

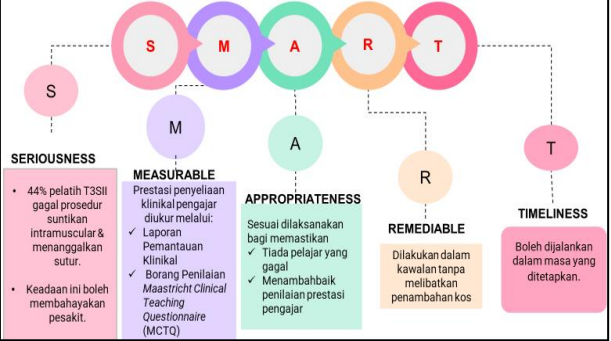
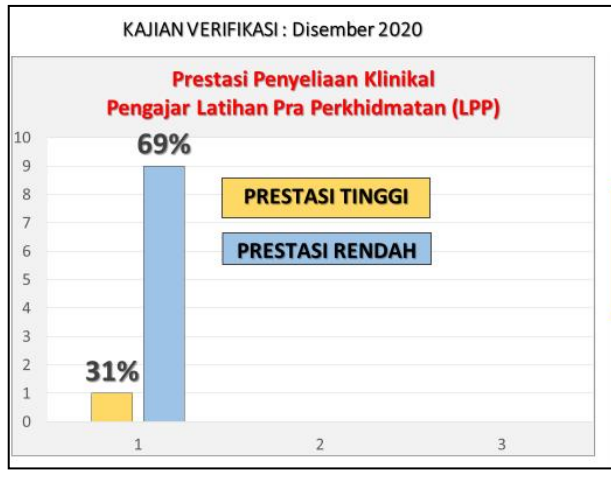


1. PEMILIHAN PELUANG UNTUK PENAMBAHBAIKAN

KEUTAMAAN MASALAH : (NGT + SMART Criteria)

No	Masalah	S	M	A	R	T	Total
1	Kadar penggunaan makmal keterampilan / bilik simulasi yang rendah semasa sesi didaktik	12	11	13	14	8	58
2	Peratusan tinggi pelatih tahun akhir kurang kemahiran dalam prosedur suntikan intramuskular	12	8	14	10	14	58
3	Pertukaran topik pengajaran yang kerap dalam kalangan pengajar	10	10	10	5	5	40
4	Insiden gangguan wifi semasa sesi pdp meningkat	9	10	7	5	6	37
5	Prestasi penyeliaan klinikal pengajar kejururawatan LPP rendah	15	14	14	13	13	66

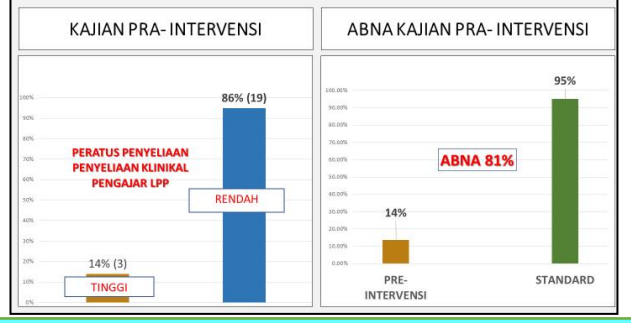
Rating scale: 1=Low 2= Medium 3= High
Ahli Kumpulan: 5 orang



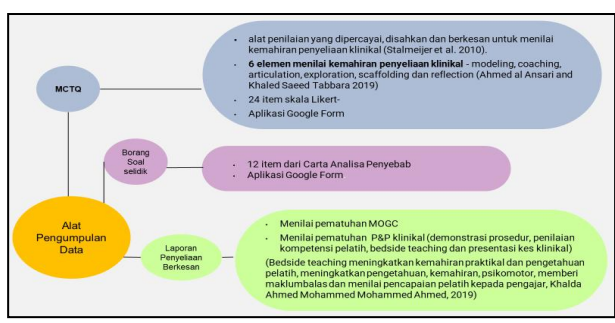
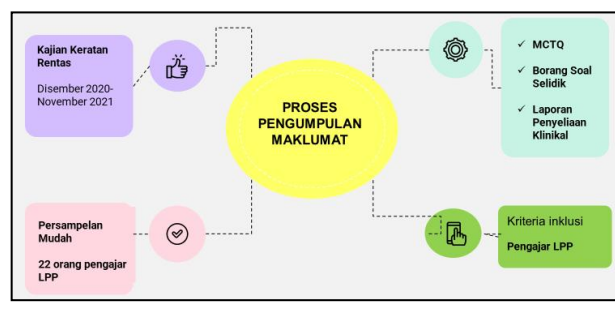
2. PENGUKURAN UTAMA PENAMBAHBAIKAN



