ODISHA UNIVERSITY OF HEALTH SCIENCES, BHUBANESWAR

Office: Sishu Bhawan Square, Bapuji Nagar, Bhubaneswar, Pin- 751009
Web Site: www.ouhs.ac.in E-mail: osd@ouhs.ac.in / ouhs@ouhs.ac.in Tel: 0674-2917266

F. No. CD/Gen-1/ 1901 / OUHS/ 2023 Date: 30.09.2023

To

Dean & Principal
All Medical Colleges affiliated under OUHS.

Sub: Approval of

1) Phase –I MBBS master time table 2023-24 admission batch,

2) Academic Calendar and

3) Log Book of 1st phase subjects (Anatomy,Physiology,Biochemistry,Community Medicine and Family Adoption)

for MBBS students admitted during the academic year 2023-24

Sir,

With reference to the NMC guidelines the phase-I master time table , the academic calendar and log book of 1st phase subjects are approved for the MBBS course for the academic year 2023-24 which should be followed by the medical colleges affiliated under Odisha University of Health Sciences(OUHS).

Yours faithfully,

30.09.2023

Registrar,
OUHS, Bhubaneswar

ODISHA UNIVERSITY OF HEALTH SCIENCES, BHUBANESWAR

Office: Sishu Bhawan Square, Bapuji Nagar, Bhubaneswar, Pin- 751009

PHASE –I MASTER TIME TABLE- 2023-24 (M.B.B.S Course)

ABBREVIATIONS:

FC- FOUNDATION COURSE

AN – ANATOMY

BI – BIOCHEMISTRY

PY – PHYSIOLOGY

CM – COMMUNITY MEDICINE

PA - PATHOLOGY

ECE – EARLY CLINICAL EXPOSURE

FAP – FAMILY ADOPTION PROGRAMME

S & ECA –SPORTS & EXTRACURRICULAR ACTIVITIES

LGT – LARGE GROUP TEACHING / LECTURE

SGT- SMALL GGROP TEACING

P- PRACTICAL

T- TUTORIAL

FA – FORMATIVE ASSESSMENT

SDL – SELF DIRECTED LEARNING

AITo – ALLIGNED & INTEGRATED TOPIC

HI –VI – HORIZOTAL INTEGRATION- VERTICAL INTEGRATION

A. FOUNDATION COURSE:

1. **INITIAL 30 HOURS [ORIENTATION]** - SPREAD OVER ONE WEEK
2. **REST 130 HOURS -** SPREAD OVER 6 MONTHS AT THE DISCRETION OF COLLEGE

<table>
<tr><th colspan="7">Orientation Week</th></tr>
<tr><th>Day</th><th>10 AM-11 AM</th><th>11AM-12PM</th><th>12PM- 1PM</th><th>1 PM - 2 PM</th><th>2PM - 3PM</th><th>3PM - 4PM</th></tr>
<tr><td>1</td><td colspan="3">Dean & HODs, Professor I/C Hostels, Student advisor / interaction with parents and teachers : Oath taking and White Coat Ceremony</td><td rowspan="7">LUNCH BREAK</td><td>Sensitization against Ragging</td><td>Dept. rounds Anatomy / Physiology /Biochemistry /Community Medicine</td></tr>
<tr><td>2</td><td>Overview of MBBS Program</td><td colspan="2">Subject wise curriculum - Anatomy / Physiology /Biochemistry /Community Medicine</td><td colspan="2">Plantation /Facility visit /hospital visit</td></tr>
<tr><td>3</td><td>Gender sensitivity</td><td>Time management – guest lecture</td><td>Significance of local dialects and language in medical practice</td><td>Biohazard safety (Nodal Officer BMW)</td><td>Plantation /Facility visit /hospital visit</td></tr>
<tr><td>4</td><td>Doctor's role in society - Guest Lecture(s)</td><td>Medical ethics, attitude, professionalism - guest lecture (s)</td><td>National Health goals, policies and healthcare system (CM)</td><td colspan="2">Hands on training on BLS/ First AID</td></tr>
<tr><td>5</td><td colspan="2">Interpersonal relationship including Mentorship programme</td><td>Computer skills</td><td colspan="2">Sports and Extracurricular activities -Talent hunt among fresher’s</td></tr>
<tr><td>6</td><td>Stress management – Yoga session/ guest lecture</td><td colspan="2">Student presentation- Why I want to be a Doctor?</td><td>Movie- Gifted Hands / “Phir Jindagi” – on Organ Donation</td><td>Feedback / Reflections</td></tr>
</table>

B. WEEKLY TIME TABLE FRAMEWORK [up to WEEK 34]

DAY / TIME	9 - 10 AM	10 - 11 AM	11 AM - 12 PM	12-1 PM	1 - 2 PM	2 - 3 PM	3 - 4 PM	4-5PM
MONDAY	AN	PY	PY(P) (T) / BI (P)		LUNCH	DISSECTION (AN)		
TUESDAY	PY	BI	PY (P) (T) / BI (P)			DISSECTION (AN)		
Wednesday	AN	PY	PY (P) (T) / BI (SGD)			DISSECTION (AN)		
Thursday	AN	BI	PY (P) (T) / BI (SGD)			DISSECTION (AN)		
Friday	CM	FAP/ECE / SGT- AN/PY/BI				AN	PY	FEEDBACK /FA
Saturday	AN	BI	PY	BI		PY	AN	LOGBOOK / AETCOM

C. WEEK 35 ONWARDS

DAY / TIME	9 - 10 AM	10 - 11 AM	11 AM - 12 PM	12-1 PM	1 - 2 PM	2 - 3 PM	3 - 5 PM
MONDAY	AN	PY	PY(P) (T) / BI REVISION		LUNCH	DISSECTION (AN)	
TUESDAY	PY	BI	PY (P) (T) / BI REVISION			DISSECTION (AN)	
Wednesday	AN	PY	PY (P) (T) / BI REVISION			DISSECTION (AN) REVISION	
Thursday	AN	BI	PY (P) (T) / BI REVISION			DISSECTION (AN) REVISION	

Friday	CM	FAP/ SGT- AN/PY/BI				AN	REVISION & REMEDIAL PY/ BI	
Saturday	AN	BI	PY	BI		PY	AN	LOG BOOK

D. 1ST INTERNALASSESSMENT [16 HOURS] DECEMBER 1ST WEEK

DAY / TIME	9 - 10 AM	10 - 11 AM	11 AM - 12 PM	12-1 PM	1 - 2 PM	2 - 3 PM	3 - 4 PM	4-5PM
MONDAY	AN[THEORY] 100marks			REVISION	LUNCH	REVISION		
TUESDAY	PY[THEORY] 100marks			REVISION		REVISION		
Wednesday	BI[THEORY] 100marks			REVISION		REVISION		
Thursday	REVISION					REVISION		
Friday	REVISION					REVISION		
Saturday	REVISION					REVISION		

E. 2nd INTERNAL ASSESSMENT (16 HOURS) 1ST WEEK MARCH 2024

DAY / TIME	9 - 10 AM	10 - 11 AM	11 AM - 12 PM	12-1 PM	1 - 2 PM	2 - 3 PM	3 - 4 PM	4-5PM
MONDAY	AN[THEORY] 100marks			-	LUNCH	AN /BI/PY / CM - PRACTICALS		
TUESDAY	PY[THEORY] 100marks			-		AN /BI/PY / CM - PRACTICALS		
Wednesday	BI[THEORY] 100marks			-		AN /BI/PY / CM - PRACTICALS		

Thursday	CM [THEORY] 50marks	-		AN /BI/PY / CM - PRACTICALS
Friday	AN / BI /PY / CM - PRACTICALS			AN /BI/PY / CM - PRACTICALS
Saturday	AN / BI /PY / CM - PRACTICALS			AN /BI/PY / CM - PRACTICALS

F. 3rd INTERNAL ASSESSMENT(16 HOURS) 1ST WEEK OF JUNE 2024

DAY / TIME	9 - 10 AM	10 - 11 AM	11 AM - 12 PM	12-1 PM	1 - 2 PM	2 - 3 PM	3 - 4 PM	4-5PM
MONDAY	AN[THEORY- 1] 100marks			REVISION	LUNCH	AN/BI/PY - PRACTICALS		
TUESDAY	AN[THEORY- 2] 100marks			REVISION		AN/BI/PY - PRACTICALS		
Wednesday	PY[THEORY-1] 100marks			REVISION		AN/BI/PY - PRACTICALS		
Thursday	PY[THEORY-2] 100marks			REVISION		AN/BI/PY - PRACTICALS		
Friday	BI[THEORY-1] 100marks			REVISION		AN/BI/PY - PRACTICALS		
Saturday	BI[THEORY -2] 100marks			REVISION		AN/BI/PY - PRACTICALS		

G. WEEK 6- AITo Anemia

DAY / TIME	9 - 10 AM	10 - 11 AM	11 – 12 PM	12-1 PM	1 - 2 PM	2 - 3 PM	3 - 5 PM
MONDAY	PY- 2.3/BI-6.12 Linker(L), [HI]	BI-6.12,5.2/PY-2.3	PY (P) -2.11 PY (T)-2.11 BI(T)-6.5		LUNCH	BI-6.9,6.10 /PY	DISSECTION
TUESDAY	BI-6.9,6.10 /PY[HI]	PY-2.4	PY (P) -2.11 PY (T)-2.11 BI(T)-6.5			PY-2.13(P)	
Wednesday	PY-2.5/BI/PA [HI -VI]	SDLPY 2.4,2.5	PY (P) -2.11 PY (T)-2.11 BI(T)-6.5			AN	DISSECTION

Thursday	BI-6.11	PY-2.5/BI/PA [HI -VI]	PY (P) -2.11 PY (T)-2.11 BI(T)-6.5			AN	DISSECTION		
Friday	BI4.1	FAP/ SGD- AN/PY/BI				AN	DISSECTION		
Saturday	ASSESSMENT	AN	PY	BI		PY	BI	LOGBOOK /FEEDBACK/ AETCOM	

H. WEEK 21- AITo JAUNDICE/HEPATITIS

DAY / TIME	9 - 10 AM	10 - 11 AM	11 - 12 PM	12-1 PM	1 - 2 PM	2 - 3 PM	3 - 5 PM	
MONDAY	AN 52.1 Linker	PY 4.7 /BI	PY 2.11 (P) 2.5(T) / BI 11.13 (P)		LUNCH	BI 6.14	PY 2.11 (P) 2.9(T) / BI 11.14 (P)	
TUESDAY	AN 47.5-47.7 (DISSECTION)		PY 2.11 (P) 2.5(T) / BI 11.13 (P)			BI 11.17	PY 2.11 (P) 2.9(T) / BI 11.14 (P)	
Wednesday	AN 47.5-47.7 (DISSECTION)		PY 2.11 (P) 2.5(T) / BI 11.13 (P)			SDL(PY/BI)	PY 2.11 (P) 2.9(T) / BI 11.14 (P)	
Thursday	PY 2.5	BI	PY 2.11 (P) 2.5(T) / BI 11.13 (P)			AN	PY 2.11 (P) 2.9(T) / BI 11.14 (P)	
Friday	PY	FAP/ SGD- AN/PY/BI				AN	ASSESSMENT	
Saturday	AN	BI	PY	BI		PY	AN	LOGBOOK /FEEDBACK/ AETCOM

I. WEEK 30 AITo THYROID

DAY / TIME	9 - 10 AM	10 - 11 AM	11- 12 PM	12-1 PM	1 - 2 PM	2 - 3 PM	3 - 5 PM
MONDAY	AN	PY	PY(P) (T) / BI (P)		LUNCH	PY8.2 Linker	DISSECTION (AN)35.2

Tuesday	PY	BI	PY (P) (T) / BI (P)		PY 8.2	DISSECTION (AN)35.2	
Wednesday	AN	PY	PY (P) (T) / BI (SG)		BI 6.14	DISSECTION (AN) 55.2	
Thursday	PY	BI	PY (P) (T) / BI (SG)		PY 8.2	PY 8.2	ASSESSMENT
Friday	PY	FAP/ SGD- AN/PY/BI			AN	DISSECTION (AN)	
Saturday	AN	BI	PY	BI	PY	AN	LOGBOOK / AETCOM
Form fill-up of University Examination Phase 1 (1st PROF)					**July 1st Week,2024**		
University Examination Phase 1 & Declaration of Result Phase 1 (1st PROF)					**Aug 1ST Week,2024 - Aug 4th Week,2024**		

DEPARTMENTWISE COMPETENCY TABLES

DEPARTMENT OF ANATOMY

Competency	LGT hours	SGT hours	ECE hours	SDL hours
	NMC allotted 220 hours	NMC allotted 415 hours	NMC allotted 09 hours	NMC allotted 10 hours
General anatomy	11	04		
AN1.1	01	02		

AN1.2,AN2.1	01			
AN2.2, AN2.3, AN2.4	01			
AN2.5, AN2.6	01			
AN3.1 AN3.2 AN3.3	01			
AN4.1 AN4.2	01			
AN4.3, AN4.4, AN4.5	01			
AN5.1 AN5.2 AN5.3	01			
AN5.4 AN5.5 AN5.6	01			
AN5.7 AN5.8	01			
AN6.1 AN6.2 AN6.3	01			
AN 82.1		02		
Upper limb	**26**	**102**	**02**	**01**
AN9.1	01	06		

AN9.2	01		01 **Ca. Breast**	
AN9.3	01			
AN10.1 AN10.2	01	08		
AN10.3, AN10.5	01	02		
AN10.4, AN10.6, AN10.7				
AN10.8 AN10.9	01	06		
AN10.10 AN10.11	01	04		
AN10.12, AN10.13	01	02		
AN11.1	01	06		
AN11.2, AN11.3 AN11.4	01	02		
AN11.5	01	03		
AN11.6		02		

AN12.1	01	04		
AN12.2	01	02		
AN12.3	01	02		
AN12.4				01
AN12.5	01	06		
AN12.6		02		
AN12.7	01	06		
AN12.8				
AN12.9	01	02		
AN12.10				
AN12.11	01	04		
AN12.12, AN12.13	01	04		
AN12.14 AN12.15	01	02		

AN13.1	02			
AN13.2	01			
AN13.3	02	03		
AN13.4	01	03		
AN13.5		02		
AN13.6		02		
AN13.7		02		
AN13.8	01			
AN10.13 AN11.4 AN12.13			01 **Peripheral nerve injuries Upper limb - Ortho**	
AN8.1 AN8.2 AN8.4		10		
AN8.3 AN8.5, AN8.6		02		
Lower Limb	**16**	**64**	**01**	**02**

AN14.1 AN14.2 AN14.3		08		
AN14.4		02		
AN15.1, AN15.2	01	09		
AN15.3 AN15.4 AN15.5	01			01
AN16.1	01	09		
AN16.2 AN16.3	01			01
AN16.4 AN16.5	01	04		
AN16.6	01	03		
AN17.1	01	02		
AN17.2 AN17.3	01			
AN18.1 AN18.2 AN18.3	01	04		
AN18.4 AN18.5	01	02		
AN18.6 AN18.7				

AN19.1 AN19.2	01	06		
AN19.3 AN19.4		02		
AN19.5 AN19.6	01			
AN19.7		01		
AN20.1	01	02		
AN20.2	01			
AN20.3	02			
AN20.4		01		
AN20.5			01 **Varicose veins**	
AN20.6		02		
AN20.7		02		
AN20.8		02		

AN20.9		02		
AN20.10		01		
Head & Neck	**48**	**90**	**01**	**02**
AN26.1 AN26.2 AN26.3 AN26.6		06		
AN26.4		02		
AN26.5 AN26.7		02		
AN27.1 AN27.2	01	06		
AN28.1 AN28.6	01	06		
AN28.2 AN28.4	01	02		
AN28.7				01
AN28.3 AN28.8				
AN28.5				

AN28.9 AN28.10		03		
AN29.1	01	04		
AN29.2 AN29.3				01
AN29.4		02		
AN30.1 AN30.2		02		
AN30.3 AN30.4	01	02		
AN30.5	01			
AN31.1 AN31.2	02	03		
AN31.3, AN31.4 AN31.5	01			
AN32.1 AN32.2	01	09		
AN33.1 AN33.2		03		
AN33.3, AN33.4 AN33.5	01			

AN34.1 AN34.2	01			
AN35.1	01	02		
AN35.2	01	02		
AN35.3 AN35.4	01	02		
AN35.5	01			
AN35.6 AN35.7	01	02		
AN35.8			01 **Thyroid swelling**	
AN35.9	01			
AN35.10	01			
AN36.1 AN36.2	02	02		
AN36.4	01			
AN36.3 AN36.5	01			

AN37.1	01	02		
AN37.2	01			
AN37.3	01			
AN38.1 , AN38.2 AN38.3	02			
AN39.1	01			
AN39.2	01			
AN40.1	01			
AN40.2	02	02		
AN40.3	01			
AN40.4 AN40.5				
AN41.1 AN41.3	01	02		
AN41.2	01			
AN42.1	01	04		

AN42.3				
AN42.2	01	04		
AN43.1	01			
AN43.2	03	06		
AN43.3	01			
AN43.4	05			
AN43.5		03		
AN43.6		03		
AN43.7 AN43.8 AN43.9		03		
Thorax	**15**	**35**	**01**	**01**
AN21.1 AN21.2 AN21.3		06		
AN21.4 AN21.5 AN21.6 AN21.7	02	04		
AN21.8 , AN21.9, AN21.10		02		

AN21.11		04		
AN22.1	01	01		
AN22.2	01	02		
AN22.3 AN22.5	01	01		
AN22.4				01
AN22.6 AN22.7	01			
AN23.1 AN23.2 AN23.3 AN23.7		02		
AN23.4 AN23.5 AN23.6	01	02		
AN24.1	01	01	01 **Pleural Effusion**	
AN24.2 AN24.3 AN24.4 AN24.5		03		
AN24.6		01		
AN25.1	01	02		

AN25.2	04			
AN25.3, AN25.4 AN25.5	01			
AN25.6	01			
AN25.7 AN25.8		02		
AN25.9		02		
Abdomen & Pelvis	**50**	**88**	**03**	**02**
AN44.1		02		
AN44.2 AN44.3 AN44.6 AN44.7	02	03		
AN44.4 AN44.5	01	03		
AN45.1 , AN45.2, AN45.3	01	03	01 **Inguinal Hernia**	
AN46.1 AN46.2AN46.3	02	06		
AN46.4 AN46.5				01

AN47.1 AN47.2, AN47.3 AN47.4		04		
AN47.5, AN47.6 AN47.7	04	17		
AN47.8		03		
AN47.9	03	03		
AN47.10 AN47.11			01 **Portal Hypertension**	
AN47.12	01			
AN47.13 AN47.14	01	03		
AN48.1	01	03		
AN48.2	05	04	01 **Prolapse of Uterus**	
AN48.3 AN48.4	02			
AN48.5, AN48.6	02			

AN48.7 AN48.8				01
AN49.1 AN49.2 AN49.3	02	02		
AN49.4, AN49.5		02		
AN50.1 AN50.2	01	02		
AN50.3 AN50.4	01			
AN51.1 AN51.2	02			
AN52.1	04	08		
AN52.2	05	10		
AN52.3	01			
AN52.4 AN52.5	01			
AN52.6	03			
AN52.7	01			
AN52.8	03			

AN53.1 AN53.2 AN53.3 AN53.4		06		
AN54.1 AN54.2 AN54.3	01	01		
AN55.1 AN55.2		03		
Neuroanatomy	**21**	**08**	**01**	**01**
AN7.1	01			
AN7.2 AN7.3 AN7.7	01			
AN7.4 AN7.5 AN7.6 AN7.8	01	02		
AN56.1 AN56.2	01			
AN57.1 AN57.2		02		
AN57.3 AN57.4 AN57.5	02			
AN58.1 AN58.2 AN58.3	01			

AN59.1 AN59.2 AN59.3	01			
AN60.1 AN60.2	02			
AN61.1 AN61.2	01			
AN58.4 AN60.3 AN61.3				01
AN62.1	01			
AN62.2	01	02		
AN62.3	01			
AN62.4	01			
AN62.5	01			
AN62.6	01			
AN63.1 AN63.2	02			
AN64.1	01	02		
AN64.2 AN64.3	01		01	

			Hemiplegia	
General Histology	**11**	**22**		
AN65.1 AN65.2	02	04		
AN66.1 AN65.2	01	02		
AN67.1 AN67.2 AN67.3	01	02		
AN68.1, AN68.2 AN68.3	01	02		
AN69.1 AN69.2 AN69.3	01	02		
AN70.1	01	02		
AN70.2	01	02		
AN71.2	01	02		
AN71.1	01	02		
AN72.1	01	02		
Genetics	**05**	**02**		**01**

AN73.1 AN73.2 AN73.3	02	02		
AN74.1 AN74.2, AN74.3, AN74.4	01			
AN75.1 AN75.2	01			
AN75.3 AN75.4 AN75.5	01			01
General Embryology	**17**			
AN76.1 AN76.2	01			
AN77.1 AN77.2	01			
AN77.3	01			
AN77.4 AN77.5	01			
AN77.6	01			
AN78.1 AN78.2	01			
AN78.3	01			

AN78.4 AN78.5	01			
AN79.1 AN79.2	01			
AN79.3 AN79.4	01			
AN79.5 AN79.6	01			
AN80.1 AN80.2 AN80.7	01			
AN80.3 AN80.5	01			
AN80.4	01			
AN80.6	01			
AN81.1 AN81.2	01			
AN81.3	01			

DEPARTMENT OF PHYSIOLOGY

Competency	LGT Hours NMC Allotted 130 Hours	SGT Hours NMC Allotted 300 Hours	ECE Hours NMC Allotted 09 Hours	SDL Hours NMC Allotted 10 Hours
PY 1.1, 1.2, 1.3	03			
PY 1.4				1
PY 1.5	02			
PY 1.6		08 (T)		
PY 1.7 Integrated with Bio				
PY 1.8 & 1.9.1 (RMP)	01			
PY 2.1,		08 (P)		
PY 2.2,	01			
Py 2.3.1	01			
PY 2.3.2 ,2.4 2.5.1 Anemia AITO	03			
PY 2.6,2.7,2.8	05			
PY 2.9			03	
PY 2.10	03			1

PY 2.11		64(P)		
PY 2.12, 2.13		08(P)		
PY 3.1, 3.2, 3.3	02			
PY 3.4, 3.5, (3.6 +3.13)	02			1
PY 3.7, 3.8, 3.9, 3.10	04			
PY 3.11, 3.12, 3.17	01			
PY 3.14,11.8		08(P)		
PY 3.15,11.4		08(P)		
PY 3.16		08(P)		
PY 3.18		32(CAL)		
PY 4.1, 4.2, 4.3, 4.4, 4.5, 4.6	10			
PY 4.7 (AITO)	01			
PY 4.8		08(T)		
PY 4.9				1
PY 4.10,11.13		08(P)		
PY 5.1, 5.2, 5.3, 5.4	05			
PY 5.5,		08(P)		
PY5.6			03	
PY 5.7	02			
PY 5.8	01			
PY 5.9	02			
PY 5.10, 5.11	03			1
PY 5.12		16(P)		
PY 5.13		08(P)		
PY 5.14		08(SGD /P)		
PY 5.15		08(P)		
PY 5.16		08(P)		
PY 6.1, 6.2	03			

PY 6.3	04	08(T)		
PY 6.4, 6.5				1+1
PY 6.6	01			
PY 6.7, 6.8		16(P)		
PY 6.9		08(P)		
PY 6.10		08(P)		
PY 7.1, 7.2, 7.3, 7.4, 7.5, 7.6	09			
PY 7.5 & 7.8				1
PY 7.7, 7.8, 7.9	01			
PY 8.1	01			
PY 8.2, 11.7	12			
PY 8.3	01			
PY 8.4	01			
PY 8.5,11.5				1
PY 8.6	02			
PY 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7	08			
PY 9.6 9.10				1
PY 9.8,11.6	03			
PY 9.9,PY9.10, 9.11,9.12	01			
PY 10.5 (ANS)	04	08(SEMINAR)		
PY 10.1, 10.2, 10.3, 10.4, 10.5, 10.6	15			
PY 10.7 10.4	08		03	
PY 10.8	01			
PY 10.9, 10.10	01			
PY 10.11		16(P)		

PY 10.12				
PY 10.13, 10.14, 10.15, 10.16	04			
PY 10.17	03			
PY 10.18, 10.19	01			
PY 10.20		24(P)		
PY 11.1,11.2,11.3	01			
PY 11.9 & 11.10				1
TOTAL	**137**	**302**	**09**	**11**

PHYSIOLOGY ECE HOURS [09 HOURS]

Sl. No	Competency Addressed	Topic	Setting	Correlation	Date	Signature of Teacher
			Classroom Hospital/	Basic Science/ Clinical Skills		
1	PY 2.9	Clinical importance of blood grouping , blood banking, and Transfusion		Transfusion medicine		
2	PY5.5 PY5.6	Interpretation of abnormal ECG, Video of angiography & angioplasty MI		Medicine, cardiology		
3	PY10.4,PY10.7,	Neurological disorder Hemiplegia, cerebellar disorder, parkinsonism		Medicine , neurology		

DEPARTMENT OF BIOCHEMISTRY

Competency	LGT hours	SGT hours	ECE hours	SDL hours
	NMC allotted -78 hours	NMC allotted -144 hours	NMC allotted -9 hours	NMC allotted -10 hours
BI 1.1	04			01
BI 2.1, 2.3, 2.4, 2.5, 2.6, 2.7	04			
BI 2.2		04		
BI 3.1	03			
BI 3.2, 3.3	01			
BI 3.4, 3.5, 3.6, 3.7, 3.8, 3.9	08			01
BI 3.10	01	04		
BI 4.1	04			
BI 4.2, 4.3, 4.4, 4.5, 4.6, 4.7	09			01
BI 5.1, 5.2	05			
BI 5.3, 5.4, 5.5	09			01
BI 6.2, 6.3, 6.4	03			

BI 6.5	02	16		
BI.6.6	02 + 01			
BI 6.7	03			
BI 6.8			03	
BI 6.9, 6.10	02 +01	08		
BI 6.11, 6.12	01 +02			
BI 6.13, 6.14, 6.15	03 +01			
BI 7.1	01	06		01
BI 7.2	04			
BI 7.3	02			
BI 7.4		08		
BI 7.5	02			
BI 7.6, 7.7		04		
BI 8.1, 8.3, 8.4, 8.5	02			01
BI 8.2			03 PEM, macro& micro nutrients deficiency disorders	
BI 9.1, 9.2, 9.3		04		01
BI 10.1		08		
BI 10.2		04		01
BI 10.3,10.4, 10.5		04		
BI 11.1, 11.19		04		
BI 11.2		04		
BI 11.3		04		
BI 11.4, 11.20		04		
BI 11.5		04		
BI 11.6, 11.18		04		
BI 11.7		04		
BI 11.8, 11.22		04		
BI 11.9		04		
BI 11.10		04		
BI 11.11		04		
BI 11.12		04		
BI 11.13		04		

BI 11.14		04		
BI 11.15				
BI 11.16				
BI 11.16				
BI 11.16		06		
BI 11.17			03 metabolic syndrome & DM	01
BI 11.17			03 Dyslip , atherosclerosis & AMI	
BI 11.17				01
BI 11.17				
BI 11.19				
BI 11.21		04 glucose, GTT		
BI 11.21		04 urea		
BI 11.22		04		01
BI 11.23		04		01
Total	**78 hours**	**148 hours**	**09 hours**	**10 hours**

COMMUNITY MEDICINE DEPARTMENT

Number	**Competency (Total 40 hrs)**	**LGT (20 hrs)**	**SGT (20hrs)**
CM1.1	Define &describe the concept of Public health	1hr	
CM1.2	Define health, describe the concept of holistic health including concept of spiritual health &the relativeness & determinants of health	1hrs	
CM1.3	Describe the characteristics of agent, host & environmental factors in health and disease and the multifactorial aetiology of disease	2hrs	
CM1.4	Describe and discuss the natural history of disease	1hr	
CM1.5	Describe the application of interventions of various levels of prevention	1hr	

CM1.6	Describe and discuss the concepts, the principles of health promotion and Education,IEC &BCC	1hr	1hr
CM1.7	Enumerate and describe health indicators	2hrs	
CM1.9	Demonstrate the role of effective communication skills in health in a simulated environment.		1hr
CM1.10	Demonstrate the important aspects of the doctor patient relationship in a simulated environment		1hr
CM2.1	Describe the steps and perform clinic socio-cultural & demographic assessment of the individual, family and community		1hr
CM2.2	Describe the socio-cultural factors, types of family ,its role in health and disease & demonstrate in a simulated environment the correct assessment of socio-economic status.	1hr	1hr
CM2.3	Describe and demonstrate in a simulated environment the assessment of barriers to good health and health seeking behavior.		1hr
CM2.4	Describe social psychology, community behivour and community relationship and their impact on health and disease.	1hr	
CM3.1	Describe the health hazards of air, water, noise, radiation and pollution	2hrs	
CM3.2	Describe concepts of safe and wholesome water, sanitary sources of water, water purification processes, water quality standards, concepts of water conservation and rainwater harvesting	1hr	1hr
CM3.3	Describe the aetiology and basis of water borne diseases /jaundice/hepatitis/ diarrheal diseases		1hr
CM3.4	Describe the concept of solid waste, human excreta and sewage disposal	1hr	
CM3.5	Describe the standards of housing and the effect of housing on health		1hr
CM3.6	Describe the role of vectors in the causation of diseases. Also discuss National Vector Borne disease Control Program		1hr
CM3.7	Identify and describe the identifying features and life cycles of vectors of Public Health importance and their control measures		1hr

