

Future of Healthcare Awards 2024 :: Futuristic Healthcare Education Institutions



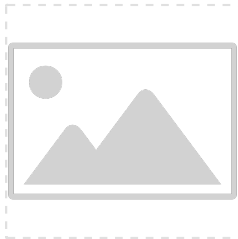
Administrative Details

Name of the Applicant Futuristic Healthcare Education Institution *

Official Website

Future of Healthcare Awards 2024 :: Futuristic Healthcare Education Institutions

Upload Institutional Logo



sample.png

Concerned Person

The one who is responsible for the contents of this form

Name *

First

Last

Designation *

Mobile Phone *

Email *

Contribution for Application Process

Future of Healthcare Awards 2024 :: Futuristic Healthcare Education Institutions

ReTHINK INDIA INSTITUTE carries out its various programmes & initiatives in the spirit of Aatmnirbharta, without having to rely on sponsored agendas. It thereby seeks financial contributions from its very community members who are keen to participate in one or the other activities towards furthering their very envelope of excellence.

Certification Application Contribution

A Nominal Application fee of ₹ 12500 or more is being sought towards the administrative expenses of this initiative.

All payments may be remitted by NEFT/IMPS/Cheque Deposition to the following Bank Account.

Bank Details for NEFT /IMPS/Cheque Deposition

A/C Name : Aarogyam Aayush Healthcare Foundation

A/C NO. 013388700000092

IFSC CODE : YESB0000133

YES BANK

BRANCH: KASNA, GREATER NOIDA, UP

For any Query to this effect, do contact
Dr. Surbhi at 9910050597

Amount Being Contributed *

₹ 12500 or more...

Payment Reference *

Future of Healthcare Awards 2024 :: Futuristic Healthcare Education Institutions



Stake your claim to be Certified as a
Futuristic Healthcare Education Institution
chiselling Future Ready Doctors

Entail upon in greater detail with adequate evidence as to what all your
Futuristic Education Institution is doing to chisel Future Ready Doctors...

*Future of Healthcare Awards 2024 ::
Futuristic Healthcare Education
Institutions*

Rate the Intensity of the various components
of **FUTURE READY DOCTORS** prevalent at
your **Futuristic Healthcare Education**
Institution...*

	High	Moderate	Catching Up	Not Applicable
Independent & Critical Thinking *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal Excellence in Clinical & Humanistic Skills *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mastery of Scientific Foundations of Health System Performance *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Empathy to Look after an Older Population *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commitment to all Round Quality Improvement *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A Team Approach to Care *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Delivery of Cost Effective Care *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being an Health Advisor & Wellness Coach *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Handling the Complexity of Healthcare *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to Adapt to New Knowledge, Interventions, Therapeutics and Changing Patterns of Illness & Health Systems *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Patient Care *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical Knowledge *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpersonal & Communication Skills *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professionalism *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practice Based Learning and Improvement *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Systems Based Practice *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Institutional Commentary on Awareness, Appreciation & Application of the Emergent Factors Catalysing the Future of Healthcare...

Technology

Technology Supporting & Assisting Medical Education - Online & Collaborative Digital Learning Resources & Technology *

engaging & interacting with students | broadens networks & allows collaborative work | personalised medical education | widens access and acts as a leveller

Technology Supporting & Assisting Medical Education - Simulation Training *

Practical, Hands-On Experience in a Safe & Realistic Manner | Virtual Anatomy | 3 Dimensional peeling and appreciation...

