

# MODULAR INTEGRATED CURRICULUM 2025

3<sup>rd</sup> Year MBBS  
*volume 3.0*

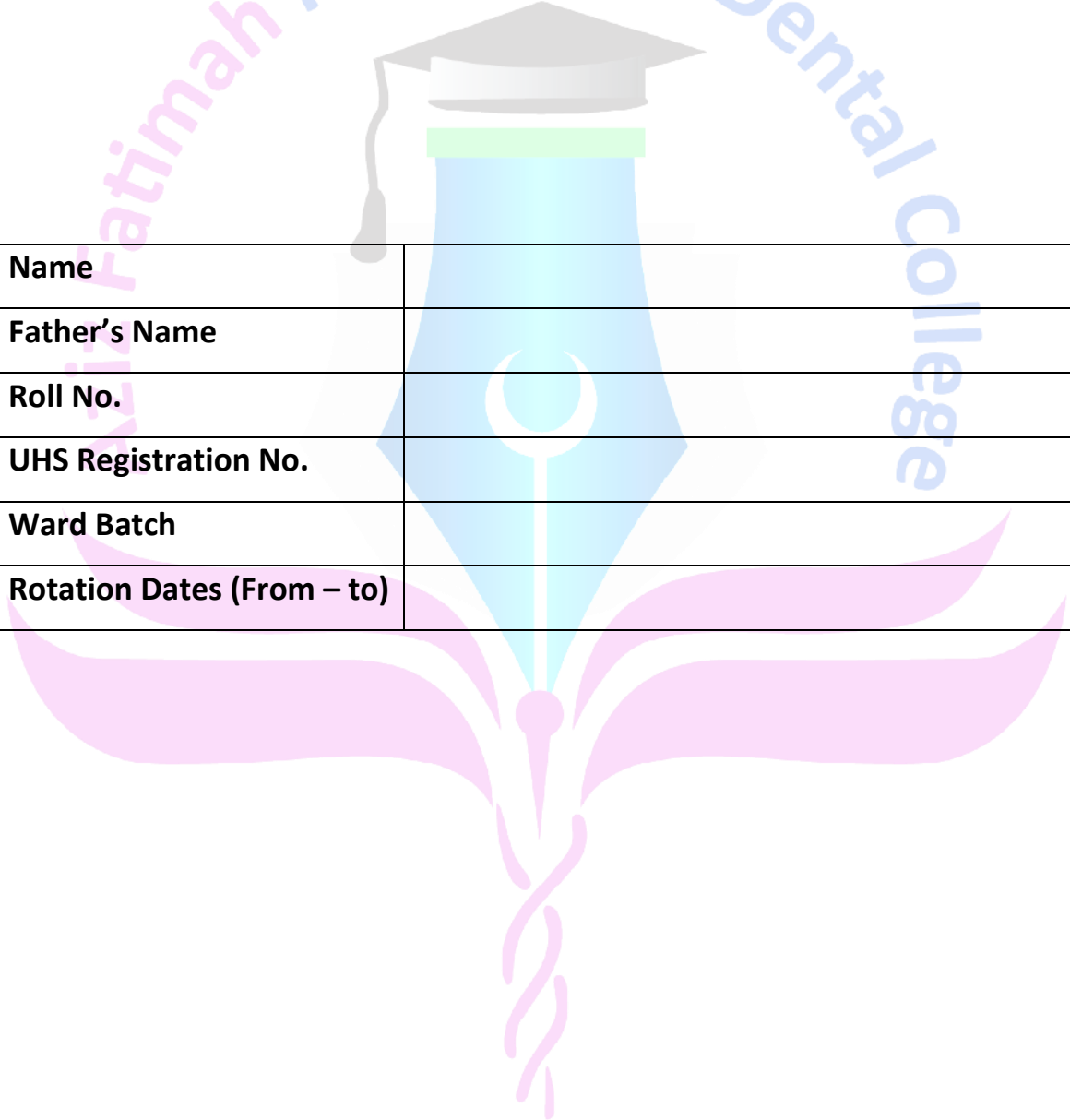


**LOGBOOK**

**Block IX**

Fatimah Medical & Dental College

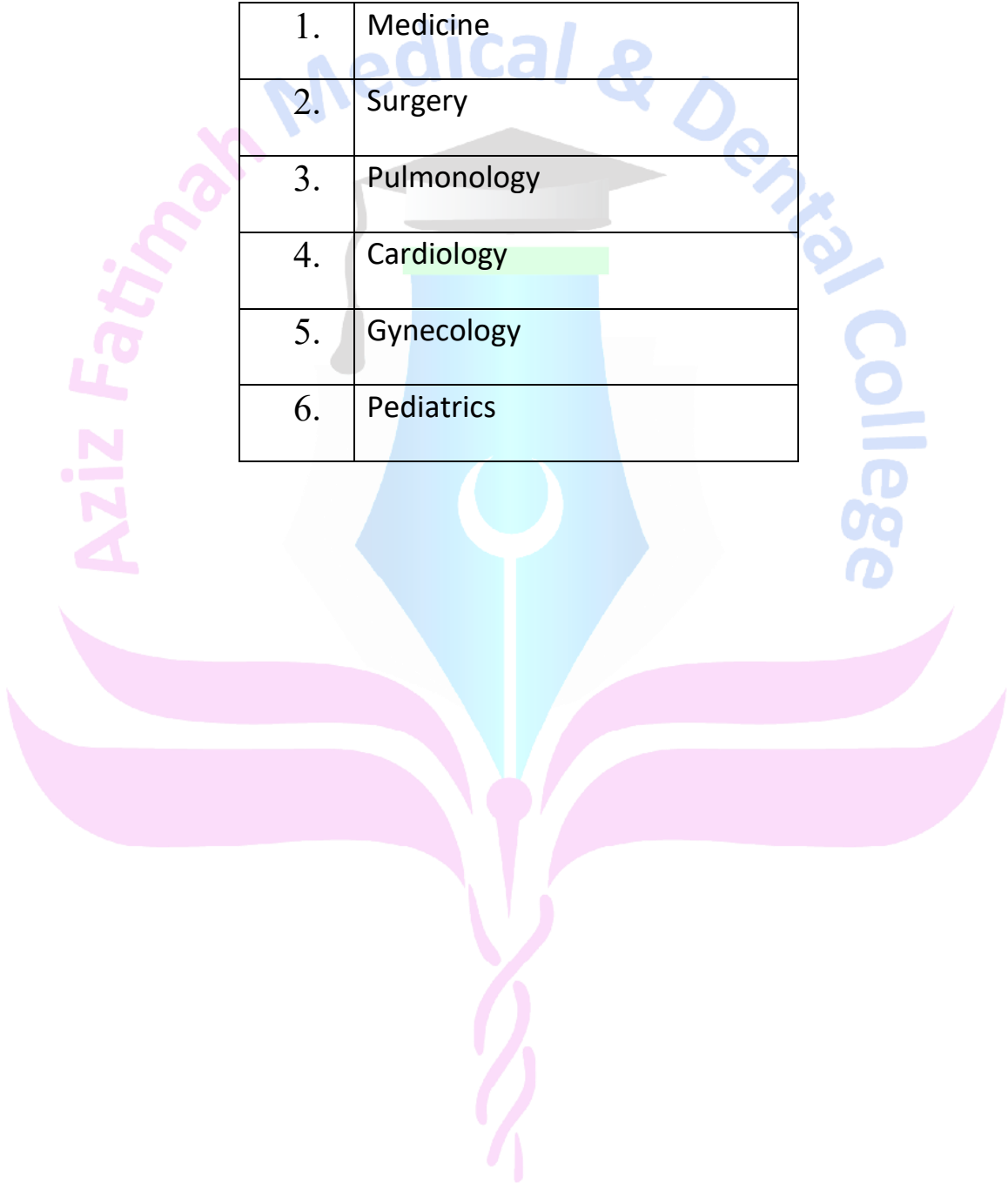
<b>Name</b>	
<b>Father's Name</b>	
<b>Roll No.</b>	
<b>UHS Registration No.</b>	
<b>Ward Batch</b>	
<b>Rotation Dates (From – to)</b>	



## Contents of Clinical Rotations

- Undergraduate Medical Student goes through the following rotations in Block 7 for clinical wards:

