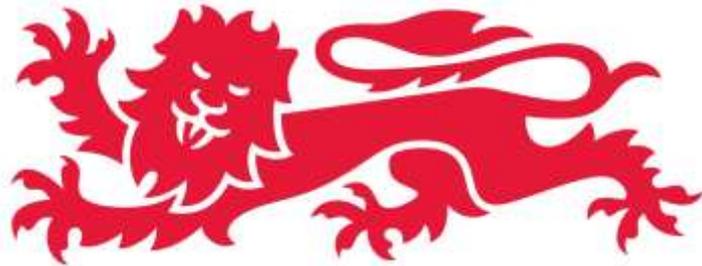


Child Health Logbook

STAGE 5



THE MBBS 2010 CURRICULUM
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Name

Introduction

Stage 5 rotations do not stand alone. You will get the most out of your Stage 5 rotation if you bring with you the knowledge, understanding and skills you have developed in previous years. At the start of the rotation it is therefore important that you recall and reflect on prior learning outcomes.

The Log Book – its contents

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The Log Book - its relationship with the Study Guide

The Child Health Study Guide provides a comprehensive and definitive list of outcomes that you will be expected to achieve in relation to Child Health by the end of Stage 5. These include outcomes under the three domains of Clinical and Communication Skills, Knowledge and Critical Thought and Professional Behaviour. Many of the outcomes are generic i.e. apply to all rotations and describe knowledge, skills and attitudes which should inform your practice in a number of clinical situations across a broad range of clinical disciplines in Stage 5 and beyond.

Some relate to knowledge and understanding of specific aspects of Child Health which, although may be partially achieved from experiences during the rotation, may well require you to access relevant learning resources to be fully achieved. Others are mapped to the Clinical and Communication Skills domain and are those which can be achieved as a consequence of your experiences during the rotation. It is predominantly, but not exclusively, these outcomes/competencies which feature in the Child Health Rotation Log (see below).

You are reminded that assessment relating to Child Health at the end of Stage 5 will be informed by all the outcomes in the Child Health Study Guide, and not simply the items within the Child Health Log Book. As such the Child Health Log Book should be viewed in the context of the Child Health Study Guide.

The Log Book - its relationship with the Portfolio

The Log Book is part of your Clinical Portfolio. In Stage 3 the log book was an embedded part of the Clinical Portfolio and Logbook. In Stage 5 the Log Book is a separate document but is intended to form part of your record of your progress towards meeting the outcomes/competencies for Stage 5. See Stage 5 Portfolio for more information.

The Log Book – its functions

The Child Health Log Book serves the following functions:

- A guide to the process(es) by which you may achieve the competencies that you are expected to be able to demonstrate on completion of Stage 5
- A guide to you and teaching staff of your progress during the rotation
- A record of your achievement/completion of Log Book Outcomes

- A record of your achievement of specific rotation competencies
- A document which will be taken into consideration at your end of rotation Summative Assessment of Professionalism
- A method of feedback to highlight specific outcomes that have not been achieved at the end of the rotation

How to use the Rotation Log

The Rotation Log provides a list of rotation specific outcomes/competencies which you should complete/achieve during the Child Health senior rotation. The Log should be completed as you progress through the rotation, noting the date of attainment of specific outcomes/competencies.

Some key points to consider in relation to the Rotation Log are given below:

- Some Stage 5 outcomes revisit those achieved in earlier parts of the course, particularly Stage 3 and Stage 4.
- It may be that a core condition or presentation is revisited, but the specific Stage 5 outcome addresses new knowledge, understanding or practical clinical skills that add to your earlier learning
- There will be additional opportunities to address and/or revisit some rotational outcomes in other components of Stage 5. Where these opportunities are predictable on the basis of core content and nature of the rotation they are shown in the 'Links' column. There will be opportunities to address, revisit and/or extend some Child Health outcomes in Stage 5 rotations in Primary Care (PC), Mental Health (MH), Preparing for Practice (P4P) and Hospital Based Practice (HBP). An example is given below.

