

The Draft CBME Curriculum for PG Paraclinical is being Circulated for Comments and Suggestions. The Suggestions are to be sent to RGUHS. And to be mailed to dcd.rguhs@gmail.com

Rajiv Gandhi University of Health Sciences



UNDERGRADUATE LOGBOOK

For 1st 2nd and 3rd Professional Year MBBS Students

DEPARTMENT OF COMMUNITY MEDICINE

Name of College, address& Logo

PREFACE

The Medical Council of India has revised the undergraduate medical education curriculum so that the Indian Medical Graduate (IMG) is able to recognize “Health for all” as a national goal. He/she should also be able to fulfil his/her societal obligations. The revised curriculum has specified the competencies that a student must attain and clearly defined teaching learning strategies for the same. With this goal in mind, integrated teaching, skill development, AETCOM and self-directed learning have been introduced. There would be emphasis on communication skills, basic clinical skills, and professionalism. There is a paradigm shift from the traditional didactic classroom-based teaching to learning environments where there is emphasis on learning by exploring, questioning, applying, discussing, analysing, reflecting, collaborating, and doing. The recognition of this need is enshrined by a greatly enhanced allocation of time to these methods and also the assessment techniques. With this view in mind the logbook has been designed as per the guidelines of Competency Based Curriculum.

INSTRUCTIONS

- 1) The logbook is a record of the academic and co-curricular activities of the designated student, who would be responsible for maintaining his/her logbook.
- 2) The student is responsible for
- 3) getting the entries in the logbook verified by the faculty in charge regularly.
- 4) Entries in the logbook will reflect the activities undertaken in the department & have to be scrutinized by the Head of the concerned department.
- 5) The logbook is a record of various activities by the student like:
 - Overall participation & performance
 - Attendance
 - Participation in sessions
 - Record of completion of pre-determined activities.
 - Acquisition of selected competencies
- 6) The logbook is the record of work done by the candidate in that department /specialty and should be verified by the college before submitting the application of the students for the university examination.

BASIC INFORMATION

Passport size photo

Name	
Roll No	
University Registration Number	
Batch	
Contact No	
E mail Id	
Guardian/Parent Name	
Contact Number	
Faculty Mentor Name Department	

LOGBOOK CERTIFICATE

This is to certify that this log book is the bonafide record of

Mr./Ms.....Registrationnumber

..... and admitted to this Institution in the academic year

.....whose particulars are given above. His/ Her log of competencies

acquired, are as noted in the entries in this log book in the subject of COMMUNITY

MEDCINE and related AETCOM modules as per the Competency Based Undergraduate

Medical Education Curriculum, Graduate Medical Regulation 2019, during the period

..... to.....

She / He is not eligible / eligible to appear for the summative (University) assessment as on

the date given below.

Signature of FacultyMentor

Name and Designation

Countersigned by Head of the Department

Place:

Date:

INDEX

Topic	Page Nos.	Signature of Faculty
Core Activities		
Attendance extract	-----	
Internal assessment marks	With record feedback	
Communication activity		
Family study		
Clinico-social Case		
Seminar		
Self-Directed Learning		
Record Maintenance		
Health Days		
Volunteering in National Health Program Related Field Activities		
Field Visit		
AETCOM		
Research		
Investigation of an Epidemic*		
Non-Core Activities		
Co - Curricular Activities (Quiz, Poster, Debate, Essay, Skits)		
CME/ Conference / Workshop		
Awards / recognition		
Overall assessment of student		

ATTENDANCE EXTRACT

Professional year	Classes conducted		Classes attended		Percentage	
	Theory	Practical	Theory	Practical	Theory	Practical
First						
Second						
Third						
Total						

Signature of faculty and date

Note:

Every candidate should have **attendance not less than 75% of the total classes conducted in theory which includes didactic lectures and self-directed learning and not less than 80% of the total classes conducted in practical which includes small group teaching, tutorials, integrated learning and practical sessions** in each calendar year calculated from the date of commencement of the term to the last working day as notified by the University in each of the subjects prescribed to be eligible to appear for the university examination.

