

Introductory meeting in Department 1

(To be held within the first week)

The meeting is held with (*please tick*) Mentor Head of Department

Agreed organisational framework:

Core attendance*:

Participation in routine meetings (type, time):

Participation in structured training and professional development events (type, time):

Accompanying doctors on duty (type, time frame):

Assignment to special areas, e.g. out-patients, ward, ICU (time frame):

* The attendance time, including accompanying standby duties and self-study time, should amount to 35 hours/week.

Special arrangements, individual areas of focus:

Which areas will be looked at in more depth?

Clinical areas of focus:

Optional elements in the CPY tasks:

Optional learning objectives:

The student will be briefed on the in-house regulations (including confidentiality, hygiene regulations, hospital/department-specific procedures and regulations).

Date: _____

Signature of student: _____

Signature of responsible member of staff

Introductory meeting in Department 2

(To be held within week 9, only if change of department)

The meeting is held with *(please tick)* Mentor Head of Department

Agreed organisational framework:

Core attendance*:

Participation in routine meetings (type, time):

Participation in structured training and professional development events (type, time):

Accompanied duties on-site (type, time frame):

Assignment to special areas, e.g. out-patients, ward, ICU (time frame):

* The attendance time, including accompanying standby duties and self-study time, should amount to 35 hours/week.

Special arrangements, individual areas of focus:

Which areas will be looked at in more depth?

Clinical areas of focus:

Optional elements in the CPY tasks:

Optional learning objectives:

The student will be briefed on the in-house regulations (including confidentiality, hygiene regulations, hospital/department-specific procedures and regulations).

Date: _____

Signature of student: _____

Signature of responsible member of staff

Learning objectives – mandatory

The fulfilled and assessed learning objectives must be marked **by the student** with an x – in the “Department 1” column if 8 or 16 weeks were spent in this department, and/or in the “Department 2” column if there was a change of department after 8 weeks.

The **assessment** can be performed by the mentor in three ways: **direct observation** of the student during performance of a clinical activity (see page ii), **CPY task** (see page P 4–P 6), **Mini-CEX/DOPS** (see page v–vi). At the end of completion of the CPY tertial in the respective department, fulfilment of the learning objectives must be signed off by the mentor.

Competence	Objectives completed	
	Department 1	Department 2
History taking		
1. Identification of possible risk factors for surgery/anaesthesia and appropriate clarification	<input type="radio"/>	<input type="radio"/>
Performance of examination techniques		
2. Symptom-oriented examination and ordering further diagnostics in the case of an acute patient	<input type="radio"/>	<input type="radio"/>
3. Assessment of perioperative fluid balance and loss of electrolytes	<input type="radio"/>	<input type="radio"/>
4. Evaluation of the perioperative nutrition situation	<input type="radio"/>	<input type="radio"/>
5. Identifying superficial wound healing problems	<input type="radio"/>	<input type="radio"/>
6. Identifying deep wound healing problems	<input type="radio"/>	<input type="radio"/>
7. Identification of post-operative bleeding	<input type="radio"/>	<input type="radio"/>
Performance of routine skills		
8. Using appropriate hand hygiene at the workplace	<input type="radio"/>	<input type="radio"/>
9. Removal of wound sutures	<input type="radio"/>	<input type="radio"/>
10. Application of a bandage	<input type="radio"/>	<input type="radio"/>
11. Performance of perioperative patient safety measures (checklist, sign-in/time-out/sign-out)	<input type="radio"/>	<input type="radio"/>
12. Preparation to watch/to assist in operating theatre (scrub-up, gown up, put on sterile gloves, etc.)	<input type="radio"/>	<input type="radio"/>
13. Handling a central venous catheter	<input type="radio"/>	<input type="radio"/>
14. Pre-operative preparation of operative field for minor surgery, asepsis and antisepsis	<input type="radio"/>	<input type="radio"/>
15. Wound cleaning	<input type="radio"/>	<input type="radio"/>
16. Stitching of skin incisions and lacerations	<input type="radio"/>	<input type="radio"/>
17. Application of local (infiltration) anaesthesia/Oberst conduction anaesthesia	<input type="radio"/>	<input type="radio"/>
18. Correct removal of drains	<input type="radio"/>	<input type="radio"/>

