



DEPARTMENT OF MEDICAL EDUCATION
COLLEGE OF MEDICINE & DENTISTRY AT THE HILLS
ABBOTTABAD

FINAL YEAR MBBS COMPREHENSIVE LEARNING PORTFOLIO

PRIME YEAR

2025-26

Year

2025-26



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PRIME (Professionals Ready for Innovative Medical Excellence)

PART 1: STUDENT INFORMATION & BLOCK OVERVIEW

Student Details

Field	Information
Name	
PRIME Year ID	
Academic Year	2025-26
Physician-Scholar Advisor	
Email	
Contact	

PRIME Year Block Structure

Block	Duration	Theme	Module Focus
N	Mar-Apr	Foundation-III, Blood & Immunology-III, MSK-III	Blood, Musculoskeletal
O	May-Jun	Cardiorespiratory	Cardio, Respiratory (GIT integrated)
P	Jul-Aug	Renal, Endocrine & Reproductive	Renal, Endocrine & Reproductive
Q	Sep-Oct	Neuro, GIT & Multisystem	Neurosciences, GIT, Multisystem
Exam	Nov-Jan	Transition & Assessment	Integration & Preparation
Vacation	Feb	Internship Prep	Transition

PURPOSE OF THIS LOGBOOK

This **PRIME Year Logbook** is designed as a comprehensive, integrated learning portfolio that serves multiple critical functions in your final year of medical training:

1. Learning Integration Tool

- Bridges classroom knowledge with clinical practice
- Connects themes across modules (e.g., renal physiology with clinical nephrology)
- Documents the spiral integration of concepts throughout the year

2. Competency Tracking System

- Maps your progression through **six core competencies**:
 - Patient Care
 - Medical Knowledge
 - Practice-Based Learning & Improvement
 - Interpersonal & Communication Skills
 - Professionalism
 - Systems-Based Practice
- Provides evidence of progressive responsibility from observer to independent practitioner

3. Reflective Practice Platform

- Encourages daily reflection on clinical encounters
- Documents insights, challenges, and "aha" moments
- Builds habit of lifelong learning and self-assessment

4. Assessment Portfolio

- Collates formal assessments (Mini-CEX, DOPS, CBD)
- Tracks informal feedback from supervisors, peers, patients
- Provides comprehensive evidence for final competency evaluation

5. Professional Development Record

- Documents procedures, skills, and clinical exposures
- Tracks Longitudinal Patient Panel (LPP) relationships
- Records scholarly activities and capstone project progress

6. Transition Preparation

- Prepares structured portfolio for internship applications
- Documents readiness for independent practice
- Creates personalized learning roadmap for early career

HOW TO USE THIS LOGBOOK

Daily Routine (15-20 minutes)

Morning (Planning)

1. **Review Today's Schedule:** Note LGIS topic, clinical rotation, and learning objectives
2. **Set 3 Learning Goals:** What specific skills/knowledge will you focus on today?
3. **Prepare Questions:** List questions for supervisors or for self-directed learning

Throughout the Day

1. **Capture Key Moments:** Jot brief notes on interesting cases, procedures, or insights
2. **Collect Feedback:** Immediately record verbal feedback from supervisors
3. **Document Encounters:** Note patient presentations and your role in management

Evening (Reflection)

1. **Complete Daily Log:** Fill all sections while experiences are fresh
2. **Reflect Honestly:** What went well? What could be better?
3. **Plan Follow-up:** Identify topics to review or skills to practice tomorrow

Weekly Routine (30-45 minutes)

Every Friday/Saturday

1. **Complete Weekly Summary:** Synthesize learning across the week
2. **Update Competency Progress:** Self-assess against competency domains
3. **Plan Scholarly Time:** Schedule capstone project work for the coming week
4. **Prepare for Advisor Meeting:** Identify discussion points and questions

Monthly Routine (With Advisor)

During Monthly Meetings

1. **Review Portfolio Sections:** Discuss selected entries with advisor
2. **Set Development Goals:** Identify focus areas for next month
3. **Address Challenges:** Problem-solve difficulties in learning or clinical work
4. **Update LPP Progress:** Review longitudinal patient care experiences

SECTION-BY-SECTION GUIDANCE

Part 2: Daily Learning Log

- **Be Specific:** Instead of "learned about diabetes," write "understood mechanism of SGLT2 inhibitors in heart failure patients"
- **Link Theory-Practice:** Connect morning LGIS topic with afternoon clinical cases
- **Note Emotions:** How did you feel during challenging encounters? This builds emotional intelligence

Part 3: Weekly Summary

- **Identify Patterns:** What themes emerged this week? (e.g., multiple patients with medication non-adherence)
- **Track Progress:** How has your confidence grown in specific skills?
- **Plan Strategically:** What do you need to focus on next week?