The Principal should notify at the College the attendance details at the end of each term without fail under intimation to this University

INTERNAL ASSESSMENT MARKS

Professional year	Theory		Practicals	
	Total marks	Obtained	Total	Obtained
First				
Feedback given Date Signature of faculty Signature of student				
Second				
Feedback given Date Signature of faculty Signature of student				
Third				
Feedback given Date Signature of faculty Signature of student				

SUMMARY OF FORMATIVE ASSESSMENT FOR THE ENTIRE YEAR

Sl. No.	Type of Assessment	Total marks	Marks scored	Signature of student	Signature of teacher with date
1	Seminars/Tutorials/other activities/SGD	10			
2	Professionalism	10			
	TOTAL	20			

Note: Learners must secure at least 50% marks of the total marks (combined in theory and practical / clinical; not less than 40 % marks in theory and practical separately) assigned for internal assessment in a particular subject in order to be eligible for appearing at the final University examination of that subject. Internal assessment marks will reflect as separate head of passing at the summative examination.

RUBRIC FOR ASSESSING THE PROFESSIONALISM

Phase	Areas assessed					Signature of student	Signature of teacher
	Regular for Classes (5)	Submission of records (5)	Behaviour in class and discipline (5)	Dress code and presentablility (5)	Total (20)		
At the end of 1 st IA							
At the end of 2nd IA							
At the end of 3rd IA							
Average score at the end of the year							

COMMUNICATION ACTIVITY

Competencies covered

- 1.9: Demonstrate the role of effective communication skills in health in a simulated environment
- 1.10: Demonstrate the important aspects of the doctor patient relationship in a simulated environment
- 4.3: Demonstrate and describe the steps in evaluation of health promotion and education program

Competency # addressed	Name of Activity	Date completed	Attempt at activity First or Only (F) Repeat (R) Remedial (Re)	Rating Below (B) expectations Meets (M) expectations Exceeds (E) expectations	Decision of faculty Completed (C) Repeat (R) Remedial (Re)	Initial of faculty and date	Feedback received Initial of learner

FAMILY STUDY

Competencies covered

- 2.1: Describe the steps and perform clinic-socio-cultural and demographic assessment of the individual, family, and community
- 2.2: Describe the socio-cultural factors, family (types), its role in health and disease & demonstrate in a simulated environment the correct assessment of socio-economic status
- 2.3: Describe and demonstrate in a simulated environment the assessment of barriers to good health and health seeking behaviour
- 5.2: Describe and demonstrate the correct method of performing a nutritional assessment of individuals, families, and the community by using the appropriate method
- 5.4: Plan and recommend a suitable diet for the individuals and families based on local availability of foods and economic status, etc in a simulated environment

Competency # addressed	Name of Activity	Date completed	Attempt at activity First or Only (F) Repeat (R) Remedial (Re)	Rating Below (B) expectations Meets (M) expectations Exceeds (E) expectations	Decision of faculty Completed (C) Repeat (R) Remedial (Re)	Initial of faculty and date	Feedback received Initial of learner

CLINICO – SOCIAL CASE

Competencies covered

- 2.1: Describe the steps and perform clinic-socio-cultural and demographic assessment of the individual, family, and community
- 2.2: Describe the socio-cultural factors, family (types), its role in health and disease & demonstrate in a simulated environment the correct assessment of socio-economic status
- 2.3: Describe and demonstrate in a simulated environment the assessment of barriers to good health and health seeking behaviour
- 5.2: Describe and demonstrate the correct method of performing a nutritional assessment of individuals, families, and the community by using the appropriate method
- 5.4: Plan and recommend a suitable diet for the individuals and families based on local availability of foods and economic status, etc in a simulated environment

