Clinical Placement Study: Initial Questionnaire

1. Please state your age: ..........................................

2. Please state your sex:  □ male  □ female

3. How many weeks of your clinical placement(s) have you completed in total (current and previous)?  ..........................  

4. Have you completed previous vocational training?  □ yes  □ no

   If yes, what kind? ............................................................

5. In which specialty are you currently performing a clinical placement? .................................................................

6. Which ‘provider’ did you choose for the clinical placement?

   □ University hospital  □ Municipal hospital  □ Other provider: ............................................................

7. Why did you choose this particular clinical placement? (multiple answers possible)

   □ Personal recommendation (e.g. from people in a clinical placement or other people)

   □ Personal contacts (e.g. with staff at the clinical placement site)

   □ General good reputation of the clinical placement site

   □ Proximity to home

   □ Payment

   □ The chosen location fits well with your own plans (timing, logistics, etc.)

   □ To gain insights into unfamiliar specialty

   □ To deepen existing knowledge

   □ To test possible career decisions

   □ Other reasons, namely:  ........................................................................................................

8. How attractive for you as a personal career goal is the specialty you chose for the clinical placement?

   Not at all attractive  Not very attractive  Neither attractive nor unattractive  Moderately attractive  Very attractive

   □  □  □  □  □

9. Which of the following factors play a role in this rating and to what extent?

   • Work-life balance

   □  □  □  □  □

   • Family friendliness

   □  □  □  □  □

   • Patient contact

   □  □  □  □  □

   • Personal enthusiasm

   □  □  □  □  □

   • Role models and people you know who come from this specialty or are close to it

   □  □  □  □  □

   • Social recognition, social status of the specialty

   □  □  □  □  □

   • Importance for own education

   □  □  □  □  □

   • Importance for own career

   □  □  □  □  □
Record of Learning
1st day - morning

1. To what extent did you have a learning gain in the following areas this morning?

<table>
<thead>
<tr>
<th>Area</th>
<th>Not at all</th>
<th>Not very</th>
<th>Somewhat attributable</th>
<th>To a great extent</th>
<th>To a very great extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase in knowledge (theory)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Increase in skills</td>
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<tr>
<td>Medical history taking</td>
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<td></td>
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<tr>
<td>Other conversational skills with patients</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Social competence in the team</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Organisational knowledge</td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Work processes</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Hygiene</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Documentation, written tasks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Patient presentation</td>
<td></td>
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</tr>
</tbody>
</table>

2. To what extent was the overall learning gain attributable to ‘observational learning, learning through or from role models’?

<table>
<thead>
<tr>
<th>Not at all</th>
<th>Not very</th>
<th>Somewhat attributable</th>
<th>To a great extent</th>
<th>To a very great extent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

3. Did you experience or perceive role models this morning (positive or negative)? □ yes □ no

**Junior doctors/ward doctors**
- □ negative
- □ positive
- □ not at all

**Consultants/Senior consultants**
- □ negative
- □ positive
- □ not at all

**In which respect?**
- □ Professional expertise
- □ Team behaviour
- □ Interaction with patients
- □ Interaction with relatives
- □ Interaction with students
- □ Human-personal characteristics
- □ Being well structured
- □ Quality of teaching
- □ Openness, patience, honesty
Nursing staff □ negative □ positive □ not at all
In which respect?
□ Professional expertise □ Team behaviour
(multiple answers □ Interaction with patients □ Interaction with relatives
possible) □ Quality of teaching □ Interaction with students
□ Human-personal characteristics □ Being well structured
(self-criticism, openness, patience, honesty)

Other team members □ negative □ positive □ not at all
In which respect?
□ Professional expertise □ Team behaviour
(multiple answers □ Interaction with patients □ Interaction with relatives
possible) □ Quality of teaching □ Interaction with students
□ Human-personal characteristics □ Being well structured
(self-criticism, openness, patience, honesty)

Other students □ negative □ positive □ not at all
In which respect?
□ Professional expertise □ Team behaviour
(multiple answers □ Interaction with patients □ Interaction with relatives
possible) □ Quality of teaching □ Interaction with students
□ Human-personal characteristics □ Being well structured
(self-criticism, openness, patience, honesty)

Others: □ negative □ positive □ not at all
In which respect?
□ Professional expertise □ Team behaviour
(multiple answers □ Interaction with patients □ Interaction with relatives
possible) □ Quality of teaching □ Interaction with students
□ Human-personal characteristics □ Being well structured
(self-criticism, openness, patience, honesty)
Record of Learning
1st day - afternoon

1. To what extent did you have a learning gain in the following areas this afternoon?

- Increase in knowledge (theory) □ □ □ □ □
- Increase in skills □ □ □ □ □
- Medical history taking □ □ □ □ □
- Other conversational skills with patients □ □ □ □ □
- Social competence in the team □ □ □ □ □
- Organisational knowledge □ □ □ □ □
- Work processes □ □ □ □ □
- Hygiene □ □ □ □ □
- Documentation, written tasks □ □ □ □ □
- Patient presentation □ □ □ □ □

2. To what extent was the overall learning gain attributable to ‘observational learning, learning through or from role models’?