Part 4: Longitudinal Patient Panel (LPP)

- **Go Beyond Medical Facts:** Document psychosocial aspects, family dynamics, system barriers
- **Reflect on Relationship:** How has the doctor-patient relationship evolved?
- **Note System Navigation:** What challenges did you encounter in coordinating care?

Part 5: Procedures & Skills

- **Be Honest About Level:** Accurate tracking of observed/assisted/performed is crucial
- **Note Context:** Emergency vs. elective setting changes competency requirements
- **Record Feedback:** Specific technical tips from supervisors are valuable

Part 6: Assessments

- **Don't Avoid Low Ratings:** These are growth opportunities, not failures
- **Create Action Plans:** For every area needing development, plan specific improvement steps
- **Track Progress:** Revisit previous assessments to note improvement

Part 7: Scholarly Activity

- **Break Down Projects:** Large projects feel manageable when broken into weekly tasks
- **Document Process:** The learning is in the process, not just the product
- **Celebrate Milestones:** Note completion of proposal, ethics approval, etc.

TIPS FOR EFFECTIVE USE

1. Make It a Habit

- Keep logbook accessible (digital or physical)
- Set daily reminder for reflection time
- Treat it as essential clinical duty, not optional paperwork

2. Be Authentic

- This is your personal learning journey, not a "perfect" record
- Document struggles and failures—they're rich learning opportunities
- Write in your own voice, not "medical textbook" language

3. Connect the Dots

- Link morning LGIS sessions with afternoon clinical cases
- Connect different patients with similar pathophysiology
- Relate current learning to previous blocks' knowledge

4. Use It for Learning, Not Just Recording

- Review previous entries before similar clinical situations
- Identify knowledge gaps from logbook patterns
- Share interesting cases with peers for group learning

5. Engage with Supervisors

- Bring logbook to meetings with specific questions
- Ask supervisors to review and comment on entries
- Use it as basis for feedback discussions

6. Digital Management

- Scan/photograph physical entries weekly for backup
- Use cloud storage for security
- Consider digital annotations for easy searching

BENEFITS OF CONSISTENT USE

Immediate Benefits

- Better prepared for clinical encounters
- More focused learning goals
- Enhanced reflection skills
- Stronger relationships with supervisors

Medium-Term Benefits

- Comprehensive portfolio for assessments
- Clear evidence of competency progression
- Reduced "drift" in learning objectives
- Improved clinical reasoning patterns

Long-Term Benefits

- Foundation for lifelong reflective practice
- Robust portfolio for internship/job applications
- Template for continuing professional development
- Personal record of transformation into physician

COMMON PITFALLS TO AVOID

1. **Perfectionism:** Don't spend hours on beautiful entries—focus on content
2. **Procrastination:** Daily entries take 15 minutes; weekly catch-up takes hours
3. **Superficiality:** "Saw MI patient" teaches nothing; detail the learning
4. **Isolation:** Share entries with peers for collaborative learning

5. **Neglect:** Skipping entries breaks the reflective habit

FINAL THOUGHTS

This logbook is **more than documentation**—it's:

- Your **learning companion** through the PRIME year
- A **mirror** showing your professional growth
- A **map** guiding your development
- A **bridge** between student and physician identities

The most successful PRIME students don't just "fill out" this logbook—they **engage in dialogue** with it. They question their assumptions, celebrate their progress, acknowledge their limitations, and continuously redirect their learning journey.

Remember: The quality of your learning experience is directly proportional to the depth of your reflection. This logbook provides the structure—you provide the insight, honesty, and commitment to growth.

"We do not learn from experience... we learn from reflecting on experience."

PART 2: DAILY LEARNING LOG TEMPLATE

Daily Encounter Record

Date: _____

Block: _____

Day: Monday/Tuesday/Wednesday/Thursday/Friday/Saturday

Time Slot	Activity Type	Topic/Encounter	Learning Objectives	Competencies Demonstrated	Reflection & Notes
7:30-8:00	Pre-Round Prep				
8:00-9:00	LGIS Session				
9:00-10:00	Tiered Clerkship				
10:00-13:00	Didactic Session				
13:00-14:00	Independent Work				
14:00-16:00	Clinical/Activity				
Evening	Self-Directed				

Daily Key Learning Points (Max 3):

- 1.
- 2.
- 3.

