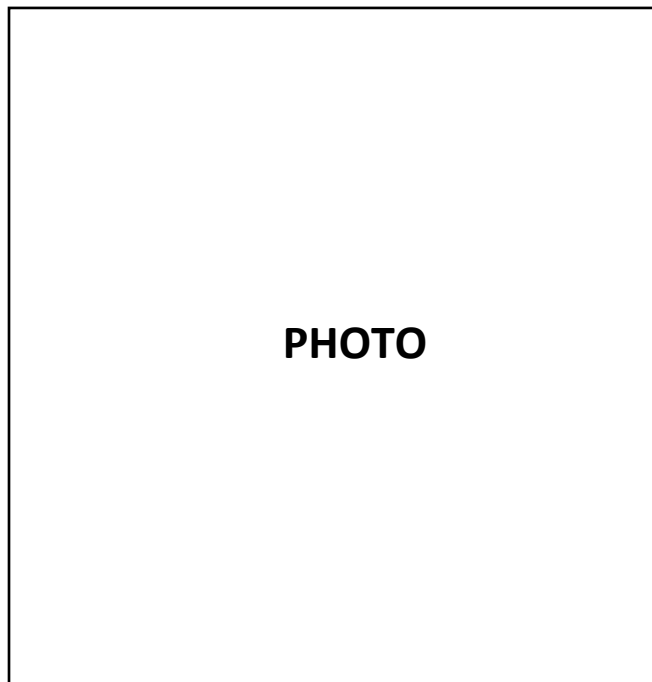


College
Logo

Clinical Foundation Rotation Clerkship

LOGBOOK YEAR 1

Student Profile



Roll No: _____

Name: _____

S/O D/O: _____

Address: _____

Phone: _____

Email: _____

Batch: _____

College's Vision Statement:

College's Mission Statement:

CFRC SKILL INDEX

No.	Block	Skill	Learning outcome	Completed date	Supervisor initials
1	Block I	Hand washing	Demonstrate effective hand hygiene for dental clinical and simulation settings.		
2	Block I	Gloving	Perform safe glove selection, donning and doffing in dental settings.		
3	Block I	Tooth Brushing Techniques	Demonstrate evidence-based toothbrushing instruction for caries and gingivitis prevention.		
4	Block I	Flossing Techniques	Demonstrate interdental cleaning safely and tailor the method to the patient.		
5	Block I	Communication Skills – Oral Hygiene	Counsel a patient/peer on oral hygiene using respectful, health-literate communication.		

No.	Block	Skill	Learning outcome	Completed date	Supervisor initials
6	Block II	Infection Control and Waste Management	Apply standard precautions, sharps safety and dental waste segregation according to local policy.		
7	Block II	Communication Skills – Caries Prevention	Counsel a patient/peer on caries prevention using risk-based, patient-centered advice.		
8	Block II	Temperature Recording	Measure, record and interpret body temperature safely using approved devices.		
9	Block III	Interpret Bleeding Time	Interpret a bleeding-time result cautiously and relate it to dental bleeding risk and referral needs.		
10	Block III	Interpret Clotting Time	Interpret clotting-time results cautiously and recognize when formal coagulation testing or referral is needed.		

No.	Block	Skill	Learning outcome	Completed date	Supervisor initials
11	Block III	Blood Pressure Measurement Techniques	Measure blood pressure by palpatory and auscultatory methods using correct positioning and documentation.		
12	Block III	Pulse Examination Awareness	Record radial pulse rate, rhythm and immediate red flags safely.		
13	Block III	Jaw Jerk Reflex	Assess and interpret jaw jerk reflex as a trigeminal motor/upper motor neuron screening sign.		

TABLE OF CONTENTS

PREAMBLE

The aim of dental education is to prepare graduates who can provide safe, effective, and patient-centered oral healthcare. This goal can only be achieved when dental students are holistically trained to deliver standardized patient care, incorporating diagnostic, preventive, and management skills along with effective communication and counseling abilities.

