



UNDERGRADUATE (MBBS)

ACADEMIC RECORD/LOG BOOK

Anatomy



The Tamil Nadu
Dr. M.G.R. Medical University
Chennai

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**Under Graduate (MBBS)
Academic Record/Log book
Anatomy**

PREFACE

The goal of the Graduate Medical Education Regulation (GMER) is to sculpt every medical student into a responsible Indian Medical Graduate who can cater to the needs of the society. The thrust in the new regulations is to make medical education more learner-centric, patient-centric, gender-sensitive, outcome-oriented and environment appropriate.

Communication and interpersonal skills are imperative in providing quality medical care. Our curriculum achieves this by providing dedicated curriculum time in the form of a longitudinal program based on Attitude, Ethics and Communication (AETCOM) competencies. Foundation Course is to orient medical learners to MBBS programme, and provide them with requisite knowledge, communication, technical and language skills.

Electives allow students to get exposed to diverse environment, get a glimpse of future career, to revisit basic sciences of their own interest and indulge in research activities. Family adoption program aims to provide experimental learning opportunity to Indian Medical Graduates in community-based health care.

Skill laboratories have been incorporated into the curriculum for the learners to get an opportunity to learn clinical and communication skills while eliminating the fear of harming patients. The Learner-doctor method of clinical training (Clinical Clerkship) is to provide learners with experience in longitudinal patient care, by being part of the health care team providing hands-on care for patients.

This academic record / log book should be maintained as a document to record day-to-day academic activities, assessments, grading of assessments and its feedback. Periodic recording of all academic activities should be done by the student and has to be submitted to the faculty in-charge during feedback sessions. This document will incorporate in it all components that are being assessed for the final internal assessment and should be submitted to the concerned department and the examiners. Internal assessment marks will be given after evaluating this document. For subjects spanning across different phases this academic record has to be maintained for that particular subject and has to be evaluated at the end of posting in each phase.

CERTIFICATE

This is to certify that the candidate
Mr./Ms..... Reg No.
....., admitted in the year in the
.....
..... (Medical College) has satisfactorily completed /
has not completed all assignments / requirements mentioned in this logbook for first year
MBBS course in the subject of Anatomy during the period from to
..... She / He is eligible / not eligible to appear for the summative (University)
assessment as on the date given below.

Signature of Faculty
Name and Designation

Countersigned by Head of the Department

Place:

Date:

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CURRICULUM VITAE

Name of Student											
Date of commencement of phase 1											
Name of Parent/Guardian											
Date of Birth & Age											
Permanent Address											
Address for Postal Communication											
Mobile Phone (Parent/Guardian)											
Mobile Phone (Parent/Guardian)											
Mobile Phone (Student)											
Email ID (Parent/Guardian)											
Email ID (Student)											

Paste recent
passport size photo

Signature of Student

DISTRIBUTION OF SUBJECT WISE TEACHING HOURS

Subject	Large group teaching	SGT/ Practical/ Tutorials/ Seminars	SDL	Total
Foundation Course				80
Anatomy	180	430	10	620
Physiology	130	305	10	445
Biochemistry *	82	157	10	249
Early Clinical Exposure (ECE)**	-	27	-	27
Community Medicine	20	20	-	40
Family adoption Program (FAP)	-	24	-	24
(AETCOM)***	-	26	-	26
Sports and extra-curricular Activities	-	-	-	10
Total	412	989	30	1521

SGT: Small group teaching, SDL: Self-directed learning

*Including Molecular Biology

**Minimum ECE hours. These hours are to be divided equally by anatomy, physiology & biochemistry.

***AETCOM module is a longitudinal programme.

DISTRIBUTION OF INTERNAL ASSESSMENT MARKS

THEORY AND PRACTICAL

I. Formative Assessment (Theory)			II. Continuous Internal Assessment (Theory)				Total Marks
1 st PCT Theory	2 nd PCT Theory	Prelims Theory (Paper I & II)	Home Assignment	Continuous Class test (LMS ^{**})	Self-Directed Learning	Attendance Theory	
I-A	I-B	I-C	II-A	II-B	II-C	II-D	
20	20	10	10	20	10	10	100

III. Formative Assessment (Practical)			IV. Continuous Internal Assessment (Practical)				Total Marks
1 st PCT* Practical	2 nd PCT Practical	Prelims Practical	Certifiable skill- based competencies	AETCOM competencies	Record book/ Log book	Attendance Practical	
III-A	III-B	III-C	IV-A	IV-B	IV-C	IV-D	
20	20	10	20	10	10	10	100