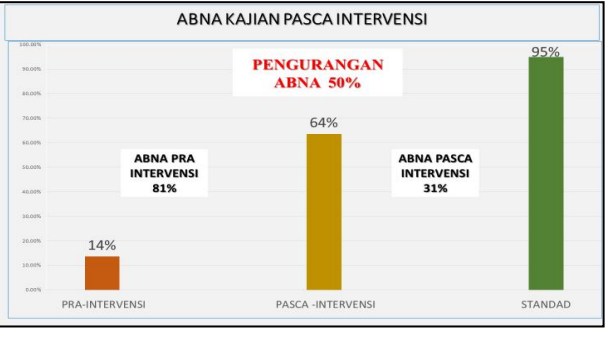
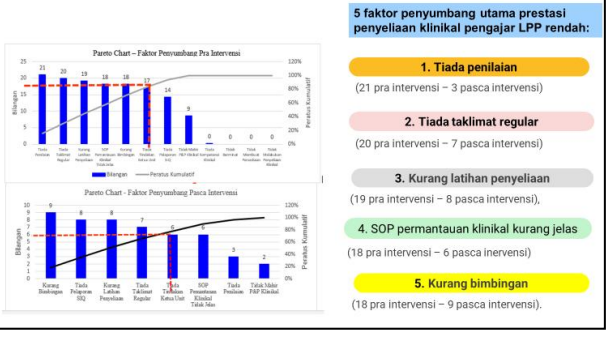
- DEFINISI PRESTASI PENYELIAAN KLINIKAL**
- Prestasi penyeliaan klinikal >95%
 - P&P klinikal mematuhi Garis Panduan Pelaksanaan Program Kepastian Kualiti 2020 BPL, KKM
 - Skor MCTQ 114/120



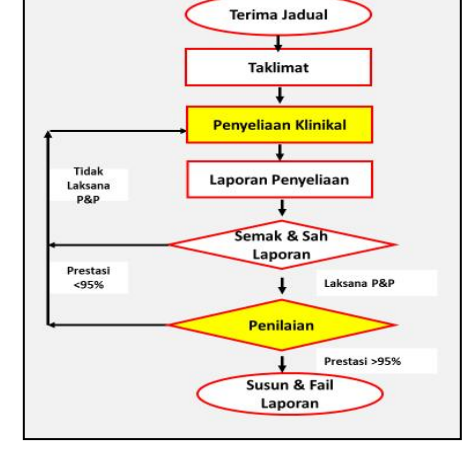
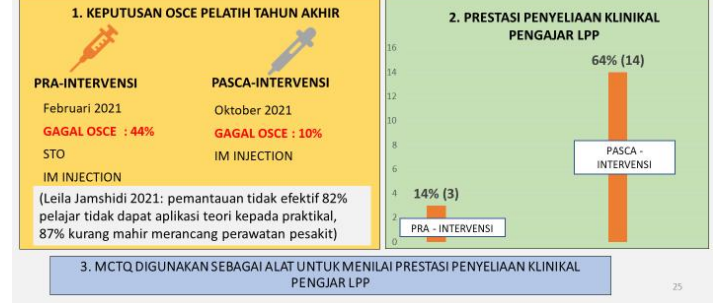
3. PROSES PENGUMPULAN MAKLUMAT