CM3.8	Describe the mode of action, application cycle of commonly used insecticides and rodenticides		1hr
CM5.1	Describe the common sources of various nutrients and special nutritional requirements according to age, sex, activity, physiological conditions	1hr	1hr
CM5.2	Describe and demonstrate the correct method of performing a nutritional assessment of individuals, families and the community by using the appropriate method		1hr
CM5.3	Define and describe common nutrition related health disorders (including macro-PEM, Micro-iron, Zn, iodine, Vit. A), their control and management	1hr	
CM5.4	Plan and recommend a suitable diet for the individuals and families based on local availability of foods and economic status, etc in a simulated environment		1hr
CM5.5	Describe the methods of nutritional surveillance, principles of nutritional education and rehabilitation in the context of sociocultural factors.	1hr	1hr
CM5.7	Describe food hygiene	1hr	
CM5.8	Describe and discuss the importance and methods of food fortification and effects of additives and adulteration	1hr	
CM6.2	Describe and discuss the principles and demonstrate the methods of collection, classification, analysis, interpretation and presentation of statistical data		1hr
CM6.3	Describe, discuss and demonstrate the application of elementary statistical methods including test of significance in various study designs		1hr
CM6.4	Enumerate, discuss and demonstrate Common sampling techniques, simple statistical methods, frequency distribution, measures of central tendency and dispersion		1hr

ODISHA UNIVERSITY OF HEALTH SCIENCES, BHUBANESWAR

Office: Sishu Bhawan Square, Bapuji Nagar, Bhubaneswar, Pin- 751009

PROPOSED ACADEMIC CALENDAR FOR MBBS 2023-2024 BATCH

Commencement of MBBS Phase-1	Sep1,2023 (with effect from 03rd October 2023)
IA-1	Dec 1st Week,2023
Vacation	Dec 4th Week,2023
IA-2	March 1st Week,2024
IA-3	June 1st Week,2024
Vacation	June 3rd Week,2024
Form fill-up of University Examination Phase 1 (1st PROF)	July 1st Week,2024
University Examination Phase 1 (1st PROF)	Aug 1ST Week,2024
Declaration of Result Phase 1 (1st PROF)	Aug 4th Week,2024
Commencement of MBBS Phase-2	Sep1,2024
Supplementary 1st PROF	Oct 1st Week,2024
IA-1	Dec 1st Week,2024
Vacation	Dec 4th Week,2024
IA-2	March 1st Week,2025
IA-3	June 1st Week,2025
Vacation	June 3rd Week,2025
Form fill-up of University Examination Phase 2 (2nd PROF)	July 1st Week,2025
University Examination Phase 2 (2nd PROF)	Aug 1ST Week,2025
Declaration of Result Phase 2 (2nd PROF)	Aug 4th Week,2025
Commencement of MBBS Phase-3 (Part I)	Sep1,2025
Supplementary 2nd PROF	Oct 1st Week,2025
Vacation	Dec 4th Week,2025
IA-1	Jan 1st Week,2026
IA-2	June 1st Week,2026
Vacation	June 3rd Week,2026
Form fill-up of University Examination Phase 3 (Final 1st PROF)	July 1st Week,2026
University Examination Phase 3 (Final 1st PROF)	Aug 1st Week,2026
Declaration of Result (2nd PROF)	Aug 4th Week,2026
Commencement of MBBS Phase 3 Part II	Sep 1,2026
Electives-1	Sep-1 to 15 ,2026
Electives-2	Sep-16 to 30, 2026
Supplementary 3rd PROF Part I	Oct 1st Week,2026
Vacation	Dec 4th Week,2026
IA-1	Jan 1st Week, 2027
IA-2	June 1st Week, 2027
Vacation	June 3rd Week,2027
Form fill-up of University Examination (NEXT 1)	To be informed by NMC
Final Exam (NEXT 1)	Feb ,2028

INTERNSHIP	
Commencement of CRMI	Mar 1, 2028
NEXT Exam Repeat	July 2nd, 2028
NEXT Step-2	Feb, 2029

N.B.: The Annual Function may be held during Vacation.

ODISHA UNIVERSITY OF HEALTH SCIENCES, BHUBANESWAR

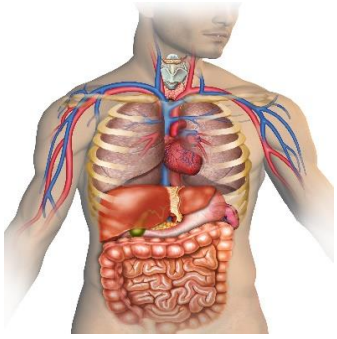
Office: Sishu Bhawan Square, Bapuji Nagar, Bhubaneswar, Pin- 751009

LOG BOOK FOR FIRST PHASE MBBS STUDENTS AS PER COMPETENCY BASED CURRICULUM

NAME OF COLLEGE:

COLLEGE LOGO

ANATOMY



Name: _____

College:

College Roll No: _____ **University Roll No:** _____

Regd. No. (University ID:) _____

Date of Admission to MBBS Course: _____

Date of Beginning of the Current Phase _____

Permanent Address: _____

E mail ID: _____

Mobile Number: _____

LOGBOOK CERTIFICATE

This is to certify that the candidate

Mr/ Ms……,

Regd No. ……., admitted in the year 2023-24 in the _____ Medical College, _____ satisfactorily completed / has not completed all assignments /requirements mentioned in this logbook for first year MBBS course in the subject of Anatomy/ AETCOM module during the period from …… to…… .

She / He is eligible / is not eligible to appear for the summative (University) assessment as on the date given below.

Place: Dean & Principal

Date: _____ Medical College, _____

LOGBOOK CERTIFICATE

This is to certify that the candidate

Mr/ Ms……,

Regd No. ……., admitted in the year 2023-24 in the _____ Medical College, _____ satisfactorily completed / has not completed all assignments /requirements mentioned in this logbook for first year MBBS course in the subject of Anatomy/ AETCOM module during the period from …… to…… .

She / He is eligible / is not eligible to appear for the summative (University) assessment as on the date given below.

Place: Professor and HOD
Date: Department of Anatomy

GENERAL INSTRUCTIONS

1) The logbook is a record of the academic / co-curricular activities of the designated student, who would be responsible for maintaining his/her logbook.

2) The student is responsible for getting the entries in the logbook verified by the Faculty in charge regularly.

3) Entries in the logbook will reflect the activities undertaken in the department &have to be scrutinized by the Head of the concerned department.

4) The logbook is a record of various activities by the student like:

- ✓ Overall participation & performance
- ✓ Attendance
- ✓ Participation in sessions
- ✓ Record of completion of pre-determined activities.
- ✓ Acquisition of selected competencies

5). Students are required to write reflections on each of Early Clinical Exposure (ECE), Self-Directed Learning (SDL) and AETCOM modules in the following structure:

a. **What happened?** (What teaching learning experience did you undertake)

b. **So what?** (What did you learn from this experience or what change did this session make in your learning of the subject)

c. **What next?** (How will you apply this knowledge in future?)

6) The logbook shall be kept as record work of the candidate for that department / specialty & be submitted to department as a Bonafede record of the candidate before appearing for the University examination.

7) The logbook assessment will be based on multiple factors like

1. Overall presentation
2. Active participation in the sessions
3. Quality of write up of reflections
4. Timely completions
5. Attendance

Index

Competency addressed	Name of activity	Date completed	Attempt at activity	Rating (B)/(M)/ (E)	Decision of faculty (C)/(R)/ (Re)	Initial of Faculty and date	Feedback Received Initial of learner
AETCOM1.5	The cadaver as our first teacher Demonstrate respect and follow correct procedure when handling cadavers and other biologic tissue						
AETCOM1.1	Role of a physician; Identify, discuss Physician's role and responsibility to society and the community that she/he serves						

AETCOM 1.1: What does it mean to be a doctor?

A. **What happened?** (What teaching learning experience did you undertake)

B. **So what?** (What did you learn from this experience or what change did this session make in your learning of the subject)

C. **What next?** (How will you apply this knowledge in future?)

Signature of faculty

AETCOM1.5 The cadaver as our first teacher

A. **What happened?** (What teaching learning experience did you undertake)

B. **So what?** (What did you learn from this experience or what change did this session make in your learning of the subject)

C. **What next?** (How will you apply this knowledge in future?)

Signature of faculty

Alignment & Integration

Competency Addressed	Name of activity	Date cleared	Signature of Teacher	Signature of student
	Anaemia			
PY2.3.1 BI 5.2	Describe and discuss the synthesis and functions of proteins and structure-function relationships of Haemoglobin and selected hemoglobinopathies.(LGT)			
BI 6.11	Describe the functions of haem in the body and describe the processes involved in its metabolism and describe porphyrin metabolism. (LGT)			
PY2.5.1	Describe different types of anaemias-LGT			
PY2.11.1 PY2.12.1	Estimation of Hemoglobin, RBC, and RBC Indices -SGT Describe test for hematocrit / packed cell volume SGT			
	Jaundice			
AN 47.3,47.4, 47.5	Describe and Demonstrate LIVER under the following headings :(a) Anatomical Position,(b) features and relations(c) Function,(d)Development of Liver& associated anomalies (SGT)			
PY2.5.2 PY4.7.1	Describe different type of jaundice (LGT) Describe & discuss the functions of liver and gall bladder			
PY4.7.2PY4.8.1	Describe & discuss the Bile formation(LGT)			
BI 6.14 BI 6.15	Describe the tests that are commonly done in clinical practice to assess the functions of liver. Describe the abnormalities of liver function tests.			
	Thyroid			
AN 35.8.1 AN 35.8.2	Describe the Anatomically relevant clinical features of Thyroid gland & Thyroid swelling (LGT) Development of thyroid & associated			

PY8.2	Describe the synthesis, secretion, transport, physiological actions, regulation and effect of altered (hypo and hyper) secretion of thyroid gland.(LGT)			
BI 6.13 BI 6.14 PY8.4.1 BI 6.15	Describe the tests that are commonly done in clinical practice to assess the functions of thyroid. (SGT) Describe the abnormalities of thyroid function test.(SGT)			

Competency Assessment (Sub Item: Dissection)

Superior Extremities

Name of Competency	Name of activity	Date completed	Attempt at activity	Rating (B)/(M)/(E)	Decision of faculty (C)/(R)/(Re)	Initial of faculty and date	Feedback **Receive**d Initial of learner
AN 12.3, 12.10	Palm						
AN 29.1-29.4	Posterior triangle of neck						
AN 9.1, 9.3, 10.1-10.6	Axilla &pectoram region						
AN 10.8, 10.9,10.10,10.11	Superficial dissection of back & scapular region						
AN 11.5	Cubital fossae						
AN 11.1, 11.2,11.4	Front & back of arm						
AN 12.1, 12.2,12.3,12.4	Front of forearm						
AN 12.11-12.15	Back of forearm & dorsum of hand						
AN 10.12, 11.6	Joints of upper extremities						

AN 13.5, 13.6,13.7	AP & lateral view radiographs & surface marking of Superior Extremities						

Inferior Extremities

Name of Competency	Name of activity	Date completed	Attempt at Activity	Rating (B)/(M)/ (E)	Decision of faculty (C)/(R)/(Re)	Initial of faculty and date	Feedback Received Initial of learner
AN 9.1,19.2	Sole & back of leg						
AN 15.1-15.3,15.5	Front & medial side of thigh						
AN 16.116.2,16.3	Gluteal region						
AN 17.1	Hip joint						
AN 16.6	Popliteal fossa						
AN 6.4,16.5	Back of thigh						
AN 18.1,18.2,18.3	Front & lateral side of leg & dorsum of foot						
AN 19.119.2	Back of leg						
AN 18.4 18.5 ,18.6,18.7,20.2	Knee, ankle & joints of foot						
AN 20.9	Surface marking & radiology of lower extremities						

Thorax

Name of Competency	Name of activity	Date completed	Attempt at activity	Rating (B)/(M)/ (E)	Decision of faculty (C)/(R)/ (Re)	Initial of faculty anddate	Feedback Received Initial of learner
AN21.1,21.4,21.5	Thoracic wall						
AN 24.1, 24.2, 24.4	Pleura & lungs						

AN 22.1, 22.2,22.3,22.5	Heart & Pericardium						
AN 21.11, 23.1, 3.3,23.5	Mediastinum						
AN 21.10	Joints of thorax						

Head & Neck

Name of Competency	Name of activity	Date completed	Attempt at activity	Rating (B)/(M)/ (E)	Decision of faculty (C)/(R)/ (Re)	Initial of faculty and date	Feedback Received Initial of learner
AN 27.1, 27.2, 28.1,28.3,28.8	Scalp, superficial & deep dissection of face						
AN 28.4, 28.9,28.10	Parotid region						
AN 32.1,32.2	Anterior triangle of neck						
AN 42.1, 42.2,42.3	Dissection of back & sub-occipital triangle						
AN 33.1, 33.2,33.3,33.5	Temporal & infra temporal region						
AN 34.1, 34.2, 35.1-35.6	Sub-mandibular region & deep dissection of neck						
AN 30.1	Removal of brain						
AN31.1,31.2	Orbit						
AN 26.2-26.5,26.7,43.1	Prevertebral region & joints of neck						
AN 6.13, 6.5	Mouth &pharynx						
AN 39.1,39.2	Tongue						
AN 37.137.3	Nasal cavity						

AN 38.138.3	Larynx						
AN 40.140.5	Ear						
AN 41.141.3	Eyeball						

Abdomen & Pelvis

Name of Competency	Name of activity	Date completed	Attempt at activity	Rating (B)/(M)/ (E)	Decision of faculty (C)/(R)/ (Re)	Initial of faculty anddate	Feedback Received Initial of learner
AN 44.1-44.7	Anterior abdominal wall &Inguinoscrotal region & hernia						
AN 47.1, 47.2, 47.5	Peritoneum & disposition of viscera						
AN 47.6, 47.9, 47.5	Spleen, celiac trunk & stomach						
AN 47.9,47.5	Mesentry& its vessels, small intestine, large intestine & its vessels						
AN 47.4-47.8	Duodenum, pancreas, liver & its duct system						
AN 47.5,47.8	Kidney, suprarenal gland						
AN 47.1347.14	Diaphragm						
AN 49.1, 49.4	Perineum						
AN 47.12, 51.1, 51.2	Posterior abdominal wall,						
AN 48.1, 48.2,50.2,50.4	Disposition of pelvic viscera & peritoneum & joints of pelvis						

AN 48.3,48.4	Muscles, nerves & vessels of pelvis						
AN 48.5 ,48.8	Urinary bladder, prostate, ureter, urethra, seminal vesicles & vas deferens						
AN 49.4, 49.5,51.2	Rectum & anal canal						
AN 48.5	Uterus, Fallopian tubes, broad ligament, vagina & ovary						

Brain & Spinal Cord

Name of Competency	Name of activity	Date completed	Attempt at activity	Rating (B)/(M)/ (E)	Decision of faculty (C)/(R)/ (Re)	Initial of faculty and date	Feedback Received Initial of learner
AN 57.1	Spinal cord & tracts						
AN 56.1,56.2	Preliminary examination of brain, membranes & blood vessels						
AN 62.1 62.6	Base of the brain, cranial nerves						
AN 60.1 60.3	Cerebellum & peduncles						
AN 59.1, 59.3,58.1-58.4,63.1	Medulla oblongata, pons & 4th ventricle						
AN 61.1, 61.2	Mid brain						
AN 63.1, 63.2	Ventricular system						