Log Book Outcome	Date Achieved	Not Achieved	Stage 5 Links
CH17: Calculate and prescribe oral and intravenous fluid replacement			HBP

- Remember that a single encounter with a patient may allow you to address several Log Book outcomes if appropriate
- Items that have not been achieved at the end of the rotation should be noted too. A section of the Log Book has been set aside specifically for you to give feedback on the reasons that have contributed to this shortfall.
- You are asked to note the item that you feel has not been achieved by number, as given in the Log Book, followed by a mark under the box that best describes (in your view) the reason(s) for the shortfall. Additional comments can be made in the text box that follows, if necessary. These data will help inform the discussion with your Assessor at the end of the rotation.

Rotation Competencies

Some of the Log Book Outcomes are marked with a flag. 

These competencies are to be assessed during the rotation and you are required to provide evidence of your competence. Evidence of having achieved competencies marked with a flag is required for your end of rotation Summative Assessment of Professionalism and should be kept as a record of your achievement. Competence in this context reflects ability to demonstrate the specific skill at a level appropriate for a newly appointed F1 Doctor in training. For some specific outcomes, this may mean demonstrating the skill independently. For others, it may involve demonstrating under supervision.

Although the Rotation Log should be completed as for other outcomes, there is an additional section of the Log Book with a page set aside for each specific 'Rotation Competency' ('Record of Achievement'). This should be completed. Achievement of competence in these areas can be

assessed by several members of the clinical team with whom you are working (e.g. doctors, nurses) and at any time in the clinical attachment as you are exposed to the relevant clinical situation.

Some competencies will be assessed most appropriately by specific members of the team (e.g. Midwifery staff, Nursing Staff, Pharmacy staff) and at specific times in the rotation (e.g. following specific clinical situations or learning opportunities).

It is your responsibility to determine the most appropriate person and situation for the signing-off process. This should be addressed in a responsible manner, with sensitivity to other work pressures. You are encouraged not to leave this task until the end of the rotation, but rather take opportunities as they arise. Health workers will find it difficult to assess competency retrospectively. Moreover, the pressure on both you and assessors at the end of the rotation is likely to be such that you risk the process being incomplete if a pro-active approach is not taken.

Rotation Log

Clinical and Communication Skills:

Take a history, perform an examination, formulate a differential diagnosis and discuss an initial management plan in the following clinical situations

Log Book Outcome	Date Achieved	Not Achieved	Stage 5 Links
CH1: Baby or infant with an acute illness			PC
CH2: Baby or infant with a chronic problem			PC
CH3: Child with an acute illness			PC
CH4: Child with a chronic problem			PC
CH5: Adolescent with an acute illness			PC
CH6: Adolescent with chronic problem			PC

NB. In one of the cases CH1-6, you should be observed taking the history by a member of the clinical team. This observed history taking is a Rotation Competency and should be recorded in the relevant section of this Log Book.

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Clinical and Communication Skills:

Clinical skills

Log Book Outcome	Date Achieved	Not Achieved	Stage 5 Links
CH7: Measure and plot height, weight and head circumference on a growth chart			
CH8: Demonstrate basic life support on a child mannequin and describe the technique of insertion of an intraosseous needle			HBP
CH9: Apply peripheral oxygen saturation monitor and interpret results			HBP
CH10: Use an ophthalmoscope to visualise the retina in older children and adolescents			
CH11: Obtain an appropriate urine specimen for purposes of culture			
CH12: Perform dipstick analysis of a urine sample			
☞ CH13: Assess inhaler technique			PC HBP
☞ CH14: Measure pulse, temperature, respiratory rate and blood pressure and plot them on a bedside chart			HBP
☞ CH15: Use appropriate instrumentation to examine the throat			PC
☞ CH16: Use an auroscope to inspect a child's ear drum			PC
☞ CH17: Calculate and prescribe oral and intravenous fluid replacement			HBP

Use knowledge and practical communication skills in the following clinical situations with patients and their relatives

Some of these were achieved during Stage 3 R&CH, but are important to revisit

Log Book Outcome	Date Achieved	Not Achieved	Stage 5 Links
CH18: Discuss with a family or role players the use of symptom diaries, bronchodilators and steroids in the home management of childhood asthma			PC
CH19: Explain and demonstrate inhaler technique to a child with asthma			PC
CH20: Discuss vaccination schedules with a parent or role player			PC
CH21: Discuss the management of a fever with a patient or roleplayer			
CH22: Describe the management of febrile convulsions with a colleague, parent or role player			

Knowledge and Critical Thought:

Develop knowledge, understanding and when possible clinical experience in assessment, differential diagnosis and initial management of the following presentations

Log Book Outcome	Date Achieved	Not Achieved	Stage 5 Links
CH23: Fever			
CH24: Acute respiratory distress			
CH25: Acute abdominal pain			HBP
CH26: Dehydration			
CH27: Shock			HBP
CH28: Impaired consciousness			HBP
CH29: Possible non-accidental injury			HBP
CH30: Behavioural problem			MH
CH31: Developmental delay			
CH32: Growth failure			

Comment and reflection on Log Book Outcomes not achieved during the rotation

Record of Achievement of Rotation Competencies



Competency	Date Achieved	Notes
Demonstration of competence in taking a history in the Child Health setting		
Demonstration of competence in assessment of inhaler technique		
Demonstration of competence in measurement of pulse, temperature, respiratory rate and blood pressure and plotting them on a bedside chart		
Demonstration of competence in use of appropriate instrumentation to examine the throat		
Demonstration of use of an auroscope to inspect a child's ear drum		
Demonstration of competence in calculating and prescribing oral and intravenous fluid replacement		

Child Health Competency 1

Demonstration of competence in taking a history in the Child Health setting

Student name	
Student signature	
Assessor name	
Assessor's position & job title	
Assessor signature	
Date of assessment	
Site of assessment	

Reflection

By signing this form the member of the clinical team is acknowledging that the student has achieved the level of competence required

Child Health Competency 2

Demonstration of competence in assessment of inhaler technique

Student name	
Student signature	
Assessor name	
Assessor's position & job title	
Assessor signature	
Date of assessment	
Site of assessment	

Reflection

By signing this form the member of the clinical team is acknowledging that the student has achieved the level of competence required

Child Health Competency 3

Demonstration of competence in measurement of pulse, temperature, respiratory rate and blood pressure and plotting them on a bedside chart

Student name	
Student signature	
Assessor name	
Assessor's position & job title	
Assessor signature	
Date of assessment	
Site of assessment	

Reflection

By signing this form the member of the clinical team is acknowledging that the student has achieved the level of competence required

Child Health Competency 4

Demonstration of competence in use of appropriate instrumentation to examine the throat

Student name	
Student signature	
Assessor name	
Assessor's position & job title	
Assessor signature	
Date of assessment	
Site of assessment	

Reflection

By signing this form the member of the clinical team is acknowledging that the student has achieved the level of competence required

Child Health Competency 5

Demonstration of use of an auroscope to inspect a child's ear drum

Student name	
Student signature	
Assessor name	
Assessor's position & job title	
Assessor signature	
Date of assessment	
Site of assessment	

Reflection

By signing this form the member of the clinical team is acknowledging that the student has achieved the level of competence required

Child Health Competency 6

Demonstration of competence in calculating and prescribing oral and intravenous fluid replacement

Student name	
Student signature	
Assessor name	
Assessor's position & job title	
Assessor signature	
Date of assessment	
Site of assessment	

Reflection

By signing this form the member of the clinical team is acknowledging that the student has achieved the level of competence required