



Sulkhani-Saba Orbeliani UNIVERSITY

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Logbook

MEDICAL FACULTY

policy has been created by the MD staff from Sulkhani Saba Orbeliani university with supervising invited international expert

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Student's particulars

Student's name_____.

ID number_____.

Preface

The Clinical Logbook for the undergraduate Medicine course is a vital educational tool designed to capture and enhance your clinical learning experiences. This logbook is more than a mere collection of patient encounters; it is a reflective diary that maps your growth and development as an emerging medical professional.

Clinical cases are crucial for reinforcing your clinical skills and medical knowledge. It ensures that your hands-on experiences are not fleeting memories but lasting lessons. It also allows you to retrospectively evaluate your performance and harness feedback from your faculty to improve continuously.

Faculty feedback on your entries is invaluable. It serves to calibrate your clinical judgment, improve patient care abilities, and deepen your understanding of medicine. This interaction is a cornerstone of your practical education, providing personalized insights and guidance.

Embrace this logbook as a trusted mentor, chronicling your progress and reflecting the blend of compassion, skill, and knowledge that defines competent patient care. As you document each step of your clinical journey, you solidify your foundation for a career dedicated to healthcare excellence.

How to use this logbook

Dear Students,

As you step into the world of patient care, I want to emphasize the importance of your clinical logbook as a tool for learning, reflection, and professional growth. Here are some guidelines on how to make the most of this invaluable resource:

1. When recording your clinical cases in the logbook, strive for accuracy, completeness, and clarity. Document key patient information, including demographic details, presenting complaints, relevant medical history, and examination findings. Provide a concise yet comprehensive overview of your differential diagnosis, outlining the various possible aetiologies and considering both common and rare conditions. Similarly, detail your proposed investigations and management plans, demonstrating sound clinical reasoning and evidence-based practice.
2. Use the logbook as a tool for reflection and self-assessment. After each patient encounter, take time to review your documentation critically. Reflect on the decisions you made, the rationale behind them, and any areas where you felt uncertain or encountered challenges. Consider how you might approach similar cases differently in the future, incorporating feedback from faculty members and integrating new knowledge gained through your clinical experiences.
3. Actively engage with the feedback provided by your supervisors. Pay attention not only to their clinical insights but also to their assessment of your professional skills, communication skills, and teamwork abilities. Use this feedback as a springboard for growth, identifying areas for improvement and setting goals for your ongoing development. Remember that feedback is a gift that can propel you forward on your journey to becoming a competent and compassionate physician.
4. Make it a habit to review your logbook entries regularly. Use this time to track your progress, identify patterns in your clinical encounters, and assess your proficiency in various areas in medicine. Look for opportunities to expand your knowledge base, deepen your understanding of clinical concepts, and refine your clinical skills through deliberate practice and continuous learning.
5. Remember that your logbook not only documents your clinical acumen but also reflects your professionalism and commitment to patient care. Approach each patient encounter with empathy, respect, and integrity. Uphold the highest standards of medical ethics and professionalism in all your interactions, both within and outside the clinical setting. Your conduct as a medical student shapes not only your reputation but also your future as a healthcare professional.

In essence, your clinical logbook is more than just a record of cases; it is a reflection of your journey towards

becoming a competent and compassionate physician. Embrace it as a tool for learning, growth, and self-improvement, and let it guide you on your path to excellence in patient care.

Wishing you all the best in your clinical endeavors.

Sincerely,

Medical faculty

Sulkhan Saba Orbeliani University

1. PURPOSE OF THE LOGBOOK

- Tracks clinical experiences and procedural skills.
- Ensures competency-based learning in clinical settings.
- Facilitates self-reflection and feedback from faculty.
- Patient interactions, and skills acquired.

2. LOGBOOK COMPONENTS

- Personal Details: Student's name, ID, academic year, and rotation details.
- Clinical Rotations: Departments and duration of rotation.
- Clinical Case Records: Patient encounters with diagnosis, management, and student's role.
- Procedural Skills: Checklist of required clinical skills (e.g., suturing, catheterization).
- Supervisor Feedback and Sign-offs: Evaluation by faculty members.
- Self-Reflection Section: Student's learning experiences and challenges.

3. LOGBOOK PROCEDURE

STEP 1: ORIENTATION AND LOGBOOK DISTRIBUTION

- At the beginning of clinical rotations, students receive a logbook template outlining the required competencies.
- Faculty members provide training on how to document cases and procedures correctly.
- Students are briefed on evaluation criteria and deadlines.

STEP 2: DAILY LOGBOOK ENTRY

Each day, students record:

Patient Encounters:

- o Patient history, examination findings, diagnosis, and treatment plan.

- o Student's role in patient management (observer, assistant, independent performer).

- o Faculty signature

2. Procedural Skills Performed:

- o Name of the procedure (e.g., IV cannulation, blood sampling, wound dressing).

- o Level of supervision (observed, assisted, performed under supervision, performed independently).

- o Supervisor's sign-off and comments.

3. Reflections on Learning:

- o Key takeaways from the day's clinical experience.

- o Areas for improvement and action plans.

STEP 3: WEEKLY REVIEW BY FACULTY OR SUPERVISORS

- Supervising faculty members review the logbook weekly.

- They check for:

- o Completeness and accuracy of patient records.

- o Progress in procedural skills.

- o Student's reflections and engagement in learning.

- Feedback – Areas to improvement

STEP 4: FINAL LOGBOOK SUBMISSION AND SUMMATIVE ASSESSMENT

- At the end of the rotation, students submit the completed logbook.

- Faculty assess based on:

- o Completion of required cases and procedures.

- o Quality of documentation and reflections.

- o Professionalism and adherence to clinical guidelines.

- o Feedback from supervisors.

Log Book Students Form

Log in Details for individual case

Case Number: _____. Date: _____. Department _____. Patient's
Name/Number: _____. MR/PR Number: _____.

(MR Number = Medical Record Number, PR Number = Patient Registration Number)

Skill	Key findings/features
History	
Examination	
Procedure	
DDX	
INV	
TREATMENT	

Competence levels (CL): Observer (O), Assistant (A), Independent (I) DDX: Differential diagnosis; INV:
Investigations.

Students' reflections on each case (200 words minimum)

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Lecturer's Signature _____

Date _____

ASSESSMENT CRITERIA FOR CLINICAL LOGBOOK

Log in Details for individual case

Criteria	Description
Completion of Required Cases and Procedures	- Full completion of required cases and procedures (3 points); - Partial completion with minor gaps (2 points); - Significant gaps in case requirements (1 point); - not presenting (0 p).
Quality of Documentation and Reflections	- Clear, accurate, and well-structured documentation with insightful reflections (3 points); - Generally well-documented but lacks depth in reflections (2 points); - Incomplete or poorly structured documentation (1 point) - not presenting (0 p).
Professionalism and Adherence to Clinical Guidelines	- Consistently professional, adheres to all guidelines (2 points) - Mostly professional, minor lapses in adherence (1 point); - Frequent professionalism or guideline adherence issues (0 points).
Feedback from Supervisors	- Excellent feedback from supervisors (2 points); - Satisfactory feedback with some areas for improvement (1 point); - Poor feedback indicating significant issues (0 points).