

## Attachment 1: Learning objectives and didactic methods of the individual events of the LongProf curriculum

Topic (Venue)	Learning objectives	Corresponding competence of the NKLM 2.0	Methods	Volume
<b>Launch weekend</b> (external venue, rural hostel)	<ul style="list-style-type: none"> <li>○ formation of a group identity</li> <li>○ identify own ideas and expectations of medical professionalism</li> <li>○ reflect on their own biography with regard to their choice of medical profession</li> <li>○ getting to know medical role models</li> </ul>	VIII.6-03.1 <i>...they are capable of self-knowledge, self-reflection, self-criticism and self-development.</i>	<ul style="list-style-type: none"> <li>○ multimodal mindfulness exercises at the start of the day (<i>Taiji</i>, “photo walk”, meditation)</li> <li>○ walk alone in silence with the question “What makes a good doctor for me?”</li> <li>○ Lecture: Frameworks of medical professionalism/situational model as a framework concept</li> <li>○ writing discussion on topics of medical professionalism</li> <li>○ Representation of typical medical professional constellations as a still image</li> <li>○ biography work as a board game</li> <li>○ “me in 10 years” - visualisation of the future biography with pipe cleaners</li> <li>○ <b>world cafe with medical colleagues from different specialties</b>, survey on individual career paths</li> <li>○ self-reflection/exercise: “Letter to myself”</li> </ul>	26 Teaching Units (TU)
<b>Identity</b> (course room of the University of Jena)	<ul style="list-style-type: none"> <li>○ know the basic features of different personality typologies</li> <li>○ reflect on the limits, strengths and weaknesses of their own personality</li> <li>○ transfer the consequences of this reflection to their own medical work</li> <li>○ name their own medical role models and guiding principles</li> </ul>		<ul style="list-style-type: none"> <li>○ lecture: Geneva Declaration [29] and Physician Charter according to the American Board of Internal Medicine [6]</li> <li>○ collection and presentation of own medical role models and guiding principles</li> <li>○ Lecture: Personality typology according to Riemann-Thomann [30]</li> <li>○ exercise: Self-location of own personality visualised in a spatial constellation</li> <li>○ group discussion on the effects of personality traits on clinical work</li> </ul>	6 TU
<b>Responsibility</b> (course room of the University of Jena)	<ul style="list-style-type: none"> <li>○ reflect on the experience of responsibility in a medical context</li> <li>○ promote the ability to assume responsibility</li> <li>○ experience self-efficacy in an example</li> </ul>		VIII.6-03.1.2 <i>...they can realistically assess their own skills and align the assumption of tasks and responsibilities accordingly.</i>	<ul style="list-style-type: none"> <li>○ partner exercise “blind man’s walk”</li> <li>○ case vignettes from different situational levels as a constellation in the room</li> <li>○ Lecture: Legal and moral aspects of responsibility in a medical context</li> <li>○ report from a young professional on dealing with difficult situations</li> </ul>