**PCT – Part Completion test; **LMS – Learning Management System*

FORMATIVE ASSESSMENT – THEORY

Date	Assessment (IA/PCT/ PRELIMS)	Topic

Signature of Facilitator

FORMATIVE ASSESSMENT – PRACTICALS

Date	Assessment (IA/PCT/ PRELIMS)	Topic

Signature of Facilitator

Formative assessment Feedback Session		Marks:
Topic:		Date:
Reflection by the Student		
Feedback and Remedial Action suggested by the facilitator/ Remedial assessment marks		
Signature of Student		
Signature of Facilitator after completion of remedial action		

Formative assessment Feedback Session		Marks:
Topic:		Date:
Reflection by the Student		
Feedback and Remedial Action suggested by the facilitator/ Remedial assessment marks		
Signature of Student		
Signature of Facilitator after completion of remedial action		

Formative assessment Feedback Session		Marks:
Topic:		Date:
Reflection by the Student		
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Signature of Facilitator after completion of remedial action		

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Topic:		Date:
Reflection by the Student		
Feedback and Remedial Action suggested by the facilitator/ Remedial assessment marks		
Signature of Student		
Signature of Facilitator after completion of remedial action		

CONTINUOUS INTERNAL ASSESSMENT

THEORY

HOME ASSIGNMENT

- Students can be instructed to draw Gross Anatomy diagrams with proper colour code and labelling or shall be given an assignment based on the core or non-core topics of the curriculum and any other such topics as deemed necessary.

CONTINUOUS CLASS TEST (LMS)

- Assessment methods may include end of Lecture class/Module Assessment: 5-8 MCQs solved over 5-8 minutes / very short answers etc.,
- Learning Management Systems like Google Classroom, Moodle etc., can be used to assess student's performance on a day to day /weekly basis.

SDL

- SDL can be based on seminar, museum study and library assignments.
- Seminar topics can be allotted to students and they can present the topic based on which assessment can be made.
- Museum study may be based on specimens, models and pictures of scientist. Students can visit the museum, have a group discussion and assessment based on the narration of the topic can be done.
- Library assignment topics can be given to students for which library books can be used as references.
- They shall record a detailed synopsis of the learning in this section. The student shall also record a list of the books/journals referred in Vancouver format.

CONTINUOUS INTERNAL ASSESSMENT

PRACTICALS

CERTIFIABLE SKILLS

- The facilitator shall assess the learner for the specific certifiable competency and those certifiable competencies which the learner has acquired shall be entered in this section. A record of these is also maintained in the assessment record.
- Identify Epithelium under the microscope, Draw and label it.

AETCOM

- 75% attendance in Professional Development Programme (AETCOM Module) shall be mandatory for eligibility to appear for final examination in each professional year.
- The learner shall be given an assignment based on the AETCOM topics of the curriculum.
- They shall record a detailed synopsis and reflection of the learning in this section.
- Assessment: Written tests comprising of short notes and creative writing experiences, OSCE based clinical scenarios / viva voce, MCQs

RECORD / LOG BOOK

- Record/log book is a crucial tool for tracking your progress, reflecting on your experiences, and developing essential skills. It carries 10 marks, so regular maintenance and timely submission are vital.
- Complete all assigned work and document it in your log/record book on time.
- Submit your log/record book to your tutor for review and feedback as scheduled.
- Assessment based on content, legibility and neatness, adherence to timeline, ensuring thorough documentation of student's work.

THEORY - HOME ASSIGNMENT

Date	Topic

Signature of Facilitator

Feedback given by the Facilitator with signature

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THEORY - CONTINUOUS CLASS TEST (LMS)

No.	Topic	Date of completion
1	General Anatomy	
2	Lower Limb	
3	Upper Limb	
4	General Embryology	
5	General Histology	
6	Abdomen	
7	Pelvis	
8	Thorax	
9	Head & Neck I	
10	Head & Neck II	
11	Brain	
12	Systemic Histology	
13	Systemic Embryology	
14	Genetics	

Signature of Facilitator

LGT and SGT		
Topic.	Competency Nos.	Reflection of the student on their own learning
<u>GENERAL ANATOMY</u>		
Anatomical terminology		
General features of bones & Joints		
General features of Muscle		
General features of skin and fascia		
General features of the cardiovascular system		
General Features of lymphatic system		
Introduction to the nervous system		
Signature of Facilitator		

GENERAL HISTOLOGY

Epithelium histology		
Connective tissue histology		
Muscle histology		
Nervous tissue histology		
Blood Vessels		
Glands & Lymphoid tissue		
Bone & Cartilage		

