



Resident Portfolio and Log Book

[for MS Candidates]

Department of Obstetrics and Gynaecology

Jawaharlal Nehru Medical College

Aligarh Muslim University, Aligarh (India)

Name:

Year:

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Foreword

Dear Residents,

Welcome to the Department of Obstetrics and Gynaecology. Congratulations on accepting the challenge and joining the most satisfying speciality in medicine.

The staff members of the department want to assure you that we are all committed towards training you to become one of the best in your field. However, you must understand that your role in this endeavour is as important as ours. We have prepared these pages for you to record and document your academic and co-curricular activities. However a mere record does not ensure that learning has taken place unless you periodically review the record, reflect on what went well, how it could have been improved and then plan for the next phase of learning. That is the fine difference between a logbook and a portfolio!

We hope that when you leave the department this portfolio will be your prized possession showcasing all the learning that has taken place during these gruelling years you spent with us. Whether you remember these years with a sense of pride and achievement or you squander them – Choice is yours. In addition, this portfolio will also help you secure excellent professional positions

All the best and happy learning!

Staff Members, Department of OBG
JNMC, AMU, Aligarh

Curriculum Vitae

PHOTO

1. Name :

2. Date of Birth (DD / MM / YY):

3. Permanent Address and telephone / mobile:

4. Local address:

5. Telephone / mobile

6. Email:

7. MBBS Degree

a. Year of admission:

b. Year of passing:

c. College / University:

8. MBBS Record:

S No.	Percentage	Medals/Distinction/Awards
Ist Prof		
2nd Prof		
Mid Prof		
Final Prof		

9. Internship:

a. Month / Year of beginning:

b. Month / Year of completion:

c. College & Hospital:

10. Any other experience (Give Details):

11. Medical Council Registration No. & Date:

12. Month & Year of Joining the Course:

13. Month & Year of appearing for the Degree / Diploma examination:

14. Special Interest / Hobbies and Extra Curricular Activities:

Residency Program Vision, Mission and Objectives

In order to train outstanding obstetricians-gynecologists capable of becoming leaders in our field the Department of OBG, JNMC, AMU, Aligarh has the following Vision, Mission and Objectives:

Vision

The Department of Obstetrics & Gynaecology, strives to be a regional leader in training healthcare professionals who are competent to provide Reproductive Health Care of international standards but in a regional context and in alignment with our National Goals.

Mission

We strive to nurture an academic environment conducive to acquiring and imparting high-quality education, conducting innovative scientific research and competency based training for providing promotive, preventive and curative medical care in an empathetic, humanistic and ethical manner.

Objectives

1. To equip students with the knowledge, skills and attitude required to manage problems related to obstetric and gynecology.
2. To be a centre of excellence for providing training in emergency obstetric care and thereby reduce maternal and neonatal morbidity and mortality in alignment with our National goals..
3. To provide round the clock Family Planning services and training for the same.
4. To conduct outreach programmes and provide training in preventive and promotive reproductive healthcare activities with focus on antenatal care and preventive oncology.
5. To provide training in state of the art technological advances keeping in mind the job market dynamics.

Mother and Baby-Friendly Hospital Policies

At the Department of OBG, JNMC, AMU, Aligarh we are dedicated towards providing respectful maternity care by following Mother and Baby-Friendly Hospital Policies. We therefore direct you to read this document carefully and sign the pledge.

Pledge

I pledge that I will provide care to my patients in a manner which is compatible with Mother and Baby-Friendly Hospital Policies as follows:

1. Offer all birthing mothers:
 - Unrestricted access to a female birth companion of her choice.
 - Unrestricted access to continuous emotional and physical support.
 - Access to professional midwifery care.
2. Provide accurate descriptive and statistical information to the patients about our practices and procedures for birth care, including measures of interventions and outcomes.
3. Provide culturally competent care —that is, care that is sensitive and responsive to the specific beliefs, values, and customs of the mother’s ethnicity and religion.
4. Provide the birthing woman with the freedom to walk, move about, and assume the positions of her choice during labor and birth (unless restriction is specifically required to correct a complication)
5. Have clearly defined policies and procedures for:
 - Collaborating and consulting throughout the perinatal period with other maternity services, including communicating with the original caregiver when transfer from one birth site to another is necessary
 - Linking the mother and baby to appropriate community resources, including prenatal and post-discharge follow-up and breastfeeding support.
6. Do not routinely employ practices and procedures that are unsupported by scientific evidence.
7. Educate staff in non-drug methods of pain relief, and discourage the use of analgesic or anesthetic drugs not specifically required to correct a complication.
8. Encourage all mothers and families, including those with sick or premature newborns or infants with congenital problems, to touch, hold, breastfeed, and take care of their babies to the extent compatible with their conditions.
9. Discourage non-religious circumcision of the newborn.

