

Introductory meeting in Elective I

(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

Instructions on using the documentation for CPY tertial C “Electives”

In CPY tertial C you can take one elective (duration 16 weeks) or two electives (8 weeks each). If you choose the elective in a given subject in two departments, the two 8-week terms need to be documented separately.

Please make sure you insert in the folder the pages with the learning objectives for the subject you have chosen – pages C 3–C 6/C 15–C 18 are provided for this purpose. You can find the relevant download at kpj.meduniwien.ac.at.

You will find already prepared in Elective I and Elective II the CPY tasks for the 8 weeks as well as two Mini-CEX and DOPS forms These should be arranged according to your programme (e.g. bring forward from Elective II if you are only doing one elective).

Procedure if you are taking one elective (16 weeks)

- Download the learning objectives from kpj.meduniwien.ac.at
- Replace placeholder with learning objectives pages (pages C 3–C 6)
- Move pages “Mini-CEX” and DOPS from C 19/C 20 to C 7/C 8



**You can find the learning objectives
for Elective I (pages C 3–C 6) at
kpj.meduniwien.ac.at**

Insert the pages for your selected subject here.

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):

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 Elective I

(To be held within weeks 8–9; if taking a second elective, to be held within weeks 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%
	<div style="width: 0%; height: 15px; background-color: #e1f5fe;"></div>	<div style="width: 10%; height: 15px; background-color: #e1f5fe;"></div>	<div style="width: 20%; height: 15px; background-color: #e1f5fe;"></div>	<div style="width: 30%; height: 15px; background-color: #e1f5fe;"></div>	<div style="width: 40%; height: 15px; background-color: #e1f5fe;"></div>	<div style="width: 50%; height: 15px; background-color: #e1f5fe;"></div>	<div style="width: 60%; height: 15px; background-color: #e1f5fe;"></div>	<div style="width: 70%; height: 15px; background-color: #e1f5fe;"></div>	<div style="width: 80%; height: 15px; background-color: #e1f5fe;"></div>	<div style="width: 90%; height: 15px; background-color: #e1f5fe;"></div>	<div style="width: 100%; height: 15px; background-color: #e1f5fe;"></div>
Mentor:	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

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

Final evaluation in Elective I

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
- 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