The competencies outlined by the Pakistan Medical and Dental Council (PMDC) for a graduating dentist include:

- Care Provider
- Decision Maker
- Communicator
- Community Leader

These competencies can only be developed through a structured and comprehensive clinical training program. The purpose of this document is to outline the UHS Clinical Clerkship framework for BDS students. This program is designed as a vertically integrated module spanning all four years of dental education. Recognizing the diversity among dental colleges affiliated with UHS, this framework has been designed with flexibility so that each institution can adapt it to its available resources and clinical settings. We are confident that this step will promote uniformity in clinical training and enhance the overall quality of dental education across UHS-affiliated colleges.

How to use this logbook

- Each clinical skill has an entry in this logbook along with the checklist to be filled by the supervisor.
- Number of entries per skill must be mentioned in the modular study guides.
- The Clinical supervisor must tick all boxes deemed fulfilled and give feedback to the student regarding their performance.

CHECKLIST FOR HANDWASHING

CHECKLIST FOR HANDWASHING (Some of the following steps/tasks should be performed simultaneously.)	CASES
STEP/TASK	SCORE
<u>Expected Competency</u> Demonstrates the correct technique of hand washing. <u>Getting Ready:</u> 1. Has read the handwashing procedure and understands the 4 moments of hand hygiene. i. Before Contact with patient and/or their environment ii. Before performing a clean and/or aseptic procedure iii. After exposure to blood and/or body fluid iv. After contact with patient and/or their environment	
Skill/Activity performed satisfactorily	
<u>The Procedure:</u> • Wet hands with warm water • Apply soap and lather thoroughly • Rub palms, spaces between fingers, backs of hands and wrists, rubbing it vigorously • Able to identify how long handwashing procedure is • Rinse under running water • Pat hands dry with paper towel • Turn off tap with paper towel	
Skill/Activity performed satisfactorily	
Signature Of Supervisor	
Date Observed	

Place a “**V**” in case box if step/task is **performed satisfactorily**, an “**X**” if it is **not performed**.

Satisfactorily, or N/O if not observed.

Satisfactory: Performs the step or task according to the standard procedure or guidelines

Unsatisfactory: Unable to perform the step or task according to the standard procedure or guidelines

CHECKLIST FOR DONNING & DOFFING GLOVES

CHECKLIST FOR DONNING & DOFFING GLOVES (Some of the following steps/tasks should be performed simultaneously.)	CASES
STEP/TASK	SCORE
<u>Expected Competency</u> Demonstrates the correct technique of donning and doffing gloves. <u>Getting Ready:</u> • Washed hands. • Preparation: gloves, in place <u>The Procedure: (gloving)</u> • Pick up one glove and place the palm away from you. Slide the fingers under the glove cuff and spread them so that a wide opening is created. Keep thumbs under the cuff. • The doctor will thrust his or her hand into the glove. Do not release the glove yet • Gently release the cuff (do not allow the cuff to snap sharply) while unrolling it over the wrist. Proceed with the other glove using the same technique.	
Skill/Activity performed satisfactorily	
Signature Of Supervisor	
Date Observed	

Place a “**v**” in case box if step/task is **performed satisfactorily**, an “**X**” if it is **not performed**.

Satisfactorily, or N/O if not observed.

Satisfactory: Performs the step or task according to the standard procedure or guidelines

Unsatisfactory: Unable to perform the step or task according to the standard procedure or guidelines

**CHECKLIST FOR
COUNSELLING
SKILLS RELATED TO
ORAL HYGINE**

CHECKLIST FOR COUNSELLING SKILLS RELATED TO ORAL HYGIENE (Some of the following steps/tasks should be performed simultaneously.)	CASES
STEP/TASK	SCORE
<u>Expected Competency</u> Demonstrates effective communication and counselling skills while educating the patient about oral hygiene maintenance and plaque control. <u>Performance Indicators (Skills):</u> • Greet and introduce yourself, confirm identity, and establish rapport with professional communication. • Assess brushing habits, adjunct use, symptoms (bleeding, sensitivity) etc. • Explain plaque, its link to gingivitis/periodontitis, and consequences in simple language. • Demonstrate modified bass brushing, flossing, proper brush/toothpaste selection, mouthwash, and tongue cleaning. • Personalize instructions, use visual aids, encourage questions and motivate. • Advise regular dental visits and recall, summarize key points, and close politely.	
Skill/Activity performed satisfactorily	
Signature Of Supervisor	
Date Observed	

Place a “V” in case box if step/task is **performed satisfactorily**, an “X” if it is **not performed**.

