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INDIAN MEDICAL GRADUATE
PHYSICIAN OF FIRST CONTACT

LOG BOOK

FOR MBBS STUDENTS

IN ACCORDANCE WITH COMPETENCY BASED NEW CURRICULUM AS PER NMC

5TH EDITION

APRAJITA PANWAR
RAKESH K GUPTA

JAYPEE

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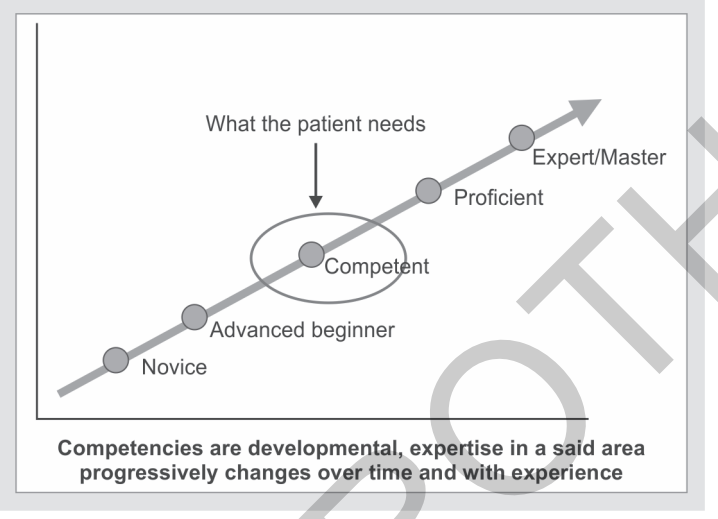
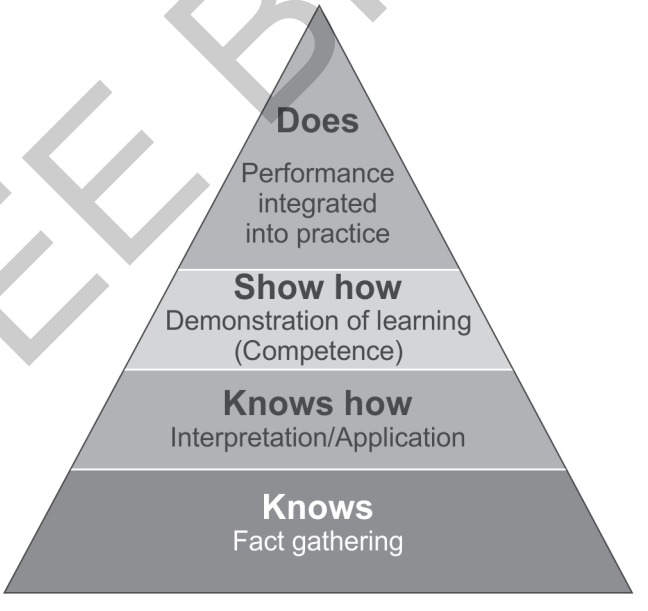
COMPETENCY BASED MEDICAL EDUCATION (CBME)

A learner-centered approach that allows flexible, lifelong learning, with knowledge and/or skills assessed throughout a continuum of learning. CBME ensures that the graduates develop the competencies required to fulfill the patients' needs in the society. Assessment is the most important aspect for its successful implementation.

STAGES OF SKILL LEARNING



MILLER'S PYRAMID FOR ASSESSING LEVELS OF CLINICAL COMPETENCE



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
SH	Shows how	A skill attribute—is able to demonstrate a complex procedure requiring though, knowledge and behavior
S	Shows	A skill attribute—is able to identify or demonstrate the steps
KH	Knows how	A higher level of knowledge—is able to discuss or analyze
K	Knows	A knowledge attribute—usually enumerates or describes

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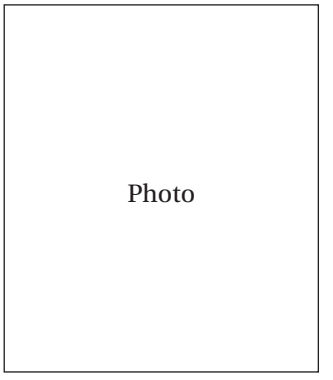
PERSONAL PARTICULARS



Name -	
Male/Female -	
MBBS Batch -	
Class Roll No -	
University Roll No -	
Mother's Name -	
Father's Name -	
DOB -	
Mobile No -	
Email Id -	
Hobbies -	1. 2. 3.

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ACADEMIC CALENDAR

TABLE 1: Academic Calendar for CBME 2023–24 Batch.

	Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec
2023								1	2	3	4	5
2024	6	7	8	9	10	11	12-1st Prof Exam Result	13-2nd MBBS	14	15	16	17
2025	18	19	20	21	22	23	24-2nd Prof Exam Result	25 -Final 1st	26	27	28	29
2026	30	31	32	33	34	35	36-1st Exam Result	37-Final 2nd	38	39	40	41
2027	42	43	44	45	46	47	48	49	50	51	52	53-Final Exam/NeXT
2028	54/ NeXT	1-CRMI	2	3	4	5-2nd NeXT	6	7	8	9	10	11
2029	12- NeXT											

Legends:

- **AETCOM:** Attitude, ethics and communication skills
- **FAM:** Family Adoption Programme (Village outreach)
- **SDL:** Self-Directed Learning
- **SGL:** Small Group Learning (Tutorials/Seminars/Integrated Learning)

Note: NeXT shall be as per NeXT regulations.

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FOUNDATION COURSE

The purpose of one-month foundation course is to:

- Orient the undergraduate students from diverse backgrounds and cultures to the MBBS program and to this noble profession.
- Acclimatize them to the college and campus and provide necessary assistance to adapt to this new environment.
- Provide the learners with the essential knowledge and skills required in healthcare delivery system.
- Inculcate the habits of self-directed learning in undergraduates.

Instructions for the Students

- National Medical Commission (NMC) has devoted 160 hours to the foundation course—30 hours for orientation of the students to college, campus and MBBS curriculum, 34 hours for skills module, 8 hours for field visits, 40 hours for language and computer skills and 16 hours for sports and extracurricular activity and 32 hours for professional development including Ethics.
- The students should attend all the modules in the foundation course.
- As per NMC guidelines, a minimum of 75% attendance is required for the students.
- At the end of each session, the students must be encouraged to "reflect" what have they learnt from the session, how would this knowledge help them become a good medical professional and point out lacunae in learning.

"Reflection" centers around asking three simple questions:

What happened?.....

So what?.....

Now what?.....

From a teaching point of view, these questions might include:

What?	So what?	Now what?
• ... happened? • ... did I observe? • ... was my role in the situation? • ... was I trying to achieve?	• ... new skill did I learn? • ... surprised me? • ... did I like/dislike about the experience? • ... was going through my mind?	• ... might be the consequences of this action. • ... learning occurred for me in this experience? • ... can I apply this learning? • ... information can I share with peers or community.

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Contents of Foundation Course

Sl. No.	Subjects/Contents	No. of Hours
1.	Orientation	30
2.	Skills module	34
3.	Field visit to community health center	8
4.	Professional development including ethics	40
5.	Sports and extracurricular activities	16
6.	Enhancement of language and computer skills	32
	Total	**160**

(*Source:* NMC. Foundation Course for the Undergraduate Medical Education Program; 2023).

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TABLE 2: Foundation course modules.

1.	**Orientation module**	**Total hours: 30**
	1A. Introduction to institution/campus/facilities 1B. Role of doctors in the society 1C. History of medicine and alternate systems 1D. IMG roles/overview MBBS curriculum/career 1E. Principles of family practice	
2.	**Skills module**	**Total hours: 34**
	2A. First aid 2B. Basic life support (BLS) 2C. Universal precautions 2D. Waste management 2E. Immunization 2F. Documentation	
3.	**Community orientation module**	**Total hours: 8**
	3A. National health goals and policies/healthcare systems/community health 3B. Interactions with patients, families and communities	
4.	**Professional development and ethics module (P&E)**	**Total hours: 40**
	4A. Concept of professionalism and ethics 4B. White coat ceremony 4C. Professional and altruistic behavior 4D. Working in a health care team 4E. Disability competencies 4F. Cultural competence 4G. Stress management 4H. Time management 4I. Interpersonal relationship 4J. Learning	
5.	**Enhancement of language and computer skills module**	**Total hours: 32**
	5A. Communication 5B. Local language training 5C. English language training 5D. Computer skills training	
6.	**Sports and extracurricular activities**	**Total hours: 16**
	Sports should be mandatory—4 hours per week and extracurricular activities 2 hours per week (subject to a total of 22 hours)	

(*Source:* NMC. Foundation Course for the Undergraduate Medical Education Program; 2023).

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TABLE 3: Learning outcomes.