Technology Supporting Healthcare - Scans *

Technology Supporting Healthcare - Robotic Surgery *

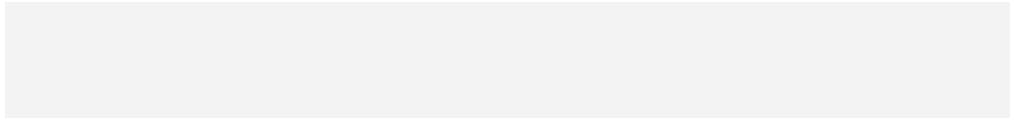
Technology Supporting Healthcare - Electronic Medical Records *

Technology Supporting Healthcare - Genomic Medicine *

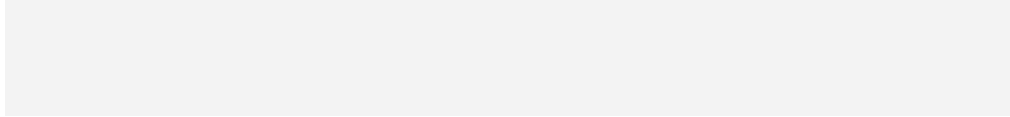
Technology Supporting Healthcare - Artificial Intelligence *

Practice Patterns

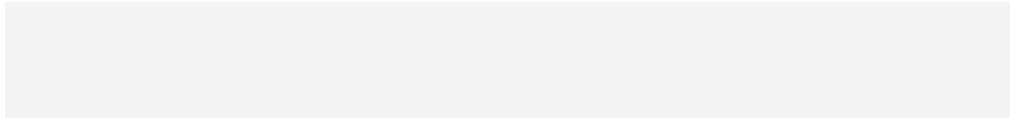
Changes in Practice Patterns - from Practising as Individuals to Working in Teams *



Changes in Practice Patterns - from Expert Opinion to Systemic Reviews & Evidence *

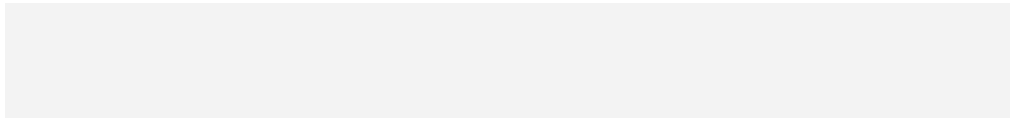


Changes in Practice Patterns - Doctor-Patient Relationship from being Paternalistic to Partnership *

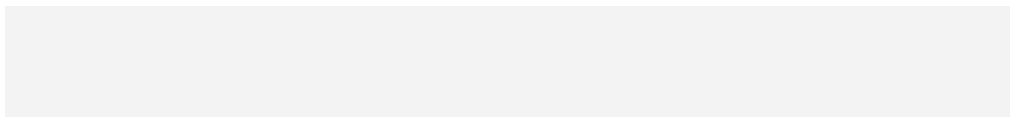


Democratisation of Medical Knowledge | A priori Review of Patient Medical History, Test Reports et al focussing Clinical Time on Valued Interaction | Interpretation of Information through lens of Experience, helping them to Distil & Focus

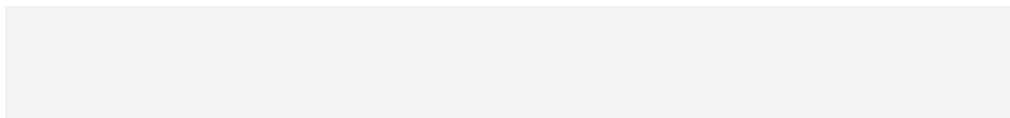
Changes in Practice Patterns - Every Morsel of Information & Knowledge Needed to be kept in the Head to Information Technology Based Knowledge & Intelligence Solutions *



Changes in Practice Patterns - From Working Long Hours to a More Work-Life Balance *

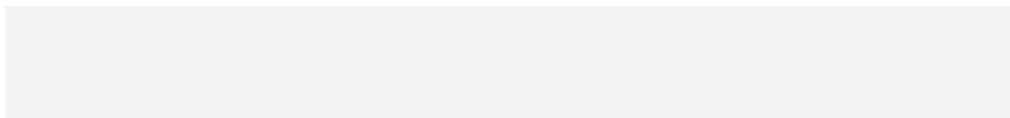


Changes in Practice Patterns - Generalist Mindset *



Commitment to the Breadth of Practice within each Discipline | Collaboration with the larger Health care Eco System | Holistic Management of Patient - psychosocial factors etc.

