



Logbook

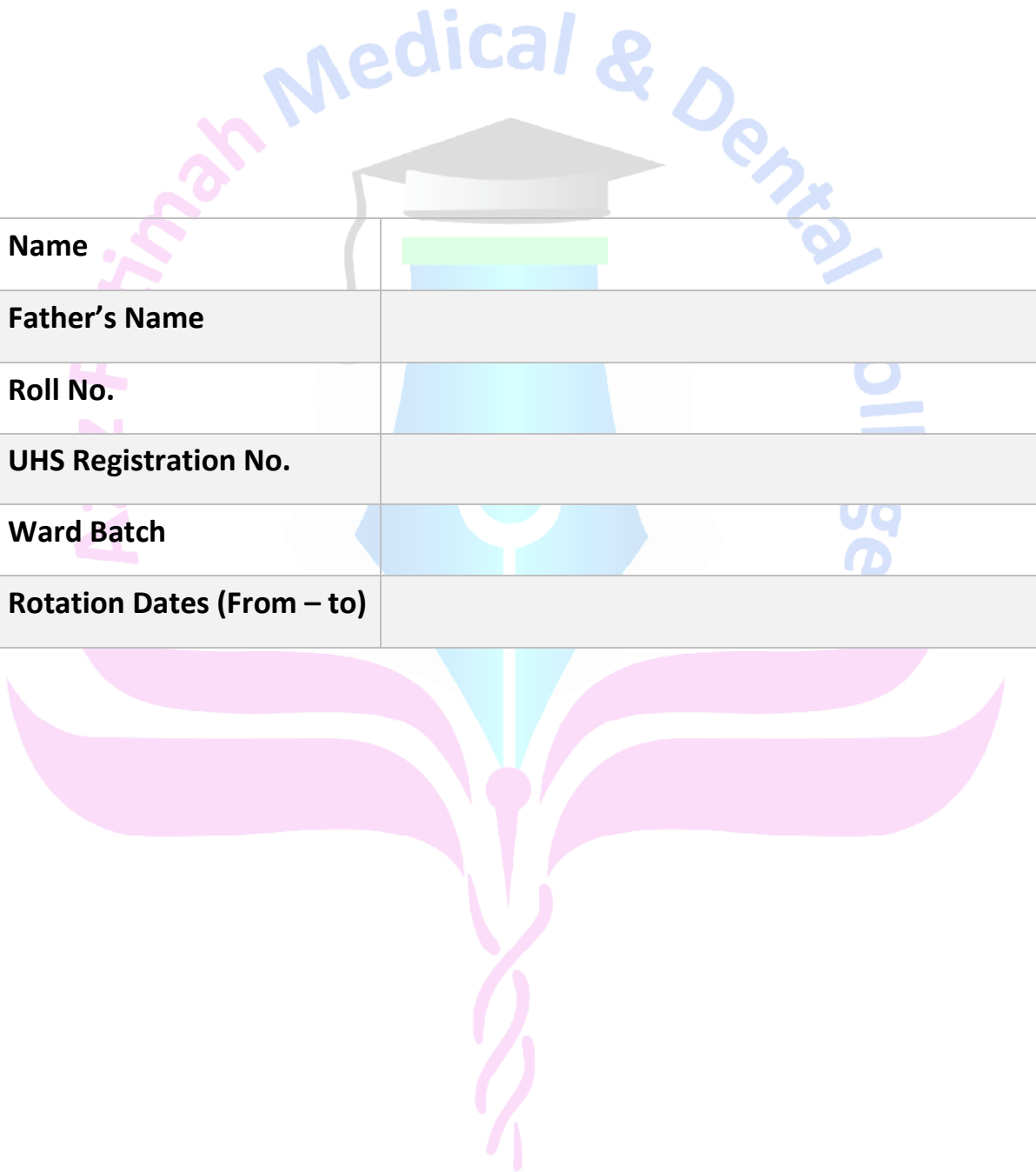
MODULAR INTEGRATED CURRICULUM 2K23

volume-04



4th Year MBBS

Block X

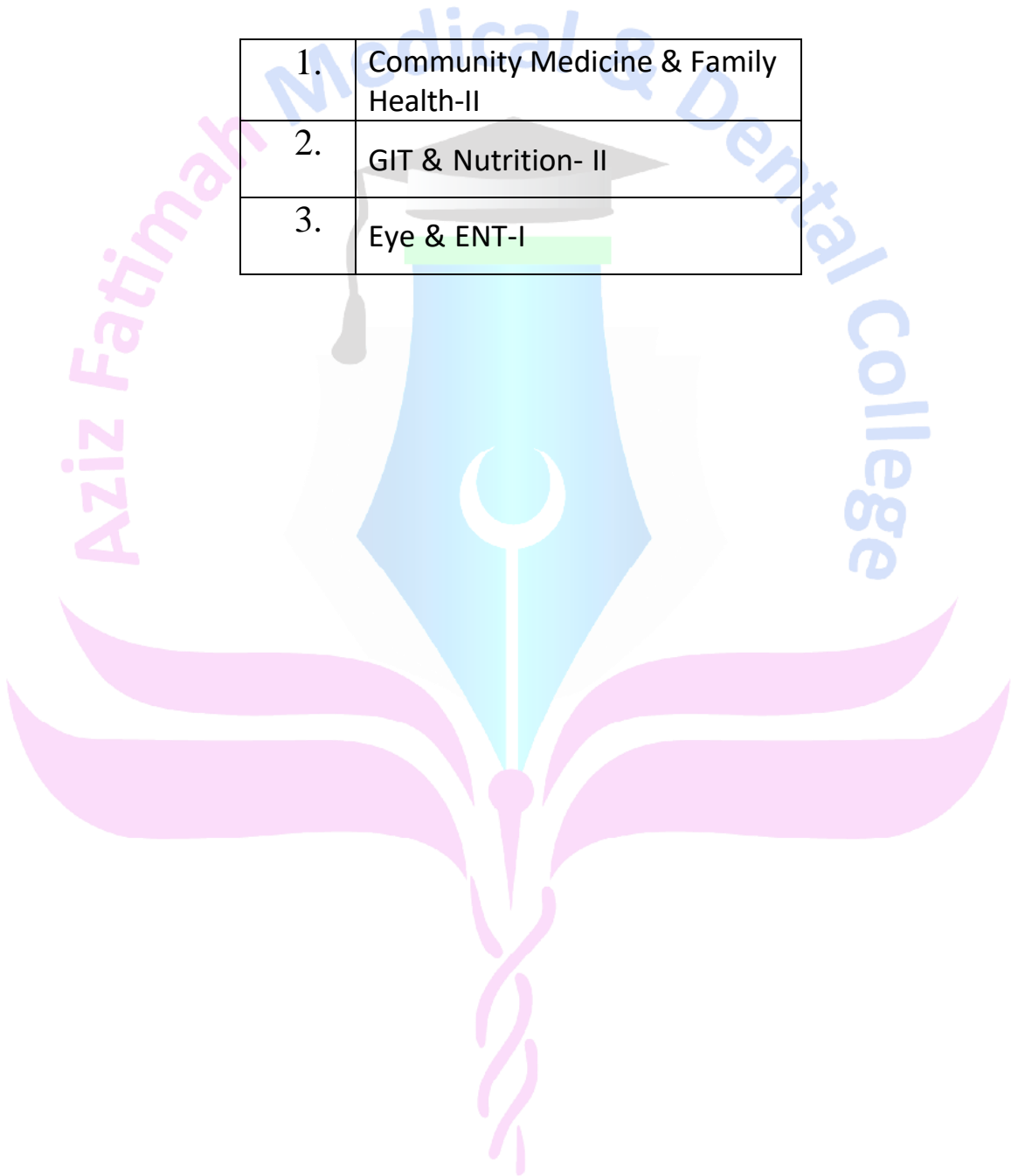


Name	
Father's Name	
Roll No.	
UHS Registration No.	
Ward Batch	
Rotation Dates (From – to)	

Contents of Clinical Rotations

Undergraduate Medical Student goes through the following rotations in Block 10 for clinical wards:

