

No	Assessment Topic	Total Marks/ Grade	Marks / Grade Scored	Initials of Facilitator
1				
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8. Photo Story

Note:

1. This section shall include the important moments of the process of development which shall be documented for the student and the department
2. These may be eg: prizes won, competitions attended, department activities etc.
3. These are based on the preferences of individual institutes.
4. The projects are voluntary activity and not included for internal assessment.

9. Co-Curricular Achievements

Note:

1. This section shall include the important co-curricular activities in which the student is involved during the academic year which shall be documented for the student and the department
2. These may be eg: prizes won, competitions attended, etc.
3. These are based on the preferences of individual institutes.
4. The projects are voluntary activity and not included for internal assessment.

Professional Year - 2

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1. Time Table

Week	Mon	Tue	Wed	Thur	Fri	Sat	Sun

Vacation Days:

_____ to _____

_____ to _____

2.Clinical Training/Practical Record

Note:

1. This section captures the attainment of the various competency mile-stones attained through encounters with individuals in the hospital/ community.
2. The learner shall make observation in the simulated / real life encounters and makes entries as mandated in the concerned record book
3. The record books shall be verified by the faculty facilitator periodically / at the end of each session or module and the completion of each such activity shall be recorded in this section by the learner and signed by the facilitator.
4. The end of each session shall be appended by an end of training formative assessment in the topic / session / module. eg: OSPE. Such session's outcomes and feedback for such outcomes may be suitably entered in the concerned documents.

No	Clinical Training	Date of Completion	Initials of Facilitator
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3. Assignment Response Record

Note

1. This section includes academic mile stones attained through assignments / out of class academic work.
2. The learner shall be given an assignment based on the “Nice to know” areas of the curriculum and any other such topics as deemed necessary.
3. The learner shall submit the assignment in the offline / online module as deemed by the individual institutions, which shall be assessed and graded by the faculty facilitator.
4. The completion of such activity shall be recorded in this section by the learner and signed by the facilitator

No	Title of Assignment	Date of Submission	Initials of Facilitator
1			
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4. Record of Integrated Session

Note

1. This section includes academic mile stones attained through horizontal and vertical integrated sessions.
2. The learner shall be attend all such integrated sessions and observe, interact and understand the topic.
3. The learner shall submit the end of session assessment (eq: MCQ session of 15-20 MCQ questions)
4. The completion of such activity shall be recorded in this section by the learner and signed by the facilitator

No	Topic of the Integrated Session	Date of Session	Initials of Facilitator
1			
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5. Self-Directed Learning

SDL helps in empowering the student to perform an objective self-assessment of knowledge and skills, continue learning, refine existing skills and acquire new skills, to apply newly gained knowledge or skills to the care of the patient, to introspect and utilize experiences, to enhance personal and professional growth and learning, to search (including through electronic means), and critically evaluate the medical literature and apply the information in the care of the patient and to identify and select an appropriate career pathway that is professionally rewarding and personally fulfilling.

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SDL Session 1:		
Date	Time	Initial of Facilitator
Topic of SDL		
Synopsis of the Study		
Bibliography		

SDL Session 2:		
Date	Time	Initial of Facilitator
Topic of SDL		
Synopsis of the Study		
Bibliography		

SDL Session 3:		
Date	Time	Initial of Facilitator
Topic of SDL		
Synopsis of the Study		
Bibliography		

SDL Session 4:		
Date	Time	Initial of Facilitator
Topic of SDL		
Synopsis of the Study		
Bibliography		

SDL Session 5:		
Date	Time	Initial of Facilitator
Topic of SDL		
Synopsis of the Study		
Bibliography		

SDL Session 6:		
Date	Time	Initial of Facilitator
Topic of SDL		
Synopsis of the Study		
Bibliography		

SDL Session 7:		
Date	Time	Initial of Facilitator
Topic of SDL		
Synopsis of the Study		
Bibliography		

SDL Session 8:		
Date	Time	Initial of Facilitator
Topic of SDL		
Synopsis of the Study		
Bibliography		

SDL Session 9:		
Date	Time	Initial of Facilitator
Topic of SDL		
Synopsis of the Study		
Bibliography		