10. Strives to achieve the WHO-UNICEF **“Ten Steps of the Baby-Friendly Hospital Initiative”** to promote successful breastfeeding as follows:

- 1) Have a written breastfeeding policy that is routinely communicated to all health care staff
- 2) Train all health care staff in skills necessary to implement this policy
- 3) Inform all pregnant women about the benefits and management of breastfeeding
- 4) Help mothers initiate breastfeeding within a half-hour of birth
- 5) Show mothers how to breastfeed and how to maintain lactation even if they should be separated from their infants
- 6) Give newborn infants no food or drink other than breast milk unless medically indicated
- 7) Practice rooming in: allow mothers and infants to remain together 24 hours a day
- 8) Encourage breastfeeding on demand
- 9) Give no artificial teat or pacifiers (also called dummies or soothers) to breastfeeding infants
- 10) Foster the establishment of breastfeeding support groups and refer mothers to them on discharge from hospitals or clinics

Signature:

Date:

Learning Objectives

Core competencies to be acquired during training

During your residency we expect you to acquire competency in the following six core areas:

1. Patient Care
2. Medical Knowledge
3. Practice-based Learning and Improvement
4. Interpersonal and Communication Skills
5. Professionalism
6. Systems-based Practice

1. Patient Care

By the end of your training you should be able to demonstrate that you can provide compassionate, appropriate, and effective care both for the treatment of reproductive health problems and the promotion of health by:

- Effective communication, caring and respectful behaviors when interacting with patients and their families.
- Ability to gather essential and accurate information about patients.
- Making informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- Develop and carry out patient management plans.
- Counsel and educate patients and their families.
- Use information technology to support patient care decisions and patient education.
- Perform competently all medical and invasive procedures considered essential for the practice of OBG.
- Provide services aimed at preventing health problems or maintaining health.
- Work with other health care professionals from your and from other disciplines, to provide patient-focused care

2. Medical Knowledge

By the end of your training you must be able to demonstrate knowledge about established and evolving biomedical, clinical, epidemiological and social-behavioral sciences and the apply this knowledge to patient care by:

- Providing investigatory and analytical thinking approach to clinical situations.
- Knowing and applying basic and clinically supportive sciences appropriate to OBG.

3. Practice-Based Learning and Improvement

You must be able to investigate and evaluate *your* patient care practices, appraise and assimilate scientific evidence, and improve patient care by:

- Analyzing *your* practice and performing practice-based improvement activities using a systematic methodology.
- Locate, appraise, and assimilate evidence from scientific studies related to *your* patients' health problems.
- Obtain and use information about *your* own population of patients and the larger population from which their patients are drawn.
- Apply knowledge of study designs and statistical methods to the appraisal of clinical studies and other information on diagnostic and therapeutic effectiveness.
- Use information technology to manage information, access on-line medical information; and support *your own* education.
- Facilitate the learning of other students and health care professionals

4. Interpersonal and Communication Skills

You must be able to demonstrate interpersonal and communication skills that result in effective information exchange and teaming with patients, their families and other professional associates by:

- Creating and sustaining a therapeutic and ethically sound relationship with patients.
- Use effective listening skills to elicit and provide information using effective nonverbal, explanatory, questioning, and writing skills.
- Work effectively with others as a member or leader of a health care team or other professional group

5. Professionalism

You must demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population by:

- Demonstrating respect, compassion, and integrity; a responsiveness to the needs of patients and society that supercedes self-interest; accountability to patients, society, and the profession; and a commitment to excellence and on-going professional development.
- Demonstrate a commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practice.
- Demonstrate sensitivity and responsiveness to patients' culture, age, gender, and disabilities

6. Systems-Based Practice

You must demonstrate an awareness of and responsiveness to the larger context and system of health care and the ability to effectively call on system resources to provide care that is of optimal value by:

