



THIRD YEAR LOGBOOK PEDIATRICS & NEONATOLOGY



**KHYBER GIRLS
MEDICAL COLLEGE,
PESHAWAR,
PAKISTAN**

NAME	
FATHER NAME	
ROLL NUMBER	
BATCH	
DATES OF ROTATION	

INTRODUCTION

As part of structured learning program, this log book will identify the objectives for each period / rotation of learning. The main purpose of the log book is to help you monitor your own competence, to recognize gaps and address them. Its second purpose is to describe the minimum competence level expected of you at the end of every rotation.

STRUCTURE

The skills to be achieved are laid out in 2 sections. The first section relates to history taking, examination and presentation of a case. Every organ system has representation in this section as mentioned in the top row of each table. The second section includes procedural skills. Competencies in procedural skills from all organ systems are presented together. Untitled, additional tables for both sections are included in the end in case some competencies have to be reassessed /repeated.

LEVEL OF COMPETENCE

Each competency has an expected level of competence to be achieved. The level of competence ranges from observation (1) to independent practice (5). The following list specifies what is meant by each level.

Level 1	Observes	Observes the clinical activity performed by a colleague / senior
Level 2	Assists	Assists a colleague / senior perform the clinical activity
Level 3	Direct supervision	Performs the entire activity under direct supervision of a senior
Level 4	Indirect supervision	Performs the entire activity with indirect supervision of a senior colleague
Level 5	independent	Performs the entire activity without need for supervision

USING THE LOGBOOK

Each organ system commences on a new page. The pages contain numbered competencies. Many of the competencies do not require an assessment of every competence level and these are indicated by shaded boxes. Certain competencies e.g. procedures do not require the student to be level 5 (independent) by the end of the learning period. These are identified by black boxes.

Teacher / trainer will tick off competence levels as you achieve them and sign them with date.

SECTION 1: HISTORY TAKING, EXAMINATION AND PRESENTATION OF A CASE

3 rd Year Case 1:						
Patient Name		Diagnosis			Date:	
COMPETENCIES		EXPECTED LEVEL OF COMPETENCE			Teacher to sign & date	
HISTORY / EXAM / MANAGEMENT PLAN		Below Expectation	Adequate	Excellent	Sign	Date
1	Obtain comprehensive history after Introduction and informed consent, asking relevant questions in order to reach a history based differential diagnosis.					
2	Perform complete physical examination, with detailed examination of the involved organ					
3	Skillfully present patient history, physical examination findings in a systematic, coherent and concise manner, which addresses the chief complaint/problem, identifies pertinent positive and negative findings and reach a logical					
4	Arrange a focused list of differential diagnosis					
5	Prepare a diagnostic plan, selecting investigations appropriate for the patient					
6	Design a treatment plan taking into consideration the risk vs benefit of treatment options and the resources					
7	Effectively communicate with the patient / family regarding the differential diagnosis, intended investigations & treatment options,					
8	Respect the cultural and ethnic diversity of their patient's beliefs					
9	Display honesty, integrity, respect, and compassion for patient & family					

Good points	
Suggestions for improvement	
Sign / Date	

3 rd Year Mini-Cex 2:						
Patient Name		Diagnosis			Date:	
COMPETENCIES		EXPECTED LEVEL OF COMPETENCE			Teacher to sign & date	
HISTORY / EXAM / MANAGEMENT PLAN		Below Expectation	Adequate	Excellent	Sign	Date
1	Obtain comprehensive history after introduction and informed consent, asking relevant questions in order to reach a history based differential					
2	Perform complete physical examination, with detailed examination of the involved organ					
3	Skillfully present patient history, physical examination findings in a systematic, coherent and concise manner, which addresses the chief complaint/problem, identifies pertinent positive and negative findings and reach a logical					
4	Arrange a focused list of differential diagnosis					
5	Prepare a diagnostic plan, selecting investigations appropriate for the patient					
6	Design a treatment plan taking into consideration the risk vs benefit of treatment options and the resources					
7	Effectively communicate with the patient / family regarding the differential diagnosis, intended investigations & treatment options.					
8	Respect the cultural and ethnic diversity of their patient's beliefs					
9	Display honesty, integrity, respect, and compassion for patient & family					