AN 62.2, 62.5	Cerebrum, basal ganglia, limbic lobe, thalamus, hypothalamus & circle of willis						

Competency Assessment (Histology)

Competency addressed	Name of activity	Date cleared	Signature of Teacher	Signature of student
AN 65.1,	Various type of epithelium under the microscope			
AN 67.1	Various types of muscles			
AN 69.1	Identify elastic & muscular blood vessels & capillaries			
AN 70.1	Serous mucous & mixed acini(Exocrine gland)			
AN 71.1 ,71.2	Various types of bones &cartilage			
AN 72.1	Skin & its appendages			
AN 70.2	Lymphoid tissue(lymph node, spleen, thymus, tonsil)			
AN 52.1	Histology of Gastro intestinal system			
AN 52.2	Histology of urinary system(kidney, ureter , urinary bladder)			
AN 52.2	Histology of male reproductive system Histology of female reproductive system			
AN 64.1	Histology of central nervous system (spinal cord, cerebellum, cerebrum)			
AN 43.2,43.3	Tongue, Endocrine gland, thyroid gland, pituitary gland			

Competency Assessment (Museum Session)

Competency addressed	Name of activity	Date cleared	Signature of	Signature of student
AN 22.2	Heart			
AN 24.2	Lungs			
AN 51.1	Cross section at the level of T8,T10 & L1			
AN 51.2	Midsagittal section of male & female pelvis, Midsagittal section of head & neck			
AN 75.1	Genetics charts of Turner's, klinefelter's & Down syndrome			
AN 78.1, 79.1, 80.1, 80.2	General embryology models			
AN 43.4, 52.1, 52.2, 52.6	Systemic embryology models			

SDL (Self Directed Learning)

Sl. No.	**Date**	**Competency**	Mode of Learning	Signature of teacher	Signature of student
1		AN.11.4 Describe the anatomical basis of Saturday night paralysis			
2		AN 12.2 Identify & describe origin, course, relations, branches (or tributaries),termination of important nerves and vessels of forearm			
3		AN 17.3 Describe dislocation of hip joint and surgical hip replacement			
4		AN 20.4 Explain anatomical basis of enlarged inguinal lymph nodes.			
5		AN 21.9 Describe & demonstrate mechanics and types of respiration			
6		AN 22.4, 22.6, 22.7Describe anatomical basis of ischaemic heart disease.			

7		AN 28.1, 28.7Describe & demonstrate muscles of facial expression and their nerve Supply, Explain the anatomical basis of facial nerve palsy			
8		AN 35.3, 35.4:Demonstrate & describe the origin, parts, course & branches subclavian artery. Describe & demonstrate origin, course, relations, tributaries and termination of internal jugular & brachio-			
9		AN42.1 Describe the contents of the vertebral canal			
10		AN 47.11 Explain the anatomic basis of hematemesis & caput medusae in portal Hypertension			
11		AN 50.1 : Describe the curvatures of the vertebral column			
12		AN80.2,80.3,80.4:Describe embryological basis of twinning in monozygotic & dizygotic twins			
13		AN 64.3:Varioius types of neural tube defects with its embryological basis			

Reflection on Self Directed Learning Topic 1: **Date:**

A. **What happened?** (What teaching learning experience did you undertake)

B. **So what?** (What did you learn from this experience or what change did this session make in your learning of the subject)

C. **What next?** (How will you apply this knowledge in future?)

Signature of faculty

Reflection on Self Directed Learning Topic 2 **Date:**

A. **What happened?** (What teaching learning experience did you undertake)

B. **So what?** (What did you learn from this experience or what change did this session make in your learning of the subject)

C. **What next?** (How will you apply this knowledge in future?)

Signature of faculty

Reflection on Self Directed Learning Topic 3: **Date**

A. **What happened?** (What teaching learning experience did you undertake)

B. **So what?** (What did you learn from this experience or what change did this session make in your learning of the subject)

C. **What next?** (How will you apply this knowledge in future?)

Signature of faculty

Reflection on Self Directed Learning Topic 4: **Date**

A. **What happened?** (What teaching learning experience did you undertake)

B. **So what?** (What did you learn from this experience or what change did this session make in your learning of the subject)

C. **What next?** (How will you apply this knowledge in future?)

Signature of faculty

Reflection on Self Directed Learning Topic 5: **Date**

A. **What happened?** (What teaching learning experience did you undertake)

B. **So what?** (What did you learn from this experience or what change did this session make in your learning of the subject)

C. **What next?** (How will you apply this knowledge in future?)

Signature of faculty

Reflection on Self Directed Learning Topic 6: **Date**

A. **What happened?** (What teaching learning experience did you undertake)

B. **So what?** (What did you learn from this experience or what change did this session make in your learning of the subject)

C. **What next?** (How will you apply this knowledge in future?)

Signature of faculty

Reflection on Self Directed Learning Topic 7: **Date**

A. **What happened?** (What teaching learning experience did you undertake)

B. **So what?** (What did you learn from this experience or what change did this session make in your learning of the subject)

C. **What next?** (How will you apply this knowledge in future?)

Signature of faculty

Reflection on Self Directed Learning Topic 8: **Date**

A. **What happened?** (What teaching learning experience did you undertake)

B. **So what?** (What did you learn from this experience or what change did this session make in your learning of the subject)

C. **What next?** (How will you apply this knowledge in future?)

Signature of faculty

Reflection on Self Directed Learning Topic 9: **Date**

A. **What happened?** (What teaching learning experience did you undertake)

B. **So what?** (What did you learn from this experience or what change did this session make in your learning of the subject)

C. **What next?** (How will you apply this knowledge in future?)

Signature of faculty

Reflection on Self Directed Learning Topic 10: **Date**

A. **What happened?** (What teaching learning experience did you undertake)

B. **So what?** (What did you learn from this experience or what change did this session make in your learning of the subject)

C. **What next?** (How will you apply this knowledge in future?)

Signature of faculty

Record of Early Clinical Exposure Activities

Introduction: The ECE program in the MBBS curriculum tries to create an opportunity for students to correlate learning in Phase I subjects with their clinical application.

Objectives

1. Help students recognize the relevance of Anatomy in diagnosis, patient care and treatment.
2. Provide a context that will enhance learning
3. Provide an opportunity for observing basic skills in interviewing patients and doctor-patient communication.
4. Recognize attitude, ethics and professionalism as an integral part of the doctor-patient relationship.
5. Understand the socio-cultural context of disease through the study of humanities.

Sl. no	Competency addressed	Early Clinical Exposure Topic	Setting	Correlation	Date	Signature of Teacher
			Classroom /Hospital	Basic Science Clinical Skills		
1	AN 10.2, 10.5,10.6,9.2	Lump in the breast	Classroom	Surgery		
2	AN 10.12,13.3	Joints of the upper limb& Shoulder joint	Classroom	Orthopedics		
3	AN 24.1	Pleural Effusion	Classroom	Pulmonary Medicine		
4	AN 35.2,35.8	Thyroid Gland & swelling in the front of neck	Classroom	Surgery, Biochemistry Physiology		
5	AN 37.2,37.3	Nose & Paranasal air sinuses	Classroom	ENT		
6	AN 15.4	Femoral Hernia ,Psoas abscess	Classroom	Surgery		
7	AN 17.1, 17.2,17.3	Hip Joint & its applied anatomy	Classroom	Orthopaedics		
8	AN 49.5	Perineum,Perineal tear,Episiotomy, Anal Fissure	Classroom	O & G, Surgery		
9	AN 44.4,44.5	Inguinal Hernia	Classroom	Surgery		

Reflection on ECE: Topic 1: **Date:**

A. **What happened?** (What teaching learning experience did you undertake)

B. **So what?** (What did you learn from this experience or what change did this session make in your learning of the subject)

C. **hat next?** (How will you apply this knowledge in future?)

Signature of faculty

Reflection on ECE: Topic 2: **Date:**

A. **What happened?** (What teaching learning experience did you undertake)

B. **So what?** (What did you learn from this experience or what change did this session make in your learning of the subject)

C. **What next?** (How will you apply this knowledge in future?)

Signature of faculty

Reflection on ECE: Topic 3: **Date:**

A. **What happened?** (What teaching learning experience did you undertake)

B. **So what?** (What did you learn from this experience or what change did this session make in your learning of the subject)

C. **What next?** (How will you apply this knowledge in future?)

Signature of faculty

Reflection on ECE: Topic 4: **Date:**

A. **What happened?** (What teaching learning experience did you undertake)

B. **So what?** (What did you learn from this experience or what change did this session make in your learning of the subject)

C. **What next?** (How will you apply this knowledge in future?)

Signature of faculty

Reflection on ECE: Topic 5: **Date:**

A. **What happened?** (What teaching learning experience did you undertake)

B. **So what?** (What did you learn from this experience or what change did this session make in your learning of the subject)

C. **What next?** (How will you apply this knowledge in future?)

Signature of faculty

Reflection on ECE: Topic 6: **Date:**

A. **What happened?** (What teaching learning experience did you undertake)

B. **So what?** (What did you learn from this experience or what change did this session make in your learning of the subject)

C. **What next?** (How will you apply this knowledge in future?)

Signature of faculty

Reflection on ECE: Topic 7: **Date:**

A. **What happened?** (What teaching learning experience did you undertake)

B. **So what?** (What did you learn from this experience or what change did this session make in your learning of the subject)

C. **What next?** (How will you apply this knowledge in future?)

Signature of faculty

Reflection on ECE: Topic 8: **Date:**

A. **What happened?** (What teaching learning experience did you undertake)

B. **So what?** (What did you learn from this experience or what change did this session make in your learning of the subject)

C. **What next?** (How will you apply this knowledge in future?)

Signature of faculty

Reflection on ECE: Topic 9: **Date:**

A. **What happened?** (What teaching learning experience did you undertake)

B. **So what?** (What did you learn from this experience or what change did this session make in your learning of the subject)

C. **What next?** (How will you apply this knowledge in future?)

Signature of faculty

Attendance Record of the Student

Sl. No	. Term	Theory (%)	Practical (%)	Signature of student	Signature of Teacher
1	I Term				
2	II Term				
3	Prelims				
4	Overall attendance				

Note: Above information is for the benefit of students and parents. In case of any discrepancy departmental record will be treated as final.

Details of attending extra classes [for poor attendance (if any)]

Sl. No.	**Date**	**Period**	**Total hours**	**Signature of student**	**Signature of Teacher**
	Total hours				

Note: Above information is for the benefit of students and parents. In case of any discrepancy departmental record will be treated as final.

Records of internal assessment examinations

Name of Institute:			
Department of Anatomy			
Faculty : MBBS	Year/Phase - I		Date :

		Formative Assessment Theory			**Continuous Internal Assessment Theory**						
Roll No.	Name of Students	1st PCT Theory	2nd PCT Theory	Prelims Theory (Paper I & II)	Home Assignment	Continuous Class Test(LMS)	Seminar	Museum study	Library assignments	Attendance Theory	Total
							Self -Directed Learning				
		100	100	200	15	30	15	15	15	10	500

Professor & Head
Department of Anatomy
Name of Institute :

Name of Institute:			
Department of Anatomy			
Faculty : MBBS	Year/Phase-I		Date :

			Formative Assessment			**Continuous Internal Assessment (Practical)**						
Sl No.	Roll No.	Name of Students	1st PCT Practical/ First Ward Leaving Examination	2nd PCT Practical/ second Ward Leaving Examination	Prelims Practical	Log book(150)				Journal (Record book/Portfolio)	Attendance (Practical)	Total
						Certifiable skill based competencies(Through OSPE/OSCE/Sports/ Exercise/Other)	AETCOM competencies	SVL Lab activity	Research			
			100	100	100	60	30	40	20	40	10	500

Professor & Head
Department of Anatomy
Name of Institute:

Note:

1. Day to day records & logbook (subject wise including required skill certifications) should be given importance in both theory & practical Internal Assessment separately as specified in competency based UG assessment Phase -1.
2. Certified copy of the Internal Assessment Marks record is to be sent to the office of the Dean & Principal for onward transmission to the O/o Controller of Examinations prior to University Examination.

Final Summary

Sr. no	Description	Dates		Attendance percentage	Status: Complete/ Incomplete	Signature of Teacher
		From	To			
1	AETCOM Module with Humanities					
2	Early Clinical Exposure in					
3	Aligned and integrated topics					
4	**Subject:** Human Anatomy					
5	Extracurricular Activities					

HOD, Dept of Anatomy

ODISHA UNIVERSITY OF HEALTH SCIENCES, BHUBANESWAR

Office: Sishu Bhawan Square, Bapuji Nagar, Bhubaneswar, Pin- 751009

LOG BOOK FOR FIRST PHASE MBBS STUDENTS AS PER COMPETENCY BASED CURRICULUM IN PHYSIOLOGY

NAME OF COLLEGE:

COLLEGE LOGO

Name:_____

College:

College Roll No:_____ **University Roll No:** _____

Regd. No. (University ID:) _____

Date of Admission to MBBS Course:_____

Date of Beginning of the Current Phase: _____

Permanent Address: _____

_____

Email ID: _____

Mobile Number:_____

LOGBOOK CERTIFICATE

This is to certify that the candidate

Mr/ Ms……,

Regd No. ……., admitted in the year 2023-24 in the _____ MedicalCollege,_____ satisfactorily completed / has not completed all assignments /requirements mentioned in this logbook for first year MBBS course in the subjectPhysiology/ AETCOM during the period from …… to…… . She / He iseligible/ not eligible to appear for the summative (University) assessment as on the date given below.

Place: Dean & Principal

Date: _____Medical College, _____

LOGBOOK CERTIFICATE

This is to certify that the candidate

Mr/ Ms……,

Regd No. ……., admitted in the year 2023-24 in the _____ Medical College,_____

satisfactorily completed / has not completed all assignments /requirements mentioned in this logbook for first year MBBS course in the subject Physiology/ AETCOM during the period from …… to…… . She / He is eligible/ not eligible to appear for the summative (University) assessment as on the date given below.

Date

Place

Prof and HOD

Department of Physiology

GENERAL INSTRUCTIONS

1) The logbook is a record of the academic / co-curricular activities of the designated student, who would be responsible for maintaining his/her logbook.

2) The student is responsible for getting the entries in the logbook verified by the Faculty in charge regularly.

3) Entries in the logbook will reflect the activities undertaken in the department &have to be scrutinized by the Head of the concerned department.

4) The logbook is a record of various activities by the student like:

- ✓ Overall participation & performance
- ✓ Attendance
- ✓ Participation in sessions
- ✓ Record of completion of pre-determined activities.
- ✓ Acquisition of selected competencies

5). Students are required to write reflections on each of Early Clinical Exposure (ECE), Self-Directed Learning (SDL) and AETCOM modules in the following structure:

a. **What happened?** (What teaching learning experience did you undertake)

b. **So what?** (What did you learn from this experience or what change did this session make in your learning of the subject)

c. **What next?** (How will you apply this knowledge in future?)