- Understanding how patient care and other professional practices affect other health care professionals, the health care organization, and the larger society and how these elements of the system affect their own practice.
- Knowing how types of medical practice and delivery systems differ from one another, including methods of controlling health care costs and allocating resources.
- Practicing cost-effective health care and resource allocation that does not compromise quality of care.
- Advocating for quality patient care and assisting patients in dealing with system complexities.
- Knowing how to partner with health care managers and health care providers to assess, coordinate, and improve health care and know how these activities can affect system performance

Rotation 1

Learning Objectives and Learning Contract

Posting/Rotation dd/mm/year

Preceptor's Name:

Three things i want to learn during this rotation:

- 1.
- 2.
- 3.

My strategy for accomplishing above goals:

Preceptor's suggestions/ Remarks:

Preceptor
Signature

Student
Signature

Preceptor's Signature

Student's Signature

Case Report

Write a case report of an interesting case you managed/helped manage during the current posting which maybe:

1. A rare disease, uncommon problem
2. A rare presentation of a common disease
3. An uncommon management of a common problem
4. An important clinical lesson

**Preceptor
Signature**

**Student
Signature**

End of Rotation Assessment of Competencies by Unit Head

Category	Competency	Level achieved	Remarks
Patient Care	Antepartum Care and Complications of Pregnancy		
	Care of Patients in the Intrapartum Period		
	Care of Patients in the Postpartum Period		
	Obstetrical Technical Skills		
	Gynecology Technical Skills: Laparotomy and vaginal surgery (e.g., abdominal Hysterectomy, Myomectomy, Adnexectomy, Vaginal Hysterectomy, Colporrhaphy, Mid-urethral Sling)		
	Gynecology Technical Skills: Endoscopy (Laparoscopy, Hysteroscopy, Cystoscopy)		
	Family Planning		
Professionalism	Accountability and Responsiveness to the Needs of Patients, Society, and the Profession		
	Respect for Patient Privacy, Autonomy, Patient-Physician Relationship		
Interpersonal and Communication Skills	Communication with Patients and Families		
	Communication with Physicians and Other Health Professionals and Teamwork		
	Informed Consent and Shared Decision Making		
Practice-based Learning	Patient Safety and Systems Approach to Medical Errors: Participates in identifying system errors and implementing potential systems solutions		
System-based Practice	Systems improvement: Cost-effective Care and Patient Advocacy		

**Preceptor
Signature**

**Student
Signature**

Reflection

I am at the following level of clinical training of RIME Model:

- Reporter
- Interpreter
- Manager
- Educator

My level in Core Competencies : [refer to the blueprint shared with you and grade yourself from 1-5]

- Medical Knowledge
- Patient Care
- Professionalism
- Interpersonal Communication
- Practice-based Learning: personal improvement
- System-based Practice: systems improvement

What should I keep doing?

What should I start doing?

What should I stop doing?

Objectives for next posting

Postgraduate Formative Assessment Test

Date of Test				
Result				
Self Assessment: How did i perform? Grade yourself from good, satisfactory, poor.				
Reflection: Reasons for level of performance.				
Future Goals				

Evaluation of Thesis Work

Grading: Poor – 0, Satisfactory – 1, Average -2, Good-3, Very Good-4

Evaluation:

Date of Review	Periodic consultation with guide / co-guide.	Regular collection of data	Departmental presentation	Initials of Guide
6th Month				
12th Month				
18th Month				
24th Month				

Publications/CMEs/Conferences/Papers Published/Papers Presented

Papers Published/ Communicated:

1. -----

2. -----

3. -----

Conferences/CMEs/Workshops attended:

1. -----

2. -----

3. -----

Outreach activity/Social Work:

1. -----

2. -----

Organisational Experience:

1. -----

2. -----

Any other achievement/Awards:

Summary

(To be filled in at the end of the course)

Name of the Student :

Name of the Course:

Duration of the Course: From.....To.....