1.	Medicine
2.	Surgery
3.	Pulmonology
4.	Cardiology
5.	Gynecology
6.	Pediatrics



## Medicine

S. No	Date	Competencies	Level			HOD's/Teacher's comments / signature
			A	B	C	
<b>General Medicine</b>						
1.		CFRC3-063 Formulate a diagnosis from patient findings				
2.		CFRC3-064 Learn how to write SOAP notes				
3.		CFRC3-015 Order common hematologic tests (e.g., CBC, blood typing, coagulation profile).				
4.		CFRC3-016 Interpret basic hematologic lab results, including CBC parameters (e.g., haemoglobin, W B C count, platelets).				
5.		CFRC3-050 Focused history-taking for common presentations (respiratory infections, diabetes, diarrhea, UTI)				
6.		CFRC3-053 Develop comprehensive care plans (biological, psychological, social factors)				
7.		CV2-M-009 Take history specific to CVS				
8.		CV2-M-009 Perform GPE specific to CVS to observe signs of cyanosis, pallor, edema, hyperlipemia and clubbing				
9.		CV2-M-009 Palpate peripheral pulses, observe signs of raised JVP				

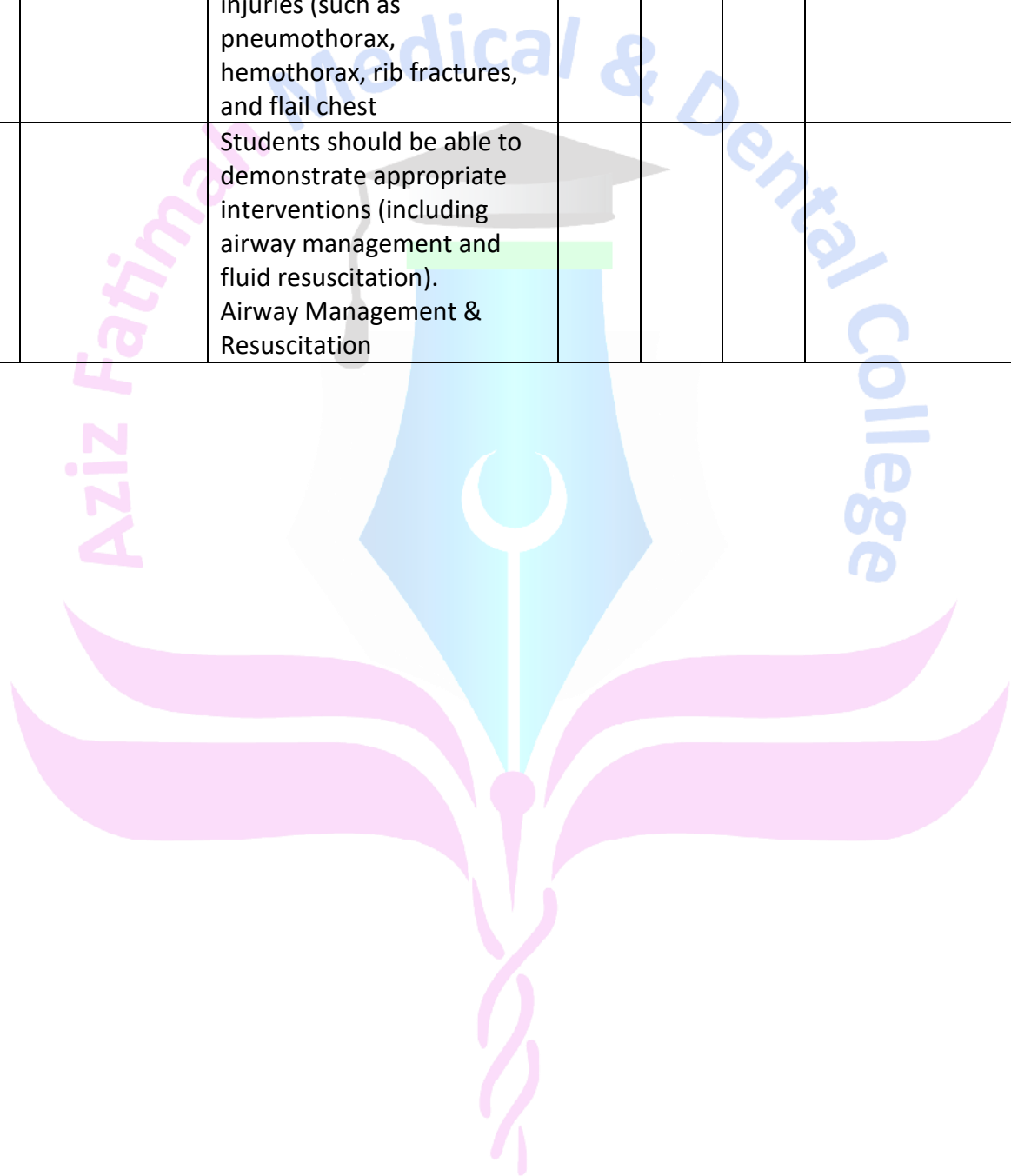
10.		CV2-M-009 Measure blood pressure				
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## Surgery

S. No	Date	Competencies	Level			HOD's/Teacher's comments / signature
			A	B	C	
1.		CFRC3-058 Able to scrub in for major and minor surgical procedures				
2.		CFRC3-059 Assist in minor surgical procedures (Observed in OT)				
3.		(CFRC3-60) Manage patients pre and post operatively				
4.		Perform examination of an ischemic limb				
5.		Clinical Presentation, Management Strategies & Complications > Students should be able to identify and differentiate between types of pneumothoraxes (primary, secondary, and tension pneumothorax) through clinical assessment and imaging techniques.				
6.		Management & Complications > Should be able to perform risk assessments using validated scoring systems (e.g., Wells criteria). > Interpret imaging findings to differentiate pulmonary embolism from other respiratory conditions.				

7.		<p>ABCDE approach in trauma settings</p> <p>&gt; Students should be able to assess and prioritize the management of thoracic trauma by identifying key injuries (such as pneumothorax, hemothorax, rib fractures, and flail chest)</p>				
8.		<p>Students should be able to demonstrate appropriate interventions (including airway management and fluid resuscitation).</p> <p>Airway Management &amp; Resuscitation</p>				



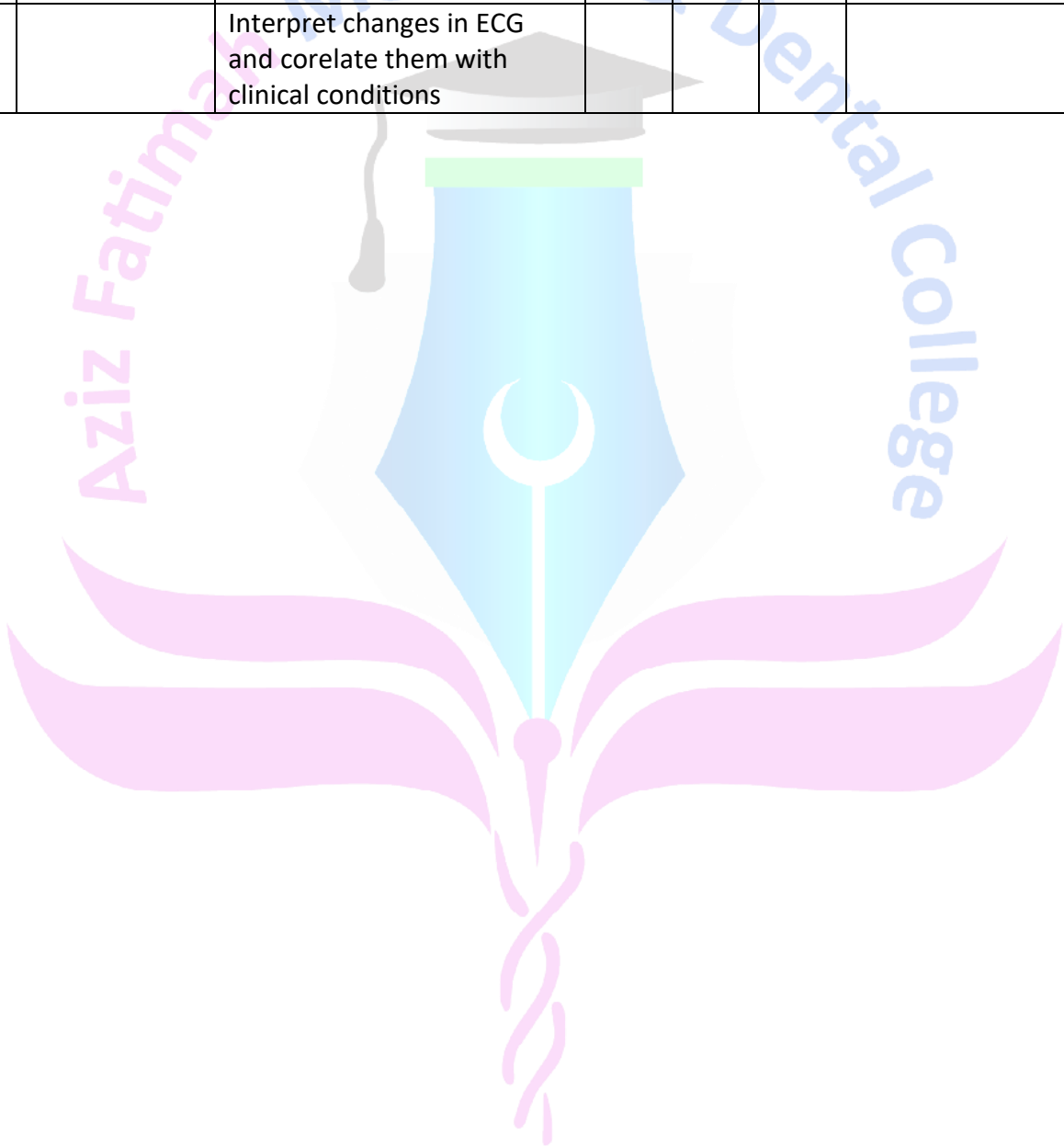
## Pulmonology

S. No	Date	Competencies	Level			HOD's/Teacher's comments / signature
			A	B	C	
1.		CFRC3-041 Wheezing history				
2.		CFRC3-042 Inspection of respiratory effort, cyanosis				