SDL Session 10:		
Date	Time	Initial of Facilitator
Topic of SDL		
Synopsis of the Study		
Bibliography		

6. Attitudes, Ethics & Communications

The “Indian Medical Graduate” (IMG) shall possess requisite knowledge, skills, attitudes, values and responsiveness, so that he or she may function appropriately and effectively as a *doctor of first contact of the community* while being globally relevant. In order to fulfill this goal, the IMG must be able to function in the following ROLES appropriately and effectively:

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2. Leader and member of the health care team and system with capabilities to collect, analyse, synthesize and communicate health data appropriately.
3. Communicator with patients, families, colleagues and community.
4. Lifelong learner committed to continuous improvement of skills and knowledge.
5. Professional, who is committed to excellence, is ethical, responsive and accountable to patients, community and profession.

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1. This section includes academic mile stones attained AETCOM learning. The learner shall be assigned a specific learning objective for each session.
2. The learner shall be given an assignment based on the AETCOM topics of the curriculum.
3. They shall record a detailed synopsis of the skill learnt in this section. The student shall also record a reflection of the learning and learning process.
4. The completion of such activity shall be recorded in this section by the learner and signed by the facilitator

AETCOM Session 01:		
Date	Time	Initial of Facilitator
Topic of AETCOM		
Synopsis of the Skill Learnt		
Reflections		

AETCOM Session 02:		
Date	Time	Initial of Facilitator
Topic of AETCOM		
Synopsis of the Skill Learnt		
Reflections		

AETCOM Session 03:		
Date	Time	Initial of Facilitator
Topic of AETCOM		
Synopsis of the Skill Learnt		
Reflections		

AETCOM Session 04:		
Date	Time	Initial of Facilitator
Topic of AETCOM		
Synopsis of the Skill Learnt		
Reflections		

AETCOM Session 05:		
Date	Time	Initial of Facilitator
Topic of AETCOM		
Synopsis of the Skill Learnt		
Reflections		

AETCOM Session 06:		
Date	Time	Initial of Facilitator
Topic of AETCOM		
Synopsis of the Skill Learnt		
Reflections		

AETCOM Session 07:		
Date	Time	Initial of Facilitator
Topic of AETCOM		
Synopsis of the Skill Learnt		
Reflections		

AETCOM Session 08:		
Date	Time	Initial of Facilitator
Topic of AETCOM		
Synopsis of the Skill Learnt		
Reflections		

7. Formative Feedback Record

Note:

1. This section captures the process of formative support of the faculty mentors of the department during the learning and at the end of each section of study / module of learning.
2. The mentor shall peruse the academic performance, progression and specific academic needs of the learner.
3. The learner shall record in this section the type of formative assessment, topic for which it was done, the performance and the feedback given by the learner to the mentor on the performance, problems in learning, remedial required if any and the feedback of the mentor.

Formative Feedback Session No:		
Date	Time	Initial of Facilitator
Type of Formative Assessment	1 Classroom Learning [] 2 Assignment [] 3 Integrated Learning [] 4 Self-Directed Learning [] 5.AETCOM []	
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Formative Feedback Session No:		
Date	Time	Initial of Facilitator
Type of Formative Assessment	1 Classroom Learning [] 2 Assignment [] 3 Integrated Learning [] 4 Self-Directed Learning [] 5.AETCOM []	
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Formative Feedback Session No:		
Date	Time	Initial of Facilitator
Type of Formative Assessment	1 Classroom Learning [] 2 Assignment [] 3 Integrated Learning [] 4 Self-Directed Learning [] 5.AETCOM []	
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Formative Feedback Session No:		
Date	Time	Initial of Facilitator
Type of Formative Assessment	1 Classroom Learning [] 2 Assignment [] 3 Integrated Learning [] 4 Self-Directed Learning [] 5 AETCOM []	
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Formative Feedback Session No:		
Date	Time	Initial of Facilitator
Type of Formative Assessment	1 Classroom Learning [] 2 Assignment [] 3 Integrated Learning [] 4 Self-Directed Learning [] 5 AETCOM []	
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Formative Feedback Session No:		
Date	Time	Initial of Facilitator
Type of Formative Assessment	1 Classroom Learning [] 2 Assignment [] 3 Integrated Learning [] 4 Self-Directed Learning [] 5 AETCOM []	
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Formative Feedback Session No:		
Date	Time	Initial of Facilitator
Type of Formative Assessment	1 Classroom Learning [] 2 Assignment [] 3 Integrated Learning [] 4 Self-Directed Learning [] 5 AETCOM []	
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Formative Feedback Session No:		
Date	Time	Initial of Facilitator
Type of Formative Assessment	1 Classroom Learning [] 2 Assignment [] 3 Integrated Learning [] 4 Self-Directed Learning [] 5 AETCOM []	
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

7A. Formative Assessment Record-Theory

Note:

1. This section captures the process of Assessment data of the learner at the end of each section of study / module of learning.
2. The learner shall record their performance and get it verified by the facilitator

No	Assessment Topic	Total Marks/Grade	Marks / Grade Scored	Initials of the Facilitator
1				
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7B. Formative Assessment Record-Practical

Note:

1. This section captures the process of Assessment data of the learner at the end of each section of study / module of learning.
2. The learner shall record their performance and get it verified by the facilitator

No	Assessment Topic	Total Marks/Grade	Marks / Grade Scored	Initials of the Facilitator
1				
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8. Photo Story

Note:

1. This section shall include the important moments of the process of development which shall be documented for the student and the department
2. These may be eg: prizes won, competitions attended, department activities etc.
3. These are based on the preferences of individual institutes.
4. The projects are voluntary activity and not included for internal assessment.

9. Co-Curricular Achievements

Note:

1. This section shall include the important co-curricular activities in which the student is involved during the academic year which shall be documented for the student and the department
1. These may be eg: prizes won, competitions attended, etc.
2. These are based on the preferences of individual institutes.
3. The projects are voluntary activity and not included for internal assessment.

Professional Year - 3

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9	Photos Story	121
10	Co-Curricular Achievements	122

Time Table

Week	Mon	Tue	Wed	Thur	Fri	Sat	Sun

Vacation Days:

_____ to _____

_____ to _____

2. Clinical Training/ Practical Record

Note:

1. This section captures the attainment of the various competency mile-stones attained through encounters with individuals in the hospital/ community.
2. The learner shall make observation in the simulated / real life encounters and makes entries as mandated in the concerned record book
3. The record books shall be verified by the faculty facilitator periodically / at the end of each session or module and the completion of each such activity shall be recorded in this section by the learner and signed by the facilitator.
4. The end of each session shall be appended by an end of training formative assessment in the topic / session / module. eg: OSPE. Such session's outcomes and feedback for such outcomes may be suitably entered in the concerned documents.

No	Clinical Training	Date of Completion	Initials of Facilitator
1			
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3. Assignment Response Record

Note

1. This section includes academic mile stones attained through assignments / out of class academic work.
2. The learner shall be given an assignment based on the “Nice to know” areas of the curriculum and any other such topics as deemed necessary.
3. The learner shall submit the assignment in the offline / online module as deemed by the individual institutions, which shall be assessed and graded by the faculty facilitator.
4. The completion of such activity shall be recorded in this section by the learner and signed by the facilitator

No	Title of Assignment	Date of Submission	Initials of Facilitator
1			
2			
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4. Record of Integrated Session

Note

1. This section includes academic mile stones attained through horizontal and vertical integrated sessions.
2. The learner shall attend all such integrated sessions and observe, interact and understand the topic.
3. The learner shall submit the end of session assessment (eq: MCQ session of 15-20 MCQ questions)
4. The completion of such activity shall be recorded in this section by the learner and signed by the facilitator

No	Topic of the Integrated Session	Date of Session	Initials of Facilitator
1			
2			
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5. Self-Directed Learning

SDL helps in empowering the student to perform an objective self-assessment of knowledge and skills, continue learning, refine existing skills and acquire new skills, to apply newly gained knowledge or skills to the care of the patient, to introspect and utilize experiences, to enhance personal and professional growth and learning, to search (including through electronic means), and critically evaluate the medical literature and apply the information in the care of the patient and to identify and select an appropriate career pathway that is professionally rewarding and personally fulfilling.

