

## THE INTEGRATION OF MEDICAL EDUCATION WITH SKILL DEVELOPMENT IS REGARDED AS THE MOST CRUCIAL FACTOR FOR ACHIEVING EXCELLENCE IN HEALTHCARE

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### ABSTRACT

The great contributions can make a great country of its students. In the words of Nelson Mandela, "Education is the most powerful weapon that you can use to change the world". Technology and medicine have gone hand in hand for many years. Consistent advances in pharmaceuticals and the medical field have saved millions of lives and improved many others. Medical advances that significantly improve diagnosis, treatment, or prevention of disease are often called 'breakthroughs'. India is one of the fastest-growing countries in the world. Skills are essential for economic growth and social development in a country. The strength of India is its youth population. Most of the youth of India are not fully skilled as per the requirements of the industry. Skills and knowledge are the key factors in order to overcome hurdles and helping India to embark on a road of endless growth. Skill development helps in reducing the unemployment level in the country. "The only skill that will be important in the 21st century is the skill of learning new skills. Everything else will become obsolete over time.

**KEYWORDS:** Skill Development, "Clinical Skills", Genesis of Skill Labs, Competency -Based Medical Education (CBME), Continuing professional development (CPD),

### INTRODUCTION

Promising young physicians have a particularly long period of responsibility ahead of them and will, in turn, be responsible for the training of future generations of health workers.<sup>[1]</sup>

Clinical procedures are trained in a safe and fault-forgiving environment before real-life application at the bedside or in the operating room. Hence, skills labs play a key role in medical training quality assurance.<sup>[2]</sup>

Procedural skills can be trained, repeatedly practiced, and evaluated until the required minimum standard for patient treatment is ensured.<sup>[3]</sup>

Skills lab training provides medical students with the necessary basic skills for later clinical activity using models, phantoms, and fellow students or with the help of standardized patients (SP).<sup>[4]</sup>

The skills lab at a medical school is a well-established component of the overall curricular training plan at the institution. It provides a secure and "mistake-forgiving" environment, as well as a training environment that allows students to practice procedures on each other to hone their procedural skills before applying them to actual patients.<sup>[5]</sup>

Training in skills laboratories has been shown to improve procedural abilities not only in novices but also in professionals with years of experience.<sup>[6]</sup>

In addition to core clinical abilities that are performed by students in medical school, this is relevant for in-depth knowledge of sophisticated surgical techniques.<sup>[7]</sup>

In addition, it would appear that there is evidence that simulation-based medical education is advantageous (also known as SBME), which is a factor that, when present in a clinical context, positively affects the outcome.<sup>[8]</sup>

Clinical Skill labs (CSLs) are valuable places for students to acquire clinical skills as they provide opportunities to practice essential medical skills on manikins systematically and safely before dealing with the patients.<sup>[9,10]</sup>

The term "Bench to Bedside" is used to describe the process by which the results of the study done in the laboratory are used to develop new ways to treat patients, according to the National Cancer Institute (NCI), and Clinical and basic scientists could work at the interface between basic science and clinical medicine, and lead to significant breakthroughs, which has existed for a long time.<sup>[11]</sup>

Execution of clinical techniques on patients by integrating skill and simulation-based teaching and learning as a supplement to traditional methods of bedside clinical teaching.<sup>[12]</sup>

The most important thing in developing a skill is to teach how to solve problems or handle a particular situation rather than how to arrive at an approved set of solutions.<sup>[13]</sup>

The emergence of skill and simulation centers, which, in turn, have become an important educational tool to nurture and acquire the necessary clinical skills, which can be problem-based, subject-specific, and continuum of care driven.<sup>[14,15]</sup>

The term "clinical skills" involves effective communication, examination, reasoning, and technical and practical procedures, which include clinical data interpretation, presentation, documentation, legal consideration, patient management, decision-making, teamwork, administration, leadership, and professionalism.<sup>[16,17]</sup>

The skill and simulation center is a state-of-the-art facility that permits medical students and practicing clinicians with opportunities to learn and obtain clinical skills in a safely prepared and controlled environment.<sup>[18]</sup>

Skill- and simulation-based training in medical education is important for making capable and self-reliant health-care professionals.<sup>[19,20]</sup>

### **What is skill development?**

Skill development involves improving specific skills to be more efficient and effective when performing a task.