1.	Community Medicine & Family Health-II
2.	GIT & Nutrition- II
3.	Eye & ENT-I



COMMUNITY MEDICINE

COMMUNITY VISIT

S. No	Date	Code	Competencies	Level			HOD's/Teacher's comments / signature
				A	B	C	
1		CFRC 4-CM-001	<p>Factory/hospital visit to observe occupational health hazards:</p> <ul style="list-style-type: none">• Observe the occupational health hazards associated with industrial processes.• Observe safe practices and educate the workers during the factory visit (e.g., use of PPE, adherence to safety instructions).• Observe and report potential sources of environmental and occupational hazards. <i>(Report writing)</i>				
2		CFRC 4-CM-002	<p>Training and implementation of data collection for research:</p> <ul style="list-style-type: none">• Collect data according to the research question (e.g., patient demographics, symptoms, community health practices).• Record the data accurately.• Ensure ethical practices during data collection (e.g., taking consent, maintaining				

			confidentiality).				
3		CFRC 4- CM-003	<p>Data analysis hands on training:</p> <ul style="list-style-type: none"> • Analyze data using SPSS software. • Compile a structure survey report. 				
4		CFRC 4- CM-004	<p>School visit:</p> <p>Record anthropometric measurements (height, weight, BMI, mid-upper arm circumference) of school-going children.</p> <p>Recognize environmental and social factors at school that may influence nutrition (e.g., hygiene, school meals, and junk food availability).</p> <p>Create awareness among children and teachers on healthy eating practices and prevention of malnutrition.</p> <p>Assess knowledge and practices of adolescent school girls regarding menstrual health.</p> <p>Identify common menstrual health problems (e.g., dysmenorrhea, poor hygiene practices, and anemia).</p> <p>Counsel adolescent girls on menstrual hygiene, nutrition, and breaking myths/taboo.</p> <p>Document and report findings from the school visit.</p>				

FAMILY HEALTH

GENERAL MEDICINE

S. No	Date	Code	Competencies	Level			HOD's/Teacher's comments / signature
				A	B	C	
1		CFRC 4-FH-002	<p>Presenting complaint: Fever</p> <ul style="list-style-type: none">• Take a focused history of fever (onset, duration, pattern, associated symptoms, and relevant risk factors).• Perform examination, noting vitals, hydration status, pallor, and other systemic findings.• Measure and interpret body temperature using a thermometer.• Provide initial symptomatic management counseling, and guidance on when to seek urgent medical care. <i>(under supervision)</i>• Administer I/M and S/C injection under supervision or practice on manikin.				
2		CFRC 4-FH-004	<p>Presenting complaint: Generalized weakness and weight loss</p> <ul style="list-style-type: none">• Take history related to weakness and weight loss.• Perform general physical				

			<p>examination including assessment for pallor, lymph node enlargement, and thyroid gland.</p> <ul style="list-style-type: none"> • Measure and record body mass index. <p>Interpret capillary blood glucose levels.</p>			
3		CFRC 4-FH-007	<p>Geriatrics History Taking Skills</p> <ul style="list-style-type: none"> • Take history from an elderly patient of presenting complaints, comorbidities, medications, nutrition, and social support. • Perform basic functional assessment of mobility and activities of daily living. • Counsel patients and caregivers regarding lifestyle modification, nutrition, medication adherence, and fall prevention. • Identify red flag issues that need urgent attention or referral. <p>Apply splint or bandage for simple falls or sprains. (<i>under supervision</i>)</p>			

FAMILY HEALTH

NEPHROLOGY

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				A	B	C	
1		CFRC 4-FH-005	<p>Presenting complaint: Urogenital symptoms</p> <ul style="list-style-type: none"> • Take a focused history of urogenital symptoms (dysuria, frequency, hematuria, abnormal discharge, pain, fertility concerns, menstrual/obstetric history where relevant). • Perform an abdominal examination relevant to urinary and reproductive complaints. • Perform and interpret a urine dipstick test accurately. • Identify red flag features requiring urgent referral. <i>(under supervision)</i> 				

FAMILY HEALTH

NEUROLOGY

S. No	Date	Code	Competencies	Level			HOD's/Teacher's comments / signature
				A	B	C	
1		CFRC 4-FH-001	<p>Presenting complaint: Headache</p> <ul style="list-style-type: none"> • Assess a patient with headache through focused history, general and neurological examination, relevant ENT/sinus examination, and identification of psychosocial or lifestyle triggers. • Provide symptomatic treatment and counsel patients regarding lifestyle modifications, trigger avoidance, and non-pharmacological measures. <i>(under supervision)</i> • Identify and refer urgently when warning signs are present. 				

