# THE HONG KONG COLLEGE OF PATHOLOGISTS

# GENETIC AND GENOMIC PATHOLOGY

# TRAINING LOG BOOK

# Name:

Trainee number:

Training code:

Discipline: Chemical Pathology

# THE HONG KONG COLLEGE OF PATHOLOGISTS

# GENETIC AND GENOMIC PATHOLOGY TRAINING LOG BOOK

**Table of contents Page**

**Part 1: Introduction 3**

**Part 2: Aims and objectives 4**

**Part 3: Major milestones 5**

**Part 4: Training record and experience 6**

**Appendix 1: Annual return and summary of training 10**

**Appendix 2: Test list for discipline-based components 12**

**Appendix 3: References on Professionalism and Ethics 15**

**Your training log book should be kept safe and up-to-date**

**Part 1: INTRODUCTION**

The purpose of this training log book is to keep a record of your cumulative experience in Genetic and Genomic Pathology as you progress through your training program. It is a record of the milestones you achieve as you progress through the training program and also functions as a diary of your training activities.

There are areas for entries by your Educational Supervisor and you will be required to produce a copy of the relevant year for your annual review. It also records your level of competence achieved, as attested by your Educational Supervisor / trainers and together with their reports, results of formal tests / examinations, etc. will constitute your training record folder and personal development indicator.

**How to use this Training Log**

1. Complete all details of the milestones, record of training in the training log commencing at the start of your career in Genetic and Genomic Pathology.

2. Regard your Training Log Book as a diary of activity. Entries should be made whenever you complete an activity and a careful summary should be made*.*

1. The Training Log Book should encourage you to assess your own progress and decide if you have had enough experience, or put enough effort, into any one activity or learning objective. Complete the remarks box briefly whenever you make an entry and indicate whether you need to return to this topic or you have reached the required standard. If you return to the topic or activity, make a fresh entry below the original one. The Training Record is an extensive documentbecause it summarises a range of training activities - theoretical knowledge, practical laboratory experience, and clinical training. You primarily know how thoroughly these have been undertaken and hence you are responsible for completing the entries accurately.
2. Your Educational Supervisor will review your Training Log Book at regular intervals to ensure that you are keeping the record up-to-date. If you have completed a section of training, or at the 6-monthly review, the Educational Supervisor will comment on your progress, particularly in terms of areas of strength or weakness, and indicating areas which might benefit from further study or activity. **The Appendix 1** of the Log Book would be used as an annual return and this part should be sent to the Secretary of the Training and Examinations Committee as a continuous assessment of your training. This training record should be completed each year with an entry of the frequency and/or duration and date of a particular activity, and this should be counter-signed by your trainer(s). **The entire section should be returned to the Secretary of the Training and Examinations Committee before March 31st of each year.**

**Part 2: AIMS AND OBJECTIVES**

**Aims**

The aims of the College in instituting a training log book are to ensure that all trainees:

1. Receive adequate training in all aspects of Genetic and Genomic Pathology, as stated in the Regulations on Postgraduate Training and Examination in Genetic and Genomic Pathology.
2. Receive adequate training in information technology and data analysis.
3. Receive adequate training in research methods, statistics, ethics etc., and to pursue own research projects.
4. Receive adequate training in laboratory management including quality assurance, budgetary control and personnel management.
5. Receive adequate training in critical appraisal of medical/technology/healthcare literature, health technology assessment and understanding of cost-effectiveness analysis.
6. Understand the importance of audit and clinical effectiveness and be able to audit their own and their department’s activities.

**Objectives**

The objectives of the training record are to ensure that a trainee has adequately covered all the general and specialist areas of Genetic and Genomic Pathology in their preparation for obtaining the Fellowship of The Hong Kong College of Pathologists.

1. The trainee will have a personal record of his/her study of Genetic and Genomic Pathology in health and disease.
2. The trainee will have a record of clinical experience gained in out-patient clinics or other clinical meetings.
3. The trainee and training committee will be able to identify deficiencies in his/her training and arrange for these to be met as appropriate.
4. The training record will serve as part of the assessment processes during and on completion of the training program.