Integumentary System		
Signature of Facilitator		
<u>UPPER LIMB</u>		
Features of individual bones (Upper Limb)		
Pectoral region		
Axilla, Shoulder and Scapular region		
Arm & Cubital fossa		

Forearm & hand		
General Features, Joints, radiographs & surface marking		
Signature of Facilitator		
<u>GENERAL EMBRYOLOGY</u>		
Introduction to embryology		
Gametogenesis and fertilization		
Second week of development		
3rd to 8th week of development		

Fetal membranes		
Prenatal Diagnosis		
Signature of Facilitator		
LOWER LIMB		
Features of individual bones (Lower Limb)		
Front & Medial side of thigh		
Gluteal region & back of thigh		

Hip Joint		
Knee joint, Anterior compartment of leg & dorsum of foot		
Back of Leg & Sole		
General Features, Joints, radiographs & surface marking		

Signature of Facilitator

ABDOMEN & PELVIS

Anterior
abdominal wall,
Posterior
abdominal wall &
Male external
genitalia

Abdominal cavity
- Peritoneum

Abdominal cavity
- Viscera

Abdominal cavity
– Blood vessels,

Nerves, Diaphragm		
Pelvic wall and viscera		
Perineum		
Vertebral column		
Sectional Anatomy		
Abdomen & Pelvis- Histology & Embryology		

Abdomen & Pelvis- Osteology, Radiodiagnosis, Surface marking		
Signature of Facilitator		
<u>THORAX</u>		
Thoracic cage		
Heart & Pericardium		

Mediastinum		
Lungs & Trachea		
Thorax - Histology , Embryology, Radiology & Surface marking		
Signature of Facilitator		
<u>GENETICS:</u>		
Chromosomes		

Patterns of Inheritance		
Principles of Genetics, Chromosomal Aberrations & Clinical Genetics		
Signature of Facilitator		
<u>HEAD AND NECK:</u>		
Skull osteology		
Scalp		
Face & parotid region		
Posterior triangle of neck		
Cranial cavity		

Orbit		
Anterior Triangle		
Temporal and Infratemporal regions		
Submandibular region		
Deep structures in the neck		

Mouth, Pharynx & Palate		
Cavity of Nose		
Larynx		
Tongue		
Organs of hearing and equilibrium		

Eyeball		
Back Region		
Head & neck Joints, Histology, Development, Radiography & Surface marking		
Signature of Facilitator		
BRAIN		
Meninges & CSF		
Spinal Cord		
Medulla Oblongata		

Pons		
Cerebellum		
Midbrain		
Cranial nerve nuclei & Cerebral hemispheres		
Ventricular System & Special sensory pathways		
Brain -Histology & Embryology		
Signature of Facilitator		

THEORY - SELF-DIRECTED LEARNING

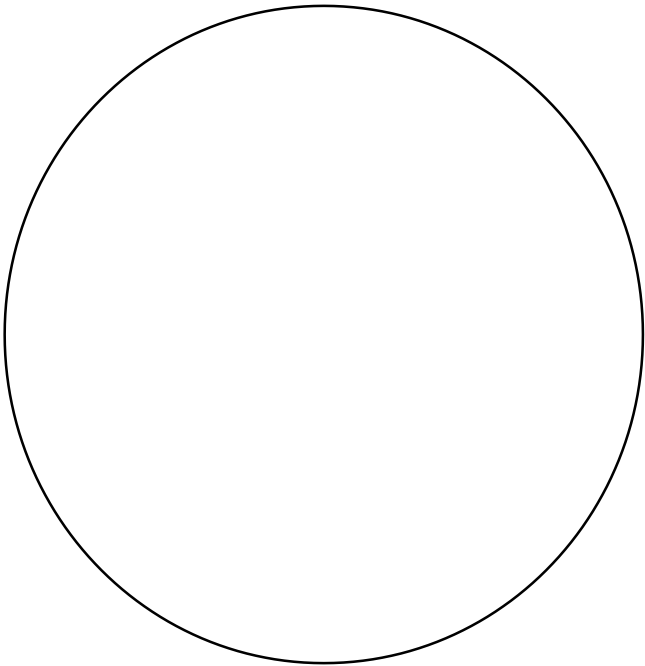
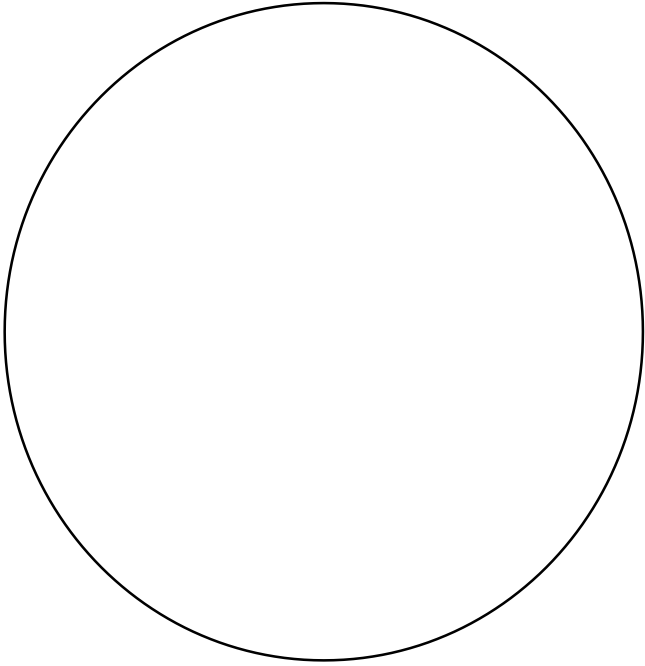
Date	Topic