Competence	Objectives completed	
	Department 1	Department 2
19. Correct removal of a central venous catheter	<input type="radio"/>	<input type="radio"/>
20. Positioning a permanent peripheral venous cannula	<input type="radio"/>	<input type="radio"/>
21. Performing a sterile dressing change and wound cleaning	<input type="radio"/>	<input type="radio"/>
22. Positioning a urinary catheter	<input type="radio"/>	<input type="radio"/>
Therapeutic measures		
23. Participation in caring for a wound in an out-patient setting or in the operating room	<input type="radio"/>	<input type="radio"/>
24. Participation in performance of measures for secondary wound healing (e.g. VAC system)	<input type="radio"/>	<input type="radio"/>
25. Participation in the perioperative management of cardiovascular risk factors	<input type="radio"/>	<input type="radio"/>
26. Participation in the treatment of superficial wound healing problems	<input type="radio"/>	<input type="radio"/>
27. Participation in the treatment of deep wound healing problems	<input type="radio"/>	<input type="radio"/>
28. Participation in the treatment of post-operative bleeding	<input type="radio"/>	<input type="radio"/>
29. Participation in the treatment of suspected deep vein thrombosis/pulmonary embolism	<input type="radio"/>	<input type="radio"/>
30. Participation in performance of measures in the treatment of pain, or in palliative or end-of-life care	<input type="radio"/>	<input type="radio"/>
31. Suture or clips after an operation	<input type="radio"/>	<input type="radio"/>
32. Incision and drainage of an infected surgical wound	<input type="radio"/>	<input type="radio"/>
33. Identification of drug side effects and their management	<input type="radio"/>	<input type="radio"/>
34. Participation in determining the indication, dosage and use of oxygen therapy (timing)	<input type="radio"/>	<input type="radio"/>
35. Accompanying transport of casualties within the area of the hospital	<input type="radio"/>	<input type="radio"/>
Communication with patient/team		
36. Communicating with severely ill patients	<input type="radio"/>	<input type="radio"/>
37. Communicating with "difficult" patients and relatives	<input type="radio"/>	<input type="radio"/>
38. Elaborating a clinical question and searching for its solution in the literature	<input type="radio"/>	<input type="radio"/>
39. Notification of examination using instruments or of a specialist consultation with detailed explanation	<input type="radio"/>	<input type="radio"/>
40. Informing colleagues and other professionals on findings and checking understanding	<input type="radio"/>	<input type="radio"/>

Competence	Objectives completed	
	Department 1	Department 2
41. Giving information to a patient for a planned surgical procedure/endoscopy/ intervention or for an anaesthetic procedure and obtaining consent	<input type="radio"/>	<input type="radio"/>
42. Breaking bad news to patients and family (simulated situation)	<input type="radio"/>	<input type="radio"/>
43. Summarizing the main points of diagnoses, active problems and management plans of a patient	<input type="radio"/>	<input type="radio"/>
44. Clarifying with nursing staff monitoring measures and calling criteria concerning patients	<input type="radio"/>	<input type="radio"/>
45. Managing patients with contradictory investigation results	<input type="radio"/>	<input type="radio"/>
46. Discussing diagnoses/prognoses with patients	<input type="radio"/>	<input type="radio"/>
Documentation		
47. Recording findings in patient file	<input type="radio"/>	<input type="radio"/>
48. Filling in prescription forms/Prescribing therapies	<input type="radio"/>	<input type="radio"/>
49. Writing a detailed referral for an examination (using instruments) (e.g. CT)	<input type="radio"/>	<input type="radio"/>
50. Writing a discharge letter	<input type="radio"/>	<input type="radio"/>
51. Writing a daily medical report on the present status and progress of a patient	<input type="radio"/>	<input type="radio"/>
52. Filling in a death certificate and/or requesting post-mortem (simulated situation)	<input type="radio"/>	<input type="radio"/>
53. Diagnostic coding	<input type="radio"/>	<input type="radio"/>
54. Requesting information in hospital information system	<input type="radio"/>	<input type="radio"/>
Verified by Department 1 mentor		
Verified by Department 2 mentor (if change of department)		