**Part 3: MAJOR MILESTONES**

1. Basic Medical Qualification and Year attained:
2. Fellow of HKCPath:

 Specialty: Date of attainment:

1. Other Professional Medical Qualification (if applicable):

 Date of attainment:

1. Registration as Genetic and Genomic Pathology trainee:

Date: College Trainee No.:

Educational Supervisor’s Name:

Signature: Date:

5. Change in Educational Supervisor (if any):

|  |  |  |
| --- | --- | --- |
| Name of Educational Supervisor | Signature & Date | Effective Date |
|  |  |  |
|  |  |  |
|  |  |  |

6. Periodic Assessment by Educational Supervisor (ES):

|  |  |  |  |
| --- | --- | --- | --- |
| Period | Date | Signature of ES | Comments / Assessment by ES |
| 6-month |  |  |  |
| 1-year |  |  |  |
| 18-month |  |  |  |
| 2-year |  |  |  |

 **Part 4: TRAINING RECORD OVER TOTAL TRAINING PERIOD**

**1. Cross-College Component**

Cross-college training between The Hong Kong College of Pathologists and sister Colleges as listed in *Appendix B in Regulations on Postgraduate Training and Examinations in Genetic and Genomic Pathology*

Minimal requirement contact hours to fulfill training requirement: **20 hours**

|  |  |  |
| --- | --- | --- |
| **Activities** | Numbers of hours attained | Date(s) attended |
| **Offered by The Hong Kong College of Community Medicine** |  |  |
| 1. Introduction to public health policy formulation and implementation
2. Introduction to health technology assessment (HTA)
3. General principles of screening with emphasis on the importance of evaluation – using genetic screening tests as examples
4. Considerations of clinical and public health application on new tests and interventions, including ethical, social and legal implications.
 |  |  |
| **Offered by The Hong Kong College of Obstetricians and Gynaecologists** |  |  |
| 1. Prenatal Genetic Screening (Antenatal Clinic at Prince of Wales Hospital and Queen Mary Hospital)
2. Invasive Diagnostic Procedure (Antenatal Clinic at Prince of Wales Hospital and Queen Mary Hospital)
3. Prenatal / Preconception Genetic Counselling (Antenatal Clinic at Prince of Wales Hospital and Queen Mary Hospital)
4. Expanded Newborn Screening (Postnatal ward at Prince of Wales Hospital)
 |  |  |
| **Offered by The Hong Kong College of Paediatricians** |  |  |
| 1. Paediatric Genetic Diagnosis and Counselling (Genetic Clinic at Clinical Genetic Service, Queen Mary Hospital and the Hong Kong Children’s Hospital)
2. Academic Meetings / Clinical Genetics Rounds / Case Discussion / Exome Sequencing Meetings (Clinical Genetic Service and Queen Mary Hospital)
3. Expanded Newborn Screening – preanalytical experience (Clinical Genetic Service and Hong Kong Children’s Hospital)
 |  |  |
| **Offered by the Hong Kong College of Physicians** |  |  |
| 1. Haematology Meeting/Rounds
2. Thalassemia and Haemophilia clinics
 |  |  |
| **Offered by the Hong Kong College of Radiologists** |  |  |
| 1. Educational activities in targeted therapy and medicine
2. Attachment in oncology clinics
 |  |  |

Please attach copy of Certificate of Attendance for the activities attained, if applicable.

Components not listed above need to be approved by the College.

**2. Knowledge Component**

Trainees in each discipline are required to satisfy the knowledge component as listed in *Appendix C of the Regulations on Postgraduate Training and Examinations in Genetic and Genomic Pathology.*

Trainees should have gone through all of the below listed knowledge components to fulfil the minimum training requirement of the Genetic and Genomic Pathology.