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<b>Autonomy</b> (circus tent)	<ul style="list-style-type: none"> <li>perceive their own autonomy, freedom and creative possibilities in everyday medical and student life</li> <li>be able to classify first and second order autonomy [18], self-determination theory according to Deci and Ryan [23]</li> </ul>	VIII.6-04.2.3 ... <i>they can explain the ethical and legal foundations of the principle of patient autonomy.</i>	<ul style="list-style-type: none"> <li>experience of autonomy: Painting with a handicap</li> <li>Lecture: First and second order autonomy [31], self-determination theory according to Deci and Ryan [32]</li> <li>Reflection: How does the autonomy of a doctor differ from that of a circus artist?</li> <li>representation of autonomy conflicts as improvisational theatre</li> </ul>	6 TU
<b>Mindfulness</b> (Dornburger Castle)	<ul style="list-style-type: none"> <li>identify thought patterns and beliefs in themselves and their impact on patient contact</li> <li>apply techniques for distancing oneself from negative thought patterns</li> <li>know how mindfulness can be used in a therapeutic context and for your own resilience</li> </ul>	VIII.6-03.2.2 ... <i>they can use individual strategies to cope with and reduce stress and explain appropriate professional support services.</i>	<ul style="list-style-type: none"> <li>unintentional walk as a mindfulness exercise</li> <li>guided mindfulness meditation and body awareness</li> <li><b>Lecture open to the public (Prof. Angela Geissler): Origin and evidence of clinical application of mindfulness-based practices</b></li> <li>role play for identifying and distancing thought patterns in patient contact</li> </ul>	6 TU
<b>Death and passing</b> (church devotional room)	<ul style="list-style-type: none"> <li>explore own experiences, emotions and cognitions about death and dying</li> <li>reflect on the meaning and limits of the medical role in dealing with death and dying</li> <li>realise their own finiteness</li> <li>address and reduce fear of dealing with death in a clinical context</li> </ul>	11.4.3.4 ... <i>they can explain the cultural and historical conditionality of medicine and its influence on medical training.</i> 14c.3.2.11 ... <i>they can communicate truthfully and empathically with the dying and their relatives.</i> 18.3.4.1 ... <i>they are able to reflect on the cultural and temporal nature and ideological differences in dealing with dying and death.</i>	<ul style="list-style-type: none"> <li>small group discussion about own experiences with death and dying, significance for own world view and the doctor as "opponent of death"</li> <li>Lecture: Ethical and legal aspects of dealing with death, withdrawal of treatment and euthanasia</li> <li>list of the students' own case vignettes</li> <li>multimodal offers for individual asynchronous consolidation (including writing and drawing exercises, film and book recommendations as well as follow-up with teachers in attendance)</li> </ul>	6 TU
<b>Trust</b> (course room of the University of Jena)	<ul style="list-style-type: none"> <li>be able to evaluate trust in the medical profession for themselves and for the doctor-patient relationship</li> <li>reflect on the importance of honesty and safety, but also vulnerability in patients and practitioners</li> <li>know aspects of the formation, loss and restoration of trust</li> </ul>	VIII.6-04.3, VIII.6-04.3.1 ... <i>they know and take into account the importance and responsible handling of trust in doctor-patient relationships. They can responsibly apply measures to build trust.</i>	<ul style="list-style-type: none"> <li>group constellation on questions of trust</li> <li>group reflection on the question "What is needed to build trust from the patient or doctor's perspective?"</li> <li>Lecture: Origins and definitions of personal trust and trust in the healthcare system</li> <li>experience report from a patient followed by a Q&amp;A session</li> <li>role play in small groups based on case vignettes</li> <li><b>Lecture open to the public "Trust in medicine" (Dr. Paula Linden)</b></li> </ul>	6 TU

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<b>How do I stay healthy as a doctor?</b> (course room of the University of Jena)	<ul style="list-style-type: none"> <li>○ get to know the concept of salutogenesis</li> <li>○ recognising the importance of one's own moral values as an aspect of health</li> <li>○ becoming aware <ul style="list-style-type: none"> <li>- of the special professional demands of being a doctor</li> <li>- of own resources at micro, meso and macro level</li> </ul> </li> </ul>	<i>VIII.6-03.2.2 ...they can use individual strategies to cope with and reduce stress and explain appropriate professional support services.</i>	<ul style="list-style-type: none"> <li>○ group and partner discussion on own ideas of personal health and the special requirements of the medical profession</li> <li>○ reflection on own moral values, individual work with “value target”</li> <li>○ theory-based presentation on salutogenesis and concepts of health</li> <li>○ practical exercises: <i>Taiji</i> and <i>Qigong</i></li> </ul>	6 TU
<b>Planetary health</b> (living room, forest, lecture hall)	<ul style="list-style-type: none"> <li>○ understand health as a supra-individual concept</li> <li>○ understand systemic interactions between economic, ecological, political and cultural determinants using the example of climate change</li> <li>○ placing one's own clinical activity in a global context, exploring one's own potential for change</li> </ul>	<i>VIII.4-19.1.1.new.3 and 4 ...they can name the terms, models and variables of public health and global health and name health policy goals and challenges at national and international level.</i>	<ul style="list-style-type: none"> <li>○ <b>Lecture open to the public: “Planetary health - challenge of the 21st century” (Oscar Masztalerz, Charité, School of Public Health Berlin, German Advisory Council on Global Change)</b></li> <li>○ teaching format developed together with students, consisting of three thematic regulars' tables, intensive nature experience and reflection</li> </ul>	6 TU

(The involvement of external speakers is highlighted)