

Attachment 5: Standardised questionnaire: General Learning Objectives – 2nd round Delphi survey of postgraduate trainees and heads of postgraduate training centres

A) Personal information

1. What is your current professional situation?

- ☐ Postgraduate trainee
- ☐ Head of a postgraduate training centre
- ☐ Other (please specify)

2. Gender:

- ☐ Female
- ☐ Male
- ☐ Diverse

3. Which age group do you belong to?

- ☐ 25 – 30
- ☐ 31 – 40
- ☐ 41 – 50
- ☐ 51 – 60
- ☐ > 60

4. Where do you work?

- ☐ Private practice
- ☐ District/regional hospital
- ☐ Small cantonal hospital
- ☐ Large cantonal hospital
- ☐ University hospital
- ☐ Other (please specify):

5. What specialist title do you hold or are you aiming to obtain? If you hold several specialist titles, please tick the one you consider the most important.

Selection menu listing all specialist titles, see

[https://www.siwf.ch/weiterbildung/specialist title-and-schwerpunkte.cfm](https://www.siwf.ch/weiterbildung/specialist%20title-and-schwerpunkte.cfm)

6. Have you already taken part in the first round of the Delphi survey?

- ☐ Yes
- ☐ No

B) Prioritisation of General Learning Objectives

Below you will find those 12 (of 22) “**regulation-compliant competencies**” that were rated as “very relevant” by > 60% of the respondents or by one of the subgroups (language; gender; professional situation) in the 1st round of the Delphi survey and those 4 competencies that were most frequently cited in answers to the question about “new topics”.

Patient care: Is able to provide patients with comprehensive advice, support and care, whilst duly respecting their autonomy.

Trust-based relationship: Can build a trust-based relationship with patients and their families.

Communication skills: Can provide expert information on upcoming diagnostic and therapeutic measures (informed consent discussion) and can deliver bad news in a sensitive and objective manner.

Diagnostics and therapy: Can take a concise medical history, carry out a proper clinical examination, use the results to derive a working hypothesis and draw up a plan for the next steps (where possible, in accordance with the principles of evidence-based medicine).

Patient safety/error culture: Identifies risks, errors and complications at an early stage and manages them appropriately.

Recognizing one's own limits: Consults other professionals in cases of uncertainty, if the issues lie outside the personal area of expertise, or if the patient requests it.

Pharmacotherapy: Knows the indications, pharmacokinetics and relevant adverse effects and interactions of the medicines used.

Medical information: Maintains confidentiality of medical information.

Information sharing among professional colleagues: Summarises relevant information concisely when reporting about a patient.

Collaboration with other healthcare professionals: Respects the different roles and responsibilities when collaborating with other healthcare professionals.

Conduct towards staff members: Motivates and manages subordinate staff respectfully.

Self-organisation/structuredness: Demonstrates appropriate time and task management, sets priorities correctly.

New topics:

Work-life balance: Is able to strike a balance between professional demands and personal life (family and leisure), thereby maintaining one's own health and avoiding burnout; is familiar with employment law requirements and ensures compliance.

Smarter Medicine: Recognises that, in medicine, “Less is sometimes more”, and avoids treatments and diagnostic workups that offer no added benefit to patients.

Migration/transcultural competency: Can grasp and understand how individual “lifeworlds” may play out under special circumstances and in different contexts, and, from that, derive and adapt the appropriate courses of action.

Teaching/leadership: Has a solid understanding of didactics and team leadership with a view to future postgraduate medical education.

7. Please select 8 competencies from the 16 listed above that you believe should definitely be taught as “General Learning Objectives” and rank them into priorities.

	1st priority	2nd priority	3rd priority	4th priority	5th priority	6th priority	7th priority	8th priority
Patient care	☐	☐	☐	☐	☐	☐	☐	☐
Trust-based relationship	☐	☐	☐	☐	☐	☐	☐	☐
Communication skills	☐	☐	☐	☐	☐	☐	☐	☐
Diagnostics and therapy	☐	☐	☐	☐	☐	☐	☐	☐
Patient safety/error culture	☐	☐	☐	☐	☐	☐	☐	☐
Recognizing one's own limits	☐	☐	☐	☐	☐	☐	☐	☐
Pharmacotherapy	☐	☐	☐	☐	☐	☐	☐	☐
Medical information	☐	☐	☐	☐	☐	☐	☐	☐
Information sharing among professional colleagues	☐	☐	☐	☐	☐	☐	☐	☐
Collaboration with other healthcare professionals	☐	☐	☐	☐	☐	☐	☐	☐
Conduct towards staff members	☐	☐	☐	☐	☐	☐	☐	☐
Self-organisation/structuredness	☐	☐	☐	☐	☐	☐	☐	☐
Work-life balance	☐	☐	☐	☐	☐	☐	☐	☐
Smarter Medicine	☐	☐	☐	☐	☐	☐	☐	☐
Migration/transcultural competency	☐	☐	☐	☐	☐	☐	☐	☐
Teaching/leadership	☐	☐	☐	☐	☐	☐	☐	☐

You have reached the end of the survey.

Many thanks for your valuable cooperation!

If you have any comments, please add them here: