



**DEPARTMENT OF PAEDIATRICS & NEONATOLOGY  
COLLEGE OF MEDICINE & DENTISTRY AT THE HILLS  
ABBOTTABAD**

# Paediatrics & Neonatology Logbook

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

Year

**2025-26**



<b>NAME</b>	
<b>FATHER NAME</b>	
<b>ROLL NUMBER</b>	
<b>BATCH</b>	
<b>DATES OF ROTATION</b>	

## INTRODUCTION

This logbook is an official document for the Paediatrics and Neonatology rotation of the 3rd Year MBBS program at the College of Medicine and Dentistry at The Hills, Abbottabad. It is designed to guide you through this specialized clinical posting by outlining the essential competencies required to assess and manage paediatric and neonatal patients. Paediatrics is unique, focusing on the care of individuals from birth through adolescence, a period of dynamic growth and development. This logbook serves as your roadmap to building a foundation in family-centered, compassionate care for the youngest patients.

The primary purpose of this logbook is to empower you to **monitor your own competence**, actively recognize learning gaps in child health, and take initiative to address them. Its secondary purpose is to define the **minimum expected level of competence** for a 3rd Year MBBS student at the conclusion of the Paediatrics and Neonatology rotation.

## STRUCTURE OF THE LOGBOOK

The logbook is organized into two main sections to comprehensively cover the core clinical skills:

1. **Clinical Assessment:** This section focuses on history taking, physical examination, and case presentation. Each major organ system has a dedicated table, ensuring you develop a methodical and thorough approach to patient evaluation.
2. **Procedural Skills:** This section consolidates key procedural competencies from all organ systems. It is designed to track your progression from observation to assisted performance of basic clinical procedures.

Additional, untitled tables are provided at the end of each section to allow for the reassessment or repetition of competencies as needed.

## LEVELS OF COMPETENCE

Each competency is associated with an expected level of achievement, ranging from observation to independent practice. The levels are defined as follows:

Level	Descriptor	Description
1	<b>Observes</b>	Observes the clinical activity performed by a colleague or senior.
2	<b>Assists</b>	Assists a colleague or senior in performing the clinical activity.
3	<b>Direct Supervision</b>	Performs the entire activity under the direct, immediate supervision of a senior.
4	<b>Indirect Supervision</b>	Performs the entire activity with a senior colleague available for guidance if needed.

<b>5</b>	<b>Independent</b>	Performs the entire activity without the need for supervision.
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**Note:** Shaded boxes in the tables indicate competence levels that are not required for that specific skill. Furthermore, for certain competencies, particularly procedural skills, achieving Level 5 (Independent) is not an expectation by the end of the 3rd Year; these are explicitly marked with black boxes.

#### *USING THE LOGBOOK*

- Each organ system begins on a new page with a list of numbered competencies.
- You are responsible for presenting this logbook to your assigned teacher or trainer during each rotation.
- As you achieve a competence level, the supervising faculty member will tick the corresponding box, date it, and provide their signature.
- Regularly review your progress with your clinical supervisors to ensure you are on track to meet the rotation's objectives.

This logbook is a collaborative record of your clinical development. Use it diligently to guide your learning and demonstrate your commitment to becoming a competent and reflective medical professional.

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

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

Good points	
Suggestions for improvement	
Sign / Date	

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

Good points	
Suggestions for improvement	
Sign / Date	

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

Good points	
Suggestions for improvement	
Sign / Date	

**SECTION 2: PROCEDURAL SKILLS FOR PEDIATRICS/ NEONATOLOGY**

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



### SECTION 3: PATIENT CARE SKILLS FOR PEDIATRICS/ NEONATOLOGY

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

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

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