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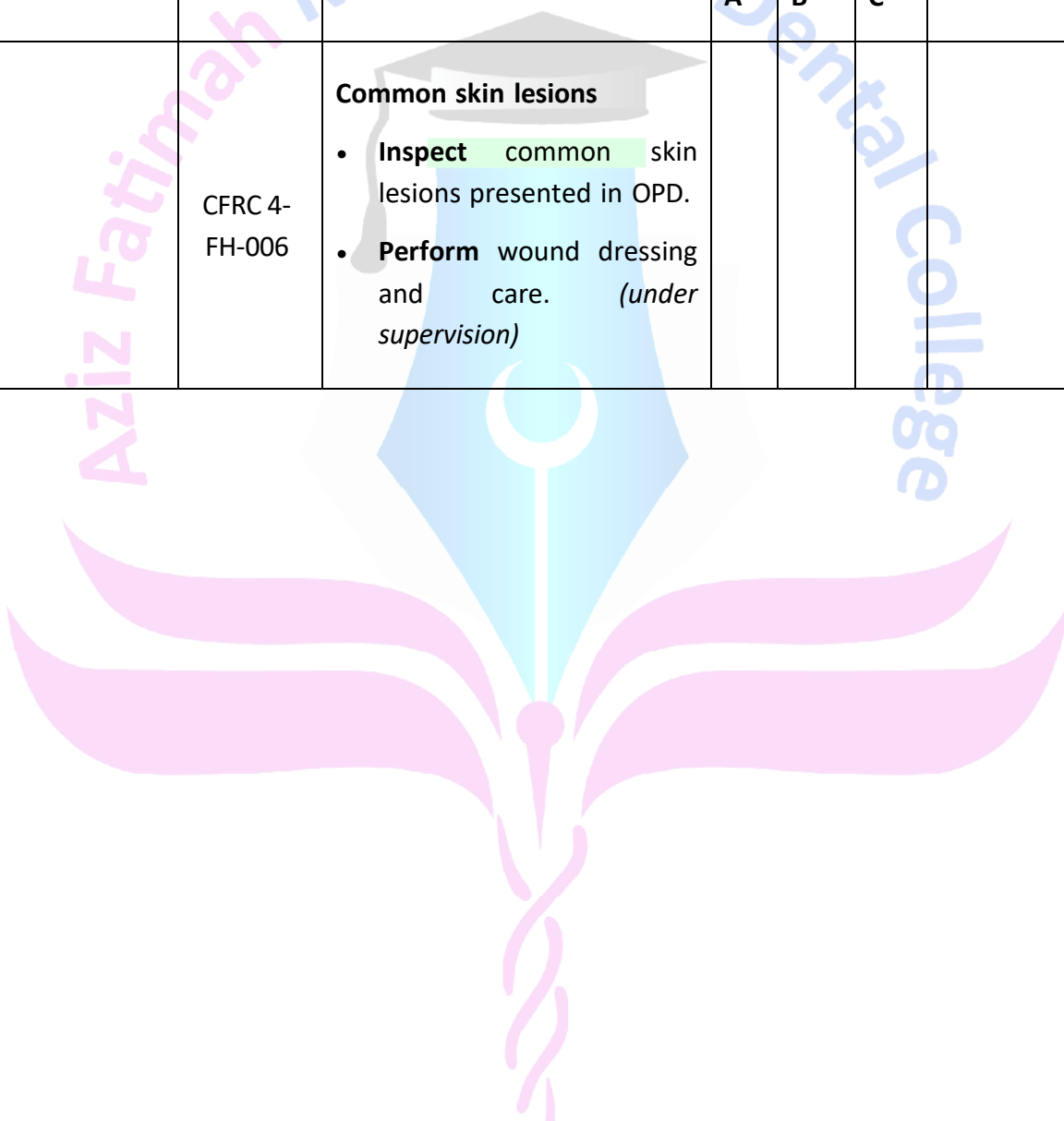
PEDIATRICS

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1		CFRC 4-FH-003	Pediatrics History Taking Skills <ul style="list-style-type: none"> • Take history of unwell child including feeding, immunization, and developmental milestones. • Measure and interpret weight, height, and mid upper arm circumference. • Plot growth chart and calculate body mass index. • Counsel parents of an unwell child by explaining the condition, treatment plan, home care, and warning signs. (<i>under supervision</i>) 				

FAMILY HEALTH

DERMATOLOGY

S. No	Date	Code	Competencies	Level			HOD's/Teacher's comments / signature
				A	B	C	
6		CFRC 4-FH-006	Common skin lesions <ul style="list-style-type: none">• Inspect common skin lesions presented in OPD.• Perform wound dressing and care. (<i>under supervision</i>)				



