



MediSoftSkills



# Certificate in Medical Soft Skills

A fast-track program to MAcadMEd(UK)

## Course Brochure



# Course Overview

## “Certificate in Medical Soft Skills” – A fast-track program to MAcadMED(UK) for medical educators and practitioners

**The program teaches soft skills for medical professionals to enhance their performance in a complex healthcare environment.**

Our courses focus on non-technical skills that are essential for medical professionals to perform effectively in their roles as medical educator and clinical practitioner. We aim to provide the best possible resources to maximise learning in soft skills. We collaborate with professional organisations to develop and deliver high quality educational content that are globally relevant and locally adaptive.

The one year structured blended program blends asynchronous activities with face to face interactive workshops. Self-assessment and reflection in our courses aid self-directed learning, help contextualisation and identify deeper connections to the content. Our participants are encouraged to translate their educational activities into scholarship by promoting critical reflection and interrogation of key aspects of their learning.

The course is accredited by the Academy of Medical Educators (UK) for MAcadMED and certified by CPD Certification Service(UK) for Continuing Professional Development.



# Our Mission, Vision & Values

## **Mission**

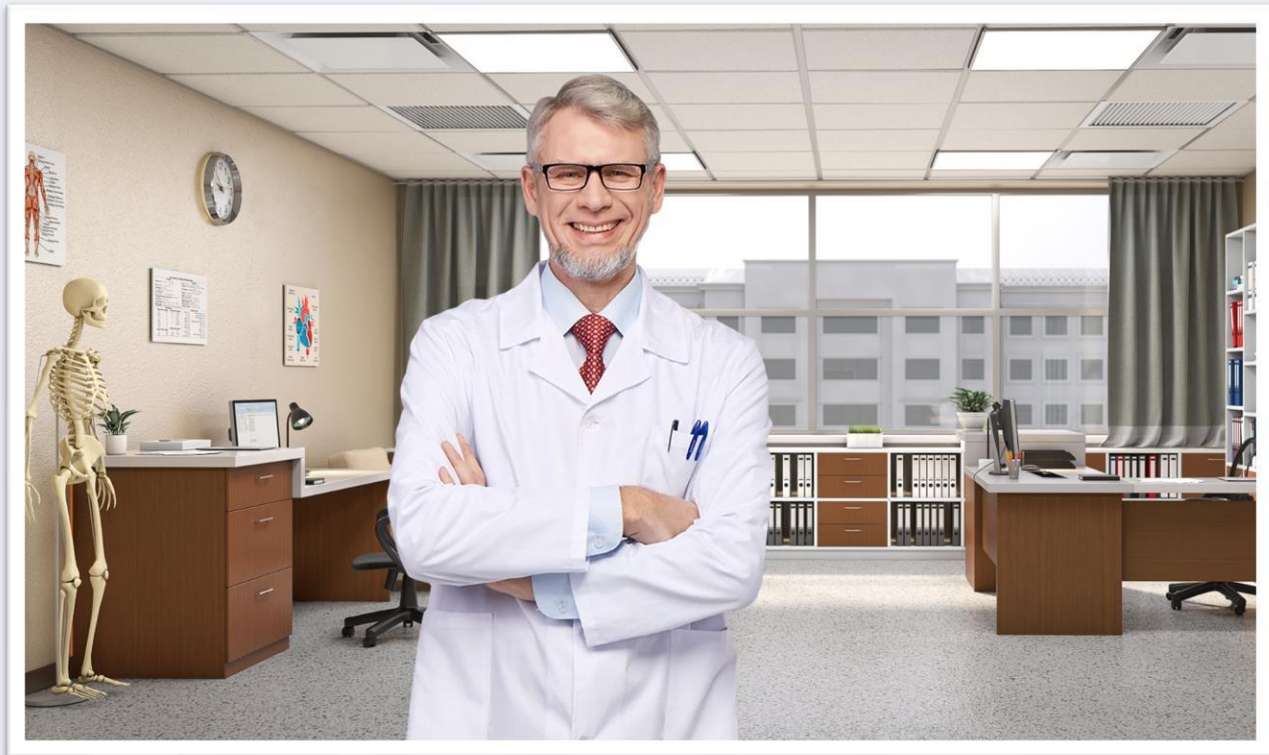
We aim to achieve clinical excellence through medical education.

## **Vision**

We make positive contribution to medical education by helping medical students, practitioners and faculty hone soft skills in their learning and practice.

## **Values**

Built on our mission that medical education serves as a keystone in achieving clinical excellence, we commit to our core values of Lifelong Learning, Educational Excellence, Medical Professionalism, Collaborative Partnership, Faculty Development and Student Focus.