Changing Role of Doctors - Beyond just treating and serving Individual Patients, to Planning & Transforming Healthcare Ecosystems *



from just providing good care to leading the transformation to better care by continually improving the delivery of health care...

Clinical Adoption of Genotyping | Human Neutralising Antibody for Dengue | Practice Policy and Screening of Maternal Diabetes | CAR-T Treatment etc.



The **Accreditation Council for Graduate Medical Education (ACGME)** at **Stanford Medicine** expects Futuristic Doctors to obtain Competency in the following Six Areas:

1. Patient Care
2. Medical Knowledge
3. Interpersonal and Communication Skills
4. Professionalism
5. Practice Based Learning and Improvement
6. Systems Based Practice

Competency #1 :: Patient Care (PC) Futuristic Doctors must be able to provide patient care that is **compassionate, appropriate, and effective** for the treatment of health problems and the promotion of health *

Elucidate as to how the applicant Futuristic Healthcare Education Institution inculcating the same

Competency #2 :: Medical Knowledge (MK) Futuristic Doctors must demonstrate knowledge of **established and evolving** biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care

*

Explain with ample examples (insert as many web-links as possible) as to how the applicant Futuristic Healthcare Education Institution takes care of this foundational requirement of chiseling Futuristic Doctors

Competency #3 :: Interpersonal and Communication Skills (ICS)

Futuristic Doctors must demonstrate interpersonal and communication skills that result in the **effective exchange of information and collaboration** with patients, their families, and health professionals

*

Establish as to how the aforesaid dimension of Interpersonal & Communication Skills of Futuristic Doctors is galvanised at the applicant Futuristic Healthcare Education Institution

Differentiating Dimensions of Interpersonal & Communication Skills Matrix at the Futuristic Healthcare Education Institution

Commentary

Effective Communications with Patients, Families, and the Public, as appropriate, across a broad range of socioeconomic and cultural backgrounds;

Effective Communications with Physicians, Other Health Professionals, and Health Related Agencies

Working Effectively as a Member/Leader of a Health Care Team or Other Professional Group

Acting in a Consultative Role to Other Physicians and Health Professionals

Maintaining Comprehensive, Timely and Legible Medical Records, wherever applicable

In not more than 500 words

Competency #4 :: Professionalism

Futuristic Doctors must demonstrate a commitment to carrying out **Professional Responsibilities** and an Adherence to **Ethical Principles**.

*

Elaborate on the aforesaid count as to how the Commitment to Professional Responsibilities and Adherence to Ethical Principles is inculcated and enforced at the Applicant FHEL...

Differentiating Dimensions of Professionalism Matrix at the Applicant Futuristic Healthcare Education Institution

Commentary

Compassion, Integrity & Respect for Others

Responsiveness to Patient Needs that supersedes Self-Interest

Respect for Patient Privacy & Autonomy

Accountability to Patients, Society and the Profession

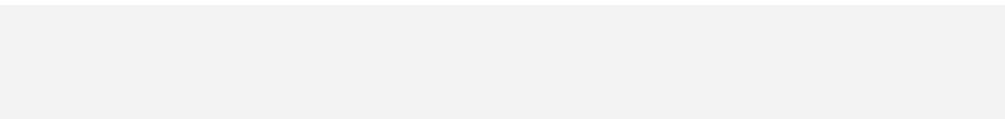
Sensitivity and Responsiveness to a Diverse Patient Population

In not more than 500 words

Competency #5 :: Practice-Based Learning and Improvement (PBLI)

Futuristic Doctors need to demonstrate the ability to **Investigate & Evaluate** their Care of Patients, to **Appraise & Assimilate** Scientific Evidence, and to **Continuously Improve** Patient Care based on **Constant Self-Evaluation and Life-Long Learning**.

*



Establish as to how PBLI (Practice-Based Learning and Improvement) is impregnated in the Futuristic Doctors at the Applicant FHEI...