6) The logbook shall be kept as record work of the candidate for that department / specialty & be submitted to department as a bonafide record of the candidate before appearing for the University examination.

7)The logbook assessment will be based on multiple factors like

1. Overall presentation
2. Active participation in the sessions
3. Quality of write up of reflections
4. Timely completions
5. Attendance

Index

AETCOM Modules

Competency addressed	Name of activity	Date completed	Attempt at Activity	Rating (B)/(M)/ (E)	Decision of faculty (C)/(R)/ (Re)	Initial of Faculty and date	Feedback Received Initial of learner
AETCOM1.2	What does it mean to be a patient?						
AETCOM1.3	The doctor-patient relationship						
AETCOM1.4	Foundations of Communication						

AETCOM 1.2:What does it mean to be a patient?

A. **What happened?** (What teaching learning experience did you undertake)

B. **So what?** (What did you learn from this experience or what change did this session make in your learning of the subject)

C. **What next?** (How will you apply this knowledge in future?)

Signature of faculty

AETCOM1.3: The doctor-patient relationship

A. **What happened?** (What teaching learning experience did you undertake)

B. **So what?** (What did you learn from this experience or what change did this session make in your learning of the subject)

C. **What next?** (How will you apply this knowledge in future?)

Signature of faculty

AETCOM1.4 Foundations of Communication

A. **What happened?** (What teaching learning experience did you undertake)

B. **So what?** (What did you learn from this experience or what change did this session make in your learning of the subject)

C. **What next?** (How will you apply this knowledge in future?)

Signature of faculty

Alignment & Integration

Competency addressed	Name of activity	Date cleared	Signature of Teacher	Signature of student
Anaemia				
PY2.3.1 BI 5.2	Describe and discuss the synthesis and functions of proteins and structure-function relationships of Haemoglobin and selected hemoglobinopathies.(LGT)			
BI 6.11	Describe the functions of haem in the body and describe the processes involved in its metabolism and describe porphyrin			
PY2.5.1	Describe different types of anaemias-			
PY2.11.1 PY2.12.1	Estimation of Hemoglobin, RBC, and RBC Indices -SGT Describe test for hematocrit / packed cell volume-SGT			
Jaundice				
AN 47.3,47.4, 47.5	Describe and Demonstrate LIVER under the following headings :(a) Anatomical Position,(b) features and relations(c) Function,(d)Development of Liver& associated anomalies (SGT)			
PY2.5.2 PY4.7.1	Describe different type of jaundice(LGT) Describe & discuss the functions of liver and gall bladder			
PY4.7.2PY 4.8.1	Describe & discuss the Bile formation (LGT)			
BI 6.14 BI 6.15	Describe the tests that are commonly done in clinical practice to assess the functions of liver.Describe the abnormalities of liver function tests.			
Thyroid				
AN 35.8.1 AN 35.8.2	Describe the Anatomically relevant clinical features of Thyroid gland & Thyroid swelling(LGT) Development of thyroid & associated			

PY8.2	Describe the synthesis, secretion, transport, physiological actions, regulation and effect of altered (hypo and hyper) secretion of thyroid gland.(LGT)			
BI 6.13 BI 6.14 PY8.4.1 BI 6.15	Describe the tests that are commonly done in clinical practice to assess the functions of thyroid. (SGT) Describe the abnormalities of thyroid function test.(SGT)			

Competency Assessment

Sub-theme-: Practicals (Student Lab.) / Practicals(Human Physiology)

Sl no	Competency name	Activity	Date completed	Attempt at activity	Rating (B)/(M)/(E)	Decision of faculty (C)/(R)/(Re)	Initial of faculty anddate	Feedback Received Initial of learner
1	PY2.12.1	Estimation of PCV & Demonstration of Serum and Plasma						
2	PY2.12.2	Demonstration of ESR & Osmotic Fragility						
3	PY 2.11.1	Estimation of TLC count						
4	PY 2.13	Demonstration of WBC precursors						
5	PY 2.11.2	Estimation of RBC count						
6	PY 2.11.3	Blood groups						
7	PY 2.11.4	Estimation of Hemoglobin						

8	PY 2.4	Demonstration of RBC precursors						
9	PY 2.11.5	DLC						
10	PY2.11.6	BT, CT						
11	PY3.18	Observe with CAL (i) amphibian nerve - muscle experiments (ii) Amphibian						
12	PY 11.13	Obtain history & perform General examination						
13	PY 3.14	Perform Ergography						
14	PY5.13	Record and interpret normal ECG						
15	PY5.16	Record Arterial pulse tracing using finger plethysmography						
16	PY5.12	Record blood pressure & pulse at rest and in different grades of exercise and postures						

17	PY5.15	Examination of Cardiovascular system						
18	PY 6.10	Demonstration of PEFR & Vital Capacity						
19	PY 6.9	Examination of Respiratory System						
20	PY 6.8	Demonstration of PFT & its interpretation						
21	PY3.16	Demonstrate Harvard Step test & impact on						
22	PY 6.8	Perform Stethography						
23	PY11.14	Demonstrate Basic Life Support in a simulated environment.						
24	PY4.10	Clinical examination of the abdomen						
25	PY10.11	Clinical examination of the nervous system: in a normal volunteer or simulated						
26	PY10.20	Demonstrate (i) Testing of visual acuity, color vision, field of vision (ii) hearing tests (iii) Testing for smell and (iv) taste sensation in volunteer/ simulated						

27	PY5.14	Observe cardio vascular autonomic function tests						
28	PY10.12	Identify normal EEG forms.						

SDL(10 HRS)

Sl. No	Date	Topic Learnt	Mode of learning	Signature of teacher	Signature of student
1		PY 1.4Apoptosis in health and diseases, ,			
2		PY 2.10 Autoimmunity, Immunodeficiency & hypersensitivity diseases			

3		PY3.(4 – 6) EMG , Myasthenia gravis, Neuromuscular blockers , Muscular dystrophy , Myopathy			
4		PY4.9Acid peptic disorders			
5		PY 5.11 Pathophysiology of shock , Syncope & Heart failure			
6		PY6.4 and 6.5Respiratory changes in high altitude, deep sea diving			
7		PY7.5 &7.8:Acid-base abnormalities			
8		PY8.5:Obesity and its patho-physiology			
9		PY9.6 Contraceptives , PY9.10 Pregnancy tests			
10		PY 11 9 Interpretation of growth charts PY 11.10 Interpretation of anthropometric assessment of infants			

Reflection on Self Directed Learning Topic 1: **Date:**

A. **What happened?** (What teaching learning experience did you undertake)

B. **So what?** (What did you learn from this experience or what change did this session make in your learning of the subject)

C. **What next?** (How will you apply this knowledge in future?)

Signature of faculty

Reflection on Self Directed Learning Topic 2 **Date:**

A. **What happened?** (What teaching learning experience did you undertake)

B. **So what?** (What did you learn from this experience or what change did this session make in your learning of the subject)

C. **What next?** (How will you apply this knowledge in future?)

Signature of faculty

Reflection on Self Directed Learning Topic 3: **Date**

A. **What happened?** (What teaching learning experience did you undertake)

B. **So what?** (What did you learn from this experience or what change did this session make in your learning of the subject)

C. **What next?** (How will you apply this knowledge in future?)

Signature of faculty

Reflection on Self Directed Learning Topic 4: **Date**

A. **What happened?** (What teaching learning experience did you undertake)

B. **So what?** (What did you learn from this experience or what change did this session make in your learning of the subject)

C. **What next?** (How will you apply this knowledge in future?)

Signature of faculty

Reflection on Self Directed Learning Topic 5: **Date**

A. **What happened?** (What teaching learning experience did you undertake)

B. **So what?** (What did you learn from this experience or what change did this session make in your learning of the subject)

C. **What next?** (How will you apply this knowledge in future?)

Signature of faculty

Reflection on Self Directed Learning Topic 6: **Date**

A. **What happened?** (What teaching learning experience did you undertake)

B. **So what?** (What did you learn from this experience or what change did this session make in your learning of the subject)

C. **What next?** (How will you apply this knowledge in future?)

Signature of faculty

Reflection on Self Directed Learning Topic 7: **Date**

A. **What happened?** (What teaching learning experience did you undertake)

B. **So what?** (What did you learn from this experience or what change did this session make in your learning of the subject)

C. **What next?** (How will you apply this knowledge in future?)

Signature of faculty

Reflection on Self Directed Learning Topic 8: **Date**

A. **What happened?** (What teaching learning experience did you undertake)

B. **So what?** (What did you learn from this experience or what change did this session make in your learning of the subject)

C. **What next?** (How will you apply this knowledge in future?)

Signature of faculty

Reflection on Self Directed Learning Topic 9: **Date**

A. **What happened?** (What teaching learning experience did you undertake)

B. **So what?** (What did you learn from this experience or what change did this session make in your learning of the subject)

C. **What next?** (How will you apply this knowledge in future?)

Signature of faculty

Reflection on Self Directed Learning Topic 10: **Date**

A. **What happened?** (What teaching learning experience did you undertake)

B. **So what?** (What did you learn from this experience or what change did this session make in your learning of the subject)

C. **What next?** (How will you apply this knowledge in future?)

Signature of faculty

Record of Early Clinical Exposure Activities (3X3HRS)

Objectives

1. Help students recognize the relevance of Physiology in diagnosis, patient care and treatment.
2. Provide a context that will enhance learning
3. Provide an opportunity for observing basic skills in interviewing patients and doctor-patient communication.
4. Recognize attitude, ethics and professionalism as an integral part of the doctor-patient relationship.
5. Understand the socio-cultural context of disease through the study of humanities.

Sl. No	Competency addressed	Topic	Setting	Correlation	Date	Signature of Teacher
			Classroom Hospital/	Basic Science/ Clinical Skills		
1	PY 2.9	Clinical importance of blood grouping , blood banking, and Transfusion		Transfusion medicine		
2	PY5.5 PY5.6	Interpretation of abnormal ECG, Video of angiography & angioplasty MI		Medicine, cardiology		
3	PY10.4,PY10.7,	Neurological disorder Hemiplegia, cerebellar disorder, parkinsonism		Medicine , neurology		

Reflection on ECE Topic 1: **Date:**

A.**What happened?** (What teaching learning experience did you undertake)

B.**So what?** (What did you learn from this experience or what change did this session make in your learning of the subject)

C. **What next?** (How will you apply this knowledge in future?)

Signature of faculty

Reflection on ECE Topic 2 **Date:**

A.**What happened?** (What teaching learning experience did you undertake)

B.**So what?** (What did you learn from this experience or what change did this session make in your learning of the subject)

C.**What next?** (How will you apply this knowledge in future?)

Signature of faculty

Reflection on ECE Topic 3: **Date**

A.**What happened?** (What teaching learning experience did you undertake)

B.**So what?** (What did you learn from this experience or what change did this session make in your learning of the subject)

C.**What next?** (How will you apply this knowledge in future?)

Signature of faculty

Attendance Record of the Student

Sl. No	. Term	Theory (%)	Practical (%)	Signature of student	Signature of Teacher
1	I Term				
2	II Term				
3	III Term				
4	Overall attendance				

Note : Above information is for the benefit of students and parents. In case of any discrepancy departmental record will be treated as final.

Details of attending extra classes [for poor attendance (if any)]

Sl. No.	**Date**	**Period**	**Total hours**	**Signature of student**	**Signature of Teacher**

	Total hours				

Note : Above information is for the benefit of students and parents. In case of any discrepancy departmental record will be treated as final.

Records of Internal Assessment in Physiology

Name of Institute:											
Department of Physiology											
Faculty : MBBS	Year/Phase- I									Date :	
		Formative Assessment Theory			**Continuous Internal Assessment Theory**						
Roll No.	Name of Students	1st PCT Theory	2nd PCT Theory	Prelims Theory (Paper I & II)	Home Assignment	Continuous Class Test(LMS)	Seminar	Museum study	Library assignments	Attendance Theory	Total
							Self -Directed Learning				
		100	100	200	15	30	15	15	15	10	500

Professor & Head
Department of Physiology
Name of Institute:

Name of Institute:													
Department ofPhysiology													
Faculty : MBBS		Year/Phase- I										Date :	
			Formative Assessment			**Continuous Internal Assessment (Practical)**							
Sl No.	Roll No.	Name of Students	1st PCT Practical/	2nd PCT Practical	Prelims Practical	Log book(150)				Journal(Record book/Portfolio)	Attendance (Practical)	Total	
						Certifiable skill based competencies(Through OSPE/OSCE/Sports/Exercise/Other)	AETCOM competencies	SVL Lab activity	Research				
			100	100	100	60	30	40	20	40	10	500	

Professor & Head
Department of Physiology
Name of Institute:

Date

Signature of HOD
Dept of the Physiology

Note:

1. Day to day records & logbook (subject wise including required skill certifications) should be given importance in both theory & practical Internal Assessment separately as specified in competency based UG assessment Phase -1.
2. Certified copy of the Internal Assessment Marks record is to be sent to the office of the Dean & Principal for onward transmission to the O/o Controller of Examinations prior to University Examination.

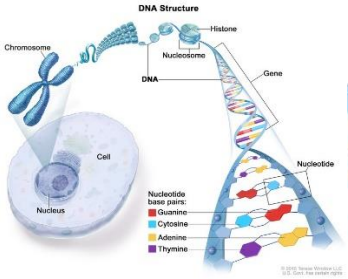
ODISHA UNIVERSITY OF HEALTH SCIENCES, BHUBANESWAR

Office: Sishu Bhawan Square, Bapuji Nagar, Bhubaneswar, Pin- 751009

LOG BOOK FOR FIRST PHASE MBBS STUDENTS AS PER COMPETENCY BASED CURRICULUM IN BIOCHEMISTRY

NAME OF COLLEGE:

COLLEGE LOGO



Name:_____

College:

CollegeRollNo:_____ **UniversityRollNo:**_____

Regd.No.(UniversityID:) _____

DateofAdmissiontoMBBSCourse:_____

DateofBeginningoftheCurrentPhase_____

PermanentAddress: _____

Email ID: _____

MobileNumber:_____

LOGBOOK CERTIFICATE

This is to certify that the candidate

Mr/ Ms……,

Regd No. ……., admitted in the year 2023-24 in the _____MedicalCollege,_____ satisfactorily completed / has not completed all assignments /requirements mentioned in this logbook for first year MBBS course in the subject of Biochemistry/ AETCOM during the period from …… to……

She / He is eligible / not eligible to appear for the summative (University) assessment as on the date given below.

Place:
Date:

Dean & Principal

_____Medical College, _____

LOGBOOK CERTIFICATE

This is to certify that the candidate

Mr/ Ms……,

Regd No. ……., admitted in the year 2023-24 in the _____Medical College,_____ satisfactorily completed / has not completed all assignments /requirements mentioned in this logbook for first year MBBS course in the subject of Biochemistry/ AETCOM during the period from …… to……

She / He is eligible / not eligible to appear for the summative (University) assessment as on the date given below.

