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2nd Edition

Competency Based LOGBOOK in MICROBIOLOGY For MBBS Phase II

As per the Revised Competency Based Medical Education Curriculum (NMC)

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Table IV. D: Performance in Self-Directed Learning (SDL) Session-4.		
Date:	***Time:***	
Venue:		
Topic:		
Faculty facilitator:		
Learning objectives:		
Key task performed:		
Reflections:		
Feedback:		
Score:		**Faculty sign.**

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Table IV. E: Performance in Self-Directed Learning (SDL) Session-5.		
Date:	***Time:***	
Venue:		
Topic:		
Faculty facilitator:		
Learning objectives:		
Key task performed:		
Reflections:		
Feedback:		
Score:		**Faculty sign.**

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Table V: Acquisition of Certifiable Skills.					
Certifiable Competency: Gram Stain (MI1.10)					
S. No	***Completion Date***	****Rating/ (Below expectations = B Meets expectations = M Exceeds expectation = E)***	***Faculty Decision (Completed = C, Repeat = R, Remedial = Re)***	***Faculty Sign and Date***	**Student Sign** ***(For receiving feedback)***
1.	**Exercise 3.2 (ii):** Perform Gram staining, focus under the microscope, record the observations and interpret the result of Gram staining				
2.	**Exercise 15.3:** A heat-fixed smear made from the flagged blood culture bottle is provided. Perform Gram staining, focus under microscope, record your observations and interpret the results				
3.	**Exercise 28.1:** A heat-fixed smear prepared from the organism isolated from the specimen is provided. Perform the Gram stain, focus under the microscope, record your observations and interpret the results				
4.	**Exercise 33.4**: From a patient with fever and headache, CSF culture yielded growth. A heat-fixed smear prepared from the colonies grown from the specimen is provided. Perform the Gram stain, focus under the microscope, record your observations and interpret the results				
5.	**Exercise 35.2:** Heat-fixed smear of the colonies is provided. Perform the Gram stain, focus under the microscope, record your observations and interpret the results				

****Rating Rubric:*** Below expectations (B) (Score – 1, 2, 2.5),
Meets expectations (M) (Score – 3, 3.5),
Exceeds expectation (E) (Score – 4, 4.5, 5)

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Certifiable Competency: Ziehl Neelsen Stain (MI1.10)					
S. No.	***Completion Date***	****Rating/ (Below expectations = B Meets expectations = M Exceeds expectation = E)***	***Faculty Decision (Completed = C, Repeat = R, Remedial = Re)***	***Faculty Sign and Date***	**Student Sign *(For receiving feedback)***
1.	**Exercise 3.2 (iii):** Perform Ziehl-Neelsen staining on the given heat-fixed sputum smear from a 42-year-old lady with cough with expectoration, evening rise of temperature and loss of weight for 1 month. Focus the smear under microscope, record your observations and interpret the results				
2.	**Exercise 23.3:** Heat-fixed smear of the aspirate is provided. Perform suitable staining to demonstrate the most probable pathogen, focus the smear under microscope, record your observations and interpret the results				
3.	**Exercise 29.5:** A heat-fixed smear prepared from the lymph node aspirate is provided. Perform the acid-fast stain, focus under the microscope, record your observations and interpret the results.				
4.	**Exercise 32.2:** Perform Ziehl-Neelsen staining on the given heat-fixed smear. Focus the smear under microscope, record your observations and interpret the results				
5.	**Exercise 36.2:** A heat-fixed smear prepared from the sputum sample of the patient is provided. Perform the suitable staining procedure, focus under the microscope, identify the microbe, record your observations and interpret the results				

****Rating Rubric:*** Below expectations (B) (Score – 1, 2, 2.5),
Meets expectations (M) (Score – 3, 3.5),
Exceeds expectation (E) (Score – 4, 4.5, 5)