**a) Core Component**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Please specify mode of learning (Postgraduate course/Overseas training/ Self-learning)\*  | Date(s) | Signature of Educational Supervisor |
| * Basic theories in genetics
 |  |  |  |
| * Extraction methods for DNA, RNA, proteins
 |  |  |  |
| * Principles of electrophoresis and immunoblotting
 |  |  |  |
| * Principles of automated DNA sequencing and various methods of genotyping and mutation analysis
 |  |  |  |
| * Principles, applications and statistical bias of quantitative-PCR (q-PCR)
 |  |  |  |
| * Principles in tissue culture
 |  |  |  |
| * Basic concepts in conventional G-banded cytogenetics and molecular cytogenetics [e.g. Fluorescence in-situ hybridization (FISH), Comparative genomic hybridization (CGH), Spectral karyotyping (SKY)]
 |  |  |  |
| * Principles in in-situ hybridization (ISH) techniques (ISH, FISH, chromogenic in-situ hybridization[CISH], silver in-situ hybridization [SISH])
 |  |  |  |
| * Principles and applications of flow cytometry
 |  |  |  |
| * Emerging technologies (e.g. massively parallel sequencing (MPS): whole genome and targeted approaches for DNA, RNA and methylation, long read sequencing)
 |  |  |  |
| * Basic bioinformatics for genetic data analysis, including MPS data and microarray data (SNP, gene expression profiling, CGH, microRNA)
 |  |  |  |
| * Laboratory management issues in genetic and genomic testing
 |  |  |  |

\* Please attach copy of Certificate of Attendance for the activities attained, if applicable. Documentation such as detailed notes with references, topic presentation in departmental seminar, or assessment by Educational Supervisor is required for self-learning.

**b) Discipline-based Components**

Trainees are required to fulfil the training requirement as stipulated in the *Regulations on Postgraduate Training and Examinations in Genetic and Genomic Pathology* in his / her discipline.

|  |  |  |
| --- | --- | --- |
| **Pathology Specialty** | **Discipline-based Components** | **Date of Completion** |
| Anatomical Pathology(any 2 of the components) | Clinical Applications of Genetic and Genomic Testing including Pharmacogenetics and Personalised MedicineGenetic and Genomic Testing for diagnosis and treatment of Hereditary DisordersLiquid Biopsy for the Assessment of Cancers |  |
| Chemical Pathology(any 2 of the components) | Genetic and Genomic Investigations of Constitutional DisordersGenetic and Genomic Testing in Newborn ScreeningCancer Diagnostics and Applications of Circulating Nuclei AcidsPharmacogenetics, Pharmacogenomics and Precision MedicineInvestigations of Human Genetic and Genomic Diversity |  |
| Haematology | Cytogenomics of Haematolymphoid MalignanciesGenetics and Genomics of Inherited & Acquired Haematological Diseases and Transfusion Medicine |  |
| Immunology(any 2 of the components) | Clinical Applications of Genetic Testing for Primary Immunodeficiency and Other Immunological Diseases, Newborn Screening and PharmacogeneticsRole of Traditional Immunological Techniques in Workup and Diagnosis – From Phenotype to GenotypeClinical Applications of Major Histocompatibility Complex (MHC) Genotyping and Other Immunogenetics Tests |  |

Please see **Appendix 2** for detailed requirements of each specialty

**3. Professionalism and Ethics**

The references listed in **Appendix 3** are a minimum reading list. Trainees are required to complete the Continuous Medical Education exercise on Professionalism and Ethics on the web-based platform after reading.