Number of Major Operations / Procedure : Performed Assisted

Number of Minor operations / Procedure: Performed Assisted

Number of Seminars Presented : Presented Attended

Number of Case Presentations : Presented Attended

Number of UG classes: Conducted Attended

Number of Public Health Visits / Social-
Work / Survey / Camps:

Number of conferences / Symposia /
Workshops / CMEs Attended:

Any other activities :

Signature of Candidate

Signature of Mentor

Signature of Chairperson

End of training 360 Degree Feedback

Grading :

Grade the resident on knowledge, skills, empathy, interpersonal relationships, communication skills and professionalism on a scale of 1-4:

1 = Poor, 2 = Satisfactory, 3 = Good , 4 = Excellent

Year	Year 1	Year 2	Year 3	Signature of Chairman
Patient [patient complaints , if any]				
Nursing and other staff				
Undergraduates				
Interns				
Seniors				
Juniors				

Letters of Recommendation

Appendix 1: Blueprint for Evaluation

Following are the different levels of competency for your assessment. Our aim is that you should reach the highest level during your training.

1. Antepartum Care and Complications of Pregnancy — Patient Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates basic knowledge of normal obstetrical care and common medical complications seen in pregnancy	<p>Provides complete antepartum care for women with uncomplicated pregnancies</p> <p>Recognizes basic risk factors, symptoms, and signs of common medical complications (e.g., hypertension, diabetes, infectious diseases)</p> <p>Recognizes basic risk factors, symptoms, and signs of common obstetrical conditions (e.g., post-term gestation, abnormal placentation, third trimester bleeding)</p>	<p>Manages common medical complications (e.g., hypertension, diabetes, infectious diseases)</p> <p>Manages common obstetrical complications (e.g., previous Cesarean section, abnormal fetal growth, multifetal gestation)</p>	<p>Demonstrates a comprehensive understanding of the varying patterns of presentation and treatment options for a variety of medical and obstetrical complications</p> <p>Recognizes atypical presentations of medical and obstetrical complications; identifies indications for consultation, referral, and/or transfer of care for patients with medical and obstetrical complications</p> <p>Effectively supervises and educates lower level residents in antepartum care</p> <p>Collaborates and provides consultation to other members of the health care team in antepartum care</p>	<p>Manages patients with complex and atypical medical and obstetrical complications</p> <p>Applies innovative approaches to complex and atypical antepartum conditions and implements treatment plans based on emerging evidence</p>

2. Care of Patients in the Intrapartum Period — Patient Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates basic knowledge of routine/uncomplicated intrapartum obstetrical care including, conduct of normal labor	<p>Provides intrapartum obstetrical care for women with uncomplicated pregnancies (e.g., identification of fetal lie, interpretation of fetal heart rate monitoring, and tocodynamometry)</p> <p>Differentiates between normal and abnormal labor</p> <p>Recognizes intrapartum complications (e.g., chorioamnionitis, shoulder dystocia)</p>	<p>Manages abnormal labor</p> <p>Manages intrapartum complications (e.g., cord prolapse, placental abruption)</p>	<p>Provides care for women with complex intrapartum complications and conditions</p> <p>Identifies indications for consultation, referral, and/or transfer of care for patients with intrapartum complications</p> <p>Effectively supervises and educates lower-level residents in intrapartum care</p> <p>Collaborates and provides consultation to other members of the health care team in intrapartum care</p>	<p>Applies innovative approaches to complex and atypical intrapartum conditions and implements treatment plans based on emerging evidence</p>

3. Care of Patients in the Postpartum Period — Patient Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates basic knowledge of normal postpartum care	<p>Provides postpartum care for women with uncomplicated pregnancies, including lactation counseling</p> <p>Recognizes basic risk factors, symptoms, and signs, of common postpartum complications (e.g., postpartum hemorrhage, infection, venous thromboembolism, depression)</p>	<p>Manages common postpartum complications</p> <p>Correctly interprets the results of obstetric pathology and laboratory reports to ascertain the etiology of obstetrical outcomes</p>	<p>Manages patients with complex complications of the postpartum period (e.g., septic pelvic thrombophlebitis, pulmonary embolism)</p> <p>Determines the need for consultation, referral, or transfer for patients with complex complications in the postpartum period</p> <p>Counsels patients about the risk of recurrence of antepartum, intrapartum, and postpartum complications (e.g., preeclampsia, pre-term delivery, shoulder dystocia, depression)</p> <p>Effectively supervises and educates lower-level residents in postpartum care</p> <p>Collaborates and provides consultation to other members of the health care team in postpartum care</p>	<p>Applies innovative approaches to complex and atypical postpartum conditions and implements treatment plans based on emerging evidence</p>

