

Annexures to Logbook in Anatomy, Physiology and Biochemistry

Record of Skill Certification, ECE, SDL, AETCOM and Other Activities

Salient features

- 1 This book contains activities of all the three preclinical subjects — anatomy, physiology and biochemistry — which have to be documented in the logbook.
- 2 It provides documented evidence to all the entries made in the logbook.
- 3 Skill acquisition modules are carefully designed with the checklists provided by subject experts for certification.
- 4 Early clinical exposure, self-directed learning and attitude, ethics and communication modules are provided for effective documentation and assessment.
- 5 Assessment tool for professionalism is provided.
- 6 It provides information on how to conduct different sessions for teachers and how to document various activities in this book itself by the students.
- 7 It will serve as a guide as well as a recordbook to document the students' activities.

Vidya S Patil MD (Biochemistry) is currently Professor and Head, Department of Biochemistry, SDM College of Medical Sciences and Hospital, Shri Dharmasthala Manjunatheshwara University (SDMU), Dharwad, Karnataka. She has 17 years of undergraduate and more than 6 years of postgraduate teaching experience. She pursued MCIs Advanced Course in Medical Education (ACME) from Nodal Center for Faculty Development, JNMC, Belagavi. She is a recognized MD and PhD guide for biochemistry. She has served as member, board of studies for UG and PG curriculum of various universities like RGUHS, Bengaluru, BLDE, Vijayapura, and SDMU. She is an ardent supporter of formulating newer curriculum patterns and teaching methodologies for better learning of students along with good practical skills. She has contributed in development and implementation of curricular changes in various universities. She has to her credit 32 papers published in various indexed journals of national and international repute.



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MBBS Phase 1

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Vidya S Patil
Nagalakshmi V
Vijayetha P Patil

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University Registration No. _____

Name of the Institution: _____

Name of the University: _____

MBBS Phase 1

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MBBS Phase 1

Annexures to Logbook in
**Anatomy, Physiology and
Biochemistry**

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to
Students
who are treading the path of competency
to become competent Indian Medical Graduates!

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We thank CBS publishers for accepting to publish our book.

Foreword

Dr Niranjan Kumar MS (Gen Surg), MCh (Plastic Surgery), FRCS



SHRI
DHARMASTHALA
MANJUNATHESHWARA
UNIVERSITY

Vice-Chancellor

Shri Dharmasthala Manjunatheshwara University,
Dharwad, Karnataka, India.



I appreciate the authors' sincere efforts to come up with this book for MBBS Phase 1 students as a record of their progression in learning and documentation for various competencies, which meets the requirements of MCI CBME curriculum.

The design of the book makes it an ideal resource, a good guide and a tool to both undergraduate students and teachers in medical college for monitoring progress and assessment of competencies acquired.

I wish Dr Vidya S Patil, Dr Nagalakshmi V and Dr Vijayetha P Patil all the best for their future endeavors in academic field.

In health professions education, this kind of innovative record keeping designed by the authors is worthy and it reminds me that '*We are all teaching as well as learning*'.

Foreword

Dr Rathnamala M Desai MD (OBG)



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CBME is the curriculum introduced by the MCI. AETCOM, the various competencies and skills are to be taught to the students and assessed accurately. To serve this purpose, annexures for the documentation are necessary.

I congratulate Vidya S Patil, Prof and Head, Dept of Biochemistry and Nagalakshmi V, Prof, Dept of Physiology and Vijayetha P Patil, Prof, Dept of Biochemistry for compiling this book. I also congratulate other staff members for their contribution.

I wish this book will be useful both for the staff as well as the students in the implementation of the new curriculum.

Foreword

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Medical Council of India has introduced Competency based Medical Education since 2019, which is an outcome based education using the framework of competencies based on community needs. New curriculum aims at training Indian Medical Graduate in 5 roles or core competencies (Clinician, Leader, Professional, Communicator and Lifelong learner). For this, we need to train Indian Medical Graduate, in knowledge, skills, communication and attitude. Competencies are not all or none phenomenon, they are incremental in nature. So journey starts from Novice to Competent, which happens over a period of time through experiential learning. Documentation and certification of acquisition of phase-wise competencies is very important through formative assessment throughout the learning phase. Logbook plays an important role in documentation and certification of acquisition of competencies belonging to all domains. Unless student acquires the predetermined competencies, they will not be eligible to move to the next phase of learning.

Understanding of what are the contents of logbook, what competencies need a log should be made very clear so as to help students, teachers and the institutions to document the acquisition of key predetermined competencies. Hence, annexure to documentation definitely support the entries into logbook.

The faculty of preclinical Departments of SDM College of Medical Sciences and Hospital, Dharwad have used their expertise and the experience in bringing out publication on "MBBS Phase 1 Activities Document", which includes annexures related to AETCOM competencies, self-directed learning, early clinical exposure and subject specific competencies. This book will definitely help the journey of students in acquisition of competencies from novice to competent feasible and enjoyable. I congratulate Dr Vidya S Patil, Dr Nagalakshmi V and Dr Vijayetha P Patil for authoring the book which will be useful for the students, teachers and the institutions.

Foreword

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Academic Dean,
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Hyderabad, Telangana.