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SEMINAR

Competencies covered

- 1.9: Demonstrate the role of effective communication skills in health in a simulated environment
- 4.3: Demonstrate and describe the steps in evaluation of health promotion and education program

Competency # addressed	Topic	Date completed	Attempt at activity First or Only (F) Repeat (R) Remedial (Re)	Rating Below (B) expectations Meets (M) expectations Exceeds (E) Expectations	Decision of faculty Completed (C) Repeat (R) Remedial (Re)	Initial of faculty and date	Feedback received Initial of learner

STUDENT SEMINAR EVALUATION RUBRIC

Name of the student: _____ Reg. No. _____

Name of the Topic: _____ Date of Presentation: _____

Please tick mark (✓) the response which best represents your answer for the following questions.

S. No.		Strongly Disagree (1)	Disagree (2)	Uncertain (3)	Agree (4)	Strongly Agree (5)
Content:						
1.	The topic chosen was relevant to the course					
2.	The objectives of the topic were clearly stated.					
3.	There was adequate review of the literature.					
4.	The student maintained good continuity of thoughts throughout the presentation.					
5.	The student demonstrated a good understanding of the topic.					
6.	The material presented was appropriate for the time allotted.					
Presentation:						
1.	The presentation was well organized.					
2.	The audio visuals were well prepared.					
3.	The voice was clear and audible.					
4.	The student maintained regular eye contact with the audience.					
5.	The student adhered to the expected style of a scientific talk.					
6.	The student maintained the interest of the audience throughout the presentation.					
7.	The student maintained proper pace during the presentation.					
8.	The student handled all the questions well.					
9.	The student summarized the topic well emphasizing a take home.					

Suggestions for Improvement:

Any other Comments:

Overall Score:

Evaluated by: Name of the Faculty: _____

SMALL GROUP DISCUSSION– ASSESSMENT AND FEEDBACK

Module#	Name of SGD/SDL Activity	Date completed	Score	Initial Offaculty anddate	Feedback Received Initial of learner

The small group discussions will be scored based on the following criteria. Marks to be given

Score	Criteria for assessment
5	Is a proactive participant showing a balance between listening, initiating, and focusing discussion. Displays a proactive use of the whole range of discussion skills to keep discussion going and to involve everyone in the group. Understands the purpose of the discussion and keeps the discussion focused and on topic. Applies skills with confidence, showing leadership and sensitivity.
4	Is an active participant showing a balance between listening, initiating, and focusing discussion. Demonstrates all the elements of discussion skills but uses them less frequently and with less confidence than the above level. Keeps the discussion going but more as a supporter than a leader. Tries to involve everyone in the group. Demonstrates many skills but lacks the confidence to pursue them so that the group takes longer than necessary to reach consensus. Demonstrates a positive approach but is more focused on getting done than on having a positive discussion.
3	Is an active listener but defers easily to others and lacks confidence to pursue personal point of view even when it is right. Participates but doesn't use skills such as summarizing and clarifying often enough to show confidence. Limits discussion skills to asking questions, summarizing, and staying on topic. Lacks balance between discussion and analytical skills. Either displays good analysis skills and poor discussion skills or good discussion skills and poor analysis skills.
2	Is an active listener but defers easily to others and tends not pursue personal point of view, lacking confidence. Limits discussion skills to asking questions, summarizing, and staying on topic. Rarely demonstrates analysis skills because doesn't understand the purpose of the discussion, and as a result, offers little evidence to support any point of view.
1	Demonstrates no participation or effort. Participates only when prompted by the teacher. Only responds to others and initiates nothing. Provides limited responses that are often off topic. Participates minimally so that it is impossible to assess analysis skills or understanding of the issues.