- There are three types of skills: functional, self-management, and special knowledge.
- The chief objective is to empower the youth of the country with adequate skill sets that will enable their employment in relevant sectors and improve productivity.

### **Skill May Be**

- a. Intellectual or cognitive, includes clinical reasoning and decision-making skills,
- b. Procedural or psychomotor skills that require manual dexterity and include laboratory and clinical skills,
- c. Communication skills,
- d. Team skills, including leadership skills. Best Skills for Medical Students. Medical school students should master certain soft skills like humility, empathy, communication, leadership, and flexibility

### **Clinical skills**

- Clinical skills are the abilities of health care professionals in assessing, diagnosing, and providing care for patients.
- It also describes the applied medical knowledge related to assessing bloodwork.
- Physicians, nurses, surgeons, lab technicians, medical assistants, and physical therapists all use clinical skills in their roles.
- Clinical skills are learned while interning and gaining hands-on experience with treating patients.
- Clinical skills can be both soft skills and hard skills.
- Soft skills refer to a set of personal attributes or traits that enable individuals to interact effectively and harmoniously with others in various settings, such as the workplace, social gatherings, and personal relationships.
- Soft skills include communication skills, teamwork, time management, problem-solving, emotional intelligence, and adaptability.
- Soft skills, such as communication, are important for interacting with patients and gathering enough information to diagnose and treat them accurately. Hard skills are more technical abilities that are specific to your profession, such as reading vital signs, collecting samples, and administering medication.

### **Evidence-based medicine seeks to improve medical education.**

The students will now be able to proficiently manage surgical, cardiac, and obstetric emergencies with greater efficiency and skill. Those undergoing training will be awarded nationally recognized training certificates from this facility. Medical education in India, as well as throughout the world, has undergone significant changes due to rapid advances in medical technology. Modern medicine has challenged the traditional method of clinical skills teaching, training, and learning. Undergraduate medical students get more practical training to bridge the gap between theory and practice. Integration between disciplines, bridging gaps between hospital-based medicine and community medicine.

Basic and laboratory sciences would be maximum in the first year and will progressively decrease in the second and third years. Radiology lectures can be included in anatomy to teach students cross-sectional anatomy of the brain, abdomen, foetal anatomy during embryology teaching, etc., during the first year itself. Forensic Medicine can be effectively taught during gynaecology and obstetrics (rape, assault), surgery (injuries), and pharmacology (toxicology).

Legal experts can be called for medico-legal issues. The foundation courses will be taken during the first and second years, and the rest of the curriculum will be taught along with the clinical subjects. Skill-based learning has become a necessity today as we live in an era of unprecedented transformation. The National Education Policy 2020 emphasizes practical, hands-on skilling rather than classroom-based learning. India has been grappling with challenges like unemployment and graduates who are unemployable and lack soft skills. Despite having a wide pool of talent, many youngsters are unable to find jobs due to a lack of the required skill sets. What we need is to understand the difference between skill-based and knowledge-based education.

### **Genesis of clinical skill labs**

Osmania Medical College, Hyderabad, Telangana state, launched the first-of-its-kind 'Skill Lab' in Telangana. The lab is a valuable platform for medical professionals to practice procedural skills like trauma management, basic life support, paediatric emergency, obstetrics emergency, and acute cardiac management. It is a prototype demo and learning facility for healthcare professionals to fine-tune their clinical skills. 'Medical education of the younger generation has shifted from bookish learning to skill learning'. We need to take this seriously, and all the departments, especially the clinical department, should ensure proper training of the students in an emergency. Clinical skill labs use simulators to train doctors and nurses in delivering maternal and child care in various clinical situations. The genesis of the skill labs is not only to train doctors and paramedics but also police and sanitation workers. The State government is procuring mannequins so that programmes can be done in different sections.