Note:

1. This section includes academic mile stones attained through self-directed learning. The learner shall be assigned a specific learning objective for each session.
2. The learner shall be given an assignment based on the “Desirable to know” areas of the curriculum and any other such topics as deemed necessary.
3. They shall record a detailed synopsis of the learning in this section. The student shall also record a list of the books/journals referred in Vancouver format.
4. The completion of such activity shall be recorded in this section by the learner and signed by the facilitator

SDL Session 1:		
Date	Time	Initial of Facilitator
Topic of SDL		
Synopsis of the Study		
Bibliography		

SDL Session 2:		
Date	Time	Initial of Facilitator
Topic of SDL		
Synopsis of the Study		
Bibliography		

SDL Session 3:		
Date	Time	Initial of Facilitator
Topic of SDL		
Synopsis of the Study		
Bibliography		

SDL Session 4:		
Date	Time	Initial of Facilitator
Topic of SDL		
Synopsis of the Study		
Bibliography		

SDL Session 5:		
Date	Time	Initial of Facilitator
Topic of SDL		
Synopsis of the Study		
Bibliography		

SDL Session 6:		
Date	Time	Initial of Facilitator
Topic of SDL		
Synopsis of the Study		
Bibliography		

SDL Session 7:		
Date	Time	Initial of Facilitator
Topic of SDL		
Synopsis of the Study		
Bibliography		

SDL Session 8:		
Date	Time	Initial of Facilitator
Topic of SDL		
Synopsis of the Study		
Bibliography		

SDL Session 9:		
Date	Time	Initial of Facilitator
Topic of SDL		
Synopsis of the Study		
Bibliography		

SDL Session 10:		
Date	Time	Initial of Facilitator
Topic of SDL		
Synopsis of the Study		
Bibliography		

6. Attitudes, Ethics & Communications

The “Indian Medical Graduate” (IMG) shall possess requisite knowledge, skills, attitudes, values and responsiveness, so that he or she may function appropriately and effectively as a *doctor of first contact of the community* while being globally relevant. In order to fulfill this goal, the IMG must be able to function in the following ROLES appropriately and effectively:

1. Clinician who understands and provides preventive, promotive, curative, palliative and holistic care with compassion.
2. Leader and member of the health care team and system with capabilities to collect, analyse, synthesize and communicate health data appropriately.
3. Communicator with patients, families, colleagues and community.
4. Lifelong learner committed to continuous improvement of skills and knowledge.
5. Professional, who is committed to excellence, is ethical, responsive and accountable to patients, community and profession.

Note:

1. This section includes academic mile stones attained AETCOM learning. The learner shall be assigned a specific learning objective for each session.
2. The learner shall be given an assignment based on the AETCOM topics of the curriculum.
3. They shall record a detailed synopsis of the skill learnt in this section. The student shall also record a reflection of the learning and learning process.
4. The completion of such activity shall be recorded in this section by the learner and signed by the facilitator

AETCOM Session 01:		
Date	Time	Initial of Facilitator
Topic of AETCOM		
Synopsis of the Skill Learnt		
Reflections		

AETCOM Session 02:		
Date	Time	Initial of Facilitator
Topic of AETCOM		
Synopsis of the Skill Learnt		
Reflections		

AETCOM Session 03:		
Date	Time	Initial of Facilitator
Topic of AETCOM		
Synopsis of the Skill Learnt		
Reflections		

AETCOM Session 04:		
Date	Time	Initial of Facilitator
Topic of AETCOM		
Synopsis of the Skill Learnt		
Reflections		

AETCOM Session 05:		
Date	Time	Initial of Facilitator
Topic of AETCOM		
Synopsis of the Skill Learnt		
Reflections		

7. Formative Feedback Record

Note:

1. This section captures the process of formative support of the faculty mentors of the department during the learning and at the end of each section of study / module of learning.
2. The mentor shall peruse the academic performance, progression and specific academic needs of the learner.
3. The learner shall record in this section the type of formative assessment, topic for which it was done, the performance and the feedback given by the learner to the mentor on the performance, problems in learning, remedial required if any and the feedback of the mentor.

