MEDICAL UNIVERSITY OF VIENNA

Training Programme (essential elements)

Clinical Practical Year (CPY)

at Medical University of Vienna, Austria

CPY-Tertial C

Social Medicine-Public Health

Valid from academic year 2025/2026

Responsible for the content

ao.Univ.-Prof. Dr.med.univ. Gerald Haidinger

Univ.-Prof. Dr.med.univ. Anita Rieder

This training programme applies to the subject of "Social Medicine – Public Health" within CPY tertial C "Electives". The training programmes for the elective subjects in CPY tertial C are each designed for a duration of 8 weeks.

General Objectives of the Clinical Practical Year

Key points of training in the Clinical Practical Year are:

1. The Clinical Practical Year takes place in the 6th year of medical studies and lasts over a period of 48 weeks.
2. The Clinical Practical Year aims to acquire and deepen the competencies listed in the Austrian Competency Level Catalog for Medical Skills and is in accordance with European requirements (EU Directive for Basic Studies).
3. The application and consolidation of what has been learned in the learning context must take place on a clinical ward, in an outpatient clinic, or in a teaching practice (general medicine) with patients under supervision. An exception to this are electives in non-clinical specialties.
4. The focus is on self-directed learning through real-life tasks in everyday clinical practice (task-based learning).
5. The focus is on the care of patients under supervision (see § 49 Abs. 4 und 5 Ärztegesetz 1998, BGBl. I Nr. 169/1998, idgF)[1] A mere observer role (passive participation in rounds, tumour boards, etc.) is not sufficient.
6. Active participation in everyday clinical practice (e.g., patient presentations by students, participation in training and continuing education events, ward rounds, tumor boards) is an essential part of the training. Independent elaboration of knowledge of the problems that arise should be practised – in the aim of lifelong learning.
7. Practice clinically problem-oriented scientific thinking and evidence-based medical action when managing patients.
8. Integration into a treatment team and taking over tasks appropriate to the level of training. Students are trainees who are called upon to perform clinical activities to the extent necessary to achieve the training objectives. It must be ensured that the clinical internship, as part of the program, ensures the required breadth of clinical training.
9. Practice professional behaviour both towards patients and their families, as well as towards various professional groups and public authorities.
10. Promotion of initiative and personal responsibility for one's own training and continuing education.

[1]According to § 49 Abs. 4 und 5 Ärztegesetz 1998, BGBl. I Nr. 169/1998, idgF, medical students are authorized to perform the following activities "under the guidance and supervision of their training physicians":

1. Taking medical history
2. Performing simple physical examinations, including blood pressure measurement
3. Drawing blood from veins
4. Performing intramuscular and subcutaneous injections
5. Certain other medical activities, provided that mastery of these is essential for the successful completion of their medical studies and the medical students in training can demonstrate that they already possess the knowledge and experience required to conscientiously perform these activities, given the difficulty of the activities.

Subject-Specific Information

1. Objectives of the Social Medicine – Public Health field in the CPY

The Social Medicine – Public Health subject is to be completed as an elective subject for eight weeks during the CPY at the Center for Public Health, at another university unit for Social Medicine – Public Health, or at one of the cooperation partners in the public health service of the states of Upper Austria, Lower Austria, and Vienna. Individual subunits of the Center for Public Health can be consulted for optional skills development. By their involvement in academic work, students should learn, practice, and gradually apply the basic competencies and skills used in social medicine and public health under the guidance of specialists, physicians in advanced training, or other representatives of other selected health professions qualified for teaching.

Particular emphasis should be put on ensuring that, after a phase of familiarization with the specific conditions of the subunit (which should last no longer than 14 days), students work independently under supervision within the framework of epidemiological studies or prevention projects. This includes data collection (e.g., literature searches, creating and applying questionnaires), data entry and processing in statistical programs (e.g., SPSS), preparation of evaluations, reports, and presentations, including discussion of considerations for the implementation of prevention measures. For studies or projects involving patient involvement, students can (optionally) conduct anamnesis and medical examinations as part of the data collection process, as well as venipuncture (if necessary).

Care should be taken to ensure that students gain as broad a spectrum of knowledge as possible within the subject area. This should also be taken into account in performance assessments.

As an essential part of the training, active participation in meetings such as regular rounds, academic lunches, and interdisciplinary discussions, as well as participation in unit-specific continuing education events, is required.

