



**DEPARTMENT OF ENT  
COLLEGE OF MEDICINE & DENTISTRY AT THE HILLS  
ABBOTTABAD**

# ENT

# Logbook

**3<sup>rd</sup> Year  
MBBS**

Year

**2025-26**



NAME	
FATHER NAME	
ROLL NUMBER	
BATCH	
DATES OF ROTATION	

## ENT ROTATION OVERVIEW

The 3rd Year ENT (Otorhinolaryngology) rotation introduces students to the assessment and management of commonly encountered ear, nose, throat, head, and neck conditions. During this posting, students are expected to develop essential skills in focused ENT history taking, clinical examination, identification of red-flag symptoms, formulation of differential diagnoses, and basic procedural techniques relevant to the specialty. This logbook outlines the competencies required during the rotation and serves as an official record of your observed clinical performance.

## INTRODUCTION

As part of the structured learning program of the **College of Medicine and Dentistry at The Hills, Abbottabad**, this logbook identifies the objectives for each period/rotation of learning in **3rd Year ENT**.

Its primary purpose is to enable you to monitor your developing competence, recognize learning gaps, and work toward improving them.

A secondary purpose is to clearly state the minimum level of competence expected from you by the end of the ENT rotation.

## STRUCTURE

The logbook is divided into two main sections:

1. **Clinical Assessment Skills:**

This section covers ENT-specific history taking, physical examination, interpretation of findings, and case presentation. Each component of the ENT system (ear, nose, throat, neck) is represented in tables, with competencies listed in the top row.

2. **Procedural Skills:**

This section includes practical ENT procedures such as otoscopy, anterior rhinoscopy, throat examination, tuning fork tests, ear syringing, and basic emergency ENT maneuvers. All procedural competencies are grouped for clarity.

Additional blank tables are included for reassessment or repetition of any skill when required.

## LEVEL OF COMPETENCE

Each competency has an expected level of proficiency to be achieved. Competence levels range from **Observation (1)** to **Independent Performance (5)**:

- **Level 1 – Observes:** Watches the clinical activity performed by a colleague or senior.
- **Level 2 – Assists:** Assists a colleague or senior in performing the clinical activity.
- **Level 3 – Direct Supervision:** Performs the activity under direct supervision.
- **Level 4 – Indirect Supervision:** Performs the activity with indirect supervision.
- **Level 5 – Independent:** Performs the activity independently without supervision.

## USING THE LOGBOOK

- Each ENT system subsection begins on a new page and contains numbered competencies.

- Procedural skills that students are *not expected* to perform independently (Level 5) in 3rd year are marked with **black boxes**.
- Teachers/trainers will tick the level achieved for each competency and sign with the date of assessment.
- Students must review feedback regularly and update the logbook throughout the rotation to document progress toward required competency levels.

# **SECTION 1**

## **HISTORY TAKING, EXAMINATION AND PRESENTATION OF A CASE**

<b>Cases</b>	<b>Signature</b>
Oral cavity, Pharynx, Larynx (Laryngology) & Head and Neck area	
Rhinology (Nose/ Paranasal Sinuses & Nasopharynx)	
Otology (Ear section)	

**3<sup>rd</sup> Year ENT: Mini-Cex 1**

Patient Name:

Diagnosis:

Date:

COMPETENCIES		EXPECTED LEVEL OF COMPETENCE			Teacher to sign & date	
		1. Below Expectation	2. Adequate	3. Excellent		
HISTORY / EXAM / MANAGEMENT PLAN		Below Expectation	Adequate	Excellent	Sign	Date
1	Obtain comprehensive history after introduction and informed consent, asking relevant questions in order to reach a history based differential diagnosis.					
2	Perform complete physical examination, with detailed examination of the involved organ system					
3	Skillfully present patient history, physical examination findings in a systematic, coherent and concise manner, which addresses the chief complaint/problem, identifies pertinent positive and negative findings and reach a logical conclusion					
4	Arrange a focused list of differential diagnosis					
5	Prepare a diagnostic plan, selecting investigations appropriate for the patient					

Good points	
Suggestions for improvement	
Sign / Date	

**3<sup>rd</sup> Year ENT: Mini-Cex 2**

Patient Name:		Diagnosis:			Date:	
<b>COMPETENCIES</b>		<b>EXPECTED LEVEL OF COMPETENCE</b> 1. Below Expectation 2. Adequate 3. Excellent			<b>Teacher to sign &amp; date</b>	
<b>HISTORY / EXAM / MANAGEMENT PLAN</b>		Below Expectation	Adequate	Excellent	<b>Sign</b>	<b>Date</b>
1	Obtain comprehensive history after introduction and informed consent, asking relevant questions in order to reach a history based differential diagnosis.					
2	Perform complete physical examination, with detailed examination of the involved organ system					
3	Skillfully present patient history, physical examination findings in a systematic, coherent and concise manner, which addresses the chief complaint/problem, identifies pertinent positive and negative findings and reach a logical conclusion					
4	Arrange a focused list of differential diagnosis					
5	Prepare a diagnostic plan, selecting investigations appropriate for the patient					

<b>Good points</b>	
<b>Suggestions for improvement</b>	
<b>Sign / Date</b>	

**3<sup>rd</sup> Year ENT: Mini-Cex 3**

Patient Name:		Diagnosis:			Date:	
<b>COMPETENCIES</b>		<b>EXPECTED LEVEL OF COMPETENCE</b> 1. Below Expectation 2. Adequate 3. Excellent			<b>Teacher to sign &amp; date</b>	
<b>HISTORY / EXAM / MANAGEMENT PLAN</b>		Below Expectation	Adequate	Excellent	<b>Sign</b>	<b>Date</b>
1	Obtain comprehensive history after introduction and informed consent, asking relevant questions in order to reach a history based differential diagnosis.					
2	Perform complete physical examination, with detailed examination of the involved organ system					
3	Skillfully present patient history, physical examination findings in a systematic, coherent and concise manner, which addresses the chief complaint/problem, identifies pertinent positive and negative findings and reach a logical conclusion					
4	Arrange a focused list of differential diagnosis					
5	Prepare a diagnostic plan, selecting investigations appropriate for the patient					

<b>Good points</b>	
<b>Suggestions for improvement</b>	
<b>Sign / Date</b>	



## Section 2: DIRECT OBSERVATION OF PROCEDURAL SKILLS (DOPS)

COMPETENCIES		EXPECTED LEVEL OF COMPETENCE			Teacher to sign & date	
		1. Below Expectation	2. Adequate	3. Excellent	Sign	Date
		Below Expectation	Adequate	Excellent	Sign	Date
<b>GENERAL</b>						
	Filling of X-ray/Laboratory form					
	Venous blood sampling					
<b>Oral Cavity /Laryngology</b>						
	Throat swab					
	Air way insertion (Oropharyngeal)					
<b>Rhinology (Nose)</b>						
	Identification of instruments used for Nasal examination					
	Nasal Packing					
<b>Otology (Ear)</b>						
	Identification of instruments used for Ear examination					
	Tuning fork tests					
	Introduction to Audiometer /Tympanometer					
<b>ENT X-ray reading</b>						
<b>Operation theater procedures</b>						
	How to put on gown & gloves					
	Scrubbing technique					
	Principles of sterilization					
	Scrubbing & toweling of the patient					
	Various instruments used in ENT surgeries					
	Surgical sutures					
	Preparation of biopsy bottle & filling of biopsy form					
	Dressings					