

Maharashtra University of Health Sciences Nashik



MUHS

PHYSIOLOGY LOGBOOK
For
PHASE I MBBS STUDENTS
AS PER
COMPETENCY BASED CURRICULUM

First Edition: 2019

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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, early clinical exposure, 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 log book has been designed as per the guidelines of competency Based curriculum.

Name of the College

Admission Year : _____

CERTIFICATE

This is to certify that,

Mr/Ms. _____

Roll No. _____ has satisfactorily attended/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 instructed to keep their logbook entries up to date.
- 3) Students are expected to write minimum 2 reflections on any two activities each of Early Clinical Exposure (ECE) & Self-Directed Learning (SDL). For ECE, one reflection must be on hospital/community setting.
- 4) Students also have to write reflections on AETCOM Module 1.2 and 1.3
- 5) Reflections should be structured using the following guiding questions:
 - What happened? (What did you learn from this experience)
 - So what? (What are the applications of this learning)
 - What next? (What knowledge or skills do you need to develop so that you can handle this type of situation?)
- 6) The logbook assessment will be based on multiple factors like
 - Attendance
 - Active participation in the sessions,
 - Timely completions
 - Quality of write up of reflections
 - Overall presentation

INDEX

Sr. No	Description	Page No's	Status	Signature of Teacher
			Complete/ Incomplete	
1	Early Clinical Exposure			
2	Self-Directed Learning, Seminars, Projects, Quizzes			
3	AETCOM Module* 1.2 and 1.3			
4	Attendance Records			
5	Records of Internal Assessment			

- AETCOM – Competencies for IMG, 2018, Medical Council of India.

1. EARLY CLINICAL EXPOSURE (ECE)

Introduction:

Learning from patients is an integral part of health professions training. Exposure to clinical content in the preclinical phase of learning provides a clinical context and relevance to basic sciences learning. It also facilitates early involvement in the healthcare environment that serves as motivation and reference point for students, leading to their professional growth & development. Students will be able to learn the basic and clinical sciences by means of rich integrating learning activities, be these early clinical contact, clinical skills, communication skills or task-based learning sessions. The ECE program in the MBBS curriculum tries to create an opportunity for students to correlate learning in Phase I subjects with their clinical application.

Objectives

- 1) Help students recognize the relevance of Physiology in diagnosis, patient care and treatment.
- 2) Provide a context that will enhance learning and relating to the experience of patients.
- 3) Provide an opportunity for observing basic skills in interviewing patients and doctor-patient communication.
- 4) Recognize attitude, ethics and professionalism as integral part of the doctor-patient relationship.
- 5) Understand the socio-cultural context of disease through the study of humanities.

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					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Reflection on Early Clinical Exposure Experience

Topic:

Date:

Signature of Teacher-in- charge

Reflection on Early Clinical Exposure Experience

Topic:

Date:

Signature of Teacher-in- charge

Reflection on Early Clinical Exposure Experience

Topic:

Date:

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Date:

Signature of Teacher-in- charge

Reflection on Early Clinical Exposure Experience

Topic:

Date:

Signature of Teacher-in- charge

2. Self Directed Learning, Seminars, Tutorials, Projects, Quizzes

Sr. No	Self Directed Learning, Seminars, Tutorials, Projects, Quizzes	Date	Signature of Teacher

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

Reflection on Self-directed learning Experience

Topic:

Date:

Signature of Teacher-in- charge

Reflection on Self-directed learning Experience

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Date:

Signature of Teacher-in- charge

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

3. AETCOM Module

AETCOM Module 1.2: What does it mean to be a patient?

AETCOM Module 1.3: The doctor patient relationship

Reflection on AETCOM Module

Topic:

Date:

Signature of Teacher-in-charge

Reflection on AETCOM Module

Topic:

Date:

Signature of Teacher-in- charge

Reflection on AETCOM Module

Topic:

Date:

Signature of Teacher-in- charge

Reflection on AETCOM Module

Topic:

Date:

Signature of Teacher-in- charge

Reflection on AETCOM Module

Topic:

Date:

Signature of Teacher-in- charge

Reflection on AETCOM Module

Topic:

Date:

Signature of Teacher-in- charge

Section 4A: Attendance Record of the Student

S. No	Term	Theory (%)	Practical (%)	Signature of student	Signature of Teacher
A	I Term				
B	II Term				
C	III Term				
D	Overall attendance				

Note: Above information is for the benefit of students and parents. In case of any discrepancy departmental record will be treated as final.

SECTION 4B: Details of attending extra classes [For poor attendance (if any)]

S. No	Date	Period	Total hours	Signature of Student	Signature of Teacher
Total hours					

Note: Above information is for the benefit of students and parents. In case of any discrepancy departmental record will be treated as final.

Section 5. Records of Internal Assessment Examinations

Records of Internal Assessment examinations

Sr. No	Exam no	Theory	Practical including Viva	Signature of student	Signature of Teacher
1	I Internal Assessment	/100	/50		
2	II Internal Assessment	/100	/50		
3	III Internal Assessment	/200	/100		
4	Internal assessment	/40	/40		
5	Betterment exam (If Any)	/200	/100		
6	Final Internal Assessment	/40	/40		

Note: Above information is for the benefit of students and parents. In case of any discrepancy departmental record will be treated as final.