«APPROVE»
Vice-Rector of higher educational establishment
on Scientific and Pedagogical Work
Oksana GODOVANETS
« 29 » ___ OX ___ 2025

STUDENT GUIDE
(SYLLABUS)
of studying the discipline

«Key soft skills for a successful academic career»

Field of knowledge 22 Healthcare

Specialty 221 Dentistry

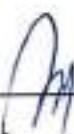**Educational degree__** third educational and scientific

Educational year 2

Form of study full-time (daytime, evening), part-time

Department of Internal Medicine, Clinical Pharmacology and Occupational Diseases

Approved at a meeting of the department of internal medicine, clinical pharmacology and occupational diseases
« 21 » ___ 08 ___ 2025 (Protocol № 1).

Head of the Department _____ **Oksana KHUKHLINA**
                                                    (signature)

Approved by the subject methodical commission
« 27 » ___ 08 ___ 2025 (Protocol № 7).

Chairman of the subject methodical
commission _____ **Viktor TASHCHUK**
                        (signature)

1. GENERAL INFORMATION ABOUT SCIENTIFIC AND PEDAGOGICAL STAFF WHO TEACH THE DISCIPLINE

Department	Internal medicine, clinical pharmacology and occupational diseases
Surname, name of scientific and pedagogical staff, scientific degree, academic status	Nataliia PAVLIUKOVYCH – PhD, Associate professor of the Department of Internal Medicine, Clinical Pharmacology and Occupational Diseases, natasha.pavlyukovich@bsmu.edu.ua Tetiana ANTOFIICHUK - PhD, Assistant professor at the department of Internal medicine, clinical pharmacology and occupational diseases, taniantof@bsmu.edu.ua
Web page of the department on the official website of the university	https://www.bsmu.edu.ua/vnutrishnovi-meditsini-klinichnovi-farmakologivi-ta-profesivnih-hvorob
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Surname, name of scientific and pedagogical staff, scientific degree, academic status	Olena KOROTUN – PhD, Associate professor of the Department of Pediatrics and Pediatric Infectious Diseases, elena_korotun@bsmu.edu.ua
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2. GENERAL INFORMATION ABOUT THE DISCIPLINE

Status of the discipline	elective
Number of credits	3
Total amount of hours	90
Lectures	-
Practical lessons	30
Individual work	60
Type of final control	credit

3. DESCRIPTION OF THE DISCIPLINE (ABSTRACT)

The academic discipline "Soft skills in a successful academic career" is an elective component of the educational and scientific programme for PhD candidates and is taught in the second year of study. The course aims to develop a set of soft skills that are essential for modern scientists and future lecturers, research project managers and specialists in the field of dentistry.

Soft skills are flexible, universal competencies that enable the ability to learn effectively, adapt to change, work in challenging situations, and interact with people. Scientific activity requires not only professional knowledge, but also the ability to think critically, communicate competently, work in a team, correctly establish personal boundaries and resolve conflict situations. Emotional stability, empathy, openness to new ideas, the ability to maintain a balance between professional duties and personal resources, as well as self-reflection and responsibility skills are also important.

Within the discipline, students learn practical models for working with emotions, methods for preventing professional burnout, principles of constructive interaction in multidisciplinary

teams, techniques for developing creativity and innovation, as well as approaches to conflict resolution in scientific and clinical environments. Considerable attention is paid to the development of resilience – the ability to recover from stressful or unpredictable events, which is particularly relevant in the medical field.

The course is practical in nature and includes group assignments, case studies, role-playing situations, and active forms of interaction, allowing students not only to gain theoretical knowledge, but also to develop real professional skills. Mastering these competencies will help PhD candidates successfully integrate into the academic environment, increase the effectiveness of their own scientific activities, implement innovative projects, and build their own career trajectory.

The discipline forms the foundation for the development of a mature, responsible and competitive scientist in the field of dentistry, capable of working in conditions of rapid change, multi-vector requirements and a high level of professional interaction.

The subject of study of the discipline is the patterns of development, formation and practical application of soft skills necessary for the effective activity of a future scientist and dental researcher.