Learning objectives – optional

In addition to the competences that are mandatory to achieve, competences from optional learning objectives in the ‘Surgery and Perioperative Disciplines’ training programme or competences from the specialities of the surgical and perioperative disciplines (see respective training programme) may also be acquired.

Competence as per training programme	Objectives completed	
	Department 1	Department 2
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
Verified by Department 1 mentor		
Verified by Department 2 mentor (if change of department)		

Mini-CEX

On-going assessment in the CPY (Mini-Clinical Evaluation Exercise)

Assessment made by (name in block capitals):

Role: Head of Department Mentor

Task:

Criteria scale (please tick)	Learning	Competent	Adept
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> History taking/consultation <input type="radio"/> Clinical examination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinical judgement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organisation and efficiency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional conduct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Complexity of the task: low medium high

Time requirement: Observation in min.: Feedback in min.:

Comments:

What was good?

What can be improved and **how**?

Overall impression (please tick) **Learning** **Competent** **Adept**

Date:

Signature of student: _____

Signature of assessor: _____

Hospital stamp

Mini-CEX

On-going assessment in the CPY (Mini-Clinical Evaluation Exercise)

Assessment made by (name in block capitals):

Role: Head of Department Mentor

Task:

Criteria scale (please tick)	Learning	Competent	Adept
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> History taking/consultation <input type="radio"/> Clinical examination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinical judgement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organisation and efficiency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional conduct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Complexity of the task: low medium high

Time requirement:

Observation in min.:

Feedback in min.:

Comments:

What was good?

What can be improved and **how**?

Overall impression (please tick)

Learning

Competent

Adept

Date:

Signature of student: _____

Signature of assessor: _____

Hospital stamp

Mini-CEX

On-going assessment in the CPY (Mini-Clinical Evaluation Exercise)

Assessment made by (name in block capitals):

Role: Head of Department Mentor

Task:

Criteria scale (please tick)	Learning	Competent	Adept
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> History taking/consultation <input type="radio"/> Clinical examination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinical judgement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organisation and efficiency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional conduct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Complexity of the task: low medium high

Time requirement: Observation in min.: Feedback in min.:

Comments:

What was good?

What can be improved and **how**?

Overall impression (please tick) **Learning** **Competent** **Adept**

Date:

Signature of student: _____

Signature of assessor: _____

Hospital stamp

Mini-CEX

On-going assessment in the CPY (Mini-Clinical Evaluation Exercise)

Assessment made by (name in block capitals):

Role: Head of Department Mentor

Task:

Criteria scale (please tick)	Learning	Competent	Adept
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> History taking/consultation <input type="radio"/> Clinical examination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinical judgement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organisation and efficiency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional conduct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Complexity of the task: low medium high

Time requirement:

Observation in min.:

Feedback in min.:

Comments:

What was good?

What can be improved and **how**?

Overall impression (please tick)

Learning

Competent

Adept

Date:

Signature of student: _____

Signature of assessor: _____

Hospital stamp

DOPS

On-going assessment in the CPY (Direct Observation of Procedural Skills)

Assessment made by (name in block capitals):

Role: Head of Department Mentor

Task:

Criteria scale (please tick)	Learning	Competent	Adept
Preparation/aftercare/safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical expertise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinical judgement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organisation and efficiency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional conduct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Complexity of the task: low medium high

Time requirement: Observation in min.: Feedback in min.:

Comments:

What was good?

What can be improved and **how**?