Good points	
Suggestions for improvement	
Sign / Date	

3rd Year Mini-Cex 3:

Patient Name		Diagnosis			Date:	
COMPETENCIES		EXPECTED LEVEL OF COMPETENCE			Teacher to sign & date	
HISTORY / EXAM / MANAGEMENT PLAN		Below Expectation	Adequate	Excellent	Sign	Date
1	Obtain comprehensive history after introduction and informed consent, asking relevant questions in order to reach a history based differential					
2	Perform complete physical examination, with detailed examination of the involved organ					
3	Skillfully present patient history, physical examination findings in a systematic, coherent and concise manner, which addresses the chief complaint/problem, identifies pertinent positive and negative findings and reach a logical					
4	Arrange a focused list of differential diagnosis					
5	Prepare a diagnostic plan, selecting investigations appropriate for the patient					
6	Design a treatment plan taking into consideration the risk vs benefit of treatment options and the resources					
7	Effectively communicate with the patient / family regarding the differential diagnosis, intended investigations & treatment options.					
8	Respect the cultural and ethnic diversity of their patient's beliefs					
9	Display honesty, integrity, respect, and compassion for patient & family					

Good points	
Suggestions for improvement	
Sign / Date	

SECTION 2: PROCEDURAL SKILLS FOR PEDIATRICS/ NEONATOLOGY

COMPETENCIES		EXPECTED LEVEL OF COMPETENCE					Teacher to sign & Date	
		1	2	3	4	5	Sign	Date
1.	Blood glucose measurement by glucometer							
2.	Venous blood sampling							
3.	Blood cultures collection							
4.	Arterial blood gases(sampling)							
5.	Urine dipstick test							
6.	Swab collection(nose, throat, skin or wound)							
7.	Lumbar puncture							
8.	ECG Recording							

SECTION 3: PATIENT CARE SKILLS FOR PEDIATRICS/ NEONATOLOGY

COMPETENCIES		EXPECTED LEVEL OF COMPETENCE					CERTIFICATION	
		To be ticked when achieved					Teacher to sign & date	
		1	2	3	4	5	Sign	Date
1.	Perform surgical scrubbing up							
2.	Set up an infusion							
3.	Use correct techniques for moving and handing, including patients who are frail							

SECTION 4: PRESCRIBING SKILLS FOR PEDIATRICS/ NEONATOLOGY

COMPETENCIES		EXPECTED LEVEL OF COMPETENCE					CERTIFICATION	
		To be ticked when achieved					Teacher to sign & date	
		1	2	3	4	5	Sign	Date
1.	Instruct patients in the use of devices for inhaled medication							
2.	Prescribe and administer oxygen							
3.	Prepare and administer injectable (intramuscular, subcutaneous, intravenous drugs)							

SECTION 5:		THERAPEUTIC PROCEDURAL SKILLS FOR PEDIATRICS/ NEONATOLOGY						
COMPETENCIES		EXPECTED LEVEL OF COMPETENCE					CERTIFICATION	
		To be ticked when achieved					Teacher to sign & date	
		1	2	3	4	5	Sign	Date
1.	Carry out intravenous cannulation							
2.	Carry out safe and appropriate blood transfusion							
3.	Carry out male and female urinary catheterization							
4.	Carry out wound care and basic wound closure and dressing							
5.	Carry out nasogastric tube placement							
6.	Use local anesthetics							
7.	Interpretation of X-rays of upper and lower limbs							
8.	Interpretation of X-Ray of chest, abdomen and pelvis							
9.	Measure CVP (central venous pressure)							
10.	Should be able to perform essential life saving procedure (BLS)							
11.	Digital rectal examination and proctoscopy							
12.	Nutritional assessment (Plotting on growth charts)							