4. POLICY OF THE DISCIPLINE

4.1. List of normative documents:
- Regulations on the organization of the educational process – https://cutt.ly/ArUqCMFh;
- Instructions for assessing the educational activities of BSMU students in the implementation of the European credit transfer system of the educational process – https://cutt.ly/yrUqVPvn;
- Regulations on the procedure for reworking missed and uncredited classes – https://cutt.ly/jrUqBS36;
- Regulations on the appeal of the results of the final control of knowledge of higher education – https://cutt.ly/3rUqMAbV;
- Codex of Academic Integrity – https://cutt.ly/FrUq1ljK;
- Regulations on the prevention of academic plagiarism – https://cutt.ly/MrUq6QAt;
- Regulations on the procedure and conditions for students to choose elective courses – https://cutt.ly/srUwo6Ci;
- Regulations on the procedure for recognizing learning outcomes achieved through non-formal and/or informal education – https://cutt.ly/SrUwp1ie;
- Rules of conduct for students – https://cutt.ly/ErUq72rZ;
- Rules of internal labor regulations – https://cutt.ly/UrUwiACe.

4.2. Policy on adherence to the principles of academic integrity of students:
- independent performance of educational tasks of current and final controls without the use of external sources of information;
- cheating during control of knowledge is prohibited;
- independent performance of individual tasks and correct registration of references to sources of information in case of borrowing of ideas, statements, information.

4.3. Policy on adherence to the principles and norms of ethics and deontology by students:
- actions in professional and educational situations from the standpoint of academic integrity and professional ethics and deontology;
- compliance with the university's internal labor regulations and rules of conduct for students, be tolerant, friendly, and thoughtful in communicating with students and staff of departments, healthcare institutions, etc.
- awareness of the importance of examples of human behavior in accordance with the norms of academic integrity and medical ethics.

4.4. Attendance policy for students:
- attendance at all training sessions (lectures, practical (seminar) classes, final modular control) is mandatory for the purpose of current and final assessment of knowledge (except for respectable reasons).

4.5. Deadline policy and completion of missed or uncredited classes by students:
- reworks of missed classes are held according to the schedule of missed or uncredited classes and consultations.

5. PRECISIONS AND POST-REQUIREMENTS OF THE DISCIPLINE (INTERDISCIPLINARY RELATIONS)

List of disciplines, on which the study of academic discipline is based	List of academic disciplines, for which the basis is laid as a result of studying the discipline
Psychology and Pedagogy of Higher Education	
Ethics and Methodology of Scientific Research. Fundamentals of Academic Integrity	
Presentation and Implementation of the Results of Scientific Research	

6. PURPOSE AND TASKS OF THE DISCIPLINE:

6.1. **The purpose of studying** the academic discipline is to develop and enhance PhD candidates' key soft skills necessary for successful scientific and professional activity. The discipline is aimed at mastering effective communication, teamwork, the ability to work with conflicts and emotions, maintain personal and professional resilience, think critically and creatively, make informed decisions and responsibly organize one's own activities. The course involves developing curiosity, openness to new experiences, the ability to establish healthy personal boundaries, maintain professional ethics and be aware of one's ow strengths and weaknesses. The overall goal of the course is to prepare applicants for a successful scientific career by developing universal competencies that ensure effectiveness and competitiveness regardless of the direction of scientific research or future professional field.

6.2. **The main tasks of studying** the discipline are:
- developing applicants' ability to communicate and interact effectively with different groups of people in a professional environment;
- developing empathy, emotional literacy and the ability to regulate one's own emotional state; mastering the skills of building and protecting personal boundaries when working with patients and in a team;
- developing competencies in constructive conflict resolution and preventing their escalation;
- developing creativity, innovative thinking and the ability to generate new ideas;
- improving skills of curiosity, openness to learning and continuous professional development;
- developing personal and organizational resilience;
- developing critical thinking and skills to apply it in teamwork;
- improving communication skills, teamwork skills and the ability to maintain a positive microclimate in the team;
- increasing the level of responsibility, self-awareness and the ability to reflect on one's own activities

7. COMPETENCIES, THE FORMATION OF WHICH IS CONTRIBUTED BY THE DISCIPLINE:

7.1. Integral competence:
The ability to generate new ideas, solve complex problems in dentistry and related interdisciplinary issues, apply scientific and pedagogical methodologies, and conduct independent scientific research whose results are scientifically novel and have theoretical and practical significance.

7.2. General competencies:
GC03. Ability for abstract thinking, analysis, and synthesis

GC04. Ability to work in an international context.

7.3. Professional (special) competencies:

SC01. Ability to conduct original research, achieve scientific results that create new knowledge in dentistry and related fields of medicine, and can be published in leading international scientific journals.

