**DEPARTMENT OF ENT**

**NOWSHERA MEDICAL COLLEGE NOWSHERA**

**Name of Students:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Father Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Class Roll No 3rd Year\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_4th Year \_\_\_\_\_\_\_\_\_\_ Final year\_\_\_\_\_\_\_\_\_\_\_**

**Batch\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Purpose of Logbook**

This Logbook is intended to develop, record, assess and certify student`s activities during clinical and other rotations in 3rd,4th and final year. The log book is so designed to assess students’ competencies according to the learning outcome.

**Objectives of clinical rotations**

By the end of clinical rotation each student shall be able to:

* Apply contextual knowledge to real patients’ scenario.
* Perform clinical examination and procedures according to their specified competency levels
* Demonstrate affective and culturally appropriate behavior towards their patients.

## INTRODUCTION

As part of structured learning program, this logbook will identify the objectives for each period/rotation of learning. The main purpose of the logbook 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 form 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 in direct 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 donot require an assessment of every competence level and these are indicated by shaded boxes. Certain competenciese.gprocedures donot require the student to be level5 (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**

**HISTORYTAKING,EXAMINATIONAND PRESENTATIONOFACASE**

|  |
| --- |
| **Oralcavity,Pharynx,Larynx (Laryngology)&Head and Neck area** |
| **COMPETENCIES** | **EXPECTEDLEVELOF COMPETENCE** | **CERTIFICATION** |
| **To be ticked when achieved** | **Teachertosign&date** |
| **HISTORY/EXAM/MANAGEMENT PLAN** | **1** | **2** | **3** | **4** | **5** | **Sign** | **Date** |
| 1 | Obtain comprehensive history after introduction and informed consent, asking relevant questions in order to reach a history based differentialdiagnosis. |  |  |  |  |  |  |  |
| 2 | Perform complete physical examination, with detailed examination of the involved organsystem |  |  |  |  |  |  |  |
| 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 logicalconclusion |  |  |  |  |  |  |  |
| 4 | Arrange a focused list of differential diagnosis |  |  |  |  |  |  |  |
| 5 | Prepare a diagnostic plan, selecting investigations appropriate for thePatient |  |  |  |  |  |  |  |
| 6 | Design a treatment plan taking in to consideration the risk vs benefit of treatment options and the resourcesavailable |  |  |  |  |  |  |  |
| 7 | Effectively communicate with the patient / family regarding the differential diagnosis, intended investigations & treatment options,and prognosis |  |  |  |  |  |  |  |
| 8 | Respect the cultural and ethnicdiversity of their patient’s beliefs |  |  |  |  |  |  |  |
| 9 | Display honesty, integrity, respect, and compassion for patient & family |  |  |  |  |  |  |  |

|  |
| --- |
| **Rhinology (Nose/ Paranasal Sinuses &Nasopharynx)** |
| **COMPETENCIES** | **EXPECTEDLEVELOF COMPETENCE** | **CERTIFICATION** |
| **To be ticked when achieved** | **Teachertosign&date** |
| **HISTORY/EXAM/MANAGEMENT PLAN** | **1** | **2** | **3** | **4** | **5** | **Sign** | **Date** |
| 1 | Obtain comprehensive history after introduction and informed consent, asking relevant questions in order to reach a history based differentialdiagnosis. |  |  |  |  |  |  |  |
| 2 | Perform complete physical examination, with detailed examination of the involved organsystem |  |  |  |  |  |  |  |
| 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 logicalconclusion |  |  |  |  |  |  |  |
| 4 | Arrange a focused list of differential diagnosis |  |  |  |  |  |  |  |
| 5 | Prepare a diagnostic plan, selecting investigations appropriate for thepatient |  |  |  |  |  |  |  |
| 6 | Design a treatment plan taking in to consideration the risk vs benefit of treatment options and the resourcesavailable |  |  |  |  |  |  |  |
| 7 | Effectively communicate with the patient / family regarding the differential diagnosis, intended investigations & treatment options,and prognosis |  |  |  |  |  |  |  |
| 8 | Respect the cultural and ethnicdiversity of their patient’s beliefs |  |  |  |  |  |  |  |
| 9 | Display honesty, integrity, respect, and compassion for patient & family |  |  |  |  |  |  |  |