3.		CFRC3-043 Palpation for chest expansion, tactile fremitus				
4.		CFRC3-044 Percussion of the lungs				
5.		CFRC3-045 Auscultation (breath, sounds, wheezing, crackles)				
6.		CFRC3-046 Recognize obstructive vs restrictive patterns				
7.		CFRC3-047 Perform history and physical examination, suggesting to a diagnosis of asthma				
8.		CFRC3-048 Perform history and physical examination, suggesting to a diagnosis COPD				
9.		CFRC3-049 Perform history and physical examination, suggesting to a diagnosis Pneumonia				
10.		Use of Devices for Inhaled Medication: Types of Inhalation Devices (Metered-dose inhalers). Explain to a patient how to use an inhaler correctly, including spacers, and check that their technique is correct.				

		<p>Indications for Oxygen Therapy</p> <p>Oxygen Delivery Methods</p> <p>Monitoring Oxygen Saturation</p>				
<b>11.</b>		<p>Prescribe and administer oxygen safely using a delivery method appropriate for the patient's needs and monitor and adjust oxygen as needed.</p> <p>Knows the exact volume given per minute.</p> <p>Common Findings of Pneumothorax, pleural effusion, lung consolidation, fractures</p>				
<b>12.</b>		<p>Students should be able to identify rib fractures, hemothorax, pneumothorax, free air under diaphragm, pelvic fractures.</p> <p>Define Mantoux test</p> <p>Enumerate the indications and contraindications</p> <p>Describe the procedure and interpretation of results.</p>				

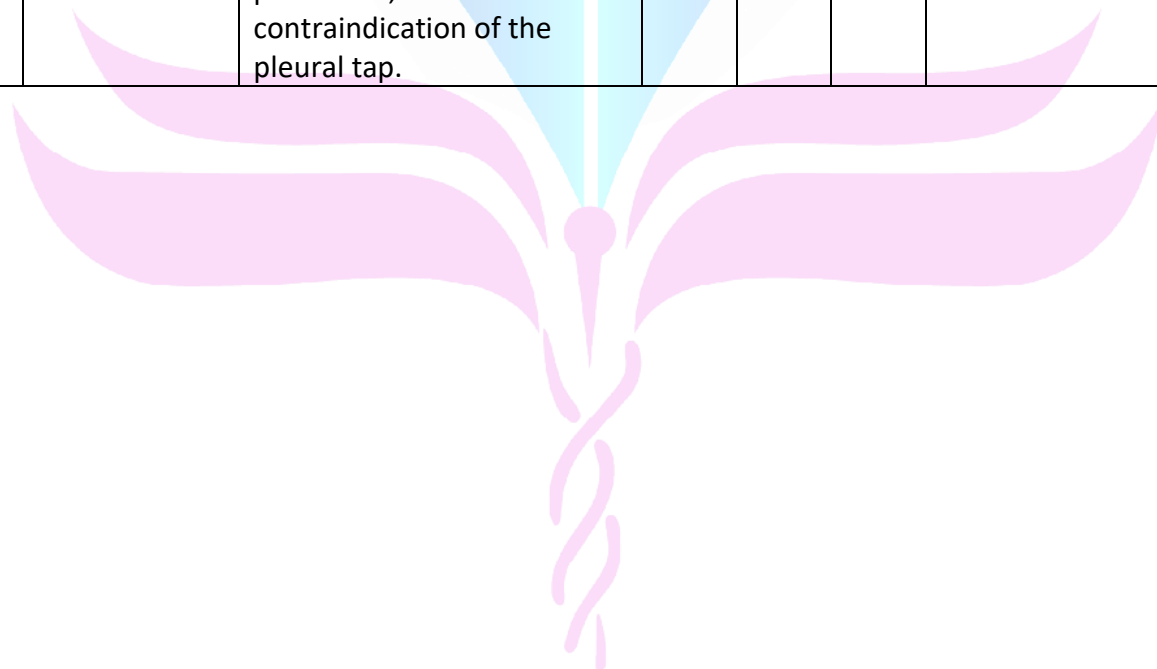
## Cardiology

S. No	Date	Competencies	Level			HOD's/Teacher's comments / signature
			A	B	C	
1.		Perform CVS examination on a patient				
2.		Interpret changes in ECG and correlate them with clinical conditions				