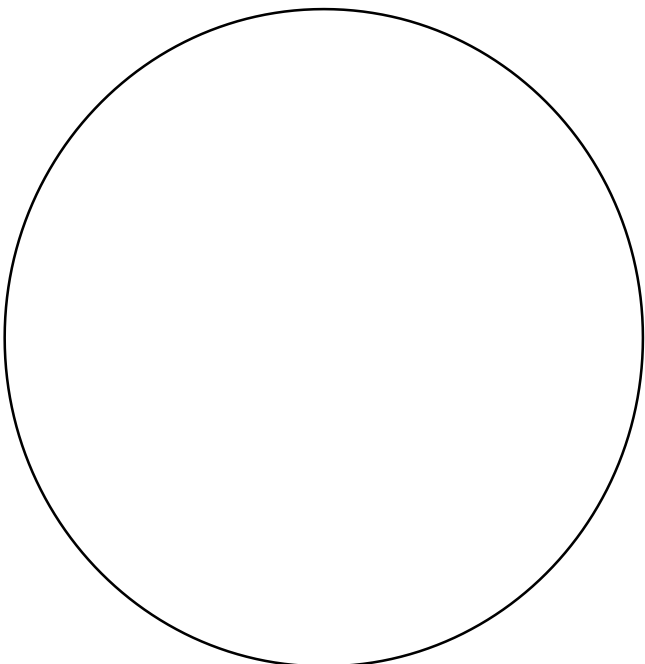
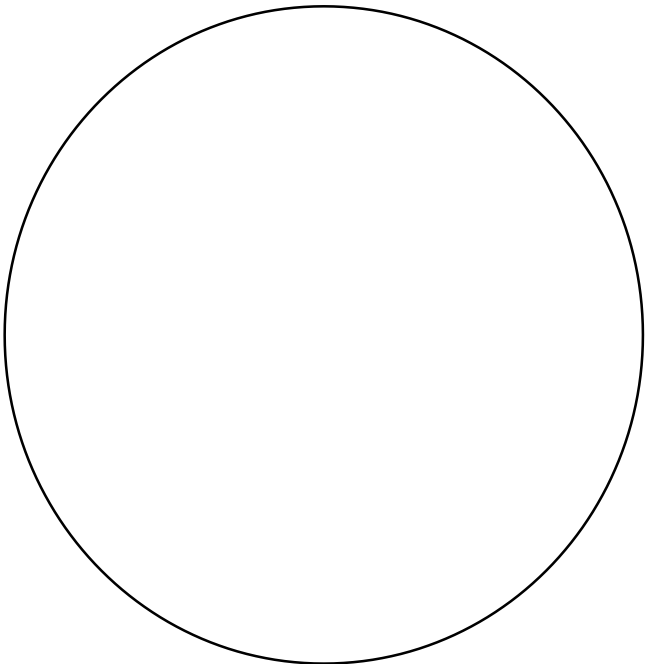
Signature of Facilitator