Formative Feedback Session No:		
Date	Time	Initial of Facilitator
Type of Formative Assessment	1. Classroom Learning [] 2. Assignment [] 3. Integrated Learning [] 4. Self-Directed Learning [] 5. AETCOM []	
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Formative Feedback Session No:		
Date	Time	Initial of Facilitator
Type of Formative Assessment	1. Classroom Learning [] 2. Assignment [] 3. Integrated Learning [] 4. Self-Directed Learning [] 5. AETCOM []	
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Formative Feedback Session No:		
Date	Time	Initial of Facilitator
Type of Formative Assessment	1 Classroom Learning [] 2 Assignment [] 3 Integrated Learning [] 4 Self-Directed Learning [] 5 AETCOM []	
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Formative Feedback Session No:		
Date	Time	Initial of Facilitator
Type of Formative Assessment	1 Classroom Learning [] 2 Assignment [] 3 Integrated Learning [] 4 Self-Directed Learning [] 5 AETCOM []	
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Formative Feedback Session No:		
Date	Time	Initial of Facilitator
Type of Formative Assessment	1 Classroom Learning [] 2 Assignment [] 3 Integrated Learning [] 4 Self-Directed Learning [] 5 AETCOM []	
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Formative Feedback Session No:		
Date	Time	Initial of Facilitator
Type of Formative Assessment	1 Classroom Learning [] 2 Assignment [] 3 Integrated Learning [] 4 Self-Directed Learning [] 5 AETCOM []	
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Formative Feedback Session No:		
Date	Time	Initial of Facilitator
Type of Formative Assessment	1 Classroom Learning [] 2 Assignment [] 3 Integrated Learning [] 4 Self-Directed Learning [] 5 AETCOM []	
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Formative Feedback Session No:		
Date	Time	Initial of Facilitator
Type of Formative Assessment	1 Classroom Learning [] 2 Assignment [] 3 Integrated Learning [] 4 Self-Directed Learning [] 5 AETCOM []	
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Formative Feedback Session No:		
Date	Time	Initial of Facilitator
Type of Formative Assessment	1 Classroom Learning [] 2 Assignment [] 3 Integrated Learning [] 4 Self-Directed Learning [] 5 AETCOM []	
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

Formative Feedback Session No:		
Date	Time	Initial of Facilitator
Type of Formative Assessment	1 Classroom Learning [] 2 Assignment [] 3 Integrated Learning [] 4 Self-Directed Learning [] 5 AETCOM []	
Formative Assessment Done For: (Topic / Section / Module of Learning)		
Feedback Given by the Learner		
Feedback given by the Facilitator		

7A. Formative Assessment Record-Theory

Note:

1. This section captures the process of Assessment data of the learner at the end of each section of study / module of learning.
2. The learner shall record their performance and get it verified by the facilitator

No	Assessment Topic	Total Marks/ Grade	Marks / Grade Scored	Initials of Facilitator
1				
2				
3				
4				
5				
6				
7				
8				
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10				
11				
12				
13				
14				
15				

7B. Formative Assessment Record-Practical

Note:

1. This section captures the process of Assessment data of the learner at the end of each section of study / module of learning.
2. The learner shall record their performance and get it verified by the facilitator

No	Assessment Topic	Total Marks/Grade	Marks / Grade Scored	Initials of the Facilitator
1				
2				
3				
4				
5				
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12				
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8. Record of Project(s)

Note:

1. The learner may undertake a scholastic project of 1-2 months in the form of a clinical project or community project or research project.
2. These are based on the preferences of individual institutes.
3. The projects are voluntary activity and not included for internal assessment.

Type of Project	Clinical Project	[]
	Community Project	[]
	Research Project	[]
Title of Project		

Synopsis of the Work

Signature of Facilitator	

9. Photo Story

Note:

1. This section shall include the important moments of the process of development which shall be documented for the student and the department
2. These may be eg: prizes won, competitions attended, department activities etc.
3. These are based on the preferences of individual institutes.
4. The projects are voluntary activity and not included for internal assessment.

10. Co-Curricular Achievements

Note:

1. This section shall include the important co-curricular activities in which the student is involved during the academic year which shall be documented for the student and the department
2. These may be eg: prizes won, competitions attended, etc.
3. These are based on the preferences of individual institutes.
4. The projects are voluntary activity and not included for internal assessment.