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Certifiable Competency: Stool Examination (MI 1.10)					
S. No.	***Completion Date***	****Rating/ (Below expectations = B Meets expectations = M Exceeds expectation = E)***	***Faculty Decision (Completed = C, Repeat = R, Remedial = Re)***	***Faculty Sign and Date***	***Student Sign (For receiving feedback)***
1.	**Exercise 5.2:** A lady aged 22 years complains of abdominal discomfort and altered bowel habits for one week. She has submitted stool sample. Perform stool examination to look for parasitic elements. Record your observations and interpret the results.				
2.	**Exercise 23.2:** Perform stool examination with the sample provided and record your observations and interpret the result				
3.	**Exercise 24.2:** Perform stool examination with the sample provided, and record your observation and inference				
4.	**Exercise 25.3:** Perform stool examination to look for parasitic elements. Demonstrate your findings. Record your observations and interpret the results				
5.	**Exercise 26.3:** Perform stool examination to look for parasitic elements. Demonstrate your findings. Record your observations and interpret the results				

***Rating Rubric:** Below expectations (B) (Score – 1, 2, 2.5),
Meets expectations (M) (Score – 3, 3.5),
Exceeds expectation (E) (Score – 4, 4.5, 5)

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Certifiable Competency: Sample Collection and BMWM# (MI1.5, MI1.6, MI10.3)					
S. No.	***Completion Date***	****Rating/ (Below expectations = B Meets expectations = M Exceeds expectation = E)***	***Faculty Decision (Completed = C, Repeat = R, Remedial = Re)***	***Faculty Sign and Date***	**Student Sign** ***(For receiving feedback)***
1.	**Exercise 14.3:** Demonstrate collection of blood sample for culture from the above patient. While doing so, communicate with the patient, complete the ethical formalities, collect the sample aseptically and ensure correct labelling and packaging of the sample.				
2.	**Exercise 29.3:** Demonstrate collection of the sample (pus) aseptically with appropriate communication with the patient, obtain consent, and ensure correct labelling and packaging of the sample.				
3.	**Exercise 35.4:** Demonstrate collection of appropriate sample (nasopharyngeal/nasopharyngeal swab) for the desired test. While doing so, communicate with the patient, complete the ethical formalities, collect the sample aseptically and ensure correct labelling and packaging of the sample.				
4.	**Exercise 38.5:** Demonstrate collection of urine sample for culture from a catheterized patient. While doing so, communicate with the patient, complete the ethical formalities, collect the sample aseptically and ensure correct labelling and packaging of the sample.				

 # BMWM: Biomedical waste management

**Rating Rubric:* Below expectations (B) (Score – 1, 2, 2.5),
Meets expectations (M) (Score – 3, 3.5),
Exceeds expectation (E) (Score – 4, 4.5, 5)

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Certifiable Competency: Hand Hygiene (MI 10.3)					
S. No.	***Completion Date***	****Rating/ (Below expectations = B Meets expectations = M Exceeds expectation = E)***	***Faculty Decision (Completed = C, Repeat = R, Remedial = Re)***	***Faculty Sign and Date***	**Student Sign *(For receiving feedback)***
1.	**Exercise 21.2:** You are about to collect blood sample from the above patient. Your hands are visibly soiled. Perform appropriate hand hygiene and wear gloves.				
2.	**Exercise 36.4:** You are about to provide care to a patient diagnosed with Covid-19 admitted in an Intensive Care Unit. Perform hand hygiene wherever appropriate				
3.	**Exercise 39.3:** Three children develop fever, cough, and malaise. Rapid antigen testing confirms Influenza A. Identify and demonstrate applicable precautions (hand hygiene).				

Certifiable Competency: Donning and Doffing PPE#, and BMWM# (MI 10.2, MI10.3)					
S. No.	***Completion Date***	****Rating/ (Below expectations = B Meets expectations = M Exceeds expectation = E)***	**Faculty Decision (*Completed = C, Repeat = R, Remedial = Re)***	***Faculty sign & Date***	**Student sign *(For receiving feedback)***
1.	**Exercise 21.2:** You are about to collect blood sample from the above patient. Your hands are visibly soiled. Perform appropriate hand hygiene and wear gloves. Presume that you have collected blood sample and remove the gloves and discard them appropriately.				
2.	**Exercise 36.4:** You are about to provide care to a patient diagnosed with Covid-19 admitted in an Intensive Care Unit. Choose appropriate PPE required and demonstrate donning and doffing of the PPE.				
3.	**Exercise 39.3:** Three children develop fever, cough, and malaise. Rapid antigen testing confirms Influenza A. Identify and demonstrate applicable precautions (standard + droplet). Demonstrate correct PPE usage.				