|  |  |  |
| --- | --- | --- |
| **Category** | **Title** | **Signature of Educational Supervisor** |
| Confidentiality | Confidentiality |  |
| Confidentiality | Disclosing information for education and training purposes |  |
| Confidentiality | Disclosing information for employment, insurance and similar purposes |  |
| Confidentiality | Disclosing medical records after death |  |
| Confidentiality | Good practice in handling patient information |  |
| Confidentiality | Responding to criticism in the media |  |
| Ethics | Consent to research |  |
| Ethics | Raising concern |  |
| General | Code of professional conduct |  |
| General | Declaration of Geneva |  |
| General | Ethical guidelines on practice of telemedicine |  |
| General | Hong Kong doctors |  |
| General | Leadership and management for all doctors |  |
| General | Quality assurance of professionalism |  |
| General | Strategic Development of Genomic Medicine in Hong Kong |  |
| General | WMA international code of medical ethics |  |
| Professionalism | Doctors' use of social media |  |
| Professionalism | Ending your professional relationship with a patient |  |
| Professionalism | Financial and commercial arrangements and conflicts of interest |  |
| Professionalism | Maintaining a professional boundary between you and your patient |  |
| Professionalism | Personal beliefs and medical practice |  |
| Professionalism | Sexual behaviour and your duty to report colleagues |  |

**4. Workplace-Based Assessment**

Four assessments should be held within the training period, of which at least three should be held within the post-fellowship training period.

Any component under the Core or Discipline-based category under Knowledge Component can be tested. Core and Discipline-based knowledge should at least be covered once among the four assessments.

An assessment with unsatisfactory results can be repeated. Four satisfactory assessments are required before the trainee is eligible for oral examination.

Assessors may include the Education Supervisor, trainers (pathologists or scientific officers), peers, bedside clinicians, and technical staff. For each assessment, at least three assessors of different backgrounds as listed above should be included.

The assessments can be conducted in the following formats. More than one format type should be adopted among the four assessments:

* Instruction to a technologist to undertake an experiment, defining rationale for each step, and explaining the expected practical outcomes
* A short presentation of the trainee’s own piece of work on genetic and genomic testing
* Presentation and discussion at a multidisciplinary team meeting or a clinicopathologic conference
* Clinical consultation

 Please see **Appendix 4** for detailed requirements on the workplace-based assessment record.

**Appendix 1**

**TRAINEE ANNUAL RETURN AND ASSESSMENT BY EDUCATIONAL SUPERVISOR (Year \_\_of 2)**

Please ask your Educational Supervisor to complete this annual return at the end of each year of training. It is your responsibility to file in the return to the Secretary of the Training and Examinations Committee. You should keep a duplicate of the return in your Log Book for reference.

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

Trainee number: Position code: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This is a report on the period from \_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_ (please specify long leave, if any, that is more than 90 continuous calendar days: \_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_)

The trainee has now finished \_\_\_\_\_ months of training in Genetic and Genomic Pathology.

Training locations, including electives details:

(1)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dates: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(2)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dates: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Professional qualifications (e.g. FRCPath, Ph D):

(1)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dates: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(2)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dates: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Trainee’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Overall appraisal:**

( ) The performance including professionalism and ethics during the period is satisfactory.

( ) The training programme for the period has been successfully completed but the performance is not satisfactory.

 ( ) Other comments, please specify:

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Official use only

Vetted by Chief Examiner on

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Educational Supervisor’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Please return the completed form to: Dr WONG Chi Kin Felix, Secretary, Training and Examinations Committee, c/o Division of Chemical Pathology, Department of Pathology, Queen Mary Hospital, 102 Pokfulam Road, Hong Kong.
Tel: (852) 2255 1293; Email: wck457@ha.org.hk

**Appraisal by Chief Examiner (to be completed at the end of the programme):**

**Overall appraisal:**

( ) The training programme for the period has been successfully completed.

( ) Other comments, please specify:

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chief Examiner‘s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Appendix 2**

**Test list for discipline-based components**

Trainees are required to fulfil the training requirement in any two of the following components:

1. Genetic and Genomic Investigations of Constitutional Disorders
2. Genetic and Genomic Testing in Newborn Screening
3. Cancer Diagnostics and Applications of Circulating Nucleic Acids
4. Pharmacogenetics, Pharmacogenomics and Precision Medicine
5. Investigations of Human Genetic and Genomic Diversity

The total number of tests signed out should 100 or more. At least 50 of the tests shall be of level 2 complexity. At least 30 different genes and / or genetic conditions should be covered.

