



Masters of Medicine Conjoined Programme (UM, UKM, USM, UPM, UITM) Overall Supervisor's Report

Trainee's Name																												
Date of enrolment															Matric number													
Phase of study															Hospital													
Posting															Date of posting													

Please mark the box which corresponds with your observations in each category. Please make judgment according to the criteria outlined and not according to your experience with other students under your supervision.

The behavior outlined in the first box in each category is the 'gold standard' by which the student should be judged. A tick here indicates excellent performance. Tick in other boxes indicate performance that is good, satisfactory, further improvement necessary (i.e. borderline), further improvement essential (i.e. weak) in descending order

History

- Excellent Consistently elicit problem related data from patient and other relevant sources, stresses important points, well organise approach.
- Good As above but less consistent.
- Satisfactory As above but sometimes concentrates on data not related to the problem, sometimes omits to consult other sources, occasionally misses important information.
- Borderline Approach not well organized, not always problem related, frequently misses important data.
- Weak Approach not organized, frequently not problem related/wrongly elicit data, important data missed on most occasions

Physical Examination

- Excellent Consistently elicits and interprets correctly all signs, techniques and organizational approach consistently good.
- Good As above, but less consistent.
- Satisfactory As above, sometimes misses important physical signs.
- Borderline Approach technically imperfect and not very systematic: frequently misses important signs.
- Weak Approach technically unacceptable and not systematic, important signs missed on most occasions.

Investigations

- Excellent Consistently plans and interprets investigations appropriate to the problem with attention to specificity, reliability, patient safety and comfort, cost and, explain reasons for and nature of investigations to patients.
- Good As above, but less consistent.
- Satisfactory As above but occasionally requests investigations not appropriate to the problem and/or without attention to specificity, reliability, etc. sometimes misses important data.
- Borderline Frequently requests investigations not appropriate to the problem and/or without attention to specificity, reliability, patient safety and misses important data.
- Weak Consistently makes inappropriate decisions in ordering investigations, consistently misinterprets and/or misses important data.

Diagnostic ability and reasoning

- Excellent Consistently makes careful reasoned deductions from available data (history, physical examination, investigations) to arrive at the appropriate decision
- Good As above, but less consistent.
- Satisfactory As above, but occasionally makes incorrect deductions. Most times able to give correct provisional diagnosis.
- Borderline Frequently does not follow a logical approach to deduction from available data, occasionally gives incorrect provisional diagnosis.
- Weak Illogical reasoning and deductions. Frequently makes incorrect diagnosis.

Procedural skills

- Excellent Consistently carries out procedures with an appropriate level of technical skill and with due consideration to the patient.
- Good As above, but less consistent.
- Satisfactory As above, but not equally skilled in all manipulative tasks.
- Borderline Not skilled in most manipulative tasks, occasionally exhibits lack of consideration and/or care and attention to detail.
- Weak Serious lack of skill in a number of manipulative tasks, frequently exhibits lack of care and attention to detail, not considerate to the patients.

Patient Management

- Excellent Consistently suggests appropriate management, exhibits awareness of the role and possible complications of the proposed intervention (e.g. adverse drug reaction, surgical morbidity), self-reliant and conscientious in approach, involves patients, family and community in management decision.
- Good As above, but less consistent.
- Satisfactory As above, but occasionally suggests inappropriate management.
- Borderline Shows some lack of awareness of role of proposed interventions and their possible complications, is unsure/not conscientious in implementing management.
- Weak Frequently makes inappropriate management decisions.

Record Keeping

- Excellent Consistently records legibly and updates accurately patient's problems and management progress, with emphasis on own observations and examinations and provides regular informative summary of progress.
- Good As above, but less consistent.
- Satisfactory As above, but occasionally one or more aspects of record keeping inadequate.
- Borderline Records are frequently illegible, not up-to-date, inaccurate and poorly organized.
- Weak Records are frequently inadequate according to above criteria

Knowledge

- Excellent Consistently applies appropriate knowledge of basic and clinical sciences to the solution of patient problems.
- Good As above, but less consistent.
- Satisfactory As above, but occasionally has gaps in knowledge and/or difficulty in application to patient problems. However makes effort to seek information.
- Borderline Inadequate knowledge and/or difficulty in application to patients' problems. Sometimes makes effort to seek information.
- Weak As in borderline, but lacks initiative in seeking information.

Personal and Professional Attitudes

- Excellent Consistently manages own learning by asking questions and searching for answers (proactive): improves progress as a learner and as a future practitioner by seeking feedback and acting on the latter, and shows evidence of accepting responsibility, being caring, thorough, trustworthy, self-driven and respecting confidentiality.

- Good As above, but less consistent or as effectively.
- Satisfactory As above, but with occasional deficiencies in self-directed learning, self-monitoring and/or professional qualities as defined above.
- Borderline Frequently deficient in area as defined above.
- Weak Consistently deficient in areas defined above

Communication skills

- Excellent Consistently communicates with patients and his/her family, listens, be sensitive to the needs of the patients and family comforts, gives equal priority to the patient/family and the illness: establishes and maintains professional relationship with patient; realizes that the patient's attitude to the doctor affects management and cooperation: is aware that owns personality affects patient's reaction/behavior: provides information accurately and clearly.
- Good As above, but less consistently or effectively.
- Satisfactory As above, but with occasional deficiency in communication skills as outlined above.
- Borderline Frequently deficient in communicating skills outlined above.
- Weak Consistently deficient in communicating skills outline above.

Conduct with Other Professionals

- Excellent Consistently communicating/working with other professionals, is courteous, sensitive to needs of others: fulfils role in team appropriately by collaborating readily with others: provides clear information, instructions/advice to others: readily accepts reasonable advice/criticism from others.
- Good As above, but less consistently or effectively.
- Satisfactory As above, but with occasional deficiencies in the areas outlined above. .
- Borderline Frequently deficient in areas outlined above.
- Weak Consistently deficient in areas outlined above.

Participation in Teaching-Learning Activities

	Excellent	Good	Satisfactory	Borderline	Weak	NA
1. Ward round	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Clinic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Case presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Tutorial	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Journal read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Mortality summary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*NA not applicable

Overall Clinical Competence

- Excellent
- Good
- Satisfactory
- Borderline
- Weak