Differentiating Dimensions of Practice-Based Learning and Improvement (PBLI) Matrix at the Applicant Futuristic Healthcare Education Institution

Commentary

Identifying Strengths, Deficiencies and Limits in One's Knowledge and Expertise (Self Assessment & Reflection)

Setting Learning and Improvement Goals

Identifying and Performing Appropriate Learning Activities

Systemic Analysis of Practice using Quality Improvement Methods, and Implementation of Changes with the Goal of Practice Improvement

Incorporation of Formative Evaluation Feedback into Daily Practice

Location, Appraisal and Assimilation of Evidence from Scientific Studies related to their Patients' Health Problems in the spirit of Evidence Based Medicine

Use of Information Technology to Optimize Learning

Participation in the Education of Patients, Families, Students, Residents and Other Health Professionals

In not more than 500 words

Competency #6 :: Systems Based Practice (SBP)

Futuristic Doctors need to demonstrate an awareness and responsiveness to the larger context and system of Healthcare, as well as the ability to call effectively on other resources in the system to provide optimal healthcare.

*

Elaborate as to how the nuts and bolts of Systems Based Practice are indoctrinated into the Futuristic Doctors at the applicant FHEL...

Differentiating Dimensions of Systems Based Practice (SBP) Matrix at the Applicant Futuristic Healthcare Education Institution

Commentary

Working Effectively in various Healthcare Delivery Settings and Systems Relevant to their Clinical Specialty

Coordinating Patient Care within the HealthCare System relevant to the Clinical Specialty and General Medicine

Incorporating Considerations of Cost Awareness and Risk-Benefit Analysis in Patient and/or Population based Care as appropriate

Advocating for Quality Patient Care and Optimal Patient Care Systems

Working in Inter-Professional Teams to enhance Patient Safety and Improving Patient Care Quality

Participating in Identifying System Errors and Implementing Potential System Solutions

In not more than 500 words



A. Futuristic Doctors need to be Independent & Critical Thinkers *

How does the Applicant FHEI inculcate this very Competency in their Futuristic Doctors..

B. Futuristic Doctors need exhibit Personal Excellence in **CLINICAL & HUMANISTIC SKILLS** *

[Redacted]

How does the Applicant FHEI impregnate this very Competency in their Futuristic Doctors...

C. Futuristic Doctors are **Masters of Scientific Foundations of Health System Performance** *

[Redacted]

How does the Applicant FHEI empower their Futuristic Doctors to be Masters of Scientific Foundations of Health System Performance

D. Futuristic Doctors are meant to have empathy and sensitivity to **Look After an Older Population** *

[Redacted]

How does the Applicant FHEI sensitise their Futuristic Doctors to Look After an Older Population...

F. Futuristic Doctors are expected to have an **Eye for an All Round Quality Improvement** *

[Redacted]

How does the Applicant FHEI expand the vistas of their Futuristic Doctors to encompass a 360 degree view of Quality

G. Futuristic Doctors adhere to a **Team Approach to Care** *

[Redacted]

How does the Applicant FHEI make their Futuristic Doctors have a Team Care perspective

H. Futuristic Doctors are conscious of the **Cost of the Care Protocol** being adhered to *

How does the Applicant FHEI make their Futuristic Doctors conscious of the Cost of the Care Protocol being unleashed

I. Futuristic Doctors double up as **Health Advisors and Wellness Coaches** *

How does the Applicant FHEI make their Futuristic Doctors versatile in becoming Health Advisors and Wellness Coaches as well...

J. Futuristic Doctors are capable to **Handle the Complexity of HealthCare** *

How does the Applicant FHEI make their Futuristic Doctors competent in handling the Complexity of the Health care Ecosystem

K. Futuristic Doctors are able to **Adapt to New Knowledge, Interventions, Therapeutics** as well as **Changing Patterns of Illness and Health Systems** *

How does the Applicant FHEI make their Futuristic Doctors adaptable to the aforesaid context(s)...