

**GOVERNMENT MEDICAL COLLEGE & HOSPITAL
CHANDIGARH**



**DEPARTMENT OF PHYSIOLOGY
LOGBOOK FOR MBBS STUDENTS
(ECE, SDL & AETCOM)
AS PER
COMPETENCY BASED CURRICULUM**

Preface

The new competency based curriculum has specified the competencies that a student must attain in the process of becoming a competent medical professional. It has clearly defined the teaching learning strategies for the same. With this goal in mind, early clinical exposure, integrated teaching, skill development, AETCOM and self-directed learning have been introduced. The meaningful assessment of competencies is critical for the effective implementation of the competency based medical education and Assessment for learning is the essence of CBME, as formative feedback and reflection is integral to learning and plays a vital role in development of competency. This logbook has been designed keeping the guidelines of the new revised curriculum.

Name of the Student : _____

Roll No. : _____

Admission Year : _____

CERTIFICATE

This is to certify that,

Mr/Ms. _____

Roll No. _____ has satisfactorily attended and completed all assignments mentioned in this logbook as per the guidelines prescribed by Medical Council of India, for Phase I MBBS Competency Based Curriculum in the subject of Physiology.

Date: ___/___/_____

Place: _____

Teacher-in-Charge

**Professor and Head
Department of Physiology**

Instructions

1. This logbook is prepared as per the guidelines of MCI for implementation of Competency based curriculum for Phase I MBBS students in the subject of Physiology.
 2. Students are required to update entries as the sessions are completed.
 3. Students are required to write reflections on each of Early Clinical Exposure (ECE), Self-Directed Learning (SDL) and AETCOM modules.
 4. The students are **required to submit** the completed log book in original format at the end of the Phase-I. It is important that students **do not loose** this log book. They are advised to keep an electronic backup of submitted assignment with themselves for use if required.
 5. For reflections the following structure should be used:
 - a. What happened? (What teaching learning experience did you undertake)
 - b. So what? (What did you learn from this experience or what change did this session make in your learning of the subject)
 - c. What next? (How will you apply this knowledge in future?)
 6. The logbook assessment will be based on multiple factors like
 - a. Attendance
 - b. Active participation in the sessions
 - c. Timely completions
 - d. Quality of write up of reflections
 - e. Overall presentation
-

INDEX

Sr. No	Description	Page No's	Status	Signature of Teacher with date
			Complete/ Incomplete	
1	Early Clinical Exposure			
2	Self-Directed Learning			
3	AETCOM Module 1.3			
4	AETCOM Module 1.4			

Section 1. EARLY CLINICAL EXPOSURE (ECE)

Introduction:

Early Clinical exposure is a teaching and learning methodology which fosters exposure of medical students to patients (actual human contact) as early as the first year of medical college, in a social or clinical context that enhances learning of health, illness or disease, and the role of the health professional.

Objectives

1. Bridging a gap between preclinical / basic and clinical sciences.
2. Provide a context to the learning of physiology and help students recognize the relevance of physiological principles in diagnosis and management of patients and thus will promote learning
3. Provide an opportunity for observing basic skills in interviewing patients and doctor-patient communication.
4. Recognize attitude, ethics and professionalism as an integral part of the doctor-patient relationship.
5. Understand the socio-cultural context of disease through the study of humanities.
6. Imparts a sense of responsibility in the students and encourages them with self-directed learning.

“Tell me and I forget, teach me and I may remember, involve me and I learn.”

- Benjamin Franklin

Record of Early Clinical Exposure Activities

Sr. No	Early Clinical Exposure Topic	Setting	Correlation	Date	Signature of Teacher
		Classroom/ Hospital/ Community	Basic Science/ Clinical Skills		
1	Pathogenesis of Fluid Imbalance & metabolic acidosis		Basic Science Correlation with Internal Medicine		
2	Anemia		Clinical Skills Internal Medicine		
3	Myocardial Infarction		Clinical Skills Cardiology		
4	Heart Failure and Shock		Clinical Skills Cardiology Internal Medicine		
5	Chronic Obstructive Pulmonary Disease		Clinical Skills Pulmonary Medicine		
6	Cerebro Vascular Accidents		Basic Science Correlation Internal Medicine/Neurology		
7	Epilepsy		Basic Science Correlation Internal Medicine		
8	Peptic Ulcer		Basic Science Correlation Internal Medicine		
9	Thyroid Disorders		Basic Science Correlation Internal Medicine		
10	Chronic renal failure		Clinical Skills		

Reflection on Early Clinical Exposure Experience

01 **Topic:**

Date:

Reflections

Signature of Teacher-in- charge

Reflection on Early Clinical Exposure Experience

02 **Topic:**

Date:

Reflections

Signature of Teacher-in- charge

Reflection on Early Clinical Exposure Experience

03 **Topic:**

Date:

Reflections

Signature of Teacher-in- charge

Reflection on Early Clinical Exposure Experience

04 **Topic:**

Date:

Reflections

Signature of Teacher-in- charge

Reflection on Early Clinical Exposure Experience

05 **Topic:**

Date:

Reflections

Signature of Teacher-in- charge

Reflection on Early Clinical Exposure Experience

06 **Topic:**

Date:

Reflections

Signature of Teacher-in- charge

Reflection on Early Clinical Exposure Experience

07 **Topic:**

Date:

Reflections

Signature of Teacher-in- charge

Reflection on Early Clinical Exposure Experience

08 **Topic:**

Date:

Reflections

Signature of Teacher-in- charge

Reflection on Early Clinical Exposure Experience

09 **Topic:**

Date:

Reflections

Signature of Teacher-in- charge

Section 2. SELF DIRECTED LEARNING (SDL)

S. No.	Self Directed Learning	Date	Signature of Teacher
1			
2			
3			
4			
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S. No.	Self Directed Learning	Date	Signature of Teacher
22			
23			
24			
25			

Reflection on Self Directed Learning

Topic:

Date:

Signature of Teacher-in- charge

Topic:

Date:

Signature of Teacher-in- charge

Reflection on Self Directed Learning

Topic:

Date:

Signature of Teacher-in- charge

Topic:

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Signature of Teacher-in- charge

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Reflection on Self Directed Learning

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Date:

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Section 3. AETCOM Modules

Module 1.3: The doctor-patient relationship

Reflections

Signature of Teacher-in- charge

Module 1.4: The foundations of communication - 1

Reflections

Signature of Teacher-in- charge