# What we offer

## Soft skill courses for doctors that go well beyond patient care

**A critical aspect of curricular reforms was a major shift towards competency-based curriculum incorporating soft skills such as communication, professionalism and ethics.**

Our program focusses on intangible qualities like lifelong learning, professional behaviours, communication, ethical attitudes, leadership and teamwork. All these attributes make a doctor complete.

We teach soft skills for medical students and healthcare practitioners to achieve their competencies and enhance their performance in a complex healthcare environment.

Our program helps medical practitioners to make sound decisions, be receptive about the patient's needs and be able to communicate effectively. It also allows them to reduce stress at work, perform more efficiently, identify & manage people's emotions, be more compassionate and appreciative, demonstrate good ethical behaviour and practice honesty and integrity throughout their professional lives. It provides the knowledge and skills to engage in lifelong learning and effective teaching.

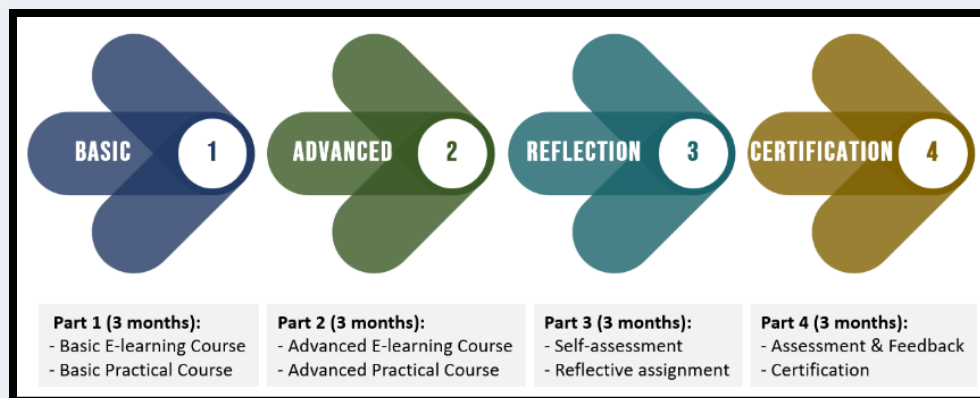


# Course structure

## Expertly curated and most comprehensive blended program

**We have designed a structured multimodal program with a broader perspective on medical soft skills.**

<b>Design</b>	The blended program has 4 parts: Part 1: Basic Course (E-learning & Practical) Part 2: Advanced Course (E-learning & Practical) Part 3: Self-assessment & Reflective assignment Part 4: Assessment, Feedback & Certification
<b>Duration</b>	12 months; 3 months for each part
<b>Entry criteria</b>	Medical degree (MBBS or equivalent) Demonstrable commitment in medical education Selected candidates will be notified of their cohort in advance
<b>Fee</b>	Contact us to avail most up to date fees and institutional rates International rates may vary
<b>Outputs</b>	Essential soft skill acquisition Structured program of international standards Easy part payments 48 hours of continuing professional development activity Fast-track process to MAcadMED(UK) Join the international community of medical educators



# Teaching

## What you will learn

**We take a fresh approach on soft skill teaching that is tailored to learners' gaps and needs.**

### Taught Skills

The learning outputs of our courses aim to meet the Foundation Professional Capabilities (FPC) set out by the Foundation Programme of the UK and Generic Professional Capabilities (GPC) and Good Medical Practice (GMP) Domains set out by the General Medical Council, UK.

Taught skills	FPC Standards	GPC Standards	GMP Domains
Lifelong Learning	9, 12, 13	1, 2, 3, 8	1
Communication	1, 3, 4, 5	1, 2, 3, 5, 6	1, 2
Ethics	3, 8, 11	1, 2, 3, 7, 8	1, 4
Professionalism	6, 8	1, 2, 3, 7, 8	1, 4
Leadership	2, 6, 7	1, 2, 3, 5, 6	1, 3
Teamwork	2, 5, 6, 10	1, 2, 3, 5, 6	1, 3

### Course objectives

The learning objectives of the program are:

- To promote reflective lifelong learning and effective teaching in medical profession
- To teach the skills for effective communication with patients and colleagues
- To facilitate ethical attitudes and medical professionalism
- To develop skills in clinical leadership and teamwork
- To improve the overall medical soft skill competencies in medical education and clinical practice.