Code	Competency: The student should be able to:	Domain	K/KH/SH/P
1.	**Topic: Orientation**		
FC 1.1	Demonstrate understanding of the role of doctors in the society and their impact	A	KH
FC 1.2	Demonstrate understanding of the roles of an Indian medical graduate and relate it to the societal impact	A	KH
FC 1.3	Discuss and appreciate the expectations of the students from the nation, society, institution, peers, colleagues and patients and vice versa	A	KH
FC 1.4	Demonstrate understanding of the rules and regulations of the institution	A	SH
FC 1.5	Orient themselves to the college campus, facilities, faculty, administrative structure, support systems and processes of the institution	A	KH
FC 1.6	Discus various career pathways and opportunities for personal growth	A	KH
FC 1.7	Demonstrate understanding of the overview of MBBS curriculum, its structure and outcomes and its relation to the career pathways	K	KH
FC 1.8	Demonstrate understanding the role of physician at various levels of healthcare delivery	K	KH
FC 1.9	Discuss the principles of family practice	K	KH
FC 1.10	Demonstrate awareness of the history of medicine and alternate systems of medicine	K	K
2.	**Topic: Skills**		
FC 2.1	Perform basic life support in skills laboratory	S	SH
FC 2.2	Perform first aid in a simulated environment	S	SH
FC 2.3	Follow biosafety and universal precautions	S	SH
FC 2.4	Demonstrate handling and safe disposal of biohazardous materials in a simulated environment	S	SH
FC 2.5	Demonstrate proper hand washing and use of personal protective equipment	S	SH
FC 2.6	Demonstrate appropriate response to needle stick injuries	S	SH

Contd...

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Contd...

Code	Competency: The student should be able to:	Domain	K/KH/SH/P
FC 2.7	Demonstrate biomedical waste segregation (BMW), observe and explain the process of management of BMW in accordance with national regulations	S	SH
FC 2.8	Discuss immunization requirements of healthcare professionals	K	KH
FC 2.9	Demonstrate awareness of significance of documentation in patient care and the proper method of documentation	S	SH
3.	**Topic: Community orientation and field visits**		
FC 3.1	Demonstrate understanding of the national health goals and policies	K	KH
FC 3.2	Discuss the national health scenario, demographic, sociocultural and epidemiological issues	K	KH
FC 3.3	Demonstrate understanding of the healthcare systems in India with reference to primary, secondary and tertiary level care	K	KH
FC 3.4	Discuss the basic principles of community health and its impact on health and disease	S	SH
FC 3.5	Demonstrate understanding of the structure and functioning of the community health center	K	KH
FC 3.6	Demonstrate ability to obtain patient experiences through patient and family interactions and relate these experiences to impact of environment and diseases	S	SH
4.	**Topic: Professional development including ethics**		
FC 4.1	Demonstrate understanding of the concept of professionalism and ethics among healthcare professionals and discuss the consequences of unprofessional and unethical behavior	S	KH
FC 4.2	Demonstrate understanding that compassion, altruism, integrity, duty, responsibility and trust are the core values that defines the nature of the physician's work	K	KH
FC 4.3	Discuss the value, honesty and respect during interaction with peers, seniors, faculty, other healthcare workers and patients	S	KH
FC 4.4	Discuss the significance of working in a healthcare team	S	KH
FC 4.5	Discuss disability competencies	K	KH

Contd...

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Contd...

Code	Competency: The student should be able to:	Domain	K/KH/SH/P
FC 4.6	Demonstrate understanding and respect of cultural diversities and interact with those with different cultural values	K/A	KH
FC 4.7	Discuss the significance and methods of stress management and risk taking behavior	K	KH
FC 4.8	Understand the role of Yoga and meditation in personal health	S	S
FC 4.9	Discuss the significance and appropriate ways of time management	K	KH
FC 4.10	Demonstrate understanding of importance of interpersonal relationship while working in a healthcare team	S	KH
FC 4.11	Understand the role of mentoring	S	KH
FC 4.12	Demonstrates understanding of the process of group learning and group dynamics	S	KH
FC 4.13	Comprehend the learning pedagogy and its role in learning skills	S	KH
FC 4.14	Demonstrates understanding of different methods of self-directed learning	S	KH
FC 4.15	Understand collaborative learning	S	KH
5.	**Topic: Enhancement skills—communication and language skills**		
FC 5.1	Demonstrate ability to communicate with patient and families, be aware of barriers to communication and appropriate ways to respond	C	SH
FC 5.2	Demonstrate use of local language in patient and peer interactions	C	SH
FC 5.3	Demonstrate ability to communicate and learn in English	C	SH
FC 5.4	Demonstrate basic computer skills	S	SH
FC 5.5	Demonstrate ability for accessing online resources	S	SH

(*Source:* Medical Council of India. Foundation Course for the Undergraduate Medical Education Program; 2019. pp. 16-18).

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Log Book for MBBS Students is aesthetically designed in accordance with the new competency-based undergraduate curriculum by the National Medical Council (NMC) of India. The new curriculum mandates that students be encouraged to "reflect" upon what they have learned in the classes, identify the lacunae in their learning, and improve upon it.

This manual is more than a biodata or a glorified attendance and marks record. It is a guide to introduce the structure of foundation course modules, the details of the learning outcomes to be achieved, MBBS program design, phase-wise distribution of subjects & marks, teaching hours allotted to each subject, examination schedule, sheets for attendance record, summative assessment of 8 terms from first year to final year MBBS course. The students are instructed to fill in their log book and get it signed by the Head of the Departments.

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