 # PPE: Personal protective equipment, BMWM: Biomedical waste management

****Rating Rubric:*** Below expectations (B) (Score – 1, 2, 2.5),
Meets expectations (M) (Score – 3, 3.5),
Exceeds expectation (E) (Score – 4, 4.5, 5)

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Table V. A: Repeat Activity for Certifiable Skills.					
S. No.	***Date***	****Rating** (Below expectations = B Meets expectations = M Exceeds expectation = E)***	***Faculty Decision (Completed = C, Repeat = R, Remedial = Re)***	***Feedback with Faculty Sign***	***Student Sign***
1.		**Competency No: Name and Number of Activity:**			
2.		**Competency No: Name and Number of times of Activity:**			
3.		**Competency No: Name and Number of times of Activity:**			
4.		**Competency No: Name and Number of times of Activity:**			
5.		**Competency No: Name and Number of times of Activity:**			
6.		**Competency No: Name and Number of times of Activity:**			
7.		**Competency No: Name and Number of times of Activity:**			
8.		**Competency No: Name and Number of times of Activity:**			
9.		**Competency No: Name and Number of times of Activity:**			
10.		**Competency No: Name and Number of times of Activity:**			

****Rating Rubric:*** Below expectations (B) (Score – 1, 2, 2.5),
Meets expectations (M) (Score – 3, 3.5),
Exceeds expectation (E) (Score – 4, 4.5, 5)

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Table V. B: Remedial activity for Certifiable Skills.					
S. No.	***Completion Date***	****Rating*** ***(Below expectations =B Meets expectations =M Exceeds expectation=E)***	***Faculty Decision*** ***(Completed = C, Not Completed = NC)***	***Feedback with Faculty Sign***	***Student Sign***
1.		**Competency:** **Number of times of Activity:** **Remedial action taken:**			
2.		**Competency:** **Number of times of Activity:** **Remedial action taken:**			
3.		**Competency:** **Number of times of Activity:** **Remedial action taken:**			
4.		**Competency:** **Number of times of Activity:** **Remedial action taken:**			
5.		**Competency:** **Number of times of Activity:** **Remedial action taken:**			
6.		**Competency:** **Number of times of Activity:** **Remedial action taken:**			
7.		**Competency:** **Number of times of Activity:** **Remedial action taken:**			
8.		**Competency:** **Number of times of Activity:** **Remedial action taken:**			
9.		**Competency:** **Number of times of Activity:** **Remedial action taken:**			
10.		**Competency:** **Number of times of Activity:** **Remedial action taken:**			

****Rating Rubric:*** Below expectations (B) (Score – 1, 2, 2.5),
Meets expectations (M) (Score – 3, 3.5),
Exceeds expectation (E) (Score – 4, 4.5, 5)

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Table VI: Acquisition of AETCOM Skills.

S. No.	*AETCOM Skill*	*Skill No.*	*Practical Exercise Number.*	*Date*	*Score (10)*	*Faculty Signature*
1.	Pre-test counseling, instructions to patients before and during clinical sample collection and sample collection and transportation	MI1.5, MI1,6 MI1.8	8			
2.	Demonstration of respect for patient samples sent for laboratory investigations	MI1.7	9			
3.	Confidentiality issues pertaining to patient identity in laboratory results and post-test counseling	MI1.8 MI1.9	10			
4.	Communicating to patients in a patient, respectful, non-threatening, non- judgmental and empathetic manner	AETCOM Module 2.1	11			
5.	What does it mean to be family member of a sick patient?	AETCOM Module 2.8	12			
				Total score	**/50**	
				Deduced score	**/30**	

****Rating Rubric:*** Below expectations (B) (Score – 1, 2, 2.5),
Meets expectations (M) (Score – 3, 3.5),
Exceeds expectation (E) (Score – 4, 4.5, 5)

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Table VII: Performance in Small Group Discussions .

S. No.	*Date*	*Topic*	*Score (10)*	*Teachers Sign*	*Student Sign*
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9					
10.					
11.					
12.					
13.					
14.					
15.					
		Total out of _____			
		Deduced total out of 50			

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**Rating Rubric:* Below expectations (B) (Score – 1, 2, 2.5),
Meets expectations (M) (Score – 3, 3.5),
Exceeds expectation (E) (Score – 4, 4.5, 5)

Table VIII: Record of Attendance.