4. ANALISIS DAN INTERPRETASI DATA



6. KESAN PENAMBAIKAN



MOGC POS INTERVENSI

LANGKAH	POC	KRITERIA	STANDARD	PRE	POS
1	Terima Jadual	Rancang Aktiviti P&P klinikal	100%	14%	64%
2	Taklimat	Taklimat kepada pelatih & pengajar	100%	100%	100%
3	Penyeliaan Klinikal	Demonstrasi Prosedur, Penilaian Kompetensi Pelatih, Bedside Teaching, - Presentasi Kes Klinikal)	100%	45%	75%
4	Laporan Penyeliaan	Mengikut format standard (BPL.KKM.PK(T)08.2A/17	100%	100%	100%
5	Semak dan Sahkan Laporan	KP/TPA semak dan sah laporan penyeliaan	100%	86%	91%
6	Penilaian	Penilaian menggunakan Borang MCTQ	100%	14%	64%
7	Susun dan Fail Laporan	- Laporan Penyeliaan Klinikal	100%	100%	100%

7. LANGKAH SETERUSNYA

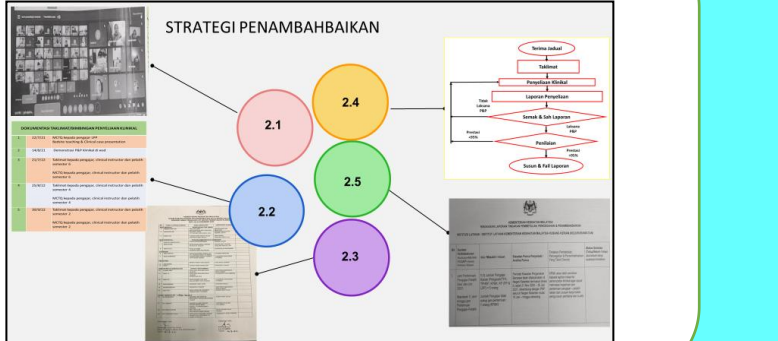


5. STARTEGI PENAMBAIKAN

1. Borang Penilaian MCTQ

MAASTRICHT CLINICAL TEACHING QUESTIONNAIRE FOR CLINICAL EDUCATORS (Clinical Supervisors- ASSESSMENT FORM Maastricht Clinical Teaching Questionnaire)

Item	1	2	3	4	5
1. I am confident in my ability to provide clinical supervision to students.					
2. I have a clear understanding of the clinical practice setting in which I am supervising students.					
3. I have a clear understanding of the clinical practice setting in which I am supervising students.					
4. I have a clear understanding of the clinical practice setting in which I am supervising students.					
5. I have a clear understanding of the clinical practice setting in which I am supervising students.					



Garis Panduan Pelaksanaan Program Kepastian Kualiti, Dalam Pengurusan Program Pra Perkhidmatan di ILKKM, BPL, Edisi ke 3, November 2020

Helena, M. G., Albino, K., Robert, M., Beatrice, C. & Elijah, N. (2019) Factors Affecting Performance in Clinical Practice among Preservice Diploma Nursing Students in Northern Tanzania. Research Article Open, Access. <https://doi.org/10.1155/2019/3453085>

Khaldi Ahmed Mohammed Mohammed Ahmed, (2019). Effectiveness Of Bedside Teaching On Nursing Students' Knowledge And Skills In Mental Health And Psychiatric Training, GSJ: Volume 7, Issue 2, February 2019, Online: ISSN 2320-9186)

Leila Jamshidi. (2012). The challenges of clinical teaching in nursing skills and lifelong learning from the standpoint of nursing students and educators Procedia - Social and Behavioral Sciences 46 (2012) 3335 – 3338

Stalmeijer R.E, Diana H.J.M.D., Ineke H.A.P.W., Arno, M.M.M., & Albert, J.J.A.S. (2010). The Maastricht Clinical Teaching Questionnaire (MCTQ) as a Valid and Reliable Instrument for the Evaluation of Clinical Teachers. Academic Medicine, 85(11), 1732-1738.

Snowdown, D. A., Leggat, S. G. & Taylor, N.F. (2017). Does clinical supervision of healthcare professionals improve effectiveness of care and patient experience? A systematic review, BMC Health Services Research volume 17, Article number: 786 (2017)