GIT & NUTRITION-II

S. No	Date	Code	Competencies	Level			HOD's/Teacher's comments / signature
				A	B	C	
1		CFRC 4-GIT2- 001	<p>Prepare and present gastrointestinal cases (gastroesophageal reflux disease, acid peptic disease, peptic ulcer, gastritis, irritable bowel syndrome, inflammatory bowel disease (Crohn's disease and ulcerative colitis), hepatitis, cirrhosis of liver, gallstones, acute pancreatitis, colorectal carcinoma) for case-based discussion, including history, examination, differentials, and initial management.</p>				
2		CFRC 4-GIT2- 002	<p>Abdominal examination Perform abdominal examination including inspection, palpation, percussion, and auscultation, and interpret findings.</p>				
3		CFRC 4-GIT2- 003	<p>Nasogastric tube insertion Observe and assist in nasogastric (NG) tube insertion and feeding. Demonstrate and narrate the method to check NG tube patency and placement confirmation.</p>				

4	CFRC 4- GIT2-004	<p>Digital rectal examination</p> <p>Demonstrate digital rectal examination (DRE) and interpret findings.</p>			
5	CFRC 4- GIT2- 005	<p>Ascites</p> <p>Perform clinical examination to detect ascites (shifting dullness, fluid thrill).</p> <p>Interpret clinical findings to differentiate ascites from other causes of abdominal distension.</p>			
6	CFRC 4- GIT2- 006	<p>Investigations</p> <p>Interpret common laboratory and ultrasound investigations in gastrointestinal diseases, including LFTs, viral hepatitis profile, serum amylase/lipase, stool tests, and abdominal ultrasound findings.</p>			
7	CFRC 4- GIT2- 007	<p>Liver palpation</p> <p>Perform palpation of the liver to determine its size, consistency, tenderness, and surface characteristics.</p> <p>Identify clinical signs of hepatomegaly.</p> <p>Differentiate between normal and abnormal liver findings on palpation.</p>			
8	CFRC 4- GIT2- 008	<p>Spleen palpation</p> <p>Examine and palpate the spleen to assess size, tenderness, and clinical abnormalities.</p>			

9		CFRC 4-GIT2- 009	<p>GI endoscopy & colonoscopy</p> <p>Observe the procedure of upper GI endoscopy and colonoscopy.</p> <p>Observe the indications, steps of patient preparation, and abnormal findings.</p>				
10		CFRC 4-GIT2- 010	<p>Prescription writing</p> <p>Write prescriptions for following:</p> <ul style="list-style-type: none"> i. Acid Peptic Disease ii. GERD iii. Acute Infectious Diarrhea iv. Acute Gastroenteritis with Vomiting v. Irritable Bowel Syndrome (IBS) vi. Constipation vii. Hemorrhoids 				
11		CFRC 4-GIT2- 011	<p>Peritoneal tap</p> <p>Observe the procedure of a peritoneal tap, including patient preparation, aseptic technique, and procedural steps.</p>				
12		CFRC 4-GIT2- 012	<p>Counsel patients on diet, nutrition, and lifestyle modifications relevant to common gastrointestinal disorders.</p>				

EYE & ENT-I

ENT-I

S. No	Date	Code	Competencies	Level			HOD's/Teacher's comments / signature
				A	B	C	
1		CFRC 4-Ear1- 001	<p>History taking</p> <ul style="list-style-type: none">• Take focused ENT history in a structured and concise manner. <p>Clinical Examination Skills</p> <ul style="list-style-type: none">• Inspect and palpate external ear.• Examine for mastoid tenderness and fistula test.• Perform otoscopic examination.• Perform a basic hearing assessment (whisper test, free-field voice test).• Perform tuning fork tests (Rinne's test, Weber's test, Absolute Bone Conduction test).• Assess cranial nerves related to ear pathology (VII, VIII).• Interpret audiogram and tympanogram (basic level).• Identify red flags in ear symptoms (sudden hearing loss, vertigo with				

neurological signs, facial nerve palsy).

- **Perform** aural toilet / ear syringing for wax and foreign body removal under supervision.
- **Demonstrate** first aid measures for acute ear trauma / bleeding.
- **Narrate** the steps of initial management in acute mastoiditis and suspicion of complications
- **.Identify** Nystagmus using clinical methods.
- **Assess** Vestibulo cerebellar function using clinical methods.