S. No.	*T-L Session*	*Number Held*	*Number Attended*	*Percentage (%)*	*Student Signature*	*Faculty Signature*
			BLOCK-I			
1.	Lecture					
2.	Practicals					
3.	Small Group Discussion (SGD)					
4.	Self-Directed Learning (SDL)					
5.	AETCOM module					
6.	Pandemic module					
			Overall Attendance			
			BLOCK-II			
1.	Lecture					
2.	Practicals					
3.	Small Group Discussion (SGD)					
4.	Self-Directed Learning (SDL)					
5.	AETCOM module					
6.	Pandemic module					
			Overall Attendance			
			BLOCK-III			
1.	Lecture					
2.	Practicals					
3.	Small Group Discussion (SGD)					
4.	Self-Directed Learning (SDL)					
5.	AETCOM module					
6.	Pandemic module					
			Overall Attendance			

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Overall Attendance					
S. No.	***Block***	***Theory (%)***	***Practical (%)***	***AETCOM (%)***	***Signature of Faculty***
1.	I				
2.	II				
3.	III				
	Total				

Note: Attendance requirements are 75% in theory and 80% in practical for eligibility to appear for the university examinations in that subject. 75% attendance in Professional Development Programme (AETCOM Module) is required for eligibility to appear for final examination in each professional year.

Table IX: Participation in Conferences, CME, Workshops.			
S. No.	***Date***	***Title of Conference/CME/Workshops with Key Learning***	***Signature of Faculty***
1.			
2.			
3.			
Faculty Feedback/Remarks:			

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Table X: Participation in Extracurricular Activities.			
S. No.	***Date***	***Description of Activity***	***Signature of Faculty***
1.			
2.			
3.			
Faculty Feedback/Remarks:			

Table XI: Awards, Achievements and Recognitions.			
S. No.	***Achievements/Recognitions***	***Date***	***Signature of Faculty***
1.			
2.			
3.			

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GUIDE TO TEACHERS

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ANNEXURE-1: GUIDE FOR THE CONDUCT OF END-BLOCK INTERNAL ASSESSMENT TESTS

- It is suggested to divide the Teaching-Learning activities into three blocks (blocks I–III) and carry out the Internal Assessment (IA) tests one each in theory (cognitive skills) and practical at the end of each block.
- The marks distributions for IA tests are suggested in Table II.
- First End-block test can be conducted for 50/100 marks in theory and practicals using standard assessment tools
- Second End-block test can be conducted for 100 marks in theory and for 100 marks in practicals using standard assessment tools
- Third End-block test (Theory) should be conducted in the same pattern as that of summative university examination with two theory papers (paper-1 and 2) of 100 marks each.
- Third End-block test (Practicals) should be conducted in the same pattern as that of summative university examination (80 practicals + 20 viva-voce =100).
- *These scores shall constitute important components of Final Internal Assessment scores to determine the eligibility of a candidate to appear for the university examinations*

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ANNEXURE-2: GUIDE FOR THE CONDUCT OF UNIT TESTS

As per the New Curriculum document, there are 11 Topics/systems under which the competencies are distributed. However, here it is suggested to conduct five Unit tests in the middle of the block or as per the convenience at the individual institution.

Written tests in the form of Multiple-Choice Questions (MCQs), short and long answer questions can be used for assessment of cognitive skills.

Formative assessment of Practical Skills can be done using Objective Structured Practical Examination (OSPE) and also based on the participation and performance in practical exercises, Small Group Discussion sessions (SGD), AETCOM sessions using the rubrics provided in this document.

Consolidated scores can be derived based on the consensus of the faculty members of the department.

These scores can be entered in comprehensive log sheets (Table I, Table II) provided in the logbook.

These scores shall constitute important components of Final Internal Assessment scores to determine the eligibility of a candidate to appear for the university examinations

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ANNEXURE-3: ILLUSTRATIVE EXAMPLE FOR LOGBOOK ENTRY OF SELF-DIRECTED LEARNING ACTIVITY

Self-Directed Learning Session

Date: **Time:**

Venue:

Presenting Group:

Facilitator:

Topic Title: Opportunistic infections

Competency addressed: MI 8.2

Learning Objectives:

Define and enlist common opportunistic pathogens with clinical conditions that predispose to acquiring infection by these pathogens.