Overall impression (please tick) **Learning** **Competent** **Adept**

Date:

Signature of student: _____

Signature of assessor: _____

Hospital stamp

DOPS

On-going assessment in the CPY (Direct Observation of Procedural Skills)

Assessment made by (name in block capitals):

Role: Head of Department Mentor

Task:

Criteria scale <i>(please tick)</i>	Learning	Competent	Adept
Preparation/aftercare/safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical expertise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinical judgement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organisation and efficiency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional conduct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Complexity of the task: low medium high

Time requirement:

Observation in min.:

Feedback in min.:

Comments:

What was good?

What can be improved and **how**?

Overall impression *(please tick)*

Learning

Competent

Adept

Date:

Signature of student: _____

Signature of assessor: _____

Hospital stamp

DOPS

On-going assessment in the CPY (Direct Observation of Procedural Skills)

Assessment made by (name in block capitals):

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Professional conduct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Complexity of the task: low medium high

Time requirement: Observation in min.: Feedback in min.:

Comments:

What was good?

What can be improved and **how**?

Overall impression (please tick) **Learning** **Competent** **Adept**

Date:

Signature of student: _____

Signature of assessor: _____

Hospital stamp

DOPS

On-going assessment in the CPY (Direct Observation of Procedural Skills)

Assessment made by (name in block capitals):

Role: Head of Department Mentor

Task:

Criteria scale <i>(please tick)</i>	Learning	Competent	Adept
Preparation/aftercare/safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical expertise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinical judgement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organisation and efficiency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional conduct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Complexity of the task: low medium high

Time requirement:

Observation in min.:

Feedback in min.:

Comments:

What was good?

What can be improved and **how**?

Overall impression *(please tick)*

Learning

Competent

Adept

Date:

Signature of student: _____

Signature of assessor: _____

Hospital stamp

DOPS

On-going assessment in the CPY (Direct Observation of Procedural Skills)

Assessment made by (name in block capitals):

Role: Head of Department Mentor

Task:

Criteria scale <i>(please tick)</i>	Learning	Competent	Adept
Preparation/aftercare/safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical expertise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinical judgement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organisation and efficiency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional conduct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Complexity of the task: low medium high

Time requirement: Observation in min.: Feedback in min.:

Comments:

What was good?

What can be improved and **how**?

Overall impression *(please tick)* **Learning** **Competent** **Adept**

Date:

Signature of student: _____

Signature of assessor: _____

Hospital stamp

DOPS

On-going assessment in the CPY (Direct Observation of Procedural Skills)

Assessment made by (name in block capitals):

Role: Head of Department Mentor

Task:

Criteria scale <i>(please tick)</i>	Learning	Competent	Adept
Preparation/aftercare/safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical expertise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinical judgement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organisation and efficiency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional conduct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Complexity of the task: low medium high

Time requirement:

Observation in min.:

Feedback in min.:

Comments:

What was good?

What can be improved and **how**?

Overall impression *(please tick)*

Learning

Competent

Adept

Date:

Signature of student: _____

Signature of assessor: _____

Hospital stamp

Mid-term evaluation in Department 1

(To be held within weeks 8–9/4–5)

The meeting is held with (please tick) Mentor Head of Department

In the mid-term meeting there should be **a)** reflection on achievement of specified competences, **b)** a progress review and **c)** discussion of progress in terms of professional medical conduct.

a) Reflection on achievement of the competences specified in the training programme

The reflection questions must be completed by the student **before** the mid-term evaluation.

Self-reflection of the student:	Feedback from supervisor:
<i>What was good? (Strengths)</i>	
<i>What can be improved and how? (Areas for development)</i>	

b) Progress evaluation (based on Logbook and Portfolio):

Please mark (student and mentor) the current level of achievement of the competences to be achieved in Department 1 in accordance with the training programme and introductory meeting (learning objectives, tasks and Mini-CEX/DOPS clinical exercises):

Student:	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentor:	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To be completed by the mentor:

The following measures were agreed in order to achieve all training objectives by the end of the CPY tertial:

c) Structured feedback meeting on medical professionalism

The aim of the meeting is to reflect on the characteristics listed below, particularly with regard to difficult clinical situations. Personal conduct and the structural framework of the working environment should be considered separately. To a certain extent this meeting serves as a preparation for subsequent staff appraisals.