Satisfactorily, or N/O if not observed.

Satisfactory: Performs the step or task according to the standard procedure or guidelines

Unsatisfactory: Unable to perform the step or task according to the standard procedure or guidelines

**CHECKLIST FOR
FLOSSING
TECHNIQUE FOR
CARIES
PREVENTION**

CHECKLIST FOR FLOSSING TECHNIQUE FOR CARIES PREVENTION (Some of the following steps/tasks should be performed simultaneously.)	CASES
STEP/TASK	SCORE
<u>Expected Competency</u> Demonstrates the correct flossing technique for caries prevention <u>Performance Indicators (Skills):</u> ● Use 18 inches of floss, winding it around middle fingers. ● Hold the floss tightly between thumbs and index fingers. ● Gently insert the floss between teeth with a zig-zag motion. ● Curve the floss around the base of each tooth, making a "C" shape. ● Slide the floss up and down, scraping the tooth surface. ● Repeat for all interdental spaces. ● Two types of flossing: 1. Spool method 2. loop method	
1. Use a model or mannequin to show interdental spaces and flossing technique. 2. Emphasize gentle insertion and curvature around teeth. 3. Highlight the importance of flossing daily.	
Skill/Activity performed satisfactorily	
Signature Of Supervisor	
Date Observed	

Place a “V” in case box if step/task is **performed satisfactorily**, an “X” if it is **not performed**.

Satisfactorily, or N/O if not observed.

Satisfactory: Performs the step or task according to the standard procedure or guidelines

Unsatisfactory: Unable to perform the step or task according to the standard procedure or guidelines

**CHECKLIST FOR
TOOTH BRUSHING
TECHNIQUE FOR
CARIES
PREVENTION**

CHECKLIST FOR TOOTH BRUSHING TECHNIQUE FOR CARIES PREVENTION (Some of the following steps/tasks should be performed simultaneously.)	CASES												
STEP/TASK	SCORE												
<u>Expected Competency</u> Demonstrates the correct brushing technique for caries prevention <u>Performance Indicators (Skills):</u> • Different techniques of brushing: <table border="0"> <tr> <td>1. Bass technique</td> <td>2. Modified Bass technique</td> </tr> <tr> <td>3. Stillman technique.</td> <td>4. Modified Stillman</td> </tr> <tr> <td>5. charter technique</td> <td>6. Modified charter</td> </tr> <tr> <td>7. Horizontal</td> <td>8. Fones technique</td> </tr> </table> • Focus on areas: Pay extra attention to: <table border="0"> <tr> <td>1. Gingival margins</td> <td>2. Interproximal space</td> </tr> <tr> <td>3. Pits and fissures</td> <td>4. Posterior teeth</td> </tr> </table> • Brush for 2 minutes, twice daily. • Use a pea-sized amount of fluoride toothpaste.	1. Bass technique	2. Modified Bass technique	3. Stillman technique.	4. Modified Stillman	5. charter technique	6. Modified charter	7. Horizontal	8. Fones technique	1. Gingival margins	2. Interproximal space	3. Pits and fissures	4. Posterior teeth	
1. Bass technique	2. Modified Bass technique												
3. Stillman technique.	4. Modified Stillman												
5. charter technique	6. Modified charter												
7. Horizontal	8. Fones technique												
1. Gingival margins	2. Interproximal space												
3. Pits and fissures	4. Posterior teeth												
1. Use a model or mannequin to show plaque removal and caries risk areas. 2. Emphasize the role of fluoride in preventing caries. 3. Show how to brush all surfaces, including hard to reach areas. 4. Encourage patients to brush regularly and correctly.													
Skill/Activity performed satisfactorily													
Signature Of Supervisor													
Date Observed													

Place a “**V**” in case box if step/task is **performed satisfactorily**, an “**X**” if it is **not performed**.

Satisfactorily, or N/O if not observed.

