

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
Taking a medical history	
1. Clarifying the patient's expectations and requests for the consultation	<input type="radio"/>
2. Taking a systematic (targeted, hypothesis oriented) history (symptoms, current complaints, the patient's life situation, her/his understanding of the disease and concerns, social and cultural background and illness experience)	<input type="radio"/>
3. Noting and reacting to non-verbal cues	<input type="radio"/>
4. Family history	<input type="radio"/>
5. Lifestyle history	<input type="radio"/>
6. Identifying hazardous behaviour and dangerous lifestyles	<input type="radio"/>
7. Taking history from third parties	<input type="radio"/>
8. Taking paediatric/adolescent psychiatric history	<input type="radio"/>
9. Taking history in patients with special communication needs, e.g. language or speech problems	<input type="radio"/>
10. Taking psychoactive/potentially addictive substance history	<input type="radio"/>
11. Assessment of mood and mental status	<input type="radio"/>
12. History taking in emergency patients	<input type="radio"/>
13. Taking history in patients with child and adolescent psychiatric conditions (including psychosocial status)	<input type="radio"/>
Performance of examination techniques	
14. Assessing and managing patients suspected of self-harm (excluding suicide)	<input type="radio"/>
15. Assessment of general condition (habitus and posture, symmetry and mobility of body) and nutritional state	<input type="radio"/>
16. Assessment of vital functions (body temperature, respiration, pulse rate, blood pressure, venous pressure)	<input type="radio"/>
17. Assessment of orientation in space and time	<input type="radio"/>
18. Assessment of body length, weight, BMI	<input type="radio"/>
19. Basic examination of emergency patients, patients with child and adolescent psychiatric conditions	<input type="radio"/>
20. Assessment of psychopathological status	<input type="radio"/>
21. Diagnosis of suicidal constrictio	<input type="radio"/>
22. Assessment of risk to self/others	<input type="radio"/>

Competence

Objectives completed

Performance of routine skills

- | | |
|--|-----------------------|
| 23. Venepuncture / drawing blood | <input type="radio"/> |
| 24. Routine work in out/in-patient areas | <input type="radio"/> |

Therapeutic measures

- | | |
|--|-----------------------|
| 25. Checking drug therapy for drug interactions | <input type="radio"/> |
| 26. Identification of drug side effects and their management | <input type="radio"/> |
| 27. Managing psychiatric emergencies and crises | <input type="radio"/> |
| 28. Indication for psychotherapy | <input type="radio"/> |
| 29. Indication for psychopharmacotherapy | <input type="radio"/> |
| 30. Creating an overall treatment plan | <input type="radio"/> |

Communication with patient/team

- | | |
|--|-----------------------|
| 31. Elaborating a clinical question and searching for its solution in the literature | <input type="radio"/> |
| 32. Informing colleagues and other professionals on findings and checking understanding | <input type="radio"/> |
| 33. Dealing with and behaving appropriately in the face of aggression | <input type="radio"/> |
| 34. Working in a multidisciplinary team | <input type="radio"/> |
| 35. 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"/> |
| 36. Checking compliance | <input type="radio"/> |
| 37. Telephoning patients and third parties in an ethically correct and professional manner (in accordance with legal requirements) | <input type="radio"/> |
| 38. Giving main information elements necessary to get informed consent | <input type="radio"/> |
| 39. Obtaining informed consent | <input type="radio"/> |
| 40. Summarizing the main points of diagnoses, active problems and management plans of a patient | <input type="radio"/> |
| 41. Discussing diagnoses/prognoses with patients | <input type="radio"/> |
| 42. Identifying ethically problematic situations | <input type="radio"/> |
| 43. Communicating and dealing professionally with children and adolescents and their relatives with and without mental disabilities | <input type="radio"/> |

Documentation

- | | |
|---|-----------------------|
| 44. Documentation in patient files | <input type="radio"/> |
| 45. Retrieving patient-specific information from clinical data system | <input type="radio"/> |
| 46. Writing letters for transfer or discharge of patient | <input type="radio"/> |

Verified by mentor