### **Socio-Emotional Skills Development in Medical Education**

Focus areas include empathy, emotional regulation, teamwork, self-knowledge, and effective doctor-patient communication. Contemporary medical education faces the challenge of balancing technological advancement—especially following the development of artificial intelligence—with the need for a humanized and compassionate clinical practice. While the technification of medicine has led to remarkable progress in the diagnosis and treatment of diseases, it can also result in the devaluation of human interaction and patients' subjectivity. There is a growing mistrust of the medical profession, often stemming from communication breakdowns, that can be caused by work overload, the technologization of healthcare, lack of empathy among professionals, medical errors, or even the perception of healthcare as a commodity. The development of socio-emotional skills (SES)—such as empathy, communication, and self-awareness, self-regulation—emerges as a crucial element for the integral medical training. Studies have shown a trend of declining empathy throughout medical school. This phenomenon can be attributed to multiple factors, including low sense of well-being, depression, competition and fear of failure, exposure to suffering and death, reduced quality of life, and difficulty coping with one's own emotions. Medical academic environments are often associated with high levels of stress, excessive workload, anxiety, burnout, and mental distress among students. The low capacity for empathy may compromise the doctor-patient relationship and weaken one of the pillars of medical practice: compassion. Without compassion, physicians may become detached from emotional bonds and human suffering, prioritizing economic aspects over human values.<sup>[21]</sup>

### **Self-regulating Skills in Medical Education**

In the dynamic realm of modern medicine, the need for practitioners to be self-regulated, lifelong learners is imperative if they are to keep up with ever-evolving medical knowledge.

In White et al's evidence-based model, self-regulated learning (SRL) is composed of a set of learnable skills: "planning, learning, assessment, and adjustment," the acquisition of which can be facilitated by educators. Study skills, or "learning strategies," have been identified as an important component of the learning phase of SRL, and they can be defined as an "integrated repertoire of tactics and strategies, which facilitate acquisition, organization, retention, and application of such knowledge"<sup>[22,23]</sup>

SRL and study skills are relevant across higher education, and their importance is especially pronounced in medical education, which integrates theoretical and practical knowledge to develop graduates who can learn independently and adaptively throughout their future careers.<sup>[24,25]</sup>

In the clinical environment, SRL has been positively associated with students' academic achievement, clinical skills performance, and mental health outcomes.<sup>[26]</sup>

SRL strategies have also shown a particularly strong association with affective outcomes such as attitude, motivation, and confidence, suggesting that SRL may support not only learning performance but also how students feel about their learning. The association between SRL strategies and learning outcomes is more pronounced in clinical clerkship than in PR clerkship phases.<sup>[27]</sup>

Literature suggests that support for SRL should be more explicit and structured earlier in training.<sup>[28]</sup>

This highlights the importance of preparing students to self-regulate before they enter the clinical environment. This may be best supported by approaching SRL as a shared endeavour from the outset, with medical schools playing an active role in its early development.<sup>[29,30]</sup>

### **Competency -Based Medical Education (CBME)**

When the National Medical Commission (formerly Medical Council of India) rolled out the Competency-based Medical Education (CBME) curriculum in 2019, it signaled a decisive shift from time-bound, knowledge-heavy training to outcomes that define the Indian Medical Graduate as clinician, communicator, leader, professional, and lifelong learner.<sup>[31]</sup>

The National Medical Commission's Competency -Based Medical Education (CBME), curriculum is a major shift for MBBS education, aiming to produce patient-ready doctors via structured training in skills, attitudes, and ethics, rather than just theoretical knowledge. It focuses on the clinician, leader, communicator, professional, and lifelong learner. CME describes the continued update of knowledge within the field of information and skills of medical practice; Continuing professional development (CPD), a broader thought, refers to the continued development of the multifaceted competencies inherent in practice, covering wider domains of experience required for fine-quality skilled performance. Learning should be directly related to your scope of practice concerning local requirements. CPD should also be suitable for your level of experience in terms of its significance and intricacy.

**Is the medical education of the younger generation shifted from bookish learning to skill learning?**

A great country can be made by the great contributions of its students. In the words of Nelson Mandela, "Education is the most powerful weapon that you can use to change the world". Technology and medicine have gone hand in hand for many years. Consistent advances in pharmaceuticals and the medical field have saved millions of lives and improved many others. Medical advances of great importance in improving diagnosis, treatment or prevention of disease are often called 'breakthroughs'. India is one of the fastest-growing countries in the world. Skills are essential for economic growth and social development in a country. The strength of India is its youth population. Most of the youth of India are not fully skilled as per the requirements of the industry.

