

Manual Penggunaan Clinical Supervisor's Report

MANUAL PENGGUNAAN LAMAN WEB E-PEMBELAJARAN BAGI PENYEDIAAN LAPORAN
PENYELIA KLINIKAL (CLINICAL SUPERVISOR'S REPORT)

Disediakan oleh
EN. AHMAD SYAFIQ YUSOF
PROF. MADYA DR. SUZAILY WAHAB

Welcome TEACHER_TEST!

Portal e-Pembelajaran Program Ijazah Lanjutan Psikiatri Malaysia
e-Learning Portal for Malaysian Postgraduate Psychiatric Programme

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NO REPORT pada bahagian status menunjukkan masih tiada laporan penyeliaan yang dibuat oleh penyelia.

Seterusnya pengguna hendaklah mengklik pada *VIEW*.

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Student Information

Photo : 

Matric No.: **STUDENT_TEST**

Full Name: **STUDENT TEST**

Email: **STUDENT_TEST@MYDRPSYCH.COM**

MyKad/ Passport No.: **123** H/P No.: **012-3456789**

D.O.B: Age: -

Muat turun panduan pemarkahan di sini

Supervisor's Report

Please [click here](#) for the guidelines for marking scheme.

Year : Assessment : End of Posting Assessment

Hospital : Period of assessment :

The clinical supervisor entrusted with the training of the candidate is responsible for completing this form. Other consultants in the unit and persons like senior trainees, ward sisters or senior nurses who have had contact with the trainee may also be approached to contribute to the assessment. The skills listed are those which have been identified as being required for all trainees to be assessed.

Supervisors are required to assess and categorize each trainee's performance against each specified skill and competence to one of the five categories taking into account the trainee's level of training.

The five categories are:

Category	Excellent	Good	Satisfactory	Borderline	Weak
Marks	10, 9	8, 7	6, 5	4, 3	2, 1

The supervisors are advised to circle in the left hand column the marks that best reflects the trainee's performance during the training period for each specified skill or competency. The lack of significant improvement or behavior despite formative feedback and assessment, or recurrence of poor performance or after showing of improvement should be reflected in the assessment.

The supervisor's judgment is according to the criteria outlined below and not according to your experience with other students under your supervision or comparing with other students.

The skill outlined in the first category is the 'gold standard' by which the student should be judged. Circle the mark indicates performance that is good, satisfactory, further improvement necessary (i.e. borderline), further improvement essential (i.e. weak) in descending order.

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Sebelum memulakan penyeliaan, pengguna boleh memuat turun panduan pemarkahan di ruangan ini.

Pengguna hendaklah mengisi maklumat di bahagian yang diperlukan.

Setelah mengisi maklumat yang diperlukan, pengguna hendaklah mengklik butang *Next* di bahagian ruangan bawah halaman.

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Supervisor's Report		
1.0 CLINICAL COMPETENCE		
1.1 Skill in enquiring data and information from history, physical examination and investigations		
Excellent	<input type="radio"/> 10	Consistently elicits problems-related data from patient and other relevant sources, stresses important points, well organized approach and always consider patient's safety.
	<input type="radio"/> 9	
Good	<input type="radio"/> 8	As above but less consistently.
	<input type="radio"/> 7	
Satisfactory	<input type="radio"/> 6	As above but sometimes concentrates on data not related to the problem, sometimes omits other sources, occasionally misses important information, sometimes misses important signs.
	<input type="radio"/> 5	
Borderline	<input type="radio"/> 4	Slightly organized, not always problem related, frequently misses important data and not very systematic; frequently misses requests investigations not appropriate to the problem and patient safety.
	<input type="radio"/> 3	
Weak	<input type="radio"/> 2	Extremely disorganized approach, frequently not problem related, important data missed on most occasions, consistently makes inappropriate decisions in ordering investigations, consistently misinterprets important data.
	<input type="radio"/> 1	
<input type="button" value="Previous"/> <input type="button" value="Next"/>		

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Pengguna hendaklah memilih pilihan-pilihan di bahagian yang diperlukan.

Setelah mengisi maklumat yang diperlukan, pengguna hendaklah mengklik butang *Next* di bahagian ruangan bawah halaman. Pengguna masih boleh mengedit halaman yang sebelumnya dengan mengklik butang *Previous*.