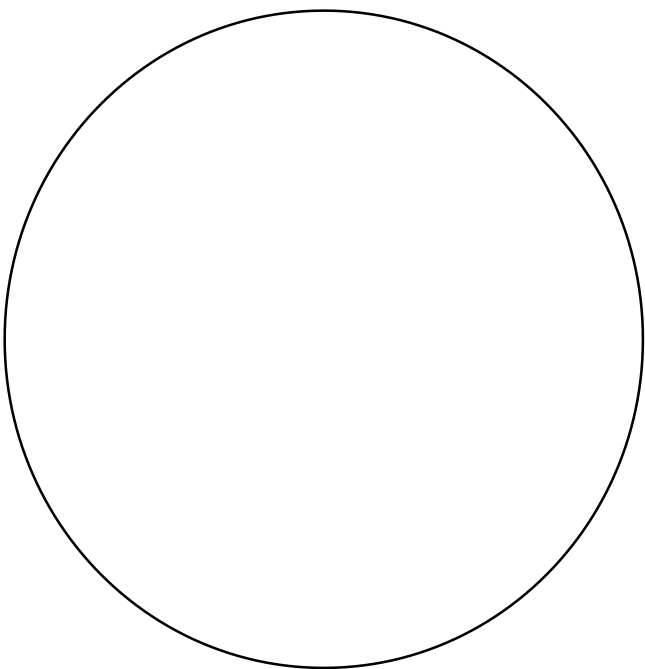
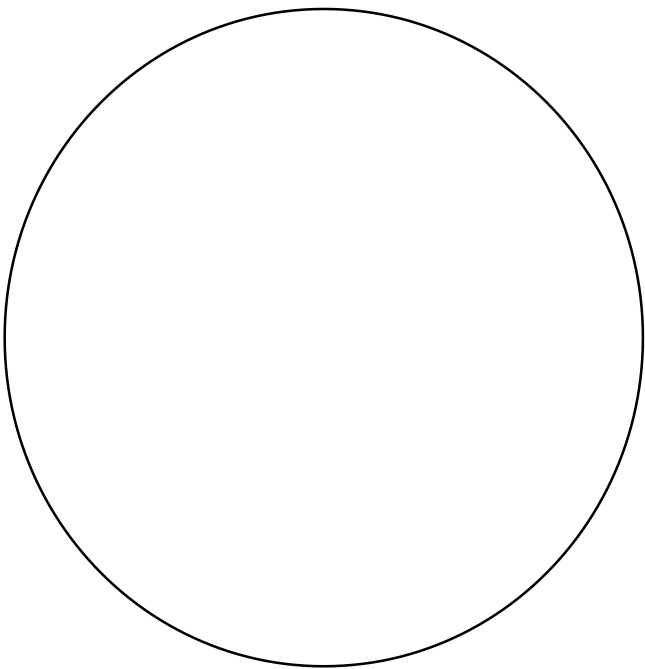
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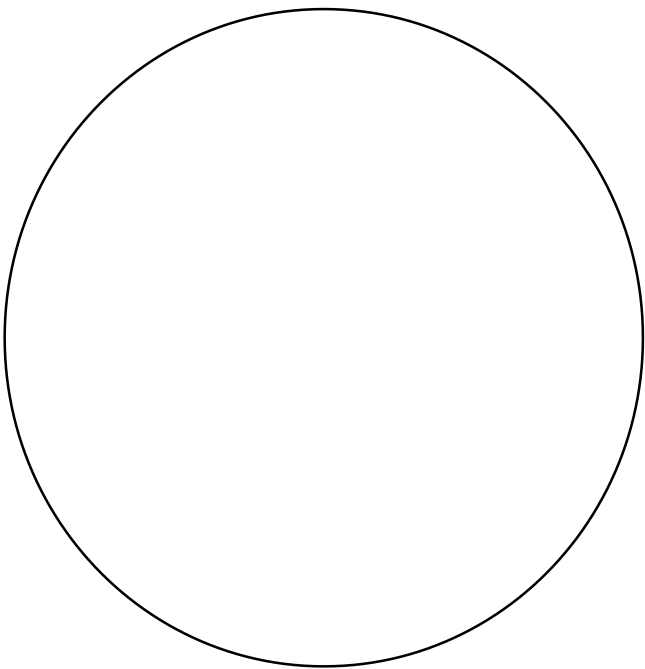
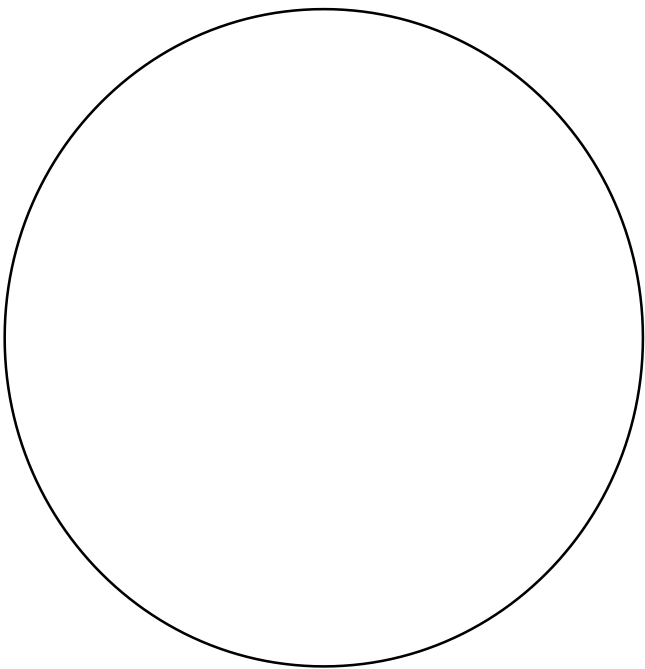
Feedback given by the Facilitator with signature