Explain pathogenesis, laboratory diagnosis and prevention of common opportunistic infections

Task:

- Explain the pathogenesis and laboratory diagnosis of these infections.
- To study the impact of these infections on patient's outcome.
- To suggest preventive measures for development of these infections.

Steps for Self-Directed Learning Activity	*Domain*	*Duration*	*Method*	*Media*
Session-1: Introduction of topic **Setting Learning Goals** Planning to find resources and Group Disassemble	Cognitive	30 min	Brainstorming and Interactive lecture	LCD
Session-2: Finding resources for the topic Individual/group study	Cognitive	*One week for assignment	Hospital survey/ literature search	—
Session-3: Wrap up session Discussion Outcome Summary Assessment of Learning	Cognitive	90 min	Discussion on task performed and assessment of learning.	—

To be considered as one-hour classroom time

Suggested Teaching learning Strategies/Activities:

- Students are to be divided in small groups.
- Each group is to be given a task to focus on one hospital location, e.g., transplant unit, nephrology, diabetes clinic, cancer centre, etc., and interact with residents/ consultants to find the common immunocompromised conditions encountered and common infections reported.
- A common questionnaire to conduct above survey can also be given as a task to students.

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- Students to conduct the survey and make a list of at least ten common immunocompromised conditions seen in the specific hospital location.
- Students can also be given individual task to read scientific journal and find an articles on opportunistic infections.
- To search literature and find common immunocompromised states and opportunistic infections associated with these conditions.
- Resources to be suggested- Reference Books, few infectious disease journals
- Students to be given a weeks' time for task.
- Task to be guided and monitored by faculty facilitator virtually or physically at each other convenient time.
- One faculty facilitator may guide multiple groups
- Students to make a group presentation to achieve the identified objectives
- Students to write reflections about the whole learning experience.
- Attach the survey document, literature searched at the end of logbook as an evidence of the SDL session.

Feedback provided to the group by the faculty facilitator following SDL session, keeping following points in mind:

1. Extent of student's involvement in identifying their learning needs.
2. Ability of the students to identify appropriate resources for the topic.
3. Demonstration of group dynamics/team spirit during the assigned task as well as during presentations in class.
4. Ability of the students to identify clinical applications of theoretical concept of microbiology.

Performance Assessment Rubric for SDL

S. No.	*Student's Performance*	*Score#*		
1.	Comes prepared with requisite prior knowledge	1	2	3
2.	Participates actively and contributes to discussion during SGD	1	2	3
3.	Shows professional conduct during the Teaching Learning session	1	2	3
4.	Completes the record book activities in time	1	2	3
5.	Shows evidence of learning the new skills (Intellectual/Psychomotor)	1	2	3
	Total score *(Can be reduced to 5 for convenience)*	/15		
Faculty Remarks/Feedback:				
Date :	**Faculty name and signature**			

Mark as 1, 2, 3 for 'Not satisfactory', 'satisfactory' and 'Very Good' respectively

- The scores have to be entered in the logbook after each SDL session.
- The students would also receive timely and constructive feedback by the faculty.

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ANNEXURE-4: ILLUSTRATIVE EXAMPLE FOR LOGBOOK ENTRY OF CERTIFIABLE COMPETENCIES

Example: Competency addressed: MI10.3: Hand hygiene

The faculty member shall assess the students' performance on this certifiable skill using *Rubric.1. The scores obtained out of ten may be reduced out of five. Then these scores need to be converted into Rates as B/M/E (using **Rubric-2) and suggest Repeat/Remedial activities.