Test complexity level:

* Single gene analysis / single chromosomal region analysis / detection of multiple targeted mutations / MLPA / single analyte analysis for biochemical tests: level 1 complexity
* Others (e.g. gene panel analysis by NGS for single condition, multiplex analysis for biochemical tests): level 2 complexity

Trainees are expected to understand the principles of the testing methods and quality control procedures, to demonstrate how they interpret the results, and to conduct troubleshooting when there is QC failure. It would be desirable if trainees can participate in test development and method evaluation.

1. **Genetic and Genomic Investigations of Constitutional Disorders**
* Testing of any Mendelian (e.g. autosomal recessive inborn errors of metabolism) and non-Mendelian (e.g. MELAS caused by m.3243A>G) constitutional disorders are acceptable.

|  |  |  |  |
| --- | --- | --- | --- |
| **Test/Gene/Technology** | **Number of tests signed out** | **Comment and Signature of Educational Supervisor** | **Date** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

1. **Genetic and Genomic Testing in Newborn Screening**
* Any testing for the purpose of newborn screening carried out under a formal newborn screening programme is acceptable. Examples include: quantitative analyses of amino acids and acylcarnitines in dried blood spot for inborn errors of metabolism screening, and spinal muscular atrophy screening by genetic analysis.

|  |  |  |  |
| --- | --- | --- | --- |
| **Test/Gene/Technology** | **Number of tests signed out** | **Comment and Signature of Educational Supervisor** | **Date** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

1. **Cancer Diagnostics and Applications of Circulating Nucleic Acids**
* Any testing that (i) utilize circulating nucleic acids, (ii) for oncology diagnosis and treatment, (iii) for diagnosis of cancer predisposition syndromes is acceptable. Examples include: non-invasive prenatal screening for common trisomies, and *EGFR* gene mutation detection using plasma DNA.

|  |  |  |  |
| --- | --- | --- | --- |
| **Test/Gene/Technology** | **Number of tests signed out** | **Comment and Signature of Educational Supervisor** | **Date** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

1. **Pharmacogenetics, Pharmacogenomics and Precision Medicine**
* Any testing that involves the study of the role of a gene or genome in drug response is acceptable. Examples can be found in the Clinical Pharmacogenetics Implementation Consortium website (https://cpicpgx.org/).

|  |  |  |  |
| --- | --- | --- | --- |
| **Test/Gene/Technology** | **Number of tests signed out** | **Comment and Signature of Educational Supervisor** | **Date** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

1. **Investigations of Human Genetic and Genomic Diversity**
* Any testing that involves the study genetic variation among individuals and between populations is acceptable. Examples include whole genome sequencing and SNP array.

|  |  |  |  |
| --- | --- | --- | --- |
| **Test/Gene/Technology** | **Number of tests signed out** | **Comment and Signature of Educational Supervisor** | **Date** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Academic Activities**

# Presentation/ Publication

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Activities** | **Comment and Signature of Trainer** | **Date** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

# Others (e.g. teaching, research and development)

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Activities** | **Comment and Signature of Trainer** | **Date** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Appendix 3**

**REFERENCES ON PROFESSIONALISM AND ETHICS**

**Please complete the Continuous Medical Education exercise on Professionalism and Ethics on the web-based platform after reading.**

Confidentiality

<https://www.gmc-uk.org/ethical-guidance/learning-materials/confidentiality-decision-tool>

Disclosing information for education and training purposes

<https://www.gmc-uk.org/ethical-guidance/ethical-guidance-for-doctors/confidentiality---disclosing-for-education-and-training-purposes>

Disclosing information for employment, insurance and similar purposes

<https://www.gmc-uk.org/ethical-guidance/ethical-guidance-for-doctors/confidentiality---disclosing-information-for-employment-insurance-and-similar-purposes>