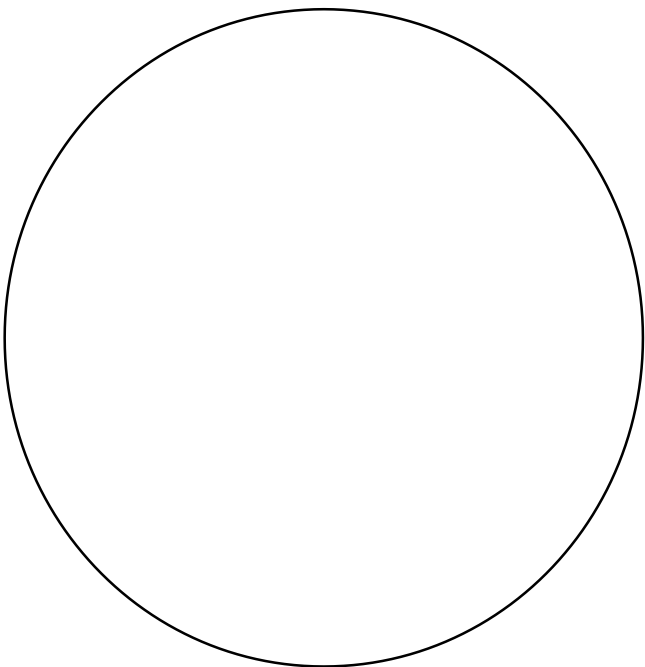
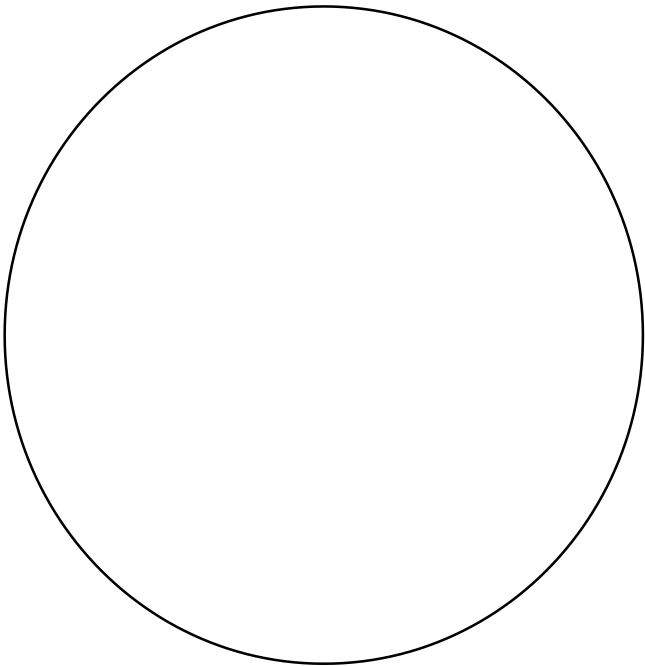
PRACTICAL - CERTIFIABLE SKILLS

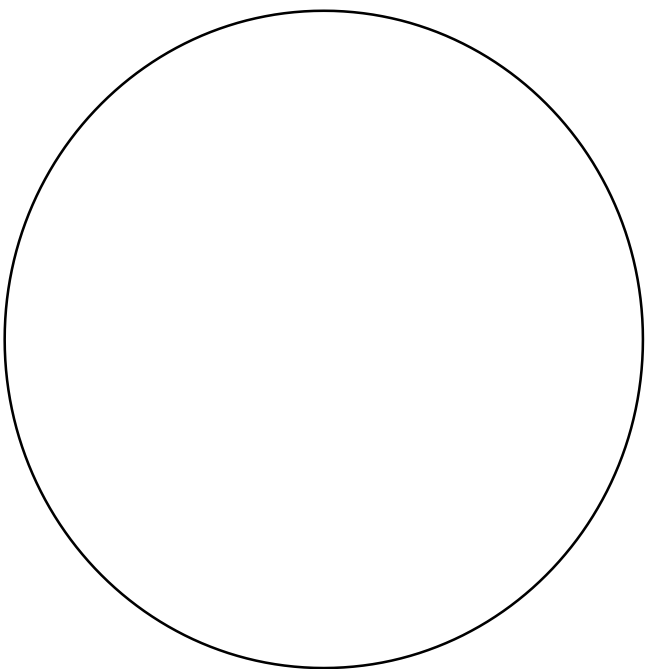
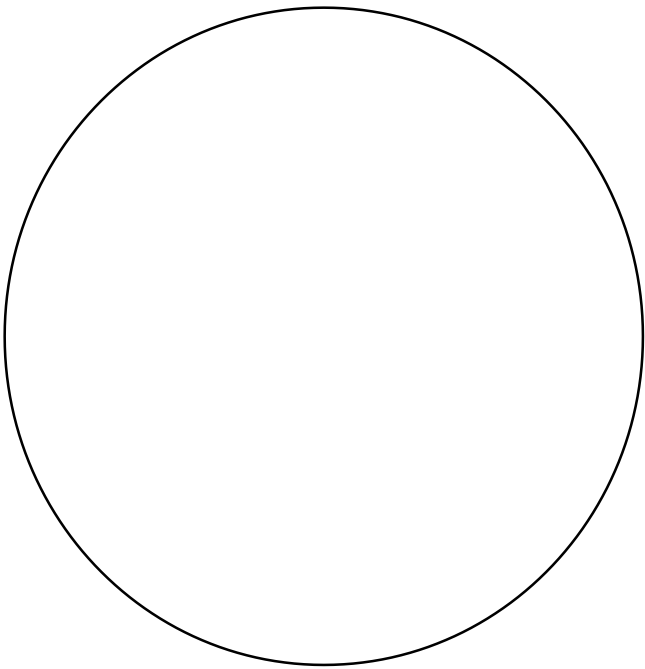












Competency and name of the activity	AN 65.1 Identify, draw and label a slide of Simple squamous epithelium		
Date			
Attempt at activity First or Only (F) Repeat (R) Remedial (Re)			
Rating Below (B) expectations Meets (M) expectations Exceeds (E) expectations Or Numerical Score			
Decision of faculty Completed (C) Repeat (R) Remedial (Re)			
Initial of faculty and date			
Feedback received Initial of learner			

Competency and name of the activity	AN 65.1 Identify, draw and label a slide of Simple cuboidal epithelium.		
Date			
Attempt at activity First or Only (F) Repeat (R) Remedial (Re)			
Rating Below (B) expectations Meets (M) expectations Exceeds (E) expectations Or Numerical Score			
Decision of faculty Completed (C) Repeat (R) Remedial (Re)			
Initial of faculty and date			
Feedback received Initial of learner			

Competency and name of the activity	AN 65.1 Identify, draw and label a slide of Simple columnar epithelium		
Date			
Attempt at activity First or Only (F) Repeat (R) Remedial (Re)			
Rating Below (B) expectations Meets (M) expectations Exceeds (E) expectations Or Numerical Score			
Decision of faculty Completed (C) Repeat (R) Remedial (Re)			
Initial of faculty and date			
Feedback received Initial of learner			

Competency and name of the activity	AN 65.1 Identify, draw and label slide of Stratified squamous epithelium – (Keratinized/ Non keratinized)		
Date			
Attempt at activity First or Only (F) Repeat (R) Remedial (Re)			
Rating Below (B) expectations Meets (M) expectations Exceeds (E) expectations Or Numerical Score			
Decision of faculty Completed (C) Repeat (R) Remedial (Re)			
Initial of faculty and date			
Feedback received Initial of learner			

Competency and name of the activity	AN 65.1 Identify, draw and label a slide of Transitional epithelium.		
Date			
Attempt at activity First or Only (F) Repeat (R) Remedial (Re)			
Rating Below (B) expectations Meets (M) expectations Exceeds (E) expectations Or Numerical Score			
Decision of faculty Completed (C) Repeat (R) Remedial (Re)			
Initial of faculty and date			
Feedback received Initial of learner			

Competency and name of the activity	AN 65.1 Identify, draw and label a slide of Pseudostratified ciliated columnar epithelium.		
Date			
Attempt at activity First or Only (F) Repeat (R) Remedial (Re)			
Rating Below (B) expectations Meets (M) expectations Exceeds (E) expectations Or Numerical Score			
Decision of faculty Completed (C) Repeat (R) Remedial (Re)			
Initial of faculty and date			
Feedback received Initial of learner			