EVALUATION OF SGL SESSIONS

COURSE TITLE: _____

PHASE _____ DATE: _____

Scale: 1- Never

2- Occasionally

3- Sometimes

4- Often

5- Always

1 2 3 4 5

1.	Assembles for the session in time					
2.	Contributes relevant information in discussions					
3.	Shares learning resources relevant to the topic					
4.	Gives critical feedback					
5.	Takes criticism in a healthy manner					
6.	Seeks answers to learning questions					
7.	Integrates old and new knowledge (across the courses)					
8.	Shows consideration for group process					
9.	Shows confidence in areas of understanding					
10.	Shows commitment to correct deficiencies					
	Total					

STUDENT

TUTOR

SIGNATURE	SIGNATURE
NAME:	NAME:
REG.NO.	DEPARTMENT:

Documentation and feedback for Self-Directed Learning

Sl no	Date	Topic of SDL	Feedback	Signature of faculty/mentor
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

Reflection on Self-directed learning Experience

Topic:

Date:

Signature of Teacher-in- charge

Reflection on Self-directed learning Experience

Topic:

Date:

Signature of Teacher-in- charge

RECORD MAINTAINANCE

Scoring: Excellent (8-10) Good (6-7) Average (4-5) Poor (<4)

Criterion	Rating	Signature of faculty and date
Completion		
Quality of content		
Appropriate diagrams where required		
Neatness		
Total		

WORLD HEALTH DAY

Health day observed		
Date		
Location		
Role of the student	Participated	Observed
Details of the program		
Reflection by student		

Signature of faculty and date

VOLUNTEERING IN NATIONAL HEALTH PROGRAM RELATED FIELD ACTIVITIES

Name of the National Health Program		
Date		
Location		
Role of the student	Participated	Observed
Details of the activity		
Reflection by student		

Signature of faculty and date

FIELD OR CLINIC VISIT

Name of the visit	Date	Report written in record	Signature of faculty

The following are the recommended field visits for undergraduate students

1. PHC
2. Anganwadi
3. DOTS Centre
4. Hospital Waste Management Facility
5. Water Treatment Plant
6. ART / ICTC Centre

Check List for Evaluation of Field Visit Report

Field Visit Report will be marked on five-point Likert Scale:

1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree

	1	2	3	4	5
1. There is a comment on whether the objectives of the visit have been fulfilled, if not which objective has not been covered					
2. There is Clear Description of student observation/ skill learned.					
3. Analysis of strengths and weaknesses of the services in light of theory and key concepts of the course					
4. Report include information that supports student analysis [Pictures, maps, forms]					
5. There is evidence of active participation of student during the visit					
6. There is statement of Limitation / suggestions					

AETCOM

Competency # addressed	Name of Activity	Date	Signature of faculty	Feedback Received Initial of learner

RESEARCH

Competencies covered

- 6.2: Describe and discuss the principles and demonstrate the methods of collection, classification, analysis, interpretation, and presentation of statistical data
- 6.3: Describe, discuss, and demonstrate the application of elementary statistical methods including test of significance in various study designs
- 6.4: Enumerate, discuss, and demonstrate Common sampling techniques, simple statistical methods, frequency distribution, measures of central tendency and dispersion
- 7.9: Describe and demonstrate the application of computers in epidemiology

Activity	
Objectives	
Study design and sample size	
Study tool	
Main results	
Results presented in conference / department	
Signature of faculty guide	

INVESTIGATION OF EPIDEMIC

Competencies covered

7.7: Describe and demonstrate the steps in the Investigation of an epidemic of communicable disease and describe the principles of control measures/ If this activity is not possible a case scenario/ simulated event may be given for completion of this activity

Name of the exercise	Date	Documentation in record	Signature of faculty

CME/CONFERENCE / WORKSHOP

Name of event	Date	Role	Learnings	Signature of faculty

CO-CURRICULAR ACTIVITIES

Details of event	Date	Role	Learnings	Signature of faculty

AWARDS/ RECOGNITION

SI No	Details

OVERALL ASSESSMENT OF THE STUDENT

STRENGTHS	
SUGGESTIONS	

Signature of Mentor

Signature of HoD