Satisfactory: Performs the step or task according to the standard procedure or guidelines

Unsatisfactory: Unable to perform the step or task according to the standard procedure or guidelines

CHECKLIST FOR INFECTION CONTROL AND WASTE MANAGEMENT

CHECKLIST FOR INFECTION CONTROL AND WASTE MANAGEMENT (Some of the following steps/tasks should be performed simultaneously.)	CASES
STEP/TASK	SCORE
<u>Expected Competency</u> Demonstrates the safe handling and disposal of sharp objects. <u>Performance Indicators (Skills):</u> 1. Use PPE: Wear gloves, mask, and protective eyewear. 2. Handle with care: Avoid recapping needles; use a one-handed scoop technique if necessary. 3. Dispose immediately: Place sharps in puncture resistant containers (e.g., sharps bins) 4. Label and seal: Label containers as "Biohazardous Waste" and seal when 3/4 full. <u>Dental Waste Management:</u> 1. Segregate waste: Separate waste into categories (e.g., sharps, infectious, non-infectious). 2. Use color-coded bags: Use red bags for infectious waste, black for non-infectious waste. 3. Disposal of chemicals: Follow local regulations for chemical disposal (e.g., amalgam, developers). 4. Autoclave or sterilize: Sterilize equipment and instruments as needed. - The container should have an outer rigid part made of plastic or metal and inner lining of disposable bag.	

Container should be emptied every day and internal lining be replaced.	
Skill/Activity performed satisfactorily	
Signature Of Supervisor	
Date Observed	

Place a “**V**” in case box if step/task is **performed satisfactorily**, an “**X**” if it is **not performed**.

Satisfactorily, or N/O if not observed.

Satisfactory: Performs the step or task according to the standard procedure or guidelines

Unsatisfactory: Unable to perform the step or task according to the standard procedure or guidelines

**CHECKLIST FOR
COUNSELLING
SKILLS RELATED TO
CARIES
PREVENTION**

CHECKLIST FOR COUNSELLING SKILLS RELATED TO CARIES PREVENTION (Some of the following steps/tasks should be performed simultaneously.)	CASES
STEP/TASK	SCORE
<u>Expected Competency</u> Demonstrates effective communication skills while providing counseling on caries prevention. <u>Performance Indicators (Skills):</u> • Greets patient appropriately and introduces self • Explains dental caries in simple language • Advises on brushing and flossing • Provides dietary counseling for sugar reduction • Explains fluoride use • Checks patient understanding	
Skill/Activity performed satisfactorily	
Signature Of Supervisor	
Date Observed	

Place a “**V**” in case box if step/task is **performed satisfactorily**, an “**X**” if it is **not performed**.

Satisfactorily, or N/O if not observed.

Satisfactory: Performs the step or task according to the standard procedure or guidelines

Unsatisfactory: Unable to perform the step or task according to the standard procedure or guidelines

CHECKLIST FOR BODY TEMPERATURE

CHECKLIST FOR BODY TEMPERATURE (Some of the following steps/tasks should be performed simultaneously.)	CASES
STEP/TASK	SCORE
<u>Getting Ready:</u> • Before proceeding further, check if the patient has recently taken cold or hot food/drink or smoked. • Dip the thermometer in antiseptic (spirit) and wipe dry. • If analogue thermometer, shake it until the normal temperature is pushed below 35°C. • If digital thermometer, switch it on and it will show the room temperature on the display.	
Skill/Activity performed satisfactorily	
<u>The Procedure:</u> 1. Explain the procedure to the patient and get a verbal consent to proceed. 2. Keep the thermometer bulb/probe under the patient's tongue. 3. Ask the patient to close the lips firmly around the thermometer but without biting it 4. Keep it in place for at least 2 minutes. 5. Read the temperature as soon as you pull out the instrument 6. After use, clean the instrument with antiseptic and wipe it off	
Skill/Activity performed satisfactorily	
Signatures of Supervisor	

Date Observed	
---------------	--

Place a “**V**” in case box if step/task is **performed satisfactorily**, an “**X**” if it is **not performed**.

Satisfactorily, or N/O if not observed.

