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# Assessment of Performance LOGBOOKS



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The logs developed at the medical school of the University of Maastricht were also aimed at improving the structure of clinical education

### ***Student compliance with logbooks***

Although Student compliance is critical to the success of a log Vanek et al. and Dent and Davis found that student participation or compliance in the completion of a log is poor.

Policies and procedures proposed by Vanek et al. to encourage compliance were:

- To create a log that is simple to use
- To use log forms that require limited numbers of coding decisions
- To standardize data collection procedures
- To use closed questions
- To provide rapid analysis of data and timely feedback to students and faculty, and
- To integrate the data into the curricular decision-making process.

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### ***Benefits of logbooks***

In a study conducted by vanek et al. The use of log systems at three medical schools were compared, showed that log data:

- can inform clerkship directors about how well the program goals are met,
- can verify the breadth of student experience
- can facilitate comparative program research among institutions.

### ***Log book and Program Implementation***

The availability of a large number of completed logs at the medical school of The university of Maastricht, allowed the investigation of how well the objectives of Each clerkship had been achieved in the different hospital.

### ***Curricular change based on logbooks***

Ferrell concluded that the analysis of log data was not only useful in assessing the degree to which program objectives had been achieved and in discerning the site differences to be addressed, but that changes in the clerkship were made on the basis of log data.

### **Individualized Feedback and adjustment:**

Registration in the log could lead to a readjustment of students learning activities, either by themselves or their supervisor.

If a student fills out the log and detects that the learning experiences are unbalanced or supervision is limited, he or she can readjust the learning activities.

### **Individualized Feedback and adjustment:**

On the basis of the completed log, the supervisor can advise a student in a mid-term discussion which learning activities need more attention and can try to find solutions to readjust the student's learning activities.

This mid-term discussion should be a formative assessment and should have no summative value because a student might feel threatened, which might reduce the effectiveness of the feedback.

Moreover, if the data in the log shows that students do not make full use of the Learning potential of the clinical setting, the faculty could try to improve the structure of the clerkship.

### **.Checking off Core objectives:**

The students 'Log can then be reviewed by the rotation coordinators to see if the objectives they have set have been attained' so completing the education cycle.

### **Logbooks in Clinical Settings:**

During their clinical years 'medical student rotate across different clinical disciplines in the hospital in order to become experienced as physicians.

What students learn during these clinical rotations often depends on the patient mix available at the period the student attends a specific discipline

### **Clinical supervision:**

One of the factors influencing the effectiveness of clinical teaching is clinical supervision which includes providing constructive and supportive feedback and identifying the students individual needs.

### **Feedback and clinical education:**

Feedback contributes towards a better structuring of clinical education because it can redirect the students learning activities towards areas of deficiencies.

### **Effective Feedbacks:**

In order to be effective, feedback should be provided frequently, under conditions that are stress-free, should be non-judgmental, should be complete and as rapid as possible and remedial action should readily be available.

### **Supervised Interaction:**

Marry highlights that students perceived supervised interaction with patients and teaching by doctors as the most educational activity in both community and hospital environments.

### **Different Experiments in the same setting:**

Individual students have very different experience even with apparently similar timetables.

### **Core Objective:**

It is important for both student and faculty to recognize that although their learning experiences may be very different, core objective can still be attained.

### **Why logbooks?**

As we move toward community teaching and decentralized clerkships, logbooks can be used to track the activities of students as they learn in different environment, providing feedback for program planning.

Logbooks are also extremely useful in focusing students on important objective that must be achieved within specific time frames.

### **Checking off Core objectives:**

Logbooks can be used to 'check off' core objective, and to inform the student whether they need to find experiences or opportunities that have not been achieved in a particular rotation