4. Obstetrical Technical Skills — Patient Care				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates basic surgical principles, including use of universal precautions and aseptic technique</p> <p>Performs basic procedures, including speculum examination and cervical examination</p>	<p>Performs basic obstetrical skills, including:</p> <ul style="list-style-type: none"> a) assessment of cervical dilation b) spontaneous vaginal delivery c) ultrasound for assessment of fetal number, lie, presentation, viability, and placental location 	<p>Performs obstetrical procedures, including:</p> <ul style="list-style-type: none"> a) ultrasound to obtain fetal biometry b) biophysical profile c) repair of second degree perineal or vaginal lacerations d) primary Cesarean section e) uterine evacuation in the second trimester (e.g., induction, postpartum curettage) 	<p>Educates and supervises lower-level residents in performing obstetrical procedures</p> <p>Collaborates and provides consultation to other members of the health care team in performing obstetrical procedures</p> <p>Performs complex obstetrical procedures, including:</p> <ul style="list-style-type: none"> a) operative vaginal delivery b) repair of 3rd- and 4th-degree perineal lacerations c) repeat Cesarean section d) cervical cerclage e) breech vaginal delivery (including second twins) f) cystotomy repair e) surgical management of postpartum hemorrhage (e.g., Cesarean hysterectomy, peripartum hysterectomy) 	<p>Applies innovative and complex approaches obstetrical care and implements treatment plans based on emerging evidence</p>

			Manages and repairs uterine rupture or perforation	
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5. Gynecology Technical Skills: Laparotomy and vaginal surgery (e.g., abdominal Hysterectomy, Myomectomy, Adnexectomy, Vaginal Hysterectomy, Colporrhaphy, Mid-urethral Sling) — Patient Care				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates knowledge of basic abdominal and pelvic anatomy</p> <p>Demonstrates basic surgical principles, including use of universal precautions and aseptic technique</p> <p>Positions patient appropriately for surgery</p>	<p>Works effectively as a surgical assistant</p> <p>Performs simple abdominal incision and closure</p> <p>Performs simple vaginal or vulvar incision and repair</p> <p>Demonstrates basic surgical skills, including: -knot tying, simple suturing, suture and staple removal</p>	<p>Demonstrates appropriate tissue handling, request for instruments, and flow of the procedure</p> <p>Understands and uses various forms of energy sources used in surgery</p> <p>Performs uncomplicated gynecologic procedures</p> <p>Recognizes surgical complications and formulates an initial management plan</p>	<p>Independently performs gynecologic procedures</p> <p>Demonstrates good intra-operative decision making, including the ability to modify a surgical plan based on operative findings</p> <p>Demonstrates the ability to recognize and manage surgical complications, including the appropriate use of intra-operative consultation</p> <p>Applies an evidence-based approach to the adoption of new technologies</p> <p>Effectively supervises and educates lower-level residents regarding laparotomy</p> <p>Collaborates and provides consultation to other members of the health care team regarding laparotomy and vaginal surgery</p>	<p>Applies innovative and complex approaches to laparotomy and implements treatment plans based</p>

6. Gynecology Technical Skills: Endoscopy (Laparoscopy, Hysteroscopy, Cystoscopy) — Patient Care				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates basic understanding of abdominal and pelvic anatomy</p> <p>Demonstrates basic surgical principles, including use of universal precautions and aseptic technique</p> <p>Positions patient appropriately for surgery</p>	<p>Assembles ndoscopic instruments and checks proper functioning</p> <p>Performs proper insertion of ndoscopic instruments</p> <p>Demonstrates an understanding of the indications for endoscopy</p>	<p>Performs diagnostic procedures</p> <p>Performs operative procedures</p> <p>Displays appropriate tissue handling, request for instruments, and flow of the procedure</p> <p>Uses various forms of energy sources used in surgery</p> <p>Recognizes complications and formulates an initial management plan</p>	<p>Performs operative endoscopy independently (e.g., hysterectomy, myomectomy)</p> <p>Demonstrates good intra-operative decision making, including the ability to modify surgical plan based on operative findings</p> <p>Recognizes and manages surgical complications, including the appropriate use of intra-operative consultation</p> <p>Applies an evidence-based approach to the adoption of new technologies</p> <p>Effectively supervises and educates lower-level residents regarding endoscopy</p> <p>Collaborates and provides consultation to other members of the health care</p>	<p>Applies innovative and complex approaches to endoscopy and implements treatment plans based on emerging evidence</p>