Areas for Improvement:

-
-

Follow-up Actions:

-
-

PART 3: WEEKLY INTEGRATED LEARNING SUMMARY

Week: _____ | Block: _____ | Dates: _____

Day	LGIS Focus	Clinical Theme	Key Skill Developed	Patient Encounters	Assessment Completed
Mon					
Tue					
Wed					
Thu					
Fri					
Sat					

Weekly Competency Progress

Competency Domain	Level (1-5)	Evidence	Goals for Next Week
Medical Knowledge			
Clinical Skills			
Communication			
Professionalism			
Systems-Based Practice			
Practice-Based Learning			

Weekly Scholarly Activity Log

Activity Type	Time Spent	Output/Progress	Supervisor Feedback
Capstone Project			
Literature Review			
Case Presentation			
Research Writing			
Other			

PART 4: LONGITUDINAL PATIENT PANEL (LPP) TRACKER

Patient Profile

Patient ID: _____

Age/Gender: _____

Primary Diagnosis: _____

Comorbidities: _____

Start Date: _____

Expected Duration: _____

Encounter Log

Date	Setting	Chief Complaint	Assessment	Management Plan	Learning Points	Follow-up

LPP Reflective Journal

Entry Date: _____

Key Developments:

-

-

Interprofessional Collaboration:

-

-

Ethical Considerations:

-

System Navigation Challenges:

-

Patient Education Provided:

-

Overall Progress: ☐ Excellent ☐ Good ☐ Fair ☐ Poor

PART 5: CLINICAL PROCEDURES & SKILLS LOG

Date	Procedure	Setting	Role (Observed/Assisted/Performed)	Supervisor	DOPS Completed	Feedback Received

Procedural Competency Checklist

Procedure	Observed	Assisted	Performed Independent	Competent
IV Cannulation				
Venepuncture				
ABG Sampling				
ECG Recording				
Urinary Catheterization				
Suturing				
Wound Dressing				
Nasogastric Tube Insertion				
Basic Life Support				
Advanced Life Support				
Lumbar Puncture				
Chest Tube Insertion				
Central Line Placement				

PART 6: ASSESSMENT & FEEDBACK PORTFOLIO

Mini-CEX (Mini-Clinical Evaluation Exercise)

Date	Case Type	Setting	Focus Area	Rating (1-9)	Feedback	Action Plan

Case-Based Discussion (CBD) Records

Date	Case	Learning Points	Management Discussion	Areas for Development

PART 7: SCHOLARLY ACTIVITY & CAPSTONE PROJECT

Capstone Project Timeline

Phase	Target Date	Status	Supervisor Meeting	Output
Topic Selection				
Proposal Submission				
Ethics Approval				
Data Collection				
Analysis				
Draft Writing				
Final Submission				
Presentation				

Research & Publication Log

Activity	Date	Status	Journal/Forum	Outcome
Literature Review				
Case Report				
Audit				
Quality Improvement				
Conference Abstract				
Manuscript Submission				

PART 8: BLOCK-END COMPETENCY ASSESSMENT

Block: _____ | Dates: _____ to _____

Knowledge Integration

Module	Key Concepts Mastered	Areas Needing Review	Self-Rating (1-5)

Clinical Performance

Domain	Strengths	Development Needs	Advisor Comments
History Taking			
Physical Examination			
Clinical Reasoning			
Management Planning			
Documentation			
Professional Behavior			

Block Reflection Essay

Most Meaningful Learning Experience:

Biggest Challenge Overcome:

Key Insight About Myself as a Future Physician:

Areas for Focus Next Block:

Advisor Signature: _____

Date: _____

PART 9: FINAL YEAR COMPETENCY PROGRESS MAP

End-of-Year Competency Assessment

Competency	Beginning of Year	End Block N	End Block O	End Block P	End Block Q	Final
Patient Care						
Medical Knowledge						
Practice-Based Learning						
Interpersonal Skills						
Professionalism						
Systems-Based Practice						

Final Reflective Portfolio

My Journey Through PRIME Year:

Three Most Transformative Experiences:

1.

2.

3.

How I Have Grown as a Professional:

My Vision for My Internship Year:

Long-Term Career Aspirations:

This logbook belongs to:

PRIME Year MBBS 2025-26
College of Medicine & Dentistry at The Hills

"The competent physician makes knowledge personal through reflection, practice, and continuous growth."