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Supervisor's Report

1.2 Problem-Solving and Decision-making skills

1.2.1 Diagnostic Ability

Excellent	<input type="radio"/>	10	Consistently makes careful reasoned deductions from available data (history, physical examination, investigations) to arrive at the appropriate decision.
	<input type="radio"/>	9	
Good	<input type="radio"/>	8	As above but less consistently.
	<input type="radio"/>	7	
Satisfactory	<input type="radio"/>	6	As above but occasionally makes incorrect deductions. Most times able to give correct provisional diagnosis but not all relevant differential diagnosis.
	<input type="radio"/>	5	
Borderline	<input type="radio"/>	4	Frequently does not follow a logical approach to deductions from the available data, giving incorrect provisional diagnosis.
	<input type="radio"/>	3	
Weak	<input type="radio"/>	2	Illogical reasoning and deductions, frequently making incorrect diagnosis.
	<input type="radio"/>	1	

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Supervisor's Report

1.2 Problem-Solving and Decision-making skills

1.2.2 Patient Management

Excellent	<input type="radio"/>	10	Consistently suggests appropriate management, exhibits awareness of the role and possible complications of the proposed treatment, self-reliant and conscientious in approach, involves patient and the family in management decisions.
	<input type="radio"/>	9	
Good	<input type="radio"/>	8	As above but less consistently.
	<input type="radio"/>	7	
Satisfactory	<input type="radio"/>	6	As above, but occasionally suggests inappropriate management.
	<input type="radio"/>	5	
Borderline	<input type="radio"/>	4	Show some lack of awareness of role of proposed interventions and their possible complications, is not conscientious in implementing management.
	<input type="radio"/>	3	
Weak	<input type="radio"/>	2	Frequently makes inappropriate management decisions.
	<input type="radio"/>	1	

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Supervisor's Report

1.3 Technical Skills

Excellent	<input type="radio"/>	10	Consistently carries out procedures with an appropriate level of technical skill and with due consideration for the patient.
	<input type="radio"/>	9	
Good	<input type="radio"/>	8	As above but less consistently.
	<input type="radio"/>	7	
Satisfactory	<input type="radio"/>	6	As above but is not equally skilled in all procedures.
	<input type="radio"/>	5	
Borderline	<input type="radio"/>	4	Not skilled in most procedures, occasionally exhibits lack of consideration or care and attention to detail.
	<input type="radio"/>	3	
Weak	<input type="radio"/>	2	Serious lack of skill in carrying out procedures, frequently exhibits lack of care and attention to details, inconsiderate to patients.
	<input type="radio"/>	1	

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2. KNOWLEDGE

Excellent	<input type="radio"/>	10	Consistently applies appropriate knowledge of basic and clinical sciences to the solution of patient problems.
	<input type="radio"/>	9	
Good	<input type="radio"/>	8	As above but less consistently.
	<input type="radio"/>	7	
Satisfactory	<input type="radio"/>	6	As above but occasional gaps in knowledge and difficulty in application to patient problems. However, makes effort to seek information.
	<input type="radio"/>	5	
Borderline	<input type="radio"/>	4	Inadequate knowledge and difficulty in application to patient problems. Sometimes make effort to seek information.
	<input type="radio"/>	3	
Weak	<input type="radio"/>	2	As in borderline but lacks initiative in seeking information.
	<input type="radio"/>	1	

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Supervisor's Report

3.0 PROFESSIONAL CHARACTERISTICS

Excellent	<input type="radio"/>	10	Shows evidence of professional qualities: accepting responsibility, being caring, thorough, reliable, available, punctual, trustworthy and respecting confidentiality.
	<input type="radio"/>	9	
Good	<input type="radio"/>	8	As above but less consistently or as effectively.
	<input type="radio"/>	7	
Satisfactory	<input type="radio"/>	6	As above but with occasional deficiencies in professional qualities as defined above.
	<input type="radio"/>	5	
Borderline	<input type="radio"/>	4	Frequently deficient in areas defined above.
	<input type="radio"/>	3	
Weak	<input type="radio"/>	2	Consistently deficient in areas defined above.
	<input type="radio"/>	1	

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4.0 PERSONEL LEARNING AND ASSIGNMENTS

Excellent	<input type="radio"/>	10	Consistently manages own learning by asking questions and searching for the answers in journals, books and consultations. Progresses as a learner and as a future psychiatrist by seeking feedback, willing to teach others and, conscientious in completing assignments, (case write-ups, audits, log book, dissertations).
	<input type="radio"/>	9	
Good	<input type="radio"/>	8	As above but less consistently or as effectively.
	<input type="radio"/>	7	
Satisfactory	<input type="radio"/>	6	As above but with occasional deficiencies in self-directed learning and self monitoring.
	<input type="radio"/>	5	
Borderline	<input type="radio"/>	4	Frequently deficient in areas defined above.
	<input type="radio"/>	3	
Weak	<input type="radio"/>	2	Frequently deficient in areas defined above.
	<input type="radio"/>	1	

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5.0 CONDUCT AND COMMUNICATION SKILLS