Satisfactory: Performs the step or task according to the standard procedure or guidelines

Unsatisfactory: Unable to perform the step or task according to the standard procedure or guidelines

CHECKLIST FOR BLOOD PRESSURE

CHECKLIST FOR BLOOD PRESSURE (Some of the following steps/tasks should be performed simultaneously.)	CASES
STEP/TASK	SCORE
<u>Getting Ready:</u> 1. Introduce yourself to the patient. 2. Explain the procedure and reassure the patient. (blood pressure measurement) 3. Get patient's consent. 4. Wash hands/sanitize hands 5. Prepare the necessary material (clock/watch) 6. Position the patient in a sitting position and uncover one of his /her arms. (Make sure the patient is relaxed and comfortable).	
Skill/Activity performed satisfactorily	
<u>The Procedure:</u> 7. Turn on the mercury valve (if it is mercury sphygmomanometer). 8. Select an appropriately sized cuff and apply it to the upper arm ensuring that it fits securely. (The center of the cuff bladder must be over brachial artery [the bladder should cover 80% of the circumference of the upper arm] and lower edge 2.5 cm above the ante-cubital fossa). 9. Palpate the brachial or radial artery while inflating the cuff till the point where pulsation disappears and keep inflating the cuff 20-30 mmHg more. 10. Slowly deflate the cuff, noting the pressure at which the pulse reappears. (This is the approximate level of the systolic blood pressure). 11. Continue to deflate the cuff slowly at 2 mm Hg/second. Note the point at which Korotkoff sounds disappear completely as the diastolic pressure. 12. Turn off the mercury valve (if it is mercury sphygmomanometer).	

Skill/Activity performed satisfactorily	
<u>Post Procedure:</u> 13. Wash hands. 14. Document the findings	
Skill/Activity performed satisfactorily	
Signatures of Supervisor	
Date Observed	

Place a “V” in case box if step/task is **performed satisfactorily**, an “X” if it is **not performed**.

Satisfactorily, or N/O if not observed.

Satisfactory: Performs the step or task according to the standard procedure or guidelines

Unsatisfactory: Unable to perform the step or task according to the standard procedure or guidelines

CHECKLIST FOR RADIAL PULSE

CHECKLIST FOR RADIAL PULSE (Some of the following steps/tasks should be performed simultaneously.)	CASES
STEP/TASK	SCORE
<u>Getting Ready:</u> 1. Washed hands/sanitized hands 2. Prepared equipment: watch with second hand. 3. Explained procedure to the patient and take consent 4. Determined if the patient is taking any medications that may affect the pulse rate. 5. Assisted the patient to a comfortable position	
Skill/Activity performed satisfactorily	
<u>The Procedure:</u> 6. Located the radial artery. Use the tip of the index and third fingers of your other hand to feel the pulse in your radial artery between your wrist bone and the tendon on the thumb side of your wrist. 7. Placed the tips of index and middle fingers over the vessel. 8. Pushed lightly at first, adding pressure till feeling the pulsation	
<u>Post Procedure:</u> 9. Discussed the findings with the facilitator 10. Washed hands. 11. Recorded the results as beats / minute and comment on, rate and rhythm	
Skill/Activity performed satisfactorily	
Signatures of Supervisor	
Date Observed	

Place a “**v**” in case box if step/task is **performed satisfactorily**, an “**X**” if it is **not performed**.

Satisfactorily, or N/O if not observed.

Satisfactory: Performs the step or task according to the standard procedure or guidelines

Unsatisfactory: Unable to perform the step or task according to the standard procedure or guidelines

CHECKLIST FOR JAW JERK REFLEX

CHECKLIST FOR JAW JERK REFLEX (Some of the following steps/tasks should be performed simultaneously.)	CASES
STEP/TASK	SCORE
<u>Performance Indicators:</u> 1. Place the Thumb in midline over the subject mandible with slightly open. Tap the examiner thumb with clinical hammer. • Stimulus: Stretch of Muscle tendon • Afferent: Trigeminal Nerve • Centre: Pons • Efferent: Trigeminal Nerve 2. Effectors Response: Closure of mouth due to contraction of masseter muscle. • Normally the reflex is absent or diminished. However, in individual with upper motor neuron lesion jaw jerk reflex can be quite pronounced	
Skill/Activity performed satisfactorily	
<u>Post Procedure:</u> 3. Wash hands. 4. Document the findings	
Skill/Activity performed satisfactorily	
Signatures of Supervisor	
Date Observed	

Place a “✓” in case box if step/task is **performed satisfactorily**, an “X” if it is **not performed**.

Satisfactorily, or N/O if not observed.

Satisfactory: Performs the step or task according to the standard procedure or guidelines

Unsatisfactory: Unable to perform the step or task according to the standard procedure or guidelines