Disclosing medical records after death

<https://www.gmc-uk.org/ethical-guidance/learning-materials/disclosing-medical-records-after-death>

Good practice in handling patient information

<https://www.gmc-uk.org/ethical-guidance/ethical-guidance-for-doctors/confidentiality>

Responding to criticism in the media

<https://www.gmc-uk.org/ethical-guidance/ethical-guidance-for-doctors/confidentiality---responding-to-criticism-in-the-media>

Consent to research

<https://www.gmc-uk.org/ethical-guidance/ethical-guidance-for-doctors/consent-to-research>

Raising concern

<https://www.gmc-uk.org/ethical-guidance/learning-materials/raising-concerns---a-colleagues-behaviour>

Code of professional conduct

[https://www.mchk.org.hk/english/code/files/Code\_of\_Professional\_Conduct\_(English\_Version)\_(Revised\_in\_October\_2022).pdf](https://www.mchk.org.hk/english/code/files/Code_of_Professional_Conduct_%28English_Version%29_%28Revised_in_October_2022%29.pdf)

Declaration of Geneva

<https://www.mchk.org.hk/english/code/files/Declaration_of_Geneva_2018.pdf>

Ethical guidelines on practice of telemedicine

<https://www.mchk.org.hk/files/PDF_File_Ethical_Guidelines_on_Telemedicine.pdf>

Hong Kong doctors

<https://www.mchk.org.hk/english/publications/files/HKDoctors.pdf>

Leadership and management for all doctors

<https://www.gmc-uk.org/ethical-guidance/ethical-guidance-for-doctors/leadership-and-management-for-all-doctors>

Quality assurance of professionalism

[https://bimhse.med.hku.hk/fme/2010/(Prof%20Grace%20Tang)%20Quality%20Assurance%20in%20Professionalism%20Frontiers%20in%20Med%20&%20Health%20Education%20Dec%202010.pdf](https://bimhse.med.hku.hk/fme/2010/%28Prof%20Grace%20Tang%29%20Quality%20Assurance%20in%20Professionalism%20Frontiers%20in%20Med%20%26%20Health%20Education%20Dec%202010.pdf)

Strategic Development of Genomic Medicine in Hong Kong

<https://www.fhb.gov.hk/en/press_and_publications/otherinfo/200300_genomic/index.html>

WMA international code of medical ethics

<https://www.wma.net/policies-post/wma-international-code-of-medical-ethics/>

Using social media as a medical professional

<https://www.gmc-uk.org/professional-standards/professional-standards-for-doctors/using-social-media-as-a-medical-professional>

Ending your professional relationship with a patient

<https://www.gmc-uk.org/ethical-guidance/ethical-guidance-for-doctors/ending-your-professional-relationship-with-a-patient>

Identifying and managing conflicts of interest

<https://www.gmc-uk.org/professional-standards/professional-standards-for-doctors/identifying-and-managing-conflicts-of-interest>

Maintaining personal and professional boundaries <https://www.gmc-uk.org/professional-standards/professional-standards-for-doctors/maintaining-personal-and-professional-boundaries>

Personal beliefs and medical practice

<https://www.gmc-uk.org/ethical-guidance/ethical-guidance-for-doctors/personal-beliefs-and-medical-practice>

Identifying and tackling sexual misconduct

<https://www.gmc-uk.org/professional-standards/ethical-hub/identifying-and-tackling-sexual-misconduct#Overview>

**Appendix 4**

**RECORD OF WORKPLACE-BASED ASSESSMENT**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Components assessed | Brief description of the assessment format and the scenario.  | Assessment results | Name and department of assessors, with signature  | Date(s) | Educational Supervisor |
| WBA 1 |  |  |  |  |  |  |
| WBA 2 |  |  |  |  |  |  |
| WBA 3 |  |  |  |  |  |  |
| WBA 4 |  |  |  |  |  |  |