<table>
<thead>
<tr>
<th>Not at all</th>
<th>Not very</th>
<th>Somewhat attributable, somewhat not</th>
<th>To a great extent</th>
<th>To a very great extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

3. Did you experience or perceive role models this afternoon (positive or negative)? □ yes □ no

**Junior doctors/ward doctors**
- □ negative
- □ positive
- □ not at all

- In which respect?
  - □ Professional expertise
  - □ Interaction with patients
  - □ Interaction with relatives
  - □ Team behaviour
  - □ Interaction with students
  - □ Human-personal characteristics
  - □ Being well structured
  - (self-criticism, openness, patience, honesty)

**Consultants/Senior consultants**
- □ negative
- □ positive
- □ not at all

- In which respect?
  - □ Professional expertise
  - □ Interaction with patients
  - □ Interaction with relatives
  - □ Team behaviour
  - □ Interaction with students
  - □ Human-personal characteristics
  - □ Being well structured
  - (self-criticism, openness, patience, honesty)
### Nursing staff

- □ negative  □ positive  □ not at all

**In which respect?**
- □ Professional expertise  □ Team behaviour
- □ Interaction with patients  □ Interaction with relatives
- □ Interaction with students
- □ Quality of teaching  □ Interaction with students
- □ Human-personal characteristics  □ Being well structured
  (self-criticism, openness, patience, honesty)

### Other team members

- □ negative  □ positive  □ not at all

**In which respect?**
- □ Professional expertise  □ Team behaviour
- □ Interaction with patients  □ Interaction with relatives
- □ Interaction with students
- □ Quality of teaching  □ Interaction with students
- □ Human-personal characteristics  □ Being well structured
  (self-criticism, openness, patience, honesty)

### Other students

- □ negative  □ positive  □ not at all

**In which respect?**
- □ Professional expertise  □ Team behaviour
- □ Interaction with patients  □ Interaction with relatives
- □ Interaction with students
- □ Quality of teaching  □ Interaction with students
- □ Human-personal characteristics  □ Being well structured
  (self-criticism, openness, patience, honesty)

### Others:

- □ negative  □ positive  □ not at all

**In which respect?**
- □ Professional expertise  □ Team behaviour
- □ Interaction with patients  □ Interaction with relatives
- □ Interaction with students
- □ Quality of teaching  □ Interaction with students
- □ Human-personal characteristics  □ Being well structured
  (self-criticism, openness, patience, honesty)
Clinical Placement Study: Concluding questionnaire

1. The experiences during the clinical placement have increased the ‘global’ attractiveness of the chosen specialty as a personal career goal

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td></td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

2. The experiences during the clinical placement have decreased the ‘global’ attractiveness of the chosen specialty as a personal career goal

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
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</tr>
</tbody>
</table>

3. The experiences during the clinical placement have neither increased nor decreased the ‘global’ attractiveness of the chosen specialty as a personal career goal

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
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</tbody>
</table>

4. After your experiences in the clinical placement: From your current perspective, which factors of the experienced clinical placement are more favourable and which are more unfavourable?

<table>
<thead>
<tr>
<th>Factor</th>
<th>Very unfavourable</th>
<th>Very favourable</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Work-life balance</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>• Family friendliness</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>• Patient contact</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>• My own, personal enthusiasm</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>• People from the specialty as role models</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>• Social recognition, status of the specialty</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>• Importance of the specialty for my own education</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>• Importance of the specialty for my own career</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>• ........................................</td>
<td>☐</td>
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</tr>
</tbody>
</table>

5. On average, how much time did you spend each day on self-study?

- During working hours  ☐ < 0.5 h  ☐ 0.5-1 h  ☐ 1-2 h  ☐ > 2 h
- During leisure time  ☐ < 0.5 h  ☐ 0.5-1 h  ☐ 1-2 h  ☐ > 2 h