2. Areas of Activity

The recommended content listed here should be included in the CPY training program:

<u>Problems as a starting point of training, examples:</u>

- Evidence-based health promotion and prevention
- Social and health inequalities
- Risk factors for the 10 leading causes of death according to the WHO list
- Age- and gender-specific prevention tasks
- Diseases related to Lifestyle
- Occupational safety and health promotion
- Diseases related to the environment
- Social determinants of health
- Health literacy

- Salutogenesis, primary prevention
- Health in all policies
- Public health policies
- Epidemiological methods
- Infectious disease epidemiology and prevention, crisis management
- Health system and integrated care, health services research
- Primary health care
- Screening
- Health economics
- Medical psychology/health psychology
- Substance abuse and addiction disorders
- Mental health
- Cultural sensitivity, diversity management tasks
- Quality assurance of interventions
- Areas of action for health target management according to the agreement pursuant to Article 15a of the Federal Constitutional Law (B-VG) on health target management.

3. Learning objectives (competences)

The theoretical principles were taught to students in blocks 1, 6, 22/23, and SSM. These are developed and implemented as skills in the CPY. Some skills it will only be possible to practice by simulation or can only be discussed in terms of their importance, possibly supported with teaching materials. In such cases this is explicitly stated.
The following skills shall be acquired or deepened in the subject of Social Medicine – Public Health during the CPY.

3.1 Competences to be achieved (mandatory)

1. Identification and assessment of risk factors as well as lifestyle advice (physical activity, diet, smoking, alcohol, illicit drugs)
2. Data collection and assessment of the significance of indicators/data in order to address specific problems
3. Use of epidemiological analysis procedures in one of the specified areas of activity
4. Interpretation of relative risks
5. Interpretation of statistical significance
6. Writing up a summary while preparing health reports
7. Development of health promotion and protection concepts in accordance with evidence-based criteria
8. Planning of the implementation of measures to prevent and/or combat disease (e.g. pandemic or other infectious or non-infectious disease, or food-borne outbreak)
9. Researching scientific literature and basic statutory regulations

3.2 Optional competences

In addition to the competences that are mandatory to achieve (see 3.1), further competences from the following list may also be acquired.

1. Assessment of the efficiency and effectiveness of health promotion and protection programmes
2. Crisis communication (simulated situation, e.g. pandemic)
3. Assessment of the implementation of the objectives of "controlling health targets" as laid down in Art. 15a of the Austrian Federal Constitution Act

4. Information on verification of performance, on-going assessments

4.1 The following skills and problems can be assessed by DOPS:

1. Ability to formulate written summaries when preparing a health report/research assignment
2. Research of literature/legislation (including survey of the epidemiological situation) around a specific problem
3. Methodology used (choice of indicators, choice of statistical methods) in a project or research assignment
4. Data analysis (descriptive statistics, statistical tests for differences and correlations, statistical significance) for the interpretation of results in a project or research assignment
5. Measures to tackle risk factors, health problems or illness
6. Presentation during a seminar or unit or centre discussion/review

This list can be expanded accordingly.

5. Subject-specific details regarding the CPY assignments

Training programme. The learning objectives are designed to cover the skills most commonly encountered in daily practice in the subject of Social Medicine – Public Health, which every doctor should master in her/his advisory role irrespective of later specialisations. In addition to the epidemiology of the most common diseases, this also includes the identification of risk factors, assessment of the effect of harmful exogenous factors (interpretation of thresholds and relative risk) and the recommendation of measures to promote health and reduce the incidence and prevalence of disease. CPY students should also be able to deepen their theoretical knowledge about modern health promotion, primary prevention and screening programmes.

The following CPY assignments must be completed in the subject of Social Medicine – Public Health:

(A) Active tasks – mandatory component	8 week period
Data collection: e.g. literature search, research into the basic legal regulations relating to a particular problem, preparation of a questionnaire (80 – 120 hours)	1x
Performance of a data analysis under supervision, search for statistically significant correlations or differences (24 hours)	1x
Assessment of the results of a project or research assignment (8 hours)	1x
Written summary of the results (16 hours)	1x
Written discussion of the results (32 hours)	1x
Presentation during a unit-specific professional development/training event (20 min)	1x

A) Active tasks – mandatory elective component	Points	8 week period
Data collection: literature search relating to a specific problem (16 hours)	6	*Elective assignments amounting to at least 15 points from at least 2 categories*
Data collection: research of basic legal regulations relating to a specific problem (8 hours)	4	
Data collection: preparation of a questionnaire for a survey (80 - 120 hours)	10	
Questionnaire-based interview of respondents (40 - 60 hours)	10	
Preparation of data analysis: data input to statistical programs (40 hours)	8	
Performance of a data analysis under supervision, search for statistically significant correlations or differences (24 hours)	10	
Assessment of the results of a project or research assignment (8 hours)	4	
Written summary of the results (16 hours)	6	
Written discussion of the results (32 hours)	10	
Presentation during a unit-specific professional development/training event (20 min)	10	
(B) Attendance at training and professional development events – mandatory component		**8 week period**
Further training/training for junior doctors/interns		2x
(B) Attendance at training and professional development events – mandatory elective component	**Points**	**8 week period**
Further training/training for junior doctors/interns	2	*Elective events amounting to at least 4 points from at least 2 categories*
Participation in university unit-specific professional development/training event (e.g. DSPM regular meetings/"jours fixes")	1	
Participation in university unit-specific professional development/training event (e.g. ZPH Science Lunch) and interdisciplinary discussions	1	
"Morbidity & Mortality" conferences	1	
External training and professional development events per ½ day (congresses, conferences etc.)	3	
Course attendance ½ day (e.g. burnout prevention, lecture series: Bewusst gesund@MedUni Wien, SPSS seminars, biometrics courses, Medical English course, presentation training for scientists, seminar: "Clinical Studies", publication workshops)	3	
Non-live events (e.g. Webinars)	1	

6. Subject-specific information for the mid-term and final interviews

The interviews will be conducted by the medical specialists or physicians in advanced specialist training responsible for supervision, or by other representatives of other selected health professions qualified for teaching, taking into account the course objectives and the CPY students' logbook/portfolio.

Appendix: Details of the CPY assignments in the medical specialty of Social Medicine – Public Health

Data collection: literature search relating to a specific problem (16 hours)

Definition/framework:

1. Selection of a specific problem
2. Selection of database(s)/search engines where the search should take place.
3. Assessment of collected data, reliability of data source, sample size, number of available studies
4. Written description of the data collected, detailing the sources

What is to be documented:
Preparation time: none; time for the task: 30 min – 16 hours
Scope: max. two written pages (A4, Arial 12, line spacing 1 cm)
Framework: literature, databases, websites of official national and/or international institutions
Resources: meta-analyses in the literature

Rationale:
Why have you chosen this subject? What did you learn?
Feedback both from mentor and student
Documentation: written, keywords on each point

Data collection: Research of basic statutory regulations relating to a specific problem (8 hours)

Definition/framework:

1. Selection of a specific problem
2. Selection of database(s)/search engines where the search should take place.
3. Assessment of collected data, reliability of the data source
4. Written description of the collected data, detailing the sources

What is to be documented
Preparation time: none; time for the task: 30 min – 8 hours
Scope: max. one written page (A4, Arial 12, line spacing 1 cm)
Framework: literature, databases, websites of official national and/or international institutions
Resources: Internet

Rationale:
Why have you chosen this subject? What did you learn?
Feedback: both from mentor and student
Documentation: written, as above, possibly further keywords on each item

Data collection: Preparation of a questionnaire for a respondent survey (80 - 120 hours)

Definition/framework:

1. Selection of a specific problem*
2. Planning of the study to be performed by means of a questionnaire-based interview: necessary size of sample, planned type of interview (phone, e-mail, online, personal interview)*
3. Selection of questionnaire target group (respondents)*
4. Literature search in preparation of the questionnaire, search for similar examples in the scientific literature
5. Assessment of the collected data
6. Written formulation of a questionnaire adapted to the specific questions
7. Selection of response option for each question with particular attention to the quality of the data collected: response options (nominal scale, ordinal scale, metric scale).
8. Consideration of: anonymity of questionnaire, details of gender and/or age, socio-economic status
9. Checking questionnaire in terms of data protection, language, complexity and length

** If points 1-3 have already been specified in projects or research assignments, student should start at number 4.*

What is to be documented:
Preparation time: none; time for the task: 80 to 120 hours
Size: written questionnaire max. 8 pages (A4, Arial 12, line spacing 1 cm)
Framework: project/research assignment
Resources: similar studies in the literature, models from earlier studies from own institution

Rationale:
Why have you chosen this subject? What did you learn?
Feedback: both from mentor and student
Documentation: written, copy of questionnaire, keywords

Questionnaire-based interview of respondents (40 - 60 hours)

Types of survey:

1. Telephone survey
2. E-mail/online survey
3. Face-to-face interview

What is to be documented:
Preparation time: 8 hours; time for the task 40-60 hours
Scope: maximum 150 interviews
Framework: project/research assignment
Resources: telephone book, Internet, e-mail distribution list, patient file cards

Rationale:
What are the pros and cons of the chosen type of survey? Which problems did you encounter?
Feedback: mentor
Documentation: written, keywords plus copy of anonymised list of participants

Preparation of data analysis: data input into statistics program (40 hours)

Definition/framework (contents):
Data input to statistics program. Personal data must be anonymised.

What is to be documented:
Preparation time: 16 hours; time for the task: 40 hours
Scope: data input of max. 150 respondents
Framework: project/research assignment
Resources:

- Achim Bühl. SPSS 20. Einführung in die moderne Datenanalyse. 13th edition 2011
- Felix Brosius. SPSS 20 für Dummies. Paperback

Rationale:
What did you learn?
Feedback: mentor
Documentation: printouts, screenshots

Data analysis under supervision, search for statistically significant correlations or differences (24 hours)

Definition/framework (contents):
Selection and performance of statistical test methods using a statistics computer program. Other programs can also be used for data analysis (e.g. Excel).

What is to be documented:
Preparation time: 40 hours, deepening knowledge of test methods and use of the statistics program.
Time for the task: 24 hours
Scope: analytical statistics
Framework: project/research assignment
Resources: similar examples in the literature, models from earlier studies from own institution

Rationale:
How would you carry out your own analyses?
Feedback: mentor
Documentation: printouts, screenshots

Assessment of the results of a project or research assignment (8 hours)

Definition/framework (contents):
Application of social medicine methodology.

What is to be documented:
Preparation time: none; time for the task: 8 hours
Scope: descriptive/analytical epidemiology
Framework: project/research assignment
Resources: templates/models from other studies

Rationale:
What conclusions can be drawn from this type of data?
Feedback: mentor
Documentation: written, analyses, tables

Written summary of the results (16 hours)

Definition/framework (contents):
Application of social medicine methodology.

What is to be documented:
Preparation time: none; time for the task: 16 hours
Scope: descriptive and analytical epidemiology
Framework: project/research assignment
Resources: templates/models from other studies

Rationale:
What did you learn?
Feedback: mentor
Documentation: written, outline/concept of publication

Written discussion of the results (32 hours)

Definition/framework (contents):
Application of social medicine methodology.

What is to be documented:
Preparation time: none; time for the task: 32 hours
Scope: max. two written pages (A4, Arial 12, line spacing 1 cm)
Framework: project/research assignment
Resources: scientific literature

Rationale:
How do I write a scientific paper?
What requirements must be met?
Publication/Citation styles of different scientific magazines.
Feedback: mentor
Documentation: written, outline/concept of publication

Article presentation during a unit-specific professional development/training event (e.g. ZPH Science Lunch) (20 min)

Science Lunch is a meeting of scientists at which current projects and scientific publications are presented and critically discussed. Similarly, other unit-specific training events can be used to present.

Definition/framework:

1. Summarise aim, methods and results of a study/studies
2. Critical examination of methods and results
3. Structure of the presentation:
   Question – background – inclusion criteria – exclusion criteria – study design and methods – study location – interventions – outcome/results – comments – literature
4. Topics of the discussion:
   a. Conclusions verifiable?
   b. Is the data given sufficient?
   c. Results of other studies/authors
5. Audience feedback

What is to be documented:
Preparation time: 3 hours, time for the task: 20 minutes
Scope: written summary of at least 250 words
Framework: scientific colleagues
Resources: scientific literature

Rationale:
Relevance? Why choose this study/studies?
Preparation of a presentation within a scientific framework
Feedback: mentor and participants at the presentation
Documentation: printout of the presentation