Place: Professor and HOD
Date: Department of Biochemistry

GENERAL INSTRUCTIONS

1) The logbook is a record of the academic / co-curricular activities of the designated student, who would be responsible for maintaining his/her logbook.

2) The student is responsible for getting the entries in the logbook verified by the Faculty in charge regularly.

3) Entries in the logbook will reflect the activities undertaken in the department &have to be scrutinized by the Head of the concerned department.

4) The logbook is a record of various activities by the student like:

- ✓ Overall participation & performance
- ✓ Attendance
- ✓ Participation in sessions
- ✓ Record of completion of pre-determined activities.
- ✓ Acquisition of selected competencies

5). Students are required to write reflections on each of Early Clinical Exposure (ECE), Self-Directed Learning (SDL) and AETCOM modules in the following structure:

a. **What happened?** (What teaching learning experience did you undertake)

b. **So what?** (What did you learn from this experience or what change did this session make in your learning of the subject)

c. **What next?** (How will you apply this knowledge in future?)

6) The logbook shall be kept as record work of the candidate for that department / specialty & be submitted to department as a bonafede record of the candidate before appearing for the University examination.

7). The logbook assessment will be based on multiple factors like

1. Overall presentation
2. Active participation in the sessions
3. Quality of write up of reflections
4. Timely completions

5. Attendance

Index (Biochemistry)

AETCOM Modules

Competency addressed	Name of activity	Date completed	Attempt at Activity	Rating (B)/(M)/ (E)	Decision of faculty (C)/(R)/ (Re)	Initial of Faculty and date	Feedback Received Initial of Learner
AETCOM1.1	What does it mean to be a doctor? Enumerate and describe the role of a physician in health care system						
AETCOM 1.1	Describe and discuss the commitment to life long learning as an important part of physician growth						

AETCOM 1.1: What does it mean to be a doctor?

A. **What happened?** (What teaching learning experience did you undertake)

B. **So what?** (What did you learn from this experience or what change did this session make in your learning of the subject)

C. **What next?** (How will you apply this knowledge in future?)

Signature of faculty

AETCOM 1.1:What do you mean by life-long learning? Why it is important for a physician?

A. **What happened?** (What teaching learning experience did you undertake)

B. **So what?** (What did you learn from this experience or what change did this session make in your learning of the subject)

C. **What next?** (How will you apply this knowledge in future?)

Signature of faculty

Alignment and Integration

Competency addressed	Name of activity	Date cleared	Signature of Teacher	Signature of student
	Anaemia			
PY2.3.1 BI 5.2	Describe and discuss the synthesis and functions of proteins and structure-function relationships of Haemoglobin and selected hemoglobinopathies.(LGT)			
BI 6.11	Describe the functions of haem in the body and describe the processes involved in its metabolism and describe porphyrin			
PY2.5.1	Describe different types of anaemias-LGT			
PY2.11.1 PY2.12.1	Estimation of Hemoglobin, RBC, and RBC Indices -SGT Describe test for hematocrit / packed cell volumeSGT			
	Jaundice			
AN 47.3,47.4, 47.5	Describe and Demonstrate LIVER under the following headings :(a) Anatomical Position,(b) features and relations(c) Function,(d)Development of Liver& associated anomalies (SGT)			
PY2.5.2 PY4.7.1	Describe different type of jaundice(LGT) Describe & discuss the functions of liver and gall bladder			
PY4.7.2PY4.8.1	Describe & discuss the Bile formation(LGT)			
BI 6.14 BI 6.15	Describe the tests that are commonly done in clinical practice to assess the functions of liver.Describe the abnormalities of liver function tests.			
	Thyroid			

AN 35.8.1 AN 35.8.2	Describe the Anatomically relevant clinical features of Thyroid gland & Thyroid swelling(LGT) Development of thyroid & associated			
PY8.2	Describe the synthesis, secretion, transport, physiological actions, regulation and effect of altered (hypo and hyper) secretion of thyroid gland.(LGT)			
BI 6.13 BI 6.14 PY8.4.1 BI 6.15	Describe the tests that are commonly done in clinical practice to assess the functions of thyroid. (SGT) Describe the abnormalities of thyroid function test.(SGT)			

Competency Assessment[Sub Item: Practicals(Clinical Lab.)]

Name of Competency	Name of activity	Date completed	Attempt at activity	Rating (B)/(M)/(E)	Decision of faculty (C)/(R)/(Re)	Initial Offaculty and date	Feedback Received Initial of learner
BI 11.1	Good safe laboratory practice and waste disposal.						
BI 11.2, BI 11.16 & BI 11.19	Preparation of buffers and estimation of pH.						
BI 11.3	Describe the chemical components of normal urine.						
BI 11.4.1	Urineanalysis: normal constituents						
BI 11.4.2	Chemical components of abnormal urine.						
BI 11.4.3	Urine analysis: abnormal constituents : sugar & Protein						
BI 11.4.4	Urine analysis: abnormal constituents (Blood, Bile and Ketone)						
BI 11.20.1	Identification of abnormal constituents in urine sample-1						
BI 11.20.2	Identification of abnormal constituents in urine sample-2						
BI 11.6, 11.18	Describe the principles of colorimetry and						

BI 3.10 & BI 11.21.1	Demonstrate & perform estimation of glucose and GTT						
BI 11.21	Demonstrate & perform estimation of Serum urea						
BI 11.7, BI 11.21 BI 11.22	Estimation of serum creatinine&creatinine clearance						
BI 3.10	Demonstration of test on Carbohydrate and Osazones						
BI 11.9	Estimation of serum total cholesterol and HDL- cholesterol						
BI 11.10	Estimation of triglycerides and calculation of LDL and VLDL						
BI 11.8 & BI 11.21	Estimation of serum proteins.						
BI 11.8, BI 11.21BI 11.22	Estimation of serum albumin and AG ratio						
BI11.12	Estimation of serum bilirubin						
BI 2.2.1 & 11.13.1	Estimation of SGPT/ALT						
BI 2.2.2 BI 11.1.2	Estimation of SGOT/AST						
BI 11.14	Estimation of alkaline phosphatase						

BI 11.11	Estimation of calcium and phosphorous						
BI 11.16.1 & BI 11.19.1	Observe commonly used techniques in biochemistry lab.: •Protein electrophoresis & Hb electrophoresis •PAGE						
BI 5.5, 11.5, BI 11.16.2 BI 11.19.2	Screening of urine for inborn errors & use of paper Chromatography						
BI 11.16.3	Demonstration on ELISA						
BI11.16.4 BI11.19.3	Demonstration of serum electrolyte						
BI 11.16.5 BI 11.19.4	Demonstration of DNA isolation from whole blood						

Self Directed Learning

Sl. no	Date	Topic Learnt	Mode of learning	Signature of Teacher	Signature of Student
1		BI7.1 Describe the structure and functions of DNA and mRNA			
2		BI7.1 Describe the structure and function of tRNA, mt DNA and rRNA			
3		BI7.1 Describe the structure and function of SnRNA, MiRNA and Cell cycle			

4		BI7.4 Application of molecular technologies like recombinant DNA and ELISA			
5		BI7.4 Describe the application of molecular technology (Hybridoma, blotting, c DNA)			
6		BI7.4 Describe the application of molecular technology (PCR) and apoptosis			
7		BI7.4 Gene therapy and RFLP			
8		BI 11.23 Calculate energy content of different food Items, identify food items with high and low glycemic index and explain the importance of these in the diet			
9		BI 11.24 Enumerate advantages and/or disadvantages of use of unsaturated, saturated and trans fats in food.			
10		BI11.17 Explain the basis and rationale of biochemical tests done in the following conditions: Edema,Renal failure, Gout, Proteinuria,Nephrotic syndrome			

Reflection on Self Directed Learning Topic 1: **Date:**

A. **What happened?** (What teaching learning experience did you undertake)

B. **So what?** (What did you learn from this experience or what change did this session make in your learning of the subject)

C. **What next?** (How will you apply this knowledge in future?)

Signature of faculty

Reflection on Self Directed Learning Topic 2 **Date:**

A. **What happened?** (What teaching learning experience did you undertake)

B. **So what?** (What did you learn from this experience or what change did this session make in your learning of the subject)

C. **What next?** (How will you apply this knowledge in future?)

Signature of faculty

Reflection on Self Directed Learning Topic 3: **Date**

A. **What happened?** (What teaching learning experience did you undertake)

B. **So what?** (What did you learn from this experience or what change did this session make in your learning of the subject)

C. **What next?** (How will you apply this knowledge in future?)

Signature of faculty

Reflection on Self Directed Learning Topic 4: **Date**

A. **What happened?** (What teaching learning experience did you undertake)

B. **So what?** (What did you learn from this experience or what change did this session make in your learning of the subject)

C. **What next?** (How will you apply this knowledge in future?)

Signature of faculty

Reflection on Self Directed Learning Topic 5: **Date**

A. **What happened?** (What teaching learning experience did you undertake)

B. **So what?** (What did you learn from this experience or what change did this session make in your learning of the subject)

C. **What next?** (How will you apply this knowledge in future?)

Signature of faculty

Reflection on Self Directed Learning Topic 6: **Date**

A. **What happened?** (What teaching learning experience did you undertake)

B. **So what?** (What did you learn from this experience or what change did this session make in your learning of the subject)

C. **What next?** (How will you apply this knowledge in future?)

Signature of faculty

Reflection on Self Directed Learning Topic 7: **Date**

A. **What happened?** (What teaching learning experience did you undertake)

B. **So what?** (What did you learn from this experience or what change did this session make in your learning of the subject)

C. **What next?** (How will you apply this knowledge in future?)

Signature of faculty

Reflection on Self Directed Learning Topic 8: **Date**

A. **What happened?** (What teaching learning experience did you undertake)

B. **So what?** (What did you learn from this experience or what change did this session make in your learning of the subject)

C. **What next?** (How will you apply this knowledge in future?)

Signature of faculty

Reflection on Self Directed Learning Topic 9: **Date**

A. **What happened?** (What teaching learning experience did you undertake)

B. **So what?** (What did you learn from this experience or what change did this session make in your learning of the subject)

C. **What next?** (How will you apply this knowledge in future?)

Signature of faculty

Reflection on Self Directed Learning Topic 10: **Date**

A. **What happened?** (What teaching learning experience did you undertake)

B. **So what?** (What did you learn from this experience or what change did this session make in your learning of the subject)

C. **What next?** (How will you apply this knowledge in future?)

Signature of faculty

Record of Early Clinical Exposure Activities

Introduction: The ECE program in the MBBS curriculum tries to create an opportunity for students to correlate learning in Phase I subjects with their clinical application.

Objectives

1. Help students recognize the relevance of Biochemistry in diagnosis, patient care and treatment.
2. Provide a context that will enhance learning
3. Provide an opportunity for observing basic skills in interviewing patients and doctor-patient communication.
4. Recognize attitude, ethics and professionalism as an integral part of the doctor-patient relationship.
5. Understand the socio-cultural context of disease through the study of humanities.

Sl. no	Competency addressed	Topic	Setting	Correlation	Date	Signature of Teacher
			Classroom /Hospital	Basic Science/		
1	BI3.5, BI3.9, BI3.10, BI11.17	Metabolic syndrome, Diabetes Mellitus	Class room	Medicine, Pathology		
2	BI6.10, BI8.2, BI8.3, BI8.5	Protein Energy Malnutrition and other macro and Micronutrient deficiency status	Class room/ Hospital	Paediatrics		
3	BI4.5, BI4.7, BI11.17	Dyslipidemia, Atherosclerosis and Acute Myocardial Infraction	Class room	Physiology, Pathology, Medicine		

Reflection on ECE: Topic 1: **Date:**

A. What happened? (What teaching learning experience did you undertake)

B. So what? (What did you learn from this experience or what change did this session make in your learning of the subject)

C. What next? (How will you apply this knowledge in future?)

Signature of faculty

Reflection on ECE: Topic 2: **Date:**

A. What happened? (What teaching learning experience did you undertake)

B. So what? (What did you learn from this experience or what change did this session make in your learning of the subject)

C. What next? (How will you apply this knowledge in future?)

Signature of faculty

Reflection on ECE: Topic 3: **Date:**

A. What happened? (What teaching learning experience did you undertake)

B. So what? (What did you learn from this experience or what change did this session make in your learning of the subject)

C. What next? (How will you apply this knowledge in future?)

Signature of faculty

Attendance Record of the Student

Sl. No	. Term	Theory (%)	Practical (%)	Signature of student	Signature of Teacher
1	I Term				
2	II Term				
3	III Term				
4	Overall attendance				

Note : Above information is for the benefit of students and parents. In case of any discrepancy departmental record will be treated as final.

Details of attending extra classes [for poor attendance (if any)]

Sl. No.	**Date**	**Period**	**Total hours**	**Signature of student**	**Signature of Teacher**

	Total hours				

Note : Above information is for the benefit of students and parents. In case of any discrepancy departmental record will be treated as final.

Records of internal assessment examinations

Name of Institute:											
Department of Biochemistry											
Faculty : MBBS	Year/Phase- I									Date :	
		Formative Assessment Theory			**Continuous Internal Assessment Theory**						
Roll No.	Name of Students	1st PCT Theory	2nd PCT Theory	Prelims Theory (Paper I & II)	Home Assignment	Continuous Class Test(LMS)	Seminar	Museum study	Library assignments	Attendance Theory	Total
							Self -Directed Learning				
		100	100	200	15	30	15	15	15	10	500
Professor & Head **Department of Biochemistry** **Name of Institute :**											

Name of Institute:													
Department of Biochemistry													
Faculty : MBBS		Year/Phase- I										Date :	
			Formative Assessment			**Continuous Internal Assessment (Practical)**							
Sl No.	Roll No.	Name of Students	1st PCT Practical/First Ward Leaving Examination	2nd PCT Practical/ second Ward Leaving Examination	Prelims Practical	Log book(150)				Journal(Record book/Portfolio)	Attendance (Practical)	Total
						Certifiable skill based competencies(Through OSPE/OSCE/Sports/Exercise/Other)	AETCOM competencies	SVL Lab activity	Research			
			100	100	100	60	30	40	20	40	10	500

Professor & Head
Department of Biochemistry
Name of Institute:

Date:-

Signature of HOD
Dept of the Biochemistry

Note:

1. Day to day records & logbook (subject wise including required skill certifications) should be given importance in both theory & practical Internal Assessment separately as specified in competency based UG assessment Phase -1.
2. Certified copy of the Internal Assessment Marks record is to be sent to the office of the Dean & Principal for onward transmission to the O/o Controller of Examinations prior to University Examination.

ODISHA UNIVERSITY OF HEALTH SCIENCES, BHUBANESWAR

Office: Sishu Bhawan Square, Bapuji Nagar, Bhubaneswar, Pin- 751009

Log book for 1st, 2nd & 3rd Professional MBBS Students as per Competency Based Curriculum

DEPARTMENT OF COMMUNITY MEDICINE

Name: _____

Roll No: _____ University Roll No: _____

Reg. No. (University ID): _____

Date of admission to MBBS Course: _____

Date of beginning of the 1st Phase: _____

Date of beginning of the 2nd Phase: _____

Date of beginning of the 3rdPhase: _____

Permanent Address:

_____

_____

E-mail ID: _____

Mobile Number: _____

LOGBOOK CERTIFICATE

This is to certify that Mr./Ms……, Roll No.:-…Regd. No.……, admitted in the year 2019-20 in the Bhima Bhoi Medical College, Balangir has satisfactorily completed/has not completed all assignments/requirements mentioned in this logbook for 2nd Phase MBBS course in Community Medicine during the period from …… to…… . She/He is/is not eligible to appear for the summative assessment (2nd Professional MBBS Examination) on the date given below.