Excellent	<input type="radio"/>	10	Consistently in communication with patients, listens and is sensitive to the needs of the patient, comforts the patient, gives equal priority to the person and the illness, recognizes that the patient's attitude to the doctor affects management and cooperation, is aware that own personality affects patient's reactions and provides clearly understood information.
	<input type="radio"/>	9	Consistently communicating and working with other professionals, is courteous, sensitive to the needs of others; fulfills role in the team appropriately by collaborating readily with others; provides clear information, instruction/advice to others; readily accepts reasonable advice/criticism from others.
Good	<input type="radio"/>	8	As above, but less consistently or as effectively.
	<input type="radio"/>	7	
Satisfactory	<input type="radio"/>	6	As above but with occasional deficiencies in communicating skills outlined above.
	<input type="radio"/>	5	
Borderline	<input type="radio"/>	4	Frequently deficient in communicating skills outlined above.
	<input type="radio"/>	3	
Weak	<input type="radio"/>	2	Consistently deficient in communicating skills outlined above.
	<input type="radio"/>	1	

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6.0 RECORD KEEPING

Excellent	<input type="radio"/>	10	Consistently records legibly, updates accurately patient's problems and management progress, with emphasis on own observation, and provides regular informative summary of progress.
	<input type="radio"/>	9	
Good	<input type="radio"/>	8	As above but less consistently.
	<input type="radio"/>	7	
Satisfactory	<input type="radio"/>	6	As above but occasionally one or more aspects of record keeping inadequate.
	<input type="radio"/>	5	
Borderline	<input type="radio"/>	4	Records are frequently illegible, not up-to-date, inaccurate and poorly organized.
	<input type="radio"/>	3	
Weak	<input type="radio"/>	2	Records are consistently inadequate according to above criteria.
	<input type="radio"/>	1	

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7. 0 PARTICIPATION IN TEACHING-LEARNING ACTIVITIES			
Ward Round	<input type="radio"/> 10 <input type="radio"/> 9 <input type="radio"/> 8 <input type="radio"/> 7 <input type="radio"/> 6 <input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1		
Clinic	<input type="radio"/> 10 <input type="radio"/> 9 <input type="radio"/> 8 <input type="radio"/> 7 <input type="radio"/> 6 <input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1		
Case presentation	<input type="radio"/> 10 <input type="radio"/> 9 <input type="radio"/> 8 <input type="radio"/> 7 <input type="radio"/> 6 <input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1		
Seminars	<input type="radio"/> 10 <input type="radio"/> 9 <input type="radio"/> 8 <input type="radio"/> 7 <input type="radio"/> 6 <input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1		
Journal Club/Colloquium	<input type="radio"/> 10 <input type="radio"/> 9 <input type="radio"/> 8 <input type="radio"/> 7 <input type="radio"/> 6 <input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1		
Professorial/Case Conference	<input type="radio"/> 10 <input type="radio"/> 9 <input type="radio"/> 8 <input type="radio"/> 7 <input type="radio"/> 6 <input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1		
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Supervisor's Report

Items	Skills/Competence	Marks Score	Wattage	Percentage
1	Clinical Competence	0 / 40	20%	0%
2	Knowledge	0 / 10	10%	0%
3	Professional Characteristics	0 / 10	10%	0%
4	Personal Learning	0 / 10	10%	0%
5	Conduct & Communication	0 / 10	10%	0%
6	Record Keeping	0 / 10	10%	0%
7	Teaching-learning Activities	0 / 60	30%	0%
TOTAL		0 / 150	100%	0%

Others :
 Has the trainee been rated less than competent in my areas? YES NO
 Has each of these areas been discussed with the trainee? YES NO

Comments by Supervisor :

Reminder:
 Throughout the FOUR-Year program, the Academic Supervisors will assess candidate 6-monthly or by Clinical Supervisor at the end of each sub-specialty posting. If an unsatisfactory report is received (**Less than 50% of Total marks**), the matter must be investigated and appropriate advice must be given to the candidate. The candidate may have to repeat the posting and re-assessed. If **TWO** consecutive unsatisfactory reports are received the candidate will be barred from sitting the examination.

Sekiranya pengguna masih ingin membetulkan penyeliaan yang dibuat, pengguna masih boleh mengedit halaman yang sebelum-sebelumnya dengan mengklik butang *Draft* dan menyambung penyeliaan pada waktu yang lain.

Setelah mengisi maklumat yang diperlukan dan berpuas hati dengan laporan penyeliaan yang telah dibuat, pengguna hendaklah mengklik butang *Submit* di bahagian ruangan bawah halaman.

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Ruangan seperti di atas akan dipaparkan setelah mengklik butang *Submit*.

REPORT DONE akan dipaparkan pada ruangan status setelah penyeliaan selesai.

CATATAN:

1. Notifikasi bagi penyelia klinikal untuk menyediakan laporan penyeliaan akan diberi melalui e mail yang telah didaftarkan.
2. Laporan penyeliaan ini perlu dihantar sebelum tarikh posting pelajar yang diselia tamat.
3. Sekiranya terdapat masalah tentang laporan penyeliaan secara 'online', boleh merujuk kepada pihak Admin untuk bantuan:

En Ahmad Syafiq: 03 9145 7446

Prof. Madya Dr. Suzaily Wahab : 03 9145 6142