Competency and name of the activity			
Date			
Attempt at activity First or Only (F) Repeat (R) Remedial (Re)			
Rating Below (B) expectations Meets (M) expectations Exceeds (E) expectations Or Numerical Score			
Decision of faculty Completed (C) Repeat (R) Remedial (Re)			
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Feedback received Initial of learner			

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Date			
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Rating Below (B) expectations Meets (M) expectations Exceeds (E) expectations Or Numerical Score			
Decision of faculty Completed (C) Repeat (R) Remedial (Re)			
Initial of faculty and date			
Feedback received Initial of learner			

PRACTICAL - AETCOM

Date	Module No	Topic

ATTENDANCE - THEORY AND PRACTICALS

Month	Theory percentage	Practical percentage

Details	Percentage of attendance
Foundation Course (minimum 75%) (Common for all 3 departments)	
Theory	
Practical	
AETCOM	
Early Clinical Exposure	

INTEGRATED SESSION

1. This section includes academic mile stones attained through horizontal and vertical integrated sessions.
2. The learner shall attend all such integrated sessions, observe, interact and understand the topic.
3. The learner shall submit the end of session assessment (e.g. MCQ session of 15-20 MCQ questions)
4. The completion of such activity shall be recorded in this section by the learner and signed by the facilitator.

No.	Topic	Date of session
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Integrated Session 2:	
Date	Initials of Facilitator
Objectives	
Synopsis of Learning/ Reflections	

Integrated Session 3:	
Date	Initials of Facilitator
Objectives	
Synopsis of Learning/ Reflections	

Integrated Session 5:	
Date	Initials of Facilitator
Objectives	
Synopsis of Learning/ Reflections	

EARLY CLINICAL EXPOSURE

- The objectives of early clinical exposure are to enable the learner to
 1. Recognize the relevance of basic sciences in diagnosis, patient care and treatment.
 2. Provide a context that will enhance basic science learning.
 3. Relate to experience of patients as a motivation to learn.
 4. Recognize attitude, ethics and professionalism as integral to the doctor- patient relationship.
 5. Understand the socio-cultural context of diseases through the study of humanities.
- The three elements of ECE are
 1. Provision of clinical correlation to basic sciences learning.
 2. Provision of authentic human contact in a social or clinical context that enhances learning in the early/pre-clinical years of undergraduate education.
 3. Introduction to humanities in medicine.

- **Salient Principles:**

The key principles underlying early clinical exposure are to provide a clinical context and ensure patient centricity. The clinical context can include case scenarios, videos, actual patient or simulated patient etc. The presence of actual patients in every session of ECE, though not essential, is preferred. Therefore, ECE is exposure to the relevant clinical context in earlier years. It must be noted that purpose of ECE is not to prepone the conventional clinical teaching but to provide better understanding of basic sciences through a clinical context.

Note:

1. This section includes academic mile stones attained through early clinical exposure. The learner shall be assigned a specific learning objective for each session.
2. The learner shall be assigned to such ECE sessions in groups as deemed necessary by the individual institutions. The learner shall observe, interact, understand and perceive the activity. They shall record a detailed synopsis of the learning in this section. The student shall also record a detailed reflection of their experience of what was observed.
3. The completion of such activity shall be recorded in this section by the learner and signed by the facilitator.

ECE Session 2:	
Date	Initials of Facilitator
Objectives	
Synopsis of Learning/ Reflections	

ECE Session 3:**Date****Initials of Facilitator****Objectives****Synopsis of Learning/ Reflections**

ECE Session 4:	
Date	Initials of Facilitator
Objectives	
Synopsis of Learning/ Reflections	

ECE Session 5:	
Date	Initials of Facilitator
Objectives	
Synopsis of Learning/ Reflections	

ECE Session 6:	
Date	Initials of Facilitator
Objectives	
Synopsis of Learning/ Reflections	

PHOTO STORY

1. Students may document the important moments of this journey e.g. prizes won, competitions attended, department activities etc.,
2. These are based on the preferences of individual institutions.
3. The projects are voluntary activity and not included for internal assessment.

CO-CURRICULAR ACHIEVEMENTS

1. This section shall include the important co-curricular activities in which the student is involved during the academic year which shall be documented for the student and the department e.g. prizes won, competitions attended, etc.
2. These are based on the preferences of individual institutions.
3. The projects are voluntary activity and not included for internal assessment.

REMEDIAL WORKSHEET