Place:
Date:

Professor & HOD
Community Medicine
Dean and Principal

LOGBOOK CERTIFICATE

This is to certify that Mr./Ms…… ……, Roll No……Regd. No....., admitted in the year 2019-20 in the Bhima Bhoi Medical College, Balangir has satisfactorily completed/has not completed all assignments/requirements mentioned in this logbook for 3rd Phase MBBS course in Community Medicine during the period from …… to…… . She/He is/is not eligible to appear for the summative assessment (3rd Professional MBBS Part I) as on the date given below.

Place: Professor & HOD
Date: Community Medicine

Dean & Principal

GENERAL INSTRUCTIONS

1) The logbook is a record of the academic/co-curricular activities of the designated student, who would be responsible for maintaining his/her logbook.

2) The student is responsible for getting the entries in the logbook verified by the Faculty in charge regularly.

3) Entries in the logbook will reflect the activities undertaken in the department & have to be scrutinized by the Head of the department.

4) The logbook is a record of various activities by the student like:

- ✓ Overall participation & performance
- ✓ Attendance
- ✓ Participation in sessions
- ✓ Record of completion of pre-determined activities.
- ✓ Acquisition of selected competencies

5) Students are required to write reflections on Skill sessions, SDL Sessions. Integrated Learning sessions and AETCOM modules in the following structure:

a. **What happened?** (What teaching learning experience did you undertake)

b. **So what?** (What did you learn from this experience or what change did this session make in your learning of the subject)

c. **What next?** (How will you apply this knowledge in future?)

6) The logbook shall be kept as record work of the candidate for that department/specialty & be submitted to department as a bona fide record of the candidate before appearing for the University examination.

7) The logbook assessment will be based on multiple factors like

1. Overall presentation
2. Active participation in the sessions
3. Quality of write up of reflections
4. Timely completions
5. Attendance

Index

6	Integrated Learning Sessions	21		
7	AETCOM Session	24		
8	Phase II-Attendance Record & Internal assessment	27		
9	Phase III-Attendance Record & Internal assessment	28		
10	Participation in Departmental activities	29		
11	Participation in Extracurricular activities	31		

Clinical Posting in Community Medicine

Rotation	Phase	Duration	From	To	Signature of Teacher
1st	Phase II	4 weeks			
2nd	Phase III	6weeks			

1.Family Presentation (Phase II)

S. No.	Date	Topic	Case Presented/ Attended(P/A)	Teacher's Signature

REFLECTIONS: Family Presentation (Phase II)

Sl. No.	**Topic**
Presented by-	**Date-**

What happened?
So what?
What next?
Faculty signature **Date**

REFLECTIONS: Family Presentation

Sl. No.	Topic
Presented by-	**Date-**
What happened?	
So what?	
What next?	

Faculty signature	Date

Family Presentation (Phase III)

S. No.	Date	Topic	Case Presented /Attended P/A	Teacher's Signature

REFLECTIONS: Family Presentation (Phase III)

Sl. No.	**Topic**
Presented by-	**Date-**
What happened?	
So what?	

What next?
Faculty signature **Date**

REFLECTIONS: Family Presentation

Sl. No.	**Topic**
Presented by-	**Date-**
What happened?	

So what?
What next?
Faculty signature **Date**

2.Competency Assessment (Practical)

Name of Competency	Name of activity	Date completed	Initial of faculty & date	Feedback received Initial of learner
Phase II				
CM3.7.1	Identify and describe the identifying features of vectors of PHI-Mosquito			
CM3.7.2	Identify and describe the identifying features of vectors of PHI-Flea, Sand Fly, House Fly			
CM3.7.3	Identify and describe the identifying features of vectors of PHI-Tick, Mite, Lice, Cyclops			
CM3.8	Identify & describe the commonly used insecticides			

MI 8.6	Identify & describe the commonly used Disinfectants			
CM 3.2.5	Problems on Water Quality Standard			
CM6.2	Problems on Presentation & interpretation of statistical data			
CM6.3	Problems on test of significance in various study designs χ^2 -test, t-test, z-test			
CM6.3.2	Exercise on Cohort study, Case Control Study			
CM7.5.6	Problems on Epidemiological study			
CM7.4.1 CM7.4.2	Calculate & comment on morbidity problem. Calculate & comment on Mortality related problem (CDR, Sp death rate, Prop. Death rate, standardized death rate)			
CM7.6	Problems on Validity of screening tests			
CM 7.7	Demonstrate the steps in the Investigation of an epidemic of communicable disease and describe the principles of control measures based on a simulated event.			
	Calculate the age related Calorie requirement in Health and Disease and identify gap.			
CM5.4	Plan and recommend a suitable diet for the individuals and families based on local availability of foods and economic status, etc in a simulated environment			
PE9.7	Plan an appropriate diet in Health and disease.			

Phase III				
CM9.2.1	Calculate and interpret Maternal death			
CM9.2.2	Calculate and interpret demographic indices including fertility rates			
	Problems on Infant Death and death of children			
CM10.4.2	Describe MCPC, Growth chart			
CM10.6.2	Identification with description of various family planning methods (Spotters)			
CM10.5.3	Problems on vaccine requirement			
CM10.5.3	Spotter - Cold chain equipments, Hub cutter, AD syringes, Vaccines			
	Problems on Malariometric indices			

3.Competency Assessment (Field Posting)

Name of Competency	Name of activity	Date completed	Initial of faculty & date	Feedback Reeived Initial of learner
Phase II				
	Visit to UHTC, Transect walk in Field Practice area			

CM2.1.1	Perform clinico socio-cultural and demographic assessment of the family I			
CM2.1.1	Perform clinico socio-cultural and demographic assessment of the family II			
CM2.2	Perform the environmental study of the family - I			
CM2.2	Perform the environmental study of the family - II			
CM2.3	KAP study on Health Problems & Utilization of Health Services			
CM4.3	Demonstrate and describe the steps in evaluation of health promotion and education program			
PE9.4	Elicit, Document and present an appropriate nutritional history of the family			
PE9.6.1	Assess and classify the nutrition status of under five child & recognize deviations			
PE8.4	KAP on Infant feeding			
	KAP on Immunization			
	KAP on Family Planning			
	Health check up of Family members - I			
	Health check up of Family members - I			
	Health check up of the Under five child			
PE18.3	Conduct Antenatal examination of women independently			
PE18.6	Perform Postnatal assessment of newborn and mother, provide advice on breast feeding, weaning and on family planning			

Competency Assessment(Field Posting) phase III				
CM 8.2.1	Clinico social case study - Diabetes			
CM 8.2.2	Clinico social case study - Hyper-tension			
CM 8.3.1	Clinico social case study - Tubercu-losis			
CM 8.3.2	Clinico social case study - Leprosy			
CM 8.5.1	Clinico social case study -Diarrhoea			
CM 3.7.1	Clinico social case study - Scabies			
CM 3.7.2	Clinico social case study - Lice			
CM10.5	Evaluation of UHND session			
	Animal Bite cases - I			
	Animal Bite cases - II			
PE9.6.3	Assess and classify the nutrition status of adolescents (boys) and recognize deviations			
PE9.6.4	Assess and classify the nutrition status of adolescents (girls) and rec-ognize deviations			
	Assessment of Geriatric age group person			
PE19.12.2	Observe the Administration of the UIP vaccines (Out reach Immuniza-tion session)			
	RBSK screening schedule in AWC			

4.Clinic/Field Visit

Visit to.	Competency No	Competency detail	Date completed	Initial of faculty & date
AWC	PE3.7	Observe the services provided and service providers at Anganwadi Centre.		
HWC	CM 17.5	Observe the services provided at HWC		
RHTC	PE18.8	Observe the implementation of the program by Visiting the Rural Health Centre		
ILR Centre	PE19.12.1	Observe the storage of the vaccines and temperature regulation in ILR		
NTEP unit	CT1.18	Visit to NTEP Unit DOTS centre		
DEIC	PE3.7.1	Visit a Child Developmental unit and observe its functioning (DEIC)		
NRC	PE3.7.2	Observe facilities available at NRC		
Water Treatment Plant		Observe the procedure adopted at Water Treatment Plant		
Sewage treatment Plant		Observe the procedure at sewage treatment plant		

REFLECTIONS: (Field Visit)

Sl. No.	Visit to	**Date-**
Competency Detail:		
What happened?		
So what?		
What next?		
Faculty signature		**Date**

5.Self Directed Learning

Phase II - Self Directed Learning (10 hours)					
Sl. No.	**Date**	**Topic**	Objectives	Mode of Learn-ing(Pro-ject/Quiz/Seminar)	Signature of the teacher
1					
2					
3					
4					
5					
Phase III - Self Directed Learning (5 hours)					
1					
2					

REFLECTIONS: SELF-DIRECTED LEARNING (Phase II)

Sl. No.	Competency No:	**Date-**
Competency Detail:		

What happened?
So what?
What next?
Faculty signature **Date**

REFLECTIONS: SELF-DIRECTED LEARNING (Phase III)

Sl. No.	Competency No:	**Date-**
Competency Detail:		

What happened?
So what?
What next?
Faculty signature **Date**

6.Integrated Learning Sessions

Topic	Competency addressed	Departments Involved	Date cleared	Signature of Teacher
Phase II				
1.Anaemia				
2.Jaundice				
3.Thyroid				
Phase III				
1.Anaemia				
2.Jaundice				
3.Thyroid				

REFLECTIONS: Integrated Learning Sessions (Phase II)

Sl. No.	Competency No: **Date-**
Competency Detail:	
What happened?	
So what?	
What next?	
Faculty signature	**Date**

REFLECTIONS: Integrated Learning Sessions (Phase III)

Sl. No.	Competency No:	**Date-**
Competency Detail:		
What happened?		
So what?		
What next?		
Faculty signature		**Date**

7. AETCOM Modules (Phase II)

Compe-tency adressed	Name of activity	Methodology of teaching	Date completed	Initial of Faculty	Initial of Learner

AETCOM Modules (Phase III)

REFLECTIONS: AETCOM (Phase II)

Sl. No.	Competency No:	**Date-**
Competency Detail:		
What happened?		
So what?		
What next?		
Faculty signature		**Date**

REFLECTIONS: AETCOM (Phase III)

Sl. No.	Competency No: **Date-**
Competency Detail:	
What happened?	
So what?	
What next?	
Faculty signature	**Date**

8.Attendance Record of the Student Phase II

Sl. No	Term	Theory (%)	Practical (%)	Signature of student	Signature of Teacher
1	I Term				
2	II Term				
3	III Term				
4	Overall attendance				

Note: Above information is for the benefit of students and parents. In case of any discrepancy, departmental record will be treated as final.

Records of internal Assessment Phase II

Sl. No.	Exam No	Date	Theory	Date	Practical including Viva	Signature of student	Signature of teacher
1	IInd Internal Assessment		---/100		----/100		
2	IIIrd Internal Assessment		---/100		---/100		
3	Logbook		----/10		----/10		
4	Total		---/100		---/100		

9.Attendance Record of the Student Phase III

Sl. No	Term	Theory (%)	Practical (%)	Signature of student	Signature of Teacher
1	I Term				
2	II Term				
4	Overall attendance				

Note : Above information is for the benefit of students and parents. In case of any discrepancy departmental record will be treated as final.

Records of internal Assessment Phase III

Sl no.	**Exam No**	**Date**	**Theory**	**Date**	**Practical including Viva**	**Signature of student**	**Signature of teacher**
1	I Internal Assessment		-----/100		-----/100		
2	II Internal Assessment		----/100		-----/100		
3	Logbook		-----/10		------/10		
4	Total		-----/100		-----/100		

10.Participation in Departmental Activities

Sr. No	Activity	Details of activity	Date	Signature of Faculty
1	Participation in Departmental Seminar			
2	Participation in Health Days			
3	Participation in Quiz			
4	Participation in ICMR STS /Other Research Project			
4.	Participation in Conference/ Workshop			
5	Participation in Conference/ Workshop			

REFLECTIONS: Departmental Activities

Sl. No.	Departmental Activity	**Date-**
Details of the Activity:		
What happened?		
So what?		
What next?		
Faculty signature		**Date**

11.Participation in Extracurricular Activities

Sr. No	Activity	Details of activity	Date	Signature of Faculty
1	Participation in Sports in the Institution			
2	Participation in Sports outside the Institution			
2	Participation in Cultural Activities in Institution			
3	Participation in Cultural Activities outside the Institution			
5	Participation in Social Activities			
6	Participation in Other activities			

REFLECTIONS: Extracurricular Activities

Sl. No.	Departmental Activity	Date-

Details of the Activity:
What happened?
So what?
What next?
Faculty signature **Date**

Notes

ODISHA UNIVERSITY OF HEALTH SCIENCES, BHUBANESWAR
Office: Sishu Bhawan Square, Bapuji Nagar, Bhubaneswar, Pin- 751009

LOGBOOK

FOR FAMILY ADOPTION

MEDICAL COLLEGE, ODISHA UNIVERSITY OF HEALTH SCIENCES

BATCH: .....

Name of Student.....

University Roll No. .....

Completion certificate

This is to certify that _____ a MBBS student has completed his / her Log Book for Family Adoption under the guidance of the faculties of the Department of Community Medicine, _____

Date:

Place:

Signature
Prof. & HOD
Dept. of Community Medicine,

Signature of the Mentor
Dept. of Community Medicine
Medical College,

CONTENTS

Sl. No.	CONTENTS	PAGE NO.	SIGNATURE OF STUDENT	SIGNATURE OF TEACHER

INTRODUCTION / PREFACE

Need of the Program: In India, around 65.5 % of population resides in rural settings (as per 2020 statistics) whereas availability of health care facilities and services are skewed towards urban set ups. Though adequate healthcare supplies exist in the community, it is the access to healthcare to a rural citizen that is a major concern. Issues like health illiteracy, ignorance about communicable and non-communicable diseases, means to reach healthcare facility, services, take time off from their daily wages work and workforce shortages are some of the barriers that limits timely and quality health related awareness and care leading to a scenario of "Scarcity in ambudance". Hence there is need to take measures to make health care more accessible to the rural and needy population and impart community based and community-oriented training to building healthcare professionals.

Aim: Family adoption program aims to provide an experimental learning to Indian Medical graduates towards community-based healthcare and thereby enhance equity to health.

Objectives of the Program: During the Medical UG training program, the learner should be able to:

1. Orient the learner towards primary health care
2. Create health related awareness within the community
3. Function as a first point of contact for any health issues within the community
4. Act as a conduit between the population and relevant health care facility
5. Generate and analyse related data for improving health outcomes and Evidence based clinical practices.