SC03. Ability to present and discuss the results of scientific research and innovative projects in the field of dentistry orally and in writing in the state language and one of the official languages of the European Union, and to publish research results in leading international scientific journals

SC04. Ability to carry out scientific and pedagogical activities in the specialty of Dentistry in higher education institutions

SC07. Ability to critically analyse, evaluate and synthesise new and complex ideas in the field of dentistry and related interdisciplinary issues.

SC08. Ability for continuous self-development and self-improvement.

8. RESULTS OF STUDYING THE DISCIPLINE.

The academic discipline ensures the formation of the following program learning outcomes:

PLO 03. Freely present and discuss with specialists and non-specialists the results of research and applied problems in dentistry in the national and foreign languages, publish research results in scientific publications in leading international scientific journals.

PLO 04. Formulate and test hypotheses; use appropriate evidence to substantiate conclusions, in particular the results of theoretical analysis, experimental research, statistical data analysis, and available literature data.

PLO 07. Develop and implement scientific and/or innovative medical projects that make it possible to rethink existing knowledge and create new comprehensive knowledge and/or professional practice and solve significant problems in the field of medicine.

As a result of studying the discipline student must:

Know:

- the essence of soft skills, their role in the professional development of a scientist and dentist;
- the basics of emotional intelligence, the principles of empathy, working with emotions and personal boundaries;
- types and mechanisms of conflict emergence, modern approaches to their constructive resolution;
- principles of creativity, innovation, critical thinking and resilience;
- the basics of effective communication, team interaction and team-oriented learning;
- the principles of creativity, innovation, critical thinking and resilience;
- the basics of effective communication, teamwork and team-oriented learning;
- the principles of responsibility, self-awareness and professional ethics in scientific activity.

Be able to:

- apply soft skills during individual work, scientific research and interaction with patients and colleagues;
- analyse one's own emotional state, use emotional regulation techniques and maintain healthy psychological boundaries;
- effectively resolve conflicts, work with different personality types and maintain constructive dialogue;
- generate new ideas, demonstrate creativity and critical thinking within the scope of professional tasks;
- work in a team, organise joint tasks, take responsibility for results, and provide mutual support;
- demonstrate flexibility, stress resistance, adaptability, and the ability to learn quickly

Demonstrate:

- high level of communication culture and ethical interaction in a professional environment;
- the ability to reflect, self-analyse and identify your own strengths and weaknesses;
- responsibility, initiative and proactivity in learning and scientific work;
- willingness to work in a multidisciplinary team, form partnership and maintain effective cooperation;
- ability to apply acquired soft skills to improve the effectiveness of one's activities and build a successful scientific career.

9. INFORMATION SCOPE OF THE DISCIPLINE

The study of the academic discipline comprises 3 ECTS credits (90 hours), including: practical classes – 30 hours, independent study – 60 hours.

9.1. Description of the academic discipline

Scope of the discipline	Field of knowledge, specialty, educational degree, form of study	Characteristics of the academic discipline
Credit number – 3	Field of knowledge 22 Healthcare	Elective
Modules – 1	Specialty 221 Dentistry	Educational year – 2
Thematical modules – 1		Semestr – IV
Total hours number – 90	third educational and scientific educational degree	Lectures – 0 hours
Class hours number – 30		Practical classes – 30 hours
		Seminars – 0 hours
Independent work hours number – 60	Form of study: full-time (daytime, evening), part-time	Independent work – 60 hours
		Type of final assessment: pass/fail (credit)

9.2. Structured syllabus of the academic discipline

Modules / content modules	Total hours / credits	Class hours		Independent work	Educational year, semestr	Assessment
		Lectures	Practical classes			
Module 1 Content modules - 1	90 / 60	-	30	60	2, IV	Credit

9.3. Syllabus Content
MODULE 1. Soft skills in a successful academic career
Specific learning objectives:

After studying the disciplines, learners should be able to:

- recognize the importance of soft skills in professional and scientific development and understand their impact on the effectiveness of educational, research, and clinical activities;
- acquire the fundamentals of emotional intelligence, including recognizing one's own and others' emotions, developing empathy, compassion, and constructive work with emotional states;
- learn to establish and maintain healthy personal boundaries, understand their types and mechanisms of setting them, particularly in interactions with patients, colleagues, and supervisors;
- master tools for effective conflict resolution, analyze causes of conflicts, anticipate the development of conflict situations, and apply strategies for peaceful settlement;
- develop creativity and innovativeness, generate new ideas, and seek non-standard solutions in scientific and clinical contexts;
- cultivate curiosity and openness to learning, the ability for continuous professional development and critical reflection on information;
- master the concepts of personal and organizational resilience, learn to maintain productivity under stress, adapt to change, and sustain psychological well-being;
- develop critical thinking, skills of logical analysis and argumentation, avoidance of cognitive biases, and acquire a culture of critical thinking in team interactions;
- enhance communication skills, including verbal and non-verbal communication, active listening, constructive feedback, and interdisciplinary collaboration;
- acquire the basics of teamwork and team-based learning, interact effectively in small groups, distribute roles, and make collective decisions;
- develop responsibility and self-awareness, understanding of personal strengths and weaknesses, and the ability to manage one's behavior and professional ethics.