Counselling

- **Explain** common ear procedures to patients in simple language.
- **Take** informed consent.
- **Counsel** patients on preventive measures.

EYE & ENT-I

EYE-I

S. No	Date	Code	Competencies	Level			HOD's/Teacher's comments / signature
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1		CFRC 4-Eye1- 001	<p>Ophthalmic History Taking</p> <ul style="list-style-type: none">• Take focused ophthalmic history in a structured and concise manner <p>Eye examination skills and procedures</p> <ul style="list-style-type: none">• Perform visual acuity assessment (near, far, pinhole, color vision, Amsler grid).• Inspect and palpate the adnexa.• Inspect the anterior segment and anterior segment diseases of the eye with torch light.• Demonstrate eversion of the upper eyelid.• Observe regurgitation test for lacrimal passage patency.• Perform distant direct ophthalmoscopy <p>OPD clinical examination instruments/ machines</p> <p>Observe the functioning of the auto refractometer and slit lamp.</p>				

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

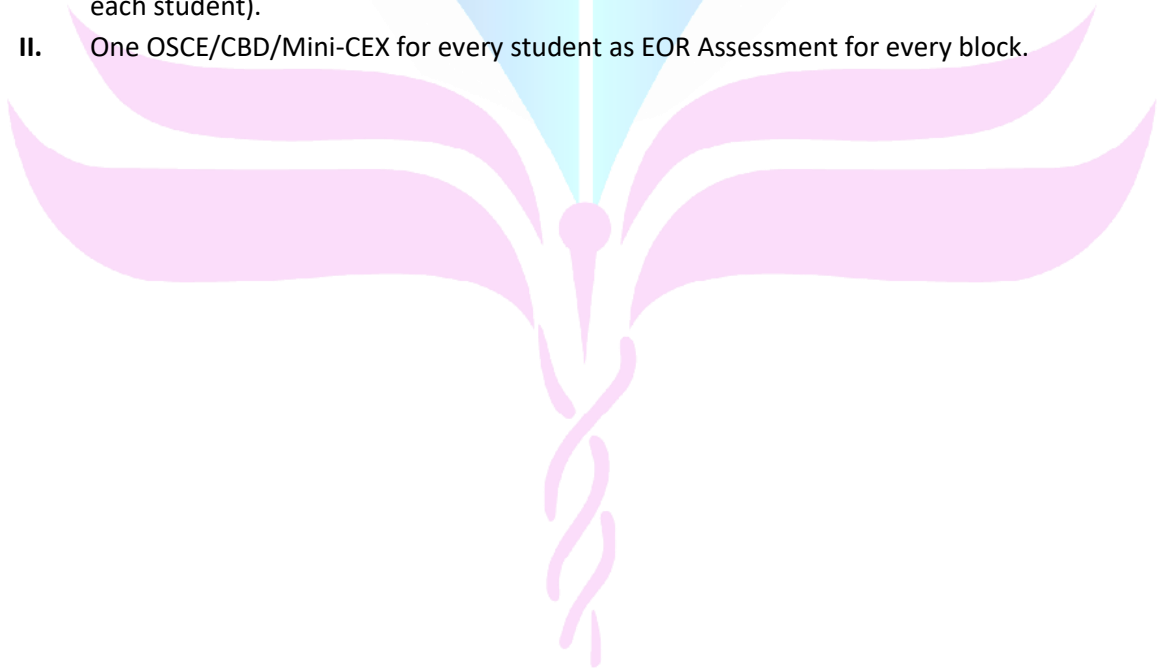
Learning from the Experience	
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Signatures