|  |
| --- |
| **Otology (Earsection)** |
| **COMPETENCIES** | **EXPECTEDLEVELOF COMPETENCE** | **CERTIFICATION** |
| **To be ticked when achieved** | **Teachertosign&date** |
| **HISTORY/EXAM/MANAGEMENT PLAN** | **1** | **2** | **3** | **4** | **5** | **Sign** | **Date** |
| 1 | Obtain comprehensive history after introduction and informed consent, asking relevant questions in order to reach a history based differentialdiagnosis. |  |  |  |  |  |  |  |
| 2 | Perform complete physical examination, with detailed examination of the involved organsystem |  |  |  |  |  |  |  |
| 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 logicalconclusion |  |  |  |  |  |  |  |
| 4 | Arrange a focused list of differential diagnosis |  |  |  |  |  |  |  |
| 5 | Prepare a diagnostic plan, selecting investigations appropriate for thePatient |  |  |  |  |  |  |  |
| 6 | Design a treatment plan taking in to consideration the risk vs benefit of treatment options and the resourcesavailable |  |  |  |  |  |  |  |
| 7 | Effectively communicate with the patient / family regarding the differential diagnosis, intended investigations & treatment options,and prognosis |  |  |  |  |  |  |  |
| 8 | Respect the cultural and ethnicdiversity of their patient’s beliefs |  |  |  |  |  |  |  |
| 9 | Display honesty, integrity, respect, and compassion for patient & family |  |  |  |  |  |  |  |

**SECTION 2 PROCEDURAL SKILLS**

|  |
| --- |
| **PROCEDURAL SKILLS** |
| **COMPETENCIES** | **EXPECTED LEVEL OF****COMPETENCE** | **CERTIFICATION** |
| **To be ticked when****achieved** | **Teacher to sign &****date** |
|  | **1** | **2** | **3** | **4** | **5** | **Sign** | **Date** |
| **GENERAL** |  |  |  |  |  |  |  |
|  | Filling of X-ray/Laboratory form |  |  |  |  |  |  |  |
|  | Venous blood sampling |  |  |  |  |  |  |  |
|  | I/M,I/V&S/CInjection |  |  |  |  |  |  |  |
| **Oral Cavity/Laryngology** |  |  |  |  |  |  |  |
|  | Throat swab |  |  |  |  |  |  |  |
|  | Air way insertion (Oropharyngeal) |  |  |  |  |  |  |  |
|  | Endotracheal tube insertion |  |  |  |  |  |  |  |
|  | Tracheostomy tube Insertion |  |  |  |  |  |  |  |
| **Rhinology (Nose)** |  |  |  |  |  |  |  |
|  | Nasal Packing |  |  |  |  |  |  |  |
|  | NG tube insertion |  |  |  |  |  |  |  |
| **Otology (Ear)** |  |  |  |  |  |  |  |
|  | Use of Otoscope |  |  |  |  |  |  |  |
|  | Tuning fork tests |  |  |  |  |  |  |  |
|  | To operate Audiometer/Tympanometer |  |  |  |  |  |  |  |
|  | Ear suctioning for wax |  |  |  |  |  |  |  |
| **ENT X-ray reading** |  |  |  |  |  |  |  |
| **Operation theater procedures** |  |  |  |  |  |  |  |
|  | How to put on gown & gloves |  |  |  |  |  |  |  |
|  | Scrubbing technique |  |  |  |  |  |  |  |
|  | Principles of sterilization |  |  |  |  |  |  |  |
|  | Scrubbing & toweling of the patient |  |  |  |  |  |  |  |
|  | Various instruments used in ENTsurgeries |  |  |  |  |  |  |  |
|  | Surgical sutures |  |  |  |  |  |  |  |
|  | Preparation of biopsy bottle & fillingof biopsy form |  |  |  |  |  |  |  |
|  | Incision /drainage of abscess |  |  |  |  |  |  |  |
|  | Dressings |  |  |  |  |  |  |  |