## Learning Outcomes

### Module 1: Lifelong learning:

- Discuss the characteristics and principles of adult learning.
- Identify different learning styles, and analyse and reflect on individual learning styles.
- Describe the utility of bedside learning and apply effective principles in bedside learning.
- Describe the role of reflection in lifelong learning and use different models of reflection in practice.
- Explain the role of human factors in healthcare and take appropriate actions to reduce patient risk.
- Discuss the components and barriers of feedback.
- Describe the utility of bedside learning and apply effective principles in bedside learning.
- Explain the barriers, benefits and aspects of clinical learning environment.

### Module 2: Communication:

- Communicate effectively in assertive manner while recognising respect, dignity, empathy, compassion, privacy and confidentiality during interactions with patients and their families.
- Describe the use of communication tools during professional interaction with healthcare staff.
- Discuss the use of patient-centred communication tools in clinician-patient interaction.
- Discuss the principles and importance of effective feedback.
- Discuss the effective communication strategies in sharing bad news to patients.
- Communicate effectively about end of life care and DNAR decisions with the patients and their families.
- Use effective strategies to have difficult conversations with patients and their families about future care.
- Explain what informed consent is, when it's needed, what it should include, and why it's important.

### Module 3: Ethics and Professionalism:

- Describe the professional values and behaviours expected of a good doctor.
- Discuss patient's rights and responsibilities in the process of diagnosis and treatment.
- Define and discuss the importance of ethics & candour in medical practice.
- Explain the principles of good documentation.
- Identify and discuss mental capacity issues in adults.
- Discuss the principles of medical ethics in children.
- Identify and discuss medico-legal issues in healthcare.
- Describe the strategies to identify, assess and manage conflict of interest.

### Module 4: Leadership and Teamwork:

- Understand and apply personality types in the context of medical leadership.
- Explain the use of emotional intelligence among healthcare professionals.
- Discuss the benefits, barriers and impact of teamwork in healthcare.
- Identify and describe different leadership styles.
- Describe different types of power and their utility and impact in healthcare.
- Discuss the different types of conflicts and appropriate responses to resolve the conflicts between healthcare professionals.
- Discuss the impact of change and managing change using evidence-based toolkits in healthcare.
- Describe the essential leadership skills to manage oneself, others and services.



## Lifelong Learning

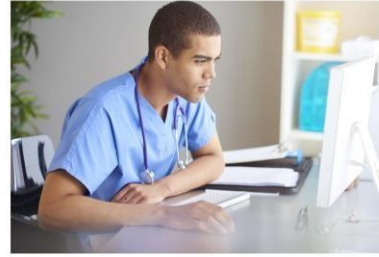


*Medical school does not prepare anyone fully for the responsibilities, long hours, and challenging tasks that qualification brings.*

*The fittest survive by learning from their practice, whereas those who do not continue to learn become dissatisfied and burn out.*

*Current restrictions in working hours, changes in the organisation of health care, shorter hospital stays, and the breakdown of the medical firm make it ever more necessary to learn efficiently from practice.*

- British Medical Journal



## Communication skills



*Communication skills are an essential component of health sciences undergraduate curricula.*

*Effective doctor-patient communication has been linked with improvements in patient satisfaction, adherence to treatment regimens and patient health outcomes.*

- Association of Medical Education in Europe



## Ethics & Professionalism



*The major goal of medical education in ethics and humanities is to promote humanistic skills and professional conduct in physicians.*

*Medical education accreditation organizations require medical ethics and humanities education to develop professionalism in medical learners.*

*Implementation of a comprehensive medical ethics and humanities curriculum in medical school requires clear direction and academic support.*

*The PRIME expert panel concur that medical ethics and humanities education is essential for professional development in medicine.*

- The Project to Rebalance and Integrate Medical Education (PRIME)



## Leadership & Teamwork



*Lack of leadership is associated with reduced innovation, poor team working and higher stress levels.*

*Effective leaders facilitate and coordinate the activities of other team members by providing leadership, constantly monitoring the situation, setting priorities, making decisions, resolving conflicts, delegating tasks, conducting meetings, empowering team members and maintaining a positive group culture.*

- Effectiveness of Healthcare Teams  
Aston, Glasgow, Edinburgh & Leeds Universities, UK





# Learning

## How you will learn

**Our program features e-learning, practical and reflection to enhance the learning experience and deliver the intended learning outcomes.**

### **E-learning**

We offer basic and advanced e-learning courses through our exclusive LMS platform accessed from any computer with internet provision. Each e-learning course consists of 4 modules and 16 learning units. The asynchronous self-learning modules are presented in html5 format with voice over narration for improved accessibility and interactivity. It provides theoretical knowledge on various professional competencies to support lifelong learning and clinical practice.



### **Practical**

We provide basic and advanced practical courses delivered by a team of expert faculty. The course consists of didactic lectures, interactive videos, group exercises, questionnaire surveys, reflective discussions, skill workshops, simulations, practical scenarios and roleplays.