In preparation for the meeting the student should reflect personally on her:his professional conduct. The student can also state what she:he particularly wants feedback about. The following points are a framework for carrying out the feedback meeting.

- Active listening
- Empathy, gaining trust
- Understanding of other cultures, dealing with language barriers
- Ensuring continuity of patient care
- Taking responsibility, demonstrating awareness of limitations
- Dealing constructively with mistakes
- Cultivating a culture of feedback
- Keeping calm in difficult situations
- Maintaining an appropriate appearance, politeness, controlling body language
- Good time and stress management, reliability
- Learning strategies for closing knowledge and skill gaps, behaviour when overloaded
- Training in meeting and presentation skills
- Respectful attitude to colleagues, avoiding derogatory remarks
- Working in a team, taking leadership and coordination responsibilities within a team
- Keeping medical confidentiality, handling of data privacy and copyright issues
- Appropriate management of resources
- Autonomy and independence when completing the CPY tasks and Return Week

- This meeting on medical professionalism took into account the points listed above. Strengths and areas for development were discussed verbally.

Date: _____

Signature of student: _____

Signature of responsible member of staff

Please tick as appropriate

As a result of serious situations in relation to professional medical conduct,

- the Head of Department,
- the study coordinator or CPY tertial coordinator was involved in the meeting,
- the Curriculum Directorate of MedUni Vienna was informed.

Date

Signature of responsible member of staff

Mid-term evaluation in Department 2

(To be held within weeks 12–13, only if change of department)

The meeting is held with (please tick) Mentor Head of Department

In the mid-term meeting there should be **a)** reflection on achievement of specified competences, **b)** a progress review and **c)** discussion of progress in terms of professional medical conduct.

a) Reflection on achievement of the competences specified in the training programme

The reflection questions must be completed by the student **before** the mid-term evaluation.

Self-reflection of the student:	Feedback from supervisor:
<i>What was good? (Strengths)</i>	
<i>What can be improved and how? (Areas for development)</i>	

b) Progress evaluation (based on Logbook and Portfolio):

Please mark (student and mentor) the current level of achievement of the competences to be achieved in Department 2 in accordance with the training programme and introductory meeting (learning objectives, tasks and Mini-CEX/DOPS clinical exercises):

Student:	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentor:	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To be completed by the mentor:

The following measures were agreed in order to achieve all training objectives by the end of the CPY tertial:

c) Structured feedback meeting on medical professionalism

The aim of the meeting is to reflect on the characteristics listed below, particularly with regard to difficult clinical situations. Personal conduct and the structural framework of the working environment should be considered separately. To a certain extent this meeting serves as a preparation for subsequent staff appraisals.

In preparation for the meeting the student should reflect personally on her:his professional conduct. The student can also state what she:he particularly wants feedback about. The following points are a framework for carrying out the feedback meeting.

- Active listening
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- Keeping calm in difficult situations
- Maintaining an appropriate appearance, politeness, controlling body language
- Good time and stress management, reliability
- Learning strategies for closing knowledge and skill gaps, behaviour when overloaded
- Training in meeting and presentation skills
- Respectful attitude to colleagues, avoiding derogatory remarks
- Working in a team, taking leadership and coordination responsibilities within a team
- Keeping medical confidentiality, handling of data privacy and copyright issues
- Appropriate management of resources
- Autonomy and independence when completing the CPY tasks and Return Week

- This meeting on medical professionalism took into account the points listed above. Strengths and areas for development were discussed verbally.

Date: _____

Signature of student: _____

Signature of responsible member of staff

Please tick as appropriate

As a result of serious situations in relation to professional medical conduct,

- the Head of Department,
- the study coordinator or CPY tertial coordinator was involved in the meeting,
- the Curriculum Directorate of MedUni Vienna was informed.

Date

Signature of responsible member of staff

Final evaluation in Department 1

The reflection questions must be completed by the student before the final evaluation.