**Skills and knowledge are the key factors to overcoming hurdles**

Skills and knowledge are the key factors in order to overcome hurdles and helping India to embark on a road of endless growth. Skill development helps in reducing the unemployment level in the country. The present era has witnessed rapid technological advancement; the covid19 pandemic has also intensified the disruption in the world of work.

Making students skilful is the ultimate aim of teaching. Osmania Medical College, Hyderabad, Telangana state, launched the first-of-its-kind 'Skill Lab' in Telangana. The lab is a valuable platform for medical professionals to practice procedural skills like trauma management, basic life support, paediatric emergency, obstetrics emergency, and acute cardiac management. It is a prototype demo and learning facility for healthcare professionals to fine-tune their clinical skills. 'Medical education of the younger generation has shifted from bookish learning to skill learning'. We need to take this seriously, and all the departments, especially the clinical department, should ensure proper training of the students in an emergency. Clinical skill labs use simulators to train doctors and nurses in delivering maternal and child care in various clinical situations. The genesis of the skill labs is not only to train doctors and paramedics but also police and sanitation workers. The State government is procuring mannequins so that programmes can be done in different sections. Evidence-based medicine seeks to improve medical education.

**The National Education Policy 2020**

It emphasizes practical, hands-on skilling rather than classroom-based learning. India has been grappling with challenges like unemployment and graduates who are unemployable and lack soft skills. Despite having a wide pool of talent, many youngsters are unable to find jobs due to a lack of the required skill sets. What we need is to understand the difference between skill-based and knowledge-based education. Clinical skills are the abilities of health care professionals in assessing, diagnosing, and providing care for patients. It also describes the applied medical knowledge related to assessing blood work. Physicians, nurses, surgeons, lab technicians, medical assistants, and physical therapists all use clinical skills in their roles. Clinical skills are learned while interning and gaining hands-on experience with treating patients.

**Medical education and training fluctuate greatly across the world.**

India has the highest number of medical colleges in the world and subsequently the highest number of medical teachers. Medical science has eventually metamorphosed from 'Knowledge-based' to 'Skill-based' applied social science. A lot has changed in the landscape of medicine over the past 100 years. Of late, the Government aims to improve the standards of undergraduate (UG) medical education in India. In 2019, the Medical Council of India (MCI) executive members introduced a universally accepted medical curriculum that emphasizes the system of learning and includes a dedicated module on soft skills such as communication and attitude.

### New reforms to boost medical education in India

Medicine is a field that is continually evolving, and sociopolitical events, medical advances, and challenges have shaped its development and will continue to do so. The healthcare sector is growing vigorously as the global population is aging. Research in medicine has a great scope. Multidisciplinary Science is the combination of different scientific disciplines to handle some of the world's most pressing challenges. It is driving innovation among individuals in the 21st century. Cross-disciplinary science is the combination of different scientific disciplines to handle some of the world's most significant challenges. The role of clinicians will continue to evolve into a broader team that engages with a wide range of disciplines and plays leading roles in the healthcare of the future. Interdisciplinary promotes innovation by mixing diverse knowledge and perspectives. Technological advancements, such as Artificial Intelligence (AI), often arise from the convergence of computer science, Organ-on-chips (OCC), and Genome Editing. Engineering and Medical sciences are closely related fields that are highly interdependent. Future trials would be based on artificial intelligence (AI) and Machine learning. Interpretation of images improves precision medicine and immunology.

Bioengineering, translation medicine, Biotechnology, Genetic engineering, Medical electronics, artificial organs, Biosensors, Biomedical robotics. MRN technology, Neurotechnology, 3D Printing, and CRISPR will change the healthcare system. Specialist surgeons will use remote robots to operate on patients on different continents. Babies will have their DNA sequenced before they are even born. Patients will be able to generate new blood inside their bodies without the need for a blood donor.

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