			team regarding endoscopy	
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7. Family Planning — Patient Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Verbalizes basic knowledge about common contraceptive options	Demonstrates a basic understanding of the effectiveness, risks, benefits, complications, and contraindications of contraception, including emergency contraception, and pregnancy termination	<p>Counsels on the effectiveness, risks, benefits, and contraindications of available forms of contraception</p> <p>Counsels on the effectiveness, risks, benefits, and contraindications for male and female sterilization</p> <p>Performs intra-uterine and implantable contraceptive placement</p> <p>Demonstrates ability to perform basic first trimester uterine evacuation (medical and surgical)</p>	<p>Formulates comprehensive management plans for patients with medical diseases complicating their use of contraceptive methods</p> <p>Manages complications of contraceptive methods and pregnancy termination</p> <p>Determines the need for consultation, referral, or transfer of patients with complex complications</p> <p>Demonstrates ability to perform basic second trimester uterine evacuation (medical and surgical)</p>	Applies innovative and complex approaches to family planning and implements treatment plans based on emerging evidence

8. Compassion, Integrity, and Respect for Others — Professionalism				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Understands the importance of compassion, integrity, and respect for others</p> <p>Demonstrates sensitivity and responsiveness to patients</p>	<p>Consistently shows compassion, integrity, and respect in typical situations with patients, peers, and members of the health care team</p> <p>Consistently demonstrates sensitivity and responsiveness to diversity of patients' ages, cultures, races, religions, abilities, or sexual orientations</p> <p>Accepts constructive feedback to improve his or her ability to demonstrate compassion, integrity, and respect for others</p>	<p>Consistently shows compassion, integrity, and respect for patients who decline medical advice or request un-indicated tests or treatments, for patients who have psychiatric comorbidities, and for team members in circumstances of conflict or high stress</p> <p>Modifies one's own behavior based on feedback to improve his or her ability to demonstrate compassion, integrity, and respect for others</p>	<p>Consistently models compassion, integrity, and respect for others</p> <p>Coaches others to improve compassion, integrity, and respect for patients</p>	Assumes long-term or leadership role in community outreach activities to improve the health of vulnerable populations

9. Accountability and Responsiveness to the Needs of Patients, Society, and the Profession — Professionalism

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Understands that physicians are accountable to patients, society, and the profession</p> <p>Acts with honesty and truthfulness</p>	<p>Is consistently punctual for clinical assignments and responsive to requests for assistance; completes administrative duties (e.g., medical records, reports) on time and without reminders</p> <p>Understands the signs and symptoms of fatigue, stress, and substance abuse</p>	<p>Serves as an example for others in punctuality, responsiveness, and timely completion of duties</p> <p>Recognizes signs and symptoms of fatigue, stress, and substance abuse</p>	<p>Coaches others to improve punctuality and responsiveness; offers assistance to ensure patient care duties are completed in a timely fashion</p> <p>Demonstrates self-awareness of fatigue and stress, and mitigates the effects</p>	<p>Participates in institutional or community peer counseling related to professionalism</p>

10. Respect for Patient Privacy, Autonomy, Patient-Physician Relationship — Professionalism

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Understands the importance of respect for patient privacy and autonomy</p> <p><i>Understands the ethical principles of appropriate patient-physician relationships</i></p>	<p>Shows respect for patient privacy</p> <p>Elicits patient goals for care, and patient preferences regarding treatment alternatives</p> <p><i>Demonstrates an understanding of ethical principles, including boundary issues, and consciously applies them in patient care</i></p>	<p>Assesses a patient’s capacity for medical decision making</p> <p>Successfully navigates conflicts between patient preferences that are discordant with personal beliefs</p> <p><i>Efficiently counsels patients to help align treatment decisions with individual preferences</i></p>	<p>Successfully navigates ethically complex clinical issues involving patient autonomy</p> <p><i>Balances patient privacy with ethical and legal requirements in complex circumstances</i></p>	<p>Successfully leads others through complex and atypical clinical issues involving patient autonomy</p> <p><i>Longitudinally participates on hospital ethics committee</i></p>