The meeting is held with (*please tick*) Mentor Head of Department

In the final meeting there should be **a)** reflection on achievement of the competences specified in the training programme and **b)** progress in terms of professional medical conduct should be discussed.

a) Reflection on achievement of the competences specified in the training programme

Self-reflection of the student:	Feedback from supervisor:
<i>What was good? (Strengths)</i>	
<i>What can be improved and how? (Areas for development)</i>	

My three most important learning experiences in this CPY tertial are:

1.

2.

3.

b) Structured feedback meeting on medical professionalism

The aim of the meeting is to reflect on the characteristics listed below, particularly with regard to difficult clinical situations. Personal conduct and the structural framework of the working environment should be considered separately. To a certain extent this meeting serves as a preparation for subsequent staff appraisals.

In preparation for the meeting the student should reflect personally on her:his professional conduct. The student can also state what she:he particularly wants feedback about. The following points are a framework for carrying out the feedback meeting.

- Active listening
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- Training in meeting and presentation skills
- Respectful attitude to colleagues, avoiding derogatory remarks
- Working in a team, taking leadership and coordination responsibilities within a team
- Keeping medical confidentiality, handling of data privacy and copyright issues
- Appropriate management of resources
- Autonomy and independence when completing the CPY tasks and Return Week

- This meeting on medical professionalism took into account the points listed above. Strengths and areas for development were discussed verbally.

Date: _____

Signature of student: _____

Signature of responsible member of staff

Please tick as appropriate

As a result of serious situations in relation to professional medical conduct,

- the Head of Department,
- the study coordinator or CPY tertial coordinator was involved in the meeting,
- the Curriculum Directorate of MedUni Vienna was informed.

Date

Signature of responsible member of staff

Final evaluation in Department 2

(Only fill out if change of department)

The reflection questions must be completed by the student before the final evaluation.

The meeting is held with *(please tick)* Mentor Head of Department

In the final evaluation there should be **a)** reflection on achievement of the competences specified in the training programme and **b)** progress in terms of professional medical conduct should be discussed.

a) Reflection on achievement of the competences specified in the training programme

Self-reflection of the student:	Feedback from supervisor:
<i>What was good? (Strengths)</i>	
<i>What can be improved and how? (Areas for development)</i>	

My three most important learning experiences in this CPY tertial are:

1.

2.

3.

b) Structured feedback meeting on medical professionalism

The aim of the meeting is to reflect on the characteristics listed below, particularly with regard to difficult clinical situations. Personal conduct and the structural framework of the working environment should be considered separately. To a certain extent this meeting serves as a preparation for subsequent staff appraisals.

In preparation for the meeting the student should reflect personally on her:his professional conduct. The student can also state what she:he particularly wants feedback about. The following points are a framework for carrying out the feedback meeting.

- Active listening
- Empathy, gaining trust
- Understanding of other cultures, dealing with language barriers
- Ensuring continuity of patient care
- Taking responsibility, demonstrating awareness of limitations
- Dealing constructively with mistakes
- Cultivating a culture of feedback
- Keeping calm in difficult situations
- Maintaining an appropriate appearance, politeness, controlling body language
- Good time and stress management, reliability
- Learning strategies for closing knowledge and skill gaps, behaviour when overloaded
- Training in meeting and presentation skills
- Respectful attitude to colleagues, avoiding derogatory remarks
- Working in a team, taking leadership and coordination responsibilities within a team
- Keeping medical confidentiality, handling of data privacy and copyright issues
- Appropriate management of resources
- Autonomy and independence when completing the CPY tasks and Return Week

- This meeting on medical professionalism took into account the points listed above. Strengths and areas for development were discussed verbally.

Date: _____

Signature of student: _____

Signature of responsible member of staff

Please tick as appropriate

As a result of serious situations in relation to professional medical conduct,

- the Head of Department,
- the study coordinator or CPY tertial coordinator was involved in the meeting,
- the Curriculum Directorate of MedUni Vienna was informed.

Date

Signature of responsible member of staff