Skill Certification Checklist: Hand wash

Competency No.: MI 10.3 *Competency: Hand wash*			*Scores*		
			Attempt		
Step	***Student's Performance***	***Max. Score (10)***	***First***	***Second***	***Third***
1.	Removes all hand accessories (finger ring, wristwatch, etc.) (0.5) and applies sufficient amount of soap/hand wash/hand rub (0.5)	1.0			
2.	Rubs palm to palm	0.5			
3.	Rubs back of palm on both sides (0.5 + 0.5)	1.0			
4.	Interlaces fingers in the web spaces	1.0			
5.	Rubs back of fingers on palm on both sides (0.5 + 0.5)	1.0			
6.	Follows rotational rubbing of thumb on both sides (0.5 + 0.5)	1.0			
7.	Rubs nails on palms on both sides (0.5 + 0.5)	1.0			
8.	Rinses hands with water	0.5			
9.	Dries hands with paper with single use towel and (0.5) Closes the tap with same paper towel/elbow (0.5)	1.0			
10.	Disposes the paper towel appropriately	1.0			
	Completes the steps 2–8 in 40–60 seconds time	1.0			
	Total score *(Can be reduced to 5 for convenience)*	10			
Faculty Remarks/Feedback:					
Rating (*Rating Rubric: B: Score < 5, M : 5 – 7.5, E : >7.5*) ***(B=Below Expectation, M = Meets Expectation, E=Exceeds Expectation)***					
Certification decision *(Completed = C, Repeat = R, Remedial = Re)*					
Faculty signature					
Date					

****Rubric-2**

Score Obtained	*Rating*	*Certification*	*Faculty Decision*
1, 2, 2.5	Below expectations (B)	**NO**	**Remedial/repeat activity**
3, 3.5	Meets expectations (M)	**YES**	—
4, 4.5, 5	Exceeds expectation (E)	**YES**	—

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4A. GUIDELINES FOR LOGBOOK ENTRY OF REPEAT/REMEDIAL ACTIVITY

As per the NMC Curriculum document, it is expected that, the student has to perform 'at' or 'above' the level of expectancy on all the Certifiable skills for the predetermined number of times. If the student's performance is below the level of expectancy, the activity is ***Repeated*** **Twice** and, if the student still fails to perform as expected, then a ***Remedial*** teaching-learning session is conducted and documented in the table designed for the purpose with description of the remedial action taken. This is in order to ensure that the student becomes competent in predetermined certifiable competencies.

*This is illustrated in assessment of one of Certifiable skill below in the Practical Record book

Competency No.: MI 1.2	***Competency: Gram Stain***	
Student's Performance	***Max. Marks (05)***	***Marks Scored***
Performs skill by following all the steps correctly	02	**1**
Focusses the stained slide appropriately	01	**0.5**
Identifies the structures correctly and interprets.	01 (0.5 + 0.5)	**0.5**
Draws colored labelled diagram of the microscopic field and writes the report	01 (0.5 + 0.5)	**0**
	Score	**2**
Rating Rubric Below expectations (B) (Score – 1, 2, 2.5) Meets expectations (M) (Score – 3, 3.5)* Exceeds expectation (E) (Score – 4, 4.5, 5)	**Rating**	**B**
CERTIFICATION ***(*Students should secure 'M' or 'E' to be able to get Certification in a given skill)***	**NO**	**YES**
Remark: you are required to repeat the Gram staining procedure twice and report within..... **Date:** **Faculty name and signature**		

- The logbook entry as to whether the student has performed 'at' or 'above' the expected level of competency and the need to *Repeat* or undergo *Remedial* activities needs to be made.
- The students would also receive timely and constructive Feedback by the faculty.

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ILLUSTRATION OF ENTRY IN THE LOGBOOK

Table VI: Acquisition of Certifiable Skills.

S. No.	*Completion Date*	**Rating/ (Below expectations = B Meets expectations = M Exceeds expectation = E)*	*Faculty Decision (Completed = C, Repeat = R, Remedial = Re)*	*Faculty Sign and Date*	*Student Sign (For receiving feedback)*
I.	**Competency: MI 1.2;** Perform and identify the different causative agents of Infectious diseases by **Gram Stain**				
1.	**Activity:** Perform Gram stain from given clinical specimen/ fixed smear, focus under microscope, record your observations and interpret				
	15-12-2021	**B**	**R**	**Sign**	**Sign**
2.	**Activity:** Perform Gram stain from given fixed smear from broth of a flagged blood culture bottle, focus under microscope, record your observations and interpret				

Table VI-A: Repeat Activity for Certifiable Skills.