It gives me immense pleasure to write a foreword for this book. Competency Based Medical Education has been brought in by MCI from 2019 MBBS batch. The guidelines have been given by the expert committee on behalf of MCI and the onus now lies on each individual institute to follow these guidelines and make best use of them.

The CBME curriculum has brought in a much needed change in the undergraduate curriculum and responsibility now lies on all of us to follow it and usher in a golden future for medical education in our country to produce a fully competent Indian Medical Graduate.

I wish all the best to the contributors of this excellent book and fully anticipate that it will benefit the students and faculty immensely.

Preface

Competency based undergraduate medical curriculum was given by Medical Council of India (MCI) in 2018 which is necessary to shape our budding students to become competent doctors. This welcome move by MCI to start new CBME curriculum provides a required change in training of medical undergraduates with main focus on outcomes as compared to traditional curriculum. The learners' progression to achieve defined outcomes needs to be well documented as evidence to his trajectory of learning. This book supports the documentation of various activities of learners which will be taken with them through their work experience, training activities, structured educational sessions, certifications of skill acquisition, reflection on learning and other educational activities. It also includes trainers' comments, feedback and assessments.

Students need to maintain logbook for all their activities. There is no clarity on how and where to document all the activities which are entered in logbook. With this need, we thought of preparing annexures to document activities which contains some simple formats with useful and clear instructions on—how and where to document the activities for MBBS Phase 1 students.

Highlighting features

- ✦ This is a common book for all activities and all subjects in MBBS Phase 1.
- ✦ This includes information to faculty for clarity regarding conduct of different sessions and assessment; and also instructions to students regarding what is expected out of them in each activity and how they need to document in this activities document.
- ✦ This is not a logbook, but it is annexure to logbook where students document all activities. Based on the written evidence in this annexure, students can be given completion in logbooks.

Skill assessment checklists are provided for all the certifications in Anatomy, Biochemistry and Physiology which are validated by subject experts. The scoring patterns given are suggested only; you can make changes as feasible.

We have provided simple format to record ECE activities of all three subjects. We have tried to provide a newly designed simple module to facilitate self-directed learning, which is a grey area at present. All the 5 AETCOM modules are given with framed objectives and place for recording various activities. We have also suggested ways of assessments with examples of scoring/rating at few places like AETCOM, SDL and ECE sessions. At the end, we have provided a simple form to evaluate professionalism among students which is most essential attribute of an Indian Medical Graduate. Various rating scales given are taken from appropriate references with due permission for use.

As you go through different sections, you will find each section starting with general description on what is the MCI requirement followed by what is in this section? And How to use this?

We have made an initial attempt to give a direction towards effective documentation in this book which may pave the way for effective portfolio creation especially soft copies in the years to come. There is a long way to change and improvise. We welcome all your suggestions for further improvements in forthcoming editions. Thank you all.

Vidya S Patil
Nagalakshmi V
Vijayetha P Patil

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Glossary

- ✦ **Activity:** This term refers to a predefined task performed by learners that contributes to the achievement of stated objectives or competencies.
- ✦ **Annexure to logbook:** It is an evidence of events documented in logbook which includes assignments, self-assessment, feedback, work-based and in-training formative assessments, reflections and learning's from planned activity in the curriculum.
- ✦ **Competency:** The habitual and judicious use of communication, knowledge, technical skills, clinical reasoning, emotions, values, and reflection in daily practice for the benefit of the individual and community being served.
- ✦ **DOAP (Demonstrate Observe Assist Perform):** A practical session that allows the student to observe a demonstration, assists the performer, perform in a simulated environment, perform under supervision or perform independently.
- ✦ **Domains of learning:** K—Knowledge; S—Skill; A—Attitude; C—Communication
- ✦ **Feedback:** It is a formal active interaction performed at the completion of an observed activity intended to facilitate positive change, growth and improvement of the learner through guided reflection of activity performed.
- ✦ **Integration:** Integration is a learning experience that allows the learner to perceive relationships from blocks of knowledge and develop a unified view of its basis and its application. Horizontal integration: Integration in the same phase. Vertical integration: Integration across different phase.

✦ **Levels of competency:**

K	Knows	A knowledge attribute—usually enumerates or describes
KH	Knows how	A higher level of knowledge—is able to discuss or analyze
S	Shows	A skill attribute—is able to identify or demonstrate the steps
SH	Shows how	A skill attribute—is able to interpret/demonstrate a complex procedure requiring thought, knowledge and behavior
P	Performs (under supervision or independently)	Mastery for the level of competence—when done independently under supervision a pre-specified number of times—certification or capacity to perform independently results

- ✦ **Logbook:** It is a verified record of the progression of the learner documenting the acquisition of the requisite knowledge, skills, attitude and/or competencies
- ✦ **Objective:** Statement of what a learner should be able to do at the end of a specific learning experience
- ✦ **OSCE:** Objective Structured Clinical Examination
- ✦ **OSPE:** Objective Structured Practical Examination
- ✦ **Remedial:** It is a planned activity aimed at correcting deficits that prevent a learner from achieving an intended outcome.
- ✦ **Skill assessment:** A session that assesses the skill of the student including those in the practical laboratory, skills lab, skills station that uses mannequins/paper case/simulated patients/real patients as the context demands. Certification will be done for few selected skills based on CBME curriculum.