### **Reflection**

We promote self-assessment and reflection throughout our courses to help students identify their strengths and weaknesses and help them guide in their future development.



# Assessment

## How we assess you

**Our rigorous quality assurance program ensures that best evidence and practice are adopted in all our courses.**

### Peer assessment

Assessment is a critical part of our program to ensure that the participants have met their learning goals. All our courses have formative and summative assessment built into the teaching. Our assessment process will be continuous, interactive, reflective and supportive to the participants.



### Self-assessment

A self-assessment tool to enhance the learning of course participants. It helps them to be the judge of their own performance and improve their learning. It is an effective way of promoting reflection and self-learning. It also provides academic integrity through self-reporting of learning progress by students.



### Evaluation

The faculty will undertake a periodic review to ensure that the course contents are up to date. At the end of each course, our program will be formally evaluated by the participants that will form the basis for course improvement, content modification and foundation for future planning.



# Certification

## International certificate in medical education and continuing professional development

**Our courses are accredited by the Academy of Medical Educators UK for MAcadMed and approved for CPD by CPD Certification Service UK and Royal College of Surgeons of Edinburgh UK.**

We offer micro-credentials to certify the outcomes of different course parts. Participants will receive the “Certificate in Medical Soft Skills” on completion of the full program.

### **Academy of Medical Educators, UK**

The program is accredited by the Academy of Medical Educators, UK. Successful participants are entitled to Membership of the Academy of Medical Educators through a shortened process. They can use the post-nominal title **MAcadMed** which is specifically recognized by the General Medical Council, UK. This signifies the achievement of professional standards of medical educators and expertise in medical education in the same way as Membership or Fellowship of a Medical or Surgical Royal College (MRCP/MRCS) signifies craft knowledge or skills.



### **CPD Certification Service, UK**

Our courses are externally assessed and validated for their content, structure and value. They are certified for continuous professional development (CPD) against universally accepted CPD guidelines by the CPD Certification Service, UK, the world's leading and largest independent CPD accreditation institution across all industry sectors. Our courses are certified for 56 CPD hours.



### **Royal College of Surgeons of Edinburgh, UK**

Additionally, both Basic and Advanced e-learning courses are approved for 16 CPD hours each by the Royal College of Surgeons of Edinburgh, UK.



# Our Faculty

## Programs delivered to international standards by top clinical and educational experts

**Our experts create learning specifications that promote clinical and educational excellence.**

Our faculty have vast experience in medical education from different healthcare systems including UK, USA, Middle East and India. They are affiliated with medical colleges, teaching hospitals and academic medical centres. They have formal teaching, management and leadership roles in medical education.

Our faculty remain competent and up to date in their teaching practice by undertaking CPD activities in medical education that aim to improve the standards of teaching and learning.

Our faculty possess cultural awareness and diversity skills to foster inclusivity and teamwork. They have the ability to recognize, value and take account of learners' diverse backgrounds, skills, abilities, needs and experiences. We use those differences to create an inclusive classroom.



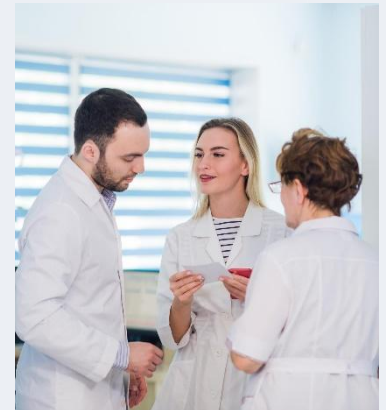
# Course benefits

## The program has positive effect on practitioners, institutions and patients

**The program promotes personal development, organisational success and patient satisfaction.**

### Practitioners

By attending the program, practitioners can enhance their essential soft skill competencies mandated by the medical councils and regulatory bodies. They gain skills to reflect, communicate and collaborate. They develop leadership qualities such as problem-solving, decision-making, and the ability to motivate others. These skills are highly valued by employers. They are taught how to handle change, stress, and setbacks, helping them remain flexible and focused in the face of challenges. By understanding emotions, they learn how to manage interpersonal relationships more effectively leading to better connection with their peers. They gain skills to resolve disagreements calmly and professionally. Soft skills help them become more aware of their strengths and areas for growth, boosting their confidence in a variety of settings.



### Institutions

The course offers credible evidence of best practice and professional development. Ongoing CPD programmes demonstrate academic excellence, educational leadership, educational governance and quality assurance for healthcare organisations. They foster good educational environment and enhance organisational learning culture.

### Patients

The course facilitates better quality of care, clinical safety and patient experience.







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