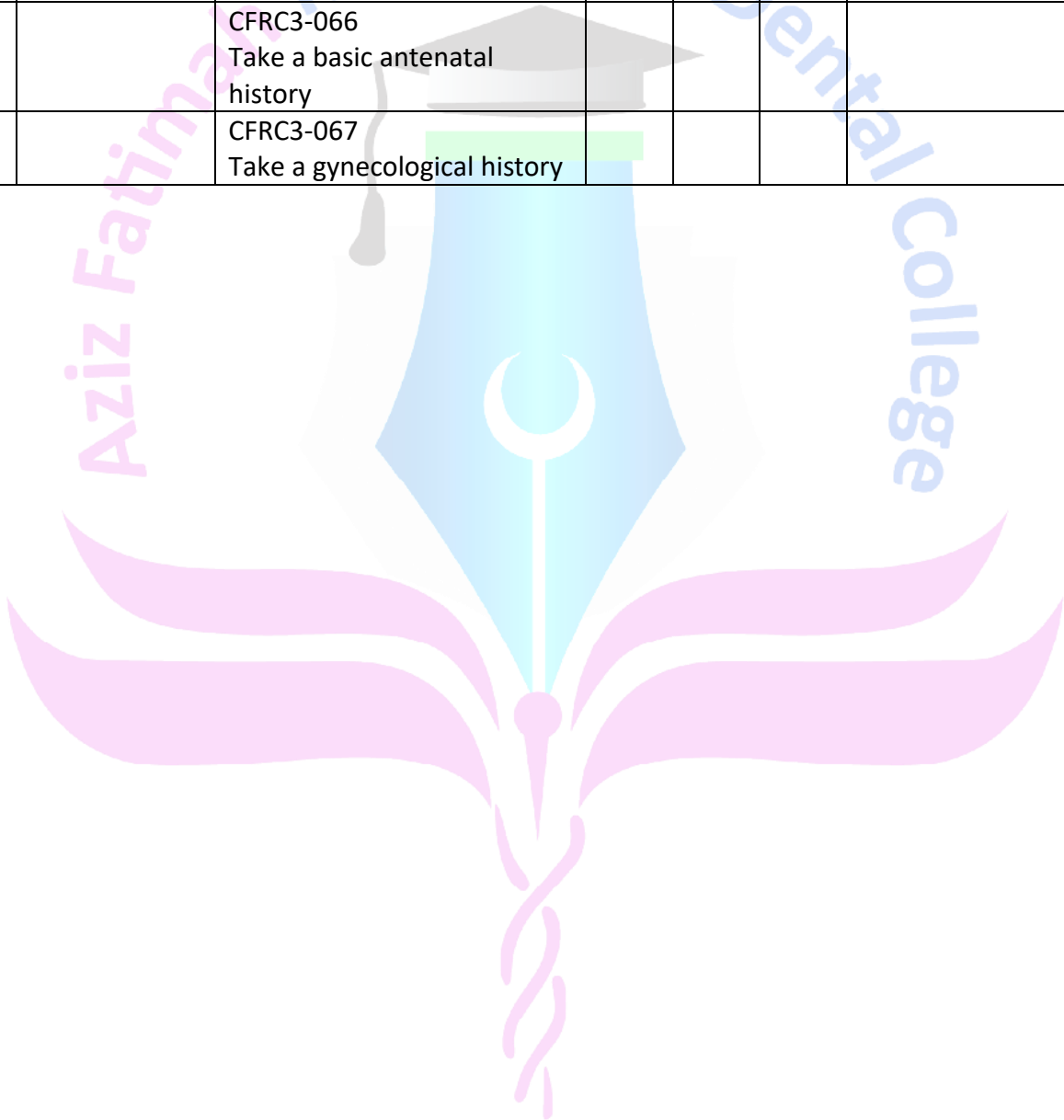
## Pediatrics

S. No	Date	Competencies	Level			HOD's/Teacher's comments / signature
			A	B	C	
1.		CFRC3-068 Take a basic pediatric history				
2.		CFRC3-069 Knowledge of the EPI schedule				
3.		Students should be able to: 1) Identify the anatomical landmarks of the pediatric patient for pleural tap. 2) Perform the pleural tap procedure on simulation in a skill lab. 3) Counsel the attendants on the indication, procedure, and contraindication of the pleural tap.				



Gynae & Obs.

S. No	Date	Competencies	Level			HOD's/Teacher's comments / signature
			A	B	C	
1.		CFRC3-065 Discuss calculation of LMP and EDD				
2.		CFRC3-066 Take a basic antenatal history				
3.		CFRC3-067 Take a gynecological history				



## PRESCRIPTION INFERENCE CARD

Student's Name:	
MBBS Year:	Roll No:
UHS Registration No:	
Block:	Module:
Provisional Diagnosis:	

Date	
Drug & Group	
Brand Name	
Generic Name	
Purpose of Drug (Symptomatic/Specific)	
Dosage & Form	
Route of Administration	
Monitoring Parameters	

### ADVERSE EFFECTS

Observations / Text Book

### DRUG INTERACTIONS

Observations / Text Book

### CONTRAINDICATIONS

Observations / Text Book

### PRECAUTIONS

Specifically Advised	
Comments / Instructions	
HOD (Sign & Stamp)	

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## Case-Based Discussion (CBD) Form for Third-Year MBBS

### Trainee Information

Name	
Student ID	
Assessment Date	
Location of CBD	

### Assessor Information

Name	
Designation	
Department	

### Case Details

Clinical Setting	<input type="checkbox"/> Inpatient <input type="checkbox"/> Outpatient <input type="checkbox"/> Emergency <input type="checkbox"/> Elective
Complexity of Case	<input type="checkbox"/> Basic (third-year level) <input type="checkbox"/> Moderate <input type="checkbox"/> Complex
Focus of Encounter	<input type="checkbox"/> History <input type="checkbox"/> Physical Examination <input type="checkbox"/> Diagnosis <input type="checkbox"/> Initial Management <input type="checkbox"/> Patient Education <input type="checkbox"/> Documentation
Summary of Case	

### Assessment Areas

Medical Record Keeping	<input type="checkbox"/> Outstanding <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement
Clinical Assessment	<input type="checkbox"/> Outstanding <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement
Diagnostic Skills	<input type="checkbox"/> Outstanding <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement
Initial Management Plan	<input type="checkbox"/> Outstanding <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement

Communication Skills	<input type="checkbox"/> Outstanding <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement
Professionalism	<input type="checkbox"/> Outstanding <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement

### Feedback

Strengths	
Areas for Development	
Recommended Actions	

### Trainee Reflection

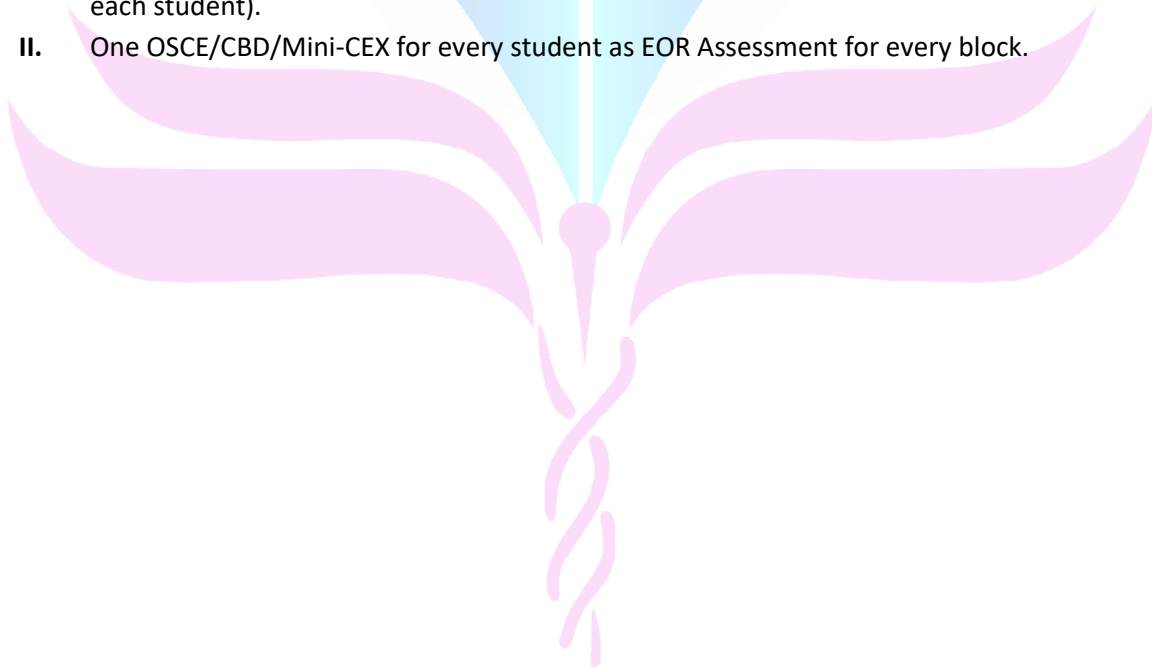
Learning from the Experience	
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### Signatures

Trainee's Signature	
Assessor's Signature	

**Notes:**

- I. At least 1/3rd of entries per block (DME to decide the codes of entries to be entered for each student).
- II. One OSCE/CBD/Mini-CEX for every student as EOR Assessment for every block.



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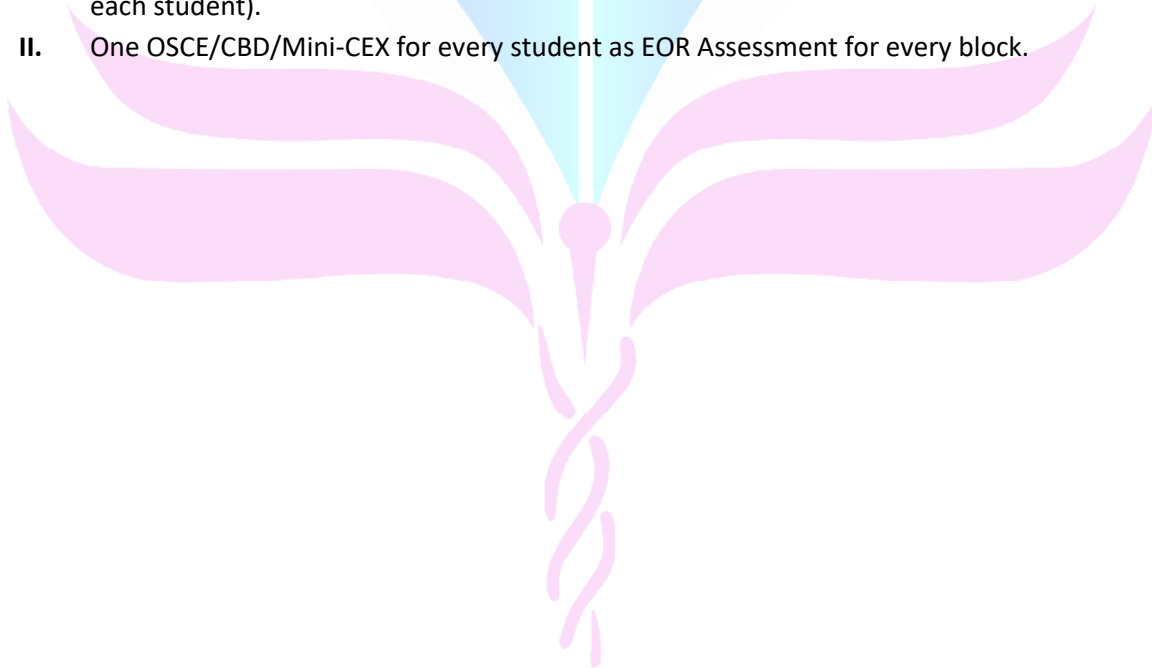
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