



## School of Medicine - Psychiatry Clinical Supervisor Report - Trainee Intern

**Student Name:** PATEL, Vikash 4389842 Cycle: VIII

**Hosp/Ward:** Manaaki House Date: 10/10/2011 - 04/11/2011

### Ward Assessment (Clinical Consultant to Complete)

Please tick the appropriate column. If not assessed, tick NA, If student scores a SR or MD, please comment.

	Excellent	Satisfactory	Some Reservations	Major Deficiencies	Not Assessed	Comments
<b>Acquisition and Application of Medical Knowledge</b>						
<b>Clinical Knowledge</b> (e.g. knowledge of common symptoms, drug doses and side effects, drug interactions, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>Professional knowledge</b> (e.g. knowledge of hospital procedures, policy, medico legal aspects)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Professional, Clinical and Research Skills</b>						
<b>Clinical patient assessment</b> (ability to take history, perform clinical examination, generate problem list)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>Clinical decision making</b> (synthesis of data and appropriate management decisions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>Relevant procedural skills</b> (e.g. MMSE, frontal lobe exam)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Ability to communicate with patients and families</b> (listening skills, respect, clarity of expression, recognition and valuing of differences, cultural sensitivity)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>Ability to communicate with other healthcare professionals</b> (ability to work in a multidisciplinary team, contribute effectively to teamwork, communicate effectively with other professionals)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>Recognition of limits</b> (accurate assessment of own skills, consultation with others as required, responsibility for actions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>Reliability and dependability</b> (punctuality, carrying out of instructions, fulfils obligations, time management)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>Initiative and enthusiasm</b> (gets involved, able to identify needs of the job, follows up without being prompted, thinks and plans ahead, shows commitment, asks questions of supervisors)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>Responsibility for own learning</b> (evidence of reading up on cases, attending teaching sessions, curiosity)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Information handling</b> (systematic approach to locating and critically appraising relevant information)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Hauora Māori</b>						
<b>Māori health</b> (demonstrates an understanding of the inequalities in Māori health status and the factors that may influence this)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Population Health and Primary Health Care</b>						
<b>Illness prevention</b> (knowledge of risk factors for illness and 1° and 2° preventive strategies required)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Continuing care</b> (ability to plan future care and patient transition between 1°, 2°, 3° care)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Students want to have feedback. Please make further general comments if necessary.</b>						

Student Name and ID number \_\_\_\_\_

Assessors Name: \_\_\_\_\_

Assessors Signature: \_\_\_\_\_

Assessors Ward: \_\_\_\_\_

Date Completed: \_\_\_\_\_

**If a student receives Some Reservations or Major Deficiencies please contact Saira Khan on 09 3737599 extension 86751 or email [s.khan@auckland.ac.nz](mailto:s.khan@auckland.ac.nz) or contact Dr Tony Fernando.**

Do you have concerns about this student's fitness to practice as a house officer? Yes / No  
 If **yes**, please comment. Dr Tony Fernando ( [a.fernando@auckland.ac.nz](mailto:a.fernando@auckland.ac.nz) or 021644356) has to be informed ASAP if there are issues with the student's fitness to practice.

Did the student take any leave during this attachment? Yes / No  
 (If yes, please state how many days)

Did this affect their learning or assessment? Yes / No

This report was discussed with the student? Yes / No

**Overall, the performance of this student is:**

- (1) **Excellent**
- (2) **Satisfactory**
- (3) **Some Reservations**
- (4) **Major Reservations**

Are you recommending this student for **distinction**? Yes/ No

Around 25% of students get distinction in Psychiatry. Please detail your reasons below.  
 Only one per year gets the **Psychiatry Prize**. If you think your student deserves to be considered for the **Psychiatry Prize**, please write your reasons below. Use the back page if necessary.

**The student must return this form during the last week of the attachment to:**

Saira Khan, Room 11, Level 12, Auckland Hospital Support Building

Raewyn Wooderson, Peter Rothwell Academic Centre, Waikato Hospital, Private Bag 3200 Hamilton

**Explanatory Notes:**

The medical curriculum at Auckland is organised into four domains which define the scope of practice. Descriptors of performance are listed here for the guidance of clinical staff assessing students. These give examples of the type of student performance expected for each classifier, but are not exhaustive or exclusive.

	<b>Acquisition and Application of Medical Knowledge</b>	<b>Professional, Clinical and Research Skills</b>	<b>Hauora Māori</b>	<b>Population Health and Primary Health Care</b>
Excellent	Outstanding underpinning knowledge applied to patients appropriately.	Excellent professional, clinical, communication and procedural skills. Able to function well as a member of a team.	Excellent understanding of cultural issues involved in looking after the Māori patient and whanau.	Comprehensive understanding of (a) health promotion and disease prevention, and (b) of the whole patient and the issues surrounding their care.
Satisfactory	Good working knowledge, which is usually well applied to patient care.	Good standard of professional, clinical and communication skills. Works as team member. Able to recognise gaps and correct them.	Good awareness of appropriate management plans for the Māori patient and whanau.	Good awareness of health promotion and disease prevention. Understands the whole patient and their place in community/society.
Some Reservations	Several gaps in underpinning knowledge.	Some deficiencies in professional, clinical and communication skills.	Limited awareness of cultural issues around caring for the Māori patient and whanau.	Tends to see the patient in isolation. Limited awareness of health promotion and disease prevention.
Major Deficiencies	Major deficiencies in knowledge base or in the ability to apply knowledge.	Major deficiencies in professional and clinical skills. Poor communication, inappropriate attitudes and limited insight.	Major deficiencies in understanding unique aspects of Māori health care.	Rarely if ever considers the patient in the wider context. Poor awareness of health promotion and disease prevention.

Note: Students will be provided with a copy of the front page only of this form.