11. Communication with Patients and Families — Interpersonal and Communication Skills

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates adequate listening skills</p> <p>Communicates effectively in routine clinical situations</p>	<p>Checks for patient and family understanding of illness and management plan</p> <p>Allows for opportunities for patient questions</p> <p>For hospitalized patients, maintains communication with patient and family regarding plan of care</p>	<p>Communicates effectively in stressful, emergent, and complex situations</p> <p>Capable of delivering bad news to patients and families regarding poor prognoses</p> <p>Communicates effectively with patients and families across a broad range of socio-economic and cultural backgrounds</p>	<p>Delivers bad news to families about complications or death</p> <p>Capable of informing patients and families about a medical error that caused harm</p> <p>Incorporates risk management in this process</p> <p>Role models effective communication to junior colleagues</p> <p>Participates in education of patients and families</p>	<p>Capable of effective communication in the most challenging situations, and invites participation from all stakeholders</p>

12. Communication with Physicians and Other Health Professionals and Teamwork — Interpersonal and Communication Skills				
Level 1	Level 2	Level 3	Level 4	Level 5
Understands the importance of relationship development, information gathering and sharing, and teamwork	Demonstrates an understanding of the roles of health care team members, and communicates effectively within the team Demonstrates an understanding of transitions of care and team debriefing	Works effectively in Inter-professional and interdisciplinary health care teams Participates in effective transitions of care and team debriefing Communicates effectively with physicians and other health care professionals regarding patient care	Leads inter-professional and interdisciplinary health care teams to achieve optimal outcomes Leads effective transitions of care and team debriefing Responds to requests for consultation in a timely manner and communicates recommendations to the requesting team	Educates other health care professionals regarding obstetrics and gynecology Provides effective consultation in complex and atypical patients

13. Informed Consent and Shared Decision Making — Interpersonal and Communication Skills				
Level 1	Level 2	Level 3	Level 4	Level 5
<i>Understands the importance of informed consent</i>	<i>Begins to engage patients in shared decision making, and obtains informed consent for basic procedures</i>	Uses appropriate, easy-to-understand language in all phases of communication, utilizing an interpreter where necessary Engages in shared decision making, incorporating patients' and families' cultural frameworks <i>Obtains informed consent for complex procedures</i>	<i>Organizes and participates in multidisciplinary family/patient/team member conferences</i>	Models and coaches shared decision making in complex and highly stressful situations <i>Leads multidisciplinary family/patient/team member conferences</i>

Appendix 2

RIME model for clinical learning

The RIME model is used for describing the professional growth of medical trainees. Trainees can use it to monitor their own progress or to get appropriate feedback.

Developed by Dr. Louis Pangaro, an internist and medical education expert at the Uniformed Services University of the Health Sciences, USA. As you progress through your residency you grow in knowledge, skills and attitudes and go through four stages: Reporter, Interpreter, Manager and Educator. These levels are described as follows:

Reporter

You learn to gather information verbally, by examination of the patient and her investigations. You learn to communicate, sift relevant from irrelevant information, organise it in a coherent manner and document important issues central to the patient. All residents are expected to master this art by the end of year 1.

Interpreter

Once you have gathered the information you should be able to interpret it. You identify problems independently, prioritize them and include new problems, as they arise. You are able to have a provisional diagnosis, develop a differential diagnosis and argue for and against each of the differential diagnoses under consideration. All residents are expected to master this art by the end of year 1.

Manager

You show the ability to develop a management plan for the patient. This includes confirmation of the provisional diagnosis with a diagnostic plan and development of a therapeutic plan. You should be able to identify the patients' central problem and prioritise the required actions. You should be able to solve the patients' problem after analysing the risk benefit ratio based on an individual patient's circumstances. By the end of year 2 all residents should reach this level.

Educator

Educators are masters of the fundamental skills described above. They should have the insight to identify their knowledge gaps, develop the habit of seeking evidence behind clinical practices, question any deviations observed and justify if they themselves deviate from standard management guidelines. They have the responsibility of educating themselves, the rest of the team including undergraduates, paramedical staff and their seniors. By the end of year 2 all residents should strive to reach this level.