S. No.	*Date*	**Rating (Below expectations = B Meets expectations = M Exceeds expectation = E)*	*Faculty Decision (Completed = C, Repeat = R, Remedial = Re)*	*Feedback with Faculty Sign*	*Student Sign*
1.		**Competency No:** MI1.2, **Name and number of activity:** Gram stain, Attempt 2			
	17-12-2021	**M**	**C**	**Satisfactory - Sign**	**Sign**
2.		**Competency No:** **Name and number of times of activity:**			

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ANNEXURE-5: ILLUSTRATIVE EXAMPLE FOR LOGBOOK ENTRY OF AETCOM COMPETENCIES

1. Competency identified:

MI 1.7 Demonstration of respect for patient samples sent for laboratory investigations

2. Name of activity:

In a given situation/case scenario, identify the events that show disrespect to the clinical sample and suggest ways to rectify them (situations highlighting inappropriate container/site/sample/amount, label, incomplete or wrong information in request form, time of transportation, storage condition, quality of test performance, test result etc.).

3. Components of activity:

- Attends introductory session on demonstrating respect for clinical sample
- Actively participates in small group discussions/problem solving exercises designed to highlight ways that show disrespect to sample.
- Actively participates in role-play script writing and performance of the same.
- Identifies identify the events that show disrespect to the clinical sample and suggest ways to rectify them

4. Criteria for successful completion of activity:

Correctly identify the events that show disrespect to the clinical sample and suggests ways to rectify them in a given situation/case scenario

- **Below expectations (B):** Student fails to identify any situation or event that shows disrespect to clinical sample
- **Meets expectations (M):** Student identifies most of the situation or event that shows disrespect to clinical sample and shows ways to correct them
- **Exceeds expectations (E):** Student identifies all of the situation or event that shows disrespect to clinical sample and shows ways to correct them and also suggests some more ways that can show disrespect and ways to rectify them.

5. Numerical scoring for activity: Marks out of 5 for each activity

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ANNEXURE-6: ILLUSTRATIVE EXAMPLE FOR LOGBOOK ENTRY OF SMALL GROUP DISCUSSION

Date: **Time:**

Venue:

Topic title: Sexually transmitted infections

Facilitator: One facilitator to observe 2–3 groups

Competency addressed: MI 8.2 Describe the etiopathogenesis and discuss the laboratory diagnosis of sexually transmitted infections. Recommend preventive measures

Total number of students: 50/ batch

Number of student groups: 10 per group

Learning Objectives:

- Choose the appropriate microbiological investigation to be conducted in a case of genital tract/sexually transmitted infection.
- Interpret the results of the microbiological investigation conducted in a case of genital tract/sexually transmitted infection.
- Counsel a patient of genital tract/sexually transmitted infection about preventive aspects of such infections.

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SESSION PLANNED

Session A: 60 minutes (for interpretational skills)

S. No.	*Activity*	*Time*
1.	**Introductory session**	**5 min**
2.	Paper case scenario for discussion to identify the most appropriate microbiological investigation in the case	**15 min**
3.	**Provide report of investigations for students to interpret the findings in group**	**15 mins**
4.	**Groups share findings with wrap up of key learning by facilitator**	**25 mins**

Session B: 60 min (for counselling skills)

S. No	*Activity*	*Time*
1.	**Introductory session**	**5 min**
2.	Video demonstration of technique of counselling a patient with genitourinary and sexually transmitted infections.	**10 min**
3.	Role-play by students for counseling a patient about preventive aspect of STI.	**30 mins**
4.	**Feedback with wrap up of key learning by facilitator**	**15 mins**

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Rate any general Communication skills of the student using rating scale adapted from Kalamazoo consensus statement

S. No	*Criterion*	*Max Score*	*Obtained Score*
1.	Builds relationship	1	
2.	Opens the discussion	1	
3.	Gathers information	2	
4.	Understands the patient's perspective	1	
5.	Shares information	2	
6.	Manages flow	1	
7.	Overall rating	2	
	Total score	**10**	
	Rating: 1–3: Below expectation 4–6: Meets expectations 6–10: Exceeds expectations		

Feedback and score provided to students on SGD:

S. No.	*Student's Performance*	*Score#*		
1.	Comes prepared with requisite prior knowledge	1	2	3
2.	Participates actively and contributes to discussion during SGD	1	2	3
3.	Shows professional conduct during the Teaching Learning session	1	2	3
4.	Completes the record book activities in time	1	2	3
5.	Shows evidence of learning the new skills (Intellectual/Psychomotor)	1	2	3
	Total score (Can be reduced to 5 for convenience)	**/15**		

Documentation of activity in portfolio or Annexure of logbook:

Documentation of reflections and learning summary in the practical record book/ logbook and obtain feedback from the faculty.

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