

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):

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

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. Taking a medical history, including taking history from third person to assess psycho-social, economic and hygiene situation, including risk factors for fall	<input type="radio"/>	<input type="radio"/>
2. Lifestyle history	<input type="radio"/>	<input type="radio"/>
3. Family history	<input type="radio"/>	<input type="radio"/>
4. Medication history, taking into account side effects and interactions with other medications	<input type="radio"/>	<input type="radio"/>
5. Identifying hazardous behaviour and dangerous lifestyles	<input type="radio"/>	<input type="radio"/>
Performance of examination techniques		
6. Clinical/physical status (including rectal examination)	<input type="radio"/>	<input type="radio"/>
7. ECG	<input type="radio"/>	<input type="radio"/>
8. Assessment of patients with medical emergencies and after trauma	<input type="radio"/>	<input type="radio"/>
9. Assessment of basic and instrumental activities of daily living	<input type="radio"/>	<input type="radio"/>
10. Clinical diagnosis of death: if not possible in practice, (theoretical) work on this topic	<input type="radio"/>	<input type="radio"/>
11. Bedside test	<input type="radio"/>	<input type="radio"/>
12. Attaching a pulse oximeter and interpreting the results	<input type="radio"/>	<input type="radio"/>
Performance of routine skills		
13. Making out a prescription	<input type="radio"/>	<input type="radio"/>
14. Venepuncture/drawing blood	<input type="radio"/>	<input type="radio"/>
15. Positioning a permanent peripheral venous cannula	<input type="radio"/>	<input type="radio"/>
16. Subcutaneous injection	<input type="radio"/>	<input type="radio"/>
17. Intravenous injection	<input type="radio"/>	<input type="radio"/>
18. Urinary catheterization	<input type="radio"/>	<input type="radio"/>
19. Correct taking of blood cultures	<input type="radio"/>	<input type="radio"/>

Competence	Objectives completed	
	Department 1	Department 2
20. Interpretation of antibiogram	<input type="radio"/>	<input type="radio"/>
Therapeutic measures		
21. Prescribing measures in treatment of pain, or palliative or end-of-life care	<input type="radio"/>	<input type="radio"/>
22. Using and giving instructions to use metered dose inhalers, spacers and nebulizers	<input type="radio"/>	<input type="radio"/>
23. Determining the indication, dosage and use of oxygen therapy (timing)	<input type="radio"/>	<input type="radio"/>
24. Indication, dosage and monitoring of oral anti-coagulation	<input type="radio"/>	<input type="radio"/>
25. Checking drug therapy for drug interactions	<input type="radio"/>	<input type="radio"/>
26. Identification of drug side effects and their management	<input type="radio"/>	<input type="radio"/>
Communication with patient/team		
27. Providing information to patients and relatives in an ethically correct and professional manner in compliance with legal requirements and ensuring that the patient has understood the information	<input type="radio"/>	<input type="radio"/>
28. Checking adherence	<input type="radio"/>	<input type="radio"/>
29. Participation in giving main information elements necessary to get informed consent	<input type="radio"/>	<input type="radio"/>
30. Breaking bad news to patients and family (simulated situation)	<input type="radio"/>	<input type="radio"/>
31. Summarizing the main points of diagnoses, active problems and management plans of a patient	<input type="radio"/>	<input type="radio"/>
32. Clarifying with nursing staff monitoring measures and calling criteria concerning patients	<input type="radio"/>	<input type="radio"/>
33. Giving teaching presentations and passing on specialist information, procedures and skills to students and other medical professionals	<input type="radio"/>	<input type="radio"/>
34. Identifying ethically problematic situations	<input type="radio"/>	<input type="radio"/>
35. Communicating and dealing professionally with geriatric patients	<input type="radio"/>	<input type="radio"/>
36. Advising and supporting patients (empowerment)	<input type="radio"/>	<input type="radio"/>
37. Managing patients with contradictory investigation results	<input type="radio"/>	<input type="radio"/>
38. Discussing diagnoses/prognoses with patients	<input type="radio"/>	<input type="radio"/>
39. Participating in meetings with relatives	<input type="radio"/>	<input type="radio"/>
40. Involvement in discharge management	<input type="radio"/>	<input type="radio"/>

Competence

	Objectives completed	
	Department 1	Department 2
Documentation		
41. Writing letters for transfer or discharge of patient	<input type="radio"/>	<input type="radio"/>
42. Filling in a death certificate and/or preparing an autopsy request (simulated situation)	<input type="radio"/>	<input type="radio"/>
43. Diagnostic coding	<input type="radio"/>	<input type="radio"/>
44. Working with local/national and international guidelines and protocols	<input type="radio"/>	<input type="radio"/>
45. Documentation in patient files/report of distinct parameters	<input type="radio"/>	<input type="radio"/>
46. Information request 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 Internal Medicine training programme or competences from the specialities of Internal Medicine (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"/>
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 <i>(please tick)</i>	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 <i>(please tick)</i>	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 (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 (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 (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

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
- Empathy, gaining trust
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- 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.

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- 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 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.

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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.

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- Active listening
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- Understanding of other cultures, dealing with language barriers
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- Taking responsibility, demonstrating awareness of limitations
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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