

## Learning objectives – mandatory

The fulfilled and assessed learning objectives must be marked **by the student** with an x.

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 P4-P6), **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
<b>Pre-analysis</b>	
1. Assessment of suitable medical laboratory tests for clinical questions	<input type="radio"/>
2. Recognition and avoidance of significant pre-analysis errors	<input type="radio"/>
3. Knowledge of the appropriate examination material for individual laboratory analyses	<input type="radio"/>
<b>Analysis – performance of examination techniques</b>	
4. Indication and practical experience in the use of diagnostic laboratory methods in at least one of the following areas of laboratory medicine (alternatively the methods can also be performed by the student him/herself under instruction): clinical chemistry and protein chemistry, haematology, haemostaseology including monitoring of anti-coagulants, endocrinology including function tests, immunology	<input type="radio"/>
5. Doing and evaluating a urine analysis (urine strip and sediment)	<input type="radio"/>
6. Preparing a blood smear and microscopic evaluation	<input type="radio"/>
<b>Interpretation of findings</b>	
7. Evaluation and interpretation of medical laboratory findings in at least one of the following areas of laboratory medicine with a summary of the most important points for diagnosis and differential diagnosis of medical laboratory findings and possibly indication for further laboratory analyses: clinical chemistry and protein chemistry, haematology, haemostaseology including monitoring of anti-coagulants, endocrinology including function tests, immunology	<input type="radio"/>
8. Evaluating a serum protein electrophoresis (focus on paraprotein diagnosis)	<input type="radio"/>
<b>Communication with patient/team</b>	
9. On-going communication with other healthcare professionals in the laboratory team, e.g. for coordinating the methodology sequence in the diagnostic process or for clarifying implausible analysis values etc.	<input type="radio"/>
10. On-going communication with physicians, e.g. in the case of uncertainty regarding the indication of laboratory tests or for notification or discussion of test results etc.	<input type="radio"/>
11. Participation in clinical-pathological case reviews and tumor boards (if possible at the relevant institution)	<input type="radio"/>
12. Presentation of diagnostic cases	<input type="radio"/>

## Competence

Objectives completed

### Documentation

13. Basic understanding of automation processes in the laboratory	<input type="radio"/>
14. Basic understanding of the technical and medical validation of test results	<input type="radio"/>
15. Basic understanding of applications of the Laboratory Information System (LIS) and its interface with the Hospital Information System (HIS)	<input type="radio"/>
16. Knowledge and use of instruments of quality management	<input type="radio"/>
17. Documentation of test results	<input type="radio"/>
18. Understanding and use of measures to evaluate the quality of a laboratory test in terms of its sensitivity, specificity, precision, accuracy and positive/negative predictive value	<input type="radio"/>
19. Basic understanding necessary to define reference range and cut-off	<input type="radio"/>
20. Familiarity with the potential areas of application of point-of-care testing	<input type="radio"/>

### Verified by mentor

## Learning objectives – optional

In addition to the competences that are mandatory to achieve, optional competences from the training programmes may also be acquired.

Competence as per training programme	Objectives completed
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<b>Verified by mentor</b>	