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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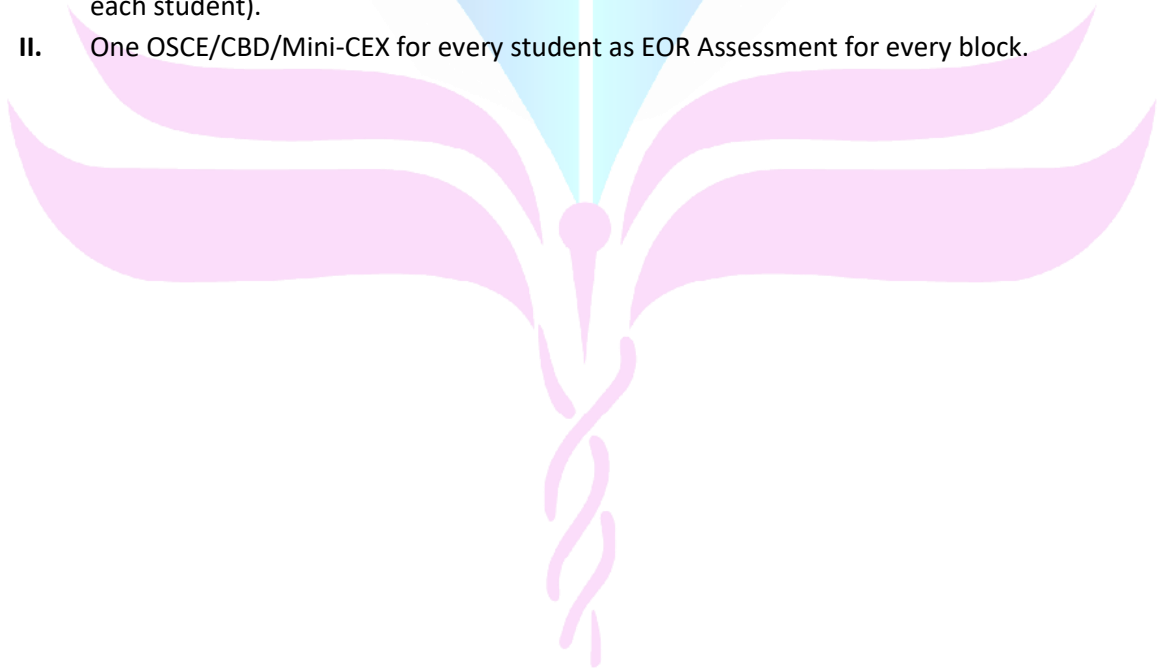
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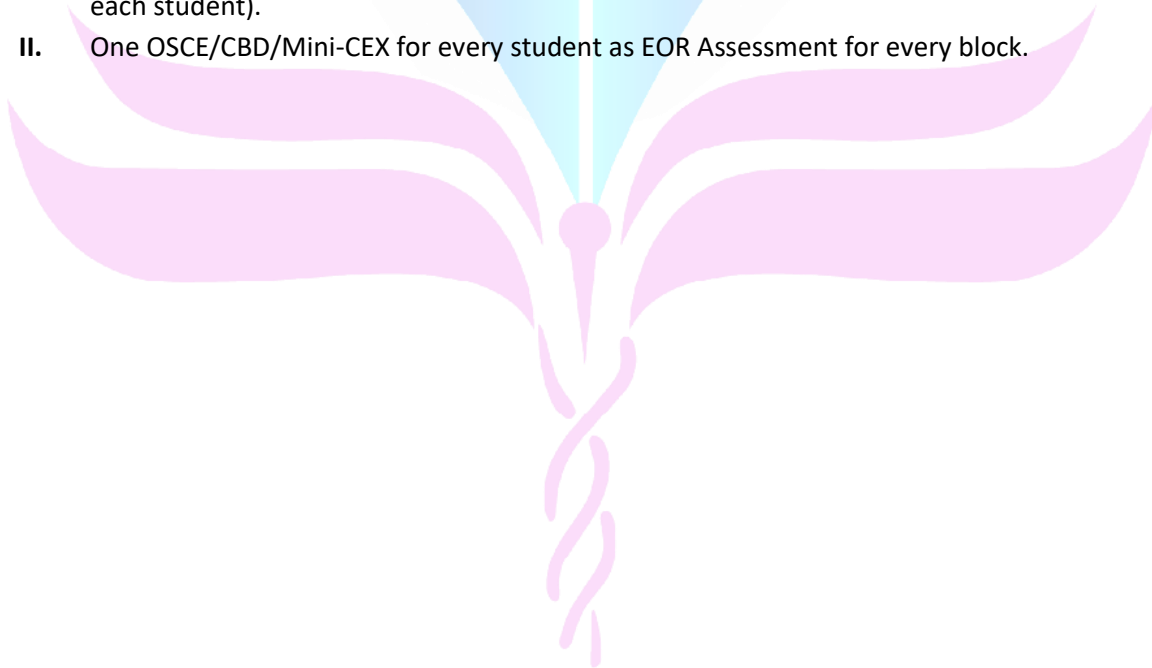
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