Specifies of the Program: Family adoption program is recommended as a part of curriculum of Community Medicine and should begin from 1st Professional year with competencies being spread in ascending manner for entire MBBS training program. The orientation towards the same may be a part of Foundation course under the theme of "Field visit to community health centre" (8 hrs) which is already allocated to foundation course as per GMER 2019.

The family adoption shall preferably include villages not covered under PHCs adopted by medical college. If transit from college to site is more than 2 hours, then bastis / jhuggis / towns on outskirts of cities may be considered for family adoption. Medical students may be divided into teams and each team may be allocated visits, with 5 families per student. These families may be introduced during their first visit; however, the model may be flexible depending upon the number of students and available families for adoption. The entire team should work under a mentor teacher for entire part of the training program.

Other considerations: Every college may arrange one diagnostic medical camp in the village wherein identification of: anaemia, malnutrition in children, hypertension, diabetes mellitus, ischemic heart diseases, kidney diseases, any other local problems may be addressed. If required, patients shall be admitted in the hospital for acute illness under care of student, charges may be waived off or provide concession or govt. schemes. For chronic illness, students shall be involved. Subsidized treatment charges may be provided under govt. schemes or welfare schemes. Camps may be arranged by Dean and Community Medicine / PSM department with active involvement of Associate / Asst. Professors, Social worker and Supporting Staff. Local population may be involved with village leaders.

Visit by students be made to the visit as mentioned in table below. Annual follow up diagnostic camp can be continued by the PSM department. As a step towards environment consciousness, students

may be encouraged for tree plantation / medicinal plants around beginning of monsoons, in the environs of the families adopted. This could be also included in the environs of the hostels / residence of students wherever possible. At the end of the programme, students may be envisioned to become leaders for the community.

Targets to be Achieved by Students:

First Professional Year:

- Learning communication skills and inspire confidence amongst families.
- Understand the dynamics of rural set-up of that region.
- Screening programs and education about ongoing government sponsored health related programs.
- Learn to analyse the data collected from their families.
- Identify diseases / ill-health / malnutrition of allotted families and try to improve the standards.

2nd Professional Year:

- Inspire active participation of community through families allotted.
- Continue active involvement to become the first doctor/reference point of the family by continued active interaction.
- Start compiling the outcome target achieved.

3rd Professional Year:

- Analysis of their involvement and impact on existing socio-economic dynamics in addition to improvement in health conditions.
- Final visit in the last months in advance to examination schedule, to have last round of active interaction with families.
- Prepare a report to be submitted to department addressing:
  1) Improvement in general health
  2) Immunization
  3) Sanitation
  4) De-addiction
  5) Improvement in anaemia, tuberculosis control
  6) Sanitation awareness
  7) Any other issues
  8) Role of the student in supporting family during illness / medical emergency
  9) Social responsibility in the form of environment protection programme in form of plantation drive (medicinal plants / trees), cleanliness and sanitation drives with the initiative of the medical student.

COMPETENCIES BASED ON PROFESSIONAL YEARS

Professional Year	Competency the Student should be able to	Objectives	Suggested Teaching Learning Methods	Suggested Assessment Methods	Teaching Hours
1st Professional	• Collect demographic profile of allotted families, take history and conduct clinical examination of all family members.	By the end of this visit, students should be able to compile the basic demographic profile of allocated family members.	Family survey, Community clinics, Multispecialty camps.	Community case presentation, OSPE, logbook, journal of visit.	6 hrs
	• Organize health check-up and coordinate treatment of adopted family under overall guidance of mentor.	By the end of this visit, Students should be able to report the basic health profile and treatment history of allocated family members.	Reporting of follow up visits, PRA techniques (transact walk, group discussion) Community clinics.	Community case presentation, OSPE, logbook, journal of visit.	9 hrs
	• Maintain communication & follow up of remedial measures.	By the end of this visit, Students should be able to provide details of communication maintained with family members for follow-up of treatment and suggested remedial measures.	Participation in and process documentation of activities (NSS activities) along with reporting of photographic evidences	Community case presentation, OSPE, logbook based certification of competency, journal of visit.	6 hrs
	• Take part in environment protection and sustenance activities.	By the end of this visit, students should be able to report the activities undertaken for environment protection and sustenance like study of environment of families, tree		logbook based certification of competency, journal of visit.	6 hrs (Total 27 hrs, 9 visits)

		plantation/ herbal plantation activities conducted in the village.			
2nd Professional	• Take history and conduct clinical examination of all family members.	By the end of this visit, students should be able to compile the updated medical history of family members and report their vitals and anthroprmetry.	Family survey, Community clinics.	Community case presentation, OSPE, logbook, journal of visit.	6 hrs
	• Organize health check-up and coordinate treatment of adopted family under overall guidance of mentor.	By end of this visit, students should be able to report the details of clinical examination like Hb%, blood group, urine routine and blood sugar along with treatment history of allocated family members.	Community clinics, Multispecialty camps.	Community case presentation, OSPE, logbook, journal of visit.	9 hrs
	• Maintain communication & follow up of remedial measures	By end of this visit, students should be able to provide details of communication maintained with family members for follow-up of treatment, and suggested remedial measures along with details of vaccination drive.	Reporting of follow up visits, PRA techniques (transact walk, group discussion) Community clinics,	Community case presentation, OSPE, logbook based certification of competency, journal of visit.	9 hrs
	• Take part in environment protection and	By the end of this visit, students should be able to report		Logbook based certification of	6 hrs

	sustenance activities.	the activities undertaken for environment protection and sustenance like study of environment of families, tree planation/herbal plantation activities conducted in the village.	Participation in and process documentation of activities (NSS activities) along with reporting of photographic evidences.	competency, journal of visit.	(Total 30 hrs, 6 visits)
3rd Professional	• Final counselling of the family members of allotted families and analyse the health trajectory of adopted family under overall guidance of mentor.	By the end of this visit, students should be able to update the medical history of family members and their vitals and anthropometry.	Family survey, Community clinics	Community case presentation, OSPE logbook, journal of visit.	3 hrs
		By the end of this visit, students should be able to report the details of clinical examination like Hb%, blood group, urine routine and blood sugar along with treatment history of allocated family members.	Community clinics, Multispecialty camps.	Community case presentation, OSPE logbook, journal of visit.	4 hrs
		By the end of this visit, students should be able to provide details of communication maintained with family members for follow-up of treatment, and	Reporting of follow up visits, PRA techniques (transact walk, group discussion) Community clinics.	Community case presentation, OSPE, logbook based certification of competency, journal of visit.	4 hrs

		suggested remedial measures along with details of vaccination drive. By the end of this visit, students should be able to report the activities undertaken for environment protection and sustenance like study of environment of families, tree plantation/ herbal plantation activities conducted in the village. By the last visit, students should be able to analyze and report the health trajectory of adopted family along with remedial measures adopted at individual, family and community level.	Participation in and process documentation of activities (NSS activities) along with reporting of photographic evidences. Small group discussion (report of the health trajectory of adopted family).	Logbook based certification of competency, journal of visit. Logbook based certification of competency, journal of visit.	4 hrs + 6 hrs in last visit (Total 21 hrs, 5 visits)
TOTAL	1st Prof 2nd Prof 3rd Prof	9 visits 6 visits <u>5 visits</u> **20 visits**	27 hrs 30 hrs 16 hrs + 5 hrs in <u>last visit</u> **78 hrs**		

Detail of the field practice area for family adoption

1.WARD NO: 35/38/39/40

2.NAME OF THE SAHI:

3.JOBRA, CUTTACK:

4.NAME OF THE MENTOR:

5.MENTOR STATUS: Asst. Prof./ SR. and details: (If changed, details of subsequent mentors)

6.NAME OF ASHA WORKER/ANM:
7.ADDRESS OF ASHA WORKER:
8.EXPERIENCE (SINCE HOW MANY YEARS IS HE/SHE EMPLOYED):

(SEPARATE PAGE FOR EACH FAMILY BE MAINTAINED)
9.FAMILY NAME AND ADDRESS:

10.APPROXIMATE SIZE OF LIVING SPACE OF HOUSE HOLD:

11.ANY DISEASE IN THE FAMILY: DENGUE / TB / SCABIES / MALARIA / GASTRO ENTERITIS / ANY OTHER SPECIFY_____

NAME OF ASHA WORKER:

ADDRESS OF ASHA WORKER:

EXPERIENCE (SINCE HOW MANY YEARS IS HE/SHE EMPLOYED)

(SEPARATE PAGE FOR EACH FAMILY BE MAINTAINED)

FAMILY NAME AND ADDRESS:

Notes

- If there is any illness or medical emergency required by the house-hold, the MBBS student should take initiative in being the primary contact for the family.
- The student in turn should consult his/her mentor for further management of the patient.
- The hospital to which the college is attached must provide treatment facilities to the patient.
- Government schemes may be utilized for optimal management.
- Follow up records must be maintained by the student. These must be periodically evaluated by mentors with the help of senior residents.
- The entire data sheet may be prepared by every student and submitted latest by the end of the last visit for evaluation.
- Progress notes must include every demographic point and history recorded.

SOCIO DEMOGRAPHIC CHARACTERSTICS OF THE FAMILY

Sl. No.	Name	Aadhar No.	Date of Birth	Age	Position in Family	Dietary Habits, Diet	Educational Qualification	Employment	Name of School of Child	Addictions	Height (Cm)	Weight (Kg)

SOCIO DEMOGRAPHIC CHARACTERSTICS OF THE FAMILY

Sl. No.	Name	Aadhar No.	Date of Birth	Age	Position in Family	Dietary Habits, Diet	Educational Qualification	Employment	Name of School of Child	Addictions	Height (Cm)	Weight (Kg)

SOCIO DEMOGRAPHIC CHARACTERSTICS OF THE FAMILY

Sl. No.	Name	Aadhar No.	Date of Birth	Age	Position in Family	Dietary Habits, Diet	Educational Qualification	Employment	Name of School of Child	Addictions	Height (Cm)	Weight (Kg)

SOCIO DEMOGRAPHIC CHARACTERSTICS OF THE FAMILY

Sl. No.	Name	Aadhar No.	Date of Birth	Age	Position in Family	Dietary Habits, Diet	Educational Qualification	Employment	Name of School of Child	Addictions	Height (Cm)	Weight (Kg)

SOCIO DEMOGRAPHIC CHARACTERSTICS OF THE FAMILY

Sl. No.	Name	Aadhar No.	Date of Birth	Age	Position in Family	Dietary Habits, Diet	Educational Qualification	Employment	Name of School of Child	Addictions	Height (Cm)	Weight (Kg)

1ST PROFESSIONAL

Date of Visit	Immunisation Status	Pulse	Blood Pressure	Respiratory Rate	Blood Group	RH	Haemoglobin	Urine Protein	Urine Sugar	POS in Urine	Blood Sugar	Oral Check-up	Hygiene Status	Remark by Mentor

1ST PROFESSIONAL

Date of Visit	Immunisation Status	Pulse	Blood Pressure	Respiratory Rate	Blood Group	RH	Haemoglobin	Urine Protein	Urine Sugar	POS in Urine	Blood Sugar	Oral Check-up	Hygiene Status	Remark by Mentor

1^{ST} PROFESSIONAL

Date of Visit	Immunisation Status	Pulse	Blood Pressure	Respiratory Rate	Blood Group	RH	Haemoglobin	Urine Protein	Urine Sugar	POS in Urine	Blood Sugar	Oral Check-up	Hygiene Status	Remark by Mentor

1 ST PROFESSIONAL

Date of Visit	Immunisation Status	Pulse	Blood Pressure	Respiratory Rate	Blood Group	RH	Haemoglobin	Urine Protein	Urine Sugar	POS in Urine	Blood Sugar	Oral Check-up	Hygiene Status	Remark by Mentor

1ST PROFESSIONAL

Date of Visit	Immunisation Status	Pulse	Blood Pressure	Respiratory Rate	Blood Group	RH	Haemoglobin	Urine Protein	Urine Sugar	POS in Urine	Blood Sugar	Oral Check-up	Hygiene Status	Remark by Mentor

2ND PROFESSIONAL

Date of Visit	Immunisation Status	Pulse	Blood Pressure	Respiratory Rate	Blood Group	RH	Haemoglobin	Urine Protein	Urine Sugar	POS in Urine	Blood Sugar	Oral Check-up	Hygiene Status	Remark by Mentor

2ND PROFESSIONAL

Date of Visit	Immunisation Status	Pulse	Blood Pressure	Respiratory Rate	Blood Group	RH	Haemoglobin	Urine Protein	Urine Sugar	POS in Urine	Blood Sugar	Oral Check-up	Hygiene Status	Remark by Mentor

2ND PROFESSIONAL

Date of Visit	Immunisation Status	Pulse	Blood Pressure	Respiratory Rate	Blood Group	RH	Haemoglobin	Urine Protein	Urine Sugar	POS in Urine	Blood Sugar	Oral Check-up	Hygiene Status	Remark by Mentor

2ND PROFESSIONAL

Date of Visit	Immunisation Status	Pulse	Blood Pressure	Respiratory Rate	Blood Group	RH	Haemoglobin	Urine Protein	Urine Sugar	POS in Urine	Blood Sugar	Oral Check-up	Hygiene Status	Remark by Mentor

2ND PROFESSIONAL

Date of Visit	Immunisation Status	Pulse	Blood Pressure	Respiratory Rate	Blood Group	RH	Haemoglobin	Urine Protein	Urine Sugar	POS in Urine	Blood Sugar	Oral Check-up	Hygiene Status	Remark by Mentor

3RD PROFESSIONAL

Date of Visit	Immunisation Status	Pulse	Blood Pressure	Respiratory Rate	Blood Group	RH	Haemoglobin	Urine Protein	Urine Sugar	POS in Urine	Blood Sugar	Oral Check-up	Hygiene Status	Remark by Mentor

3RD PROFESSIONAL

Date of Visit	Immunisation Status	Pulse	Blood Pressure	Respiratory Rate	Blood Group	RH	Haemoglobin	Urine Protein	Urine Sugar	POS in Urine	Blood Sugar	Oral Check-up	Hygiene Status	Remark by Mentor

3RD PROFESSIONAL

Date of Visit	Immunisation Status	Pulse	Blood Pressure	Respiratory Rate	Blood Group	RH	Haemoglobin	Urine Protein	Urine Sugar	POS in Urine	Blood Sugar	Oral Check-up	Hygiene Status	Remark by Mentor

3RD PROFESSIONAL

Date of Visit	Immunisation Status	Pulse	Blood Pressure	Respiratory Rate	Blood Group	RH	Haemoglobin	Urine Protein	Urine Sugar	POS in Urine	Blood Sugar	Oral Check-up	Hygiene Status	Remark by Mentor

3RD PROFESSIONAL

Date of Visit	Immunisation Status	Pulse	Blood Pressure	Respiratory Rate	Blood Group	RH	Haemoglobin	Urine Protein	Urine Sugar	POS in Urine	Blood Sugar	Oral Check-up	Hygiene Status	Remark by Mentor