Topic 1. Soft Skills in Learning and Professional Activity
The concept and classification of soft skills: definition and distinction from hard skills; universal and profession-oriented soft skills; the role of soft skills in the modern scientific environment. The significance of soft skills for a scientific career: their impact on research effectiveness; the relationship with academic productivity, publications, and grant acquisition; soft skills as a requirement of contemporary international programs (Horizon Europe, Erasmus+, Marie Skłodowska-Curie Actions). Soft skills in professional interaction: collaboration with a scientific supervisor; interdisciplinary cooperation; effective communication within research teams and the development of team culture. Soft skills in everyday learning: self-organization and self-management; skills for effective learning and independent work; setting SMART goals and planning academic workload. Soft skills in solving professional tasks: time management; decision-making; adaptability and cognitive flexibility; stress resilience in scientific and clinical activities. Tools and methods for developing soft skills: coaching techniques; feedback techniques; reflective practices; development of an individual soft skills development plan. Assessment and self-assessment of soft skills: competency models; diagnostic tools (tests, questionnaires, 360-degree review); formation of an individual soft skills profile. Typical challenges in developing soft skills among researchers: procrastination and overload; communication barriers; professional burnout; conflicts in the academic environment. Practical application of soft skills in professional practice: preparation of scientific publications; work with patients; participation in research projects and grant applications; academic integrity as an element of professional culture

Topic 2. Empathy and Compassion. Types of Emotions. Working with Emotions

The concepts of empathy and compassion: emotional and cognitive empathy; compassion as a professional quality of a researcher and clinician. The role of empathy in scientific and clinical work: interaction with students, colleagues, and patients; conflict prevention; building trust within teams. Main types of emotions and their functions: basic and complex emotions; positive and negative affect; the influence of emotions on decision-making. Emotional intelligence: self-awareness, self-regulation, and social sensitivity. Practical methods for working with emotions: stress management techniques; self-soothing methods; the "STOP" technique; breathing techniques; cognitive reappraisal. Emotions in the professional environment: rules for expressing emotions; emotional safety within teams; prevention of emotional burnout.

Topic 3. Personal Boundaries. Types of Boundaries. Establishing Healthy Boundaries in Work with Patients

The concept of personal boundaries: physical, emotional, intellectual, and professional boundaries; signs of boundary violations. Adaptive and maladaptive types of boundaries: rigid, flexible, and absent boundaries; mature boundaries. Establishing healthy boundaries in professional practice: when and how to say "no"; delegation; setting professional rules. Specific features of boundaries in interactions with patients and research participants: ethical considerations; professional distance; protection against emotional burnout. Typical mistakes: excessive responsibility; professional "fusion" with patients' problems.

Topic 4. Conflict Management. Types and Causes of Conflicts

The concept of conflict: constructive versus destructive conflict; microconflicts and latent conflicts. Main causes of conflicts. Types of conflicts: interpersonal, intrapersonal, structural, and team-based conflicts. Conflict behavior strategies: avoidance, accommodation, competition, compromise, and collaboration. De-escalation methods: the use of "I-messages"; active listening; paraphrasing; regulation of tone and speech tempo. Conflict resolution in teams and in interactions with patients: mediation; facilitation of difficult dialogues.

Topic 5. Creativity and Innovation

The concept of creativity: divergent thinking; idea generation. Innovation in science and medicine: transition from idea to innovation; hypothesis validation. Factors facilitating creativity: environment, diversity, and an open mindset. Methods for developing creative thinking: brainstorming; the SCAMPER method; design thinking. Typical barriers: fear of failure; perfectionism; narrow thinking. Creativity in academic work: formulation of research novelty; non-standard approaches to experimental design.

Topic 6. Curiosity and Openness to Learning

Continuous professional development: lifelong learning; self-directed education. Curiosity as a driving force of science: question formulation; scientific skepticism. Methods for stimulating curiosity: reading recent scientific publications; participation in conferences; engagement in interdisciplinary projects. Learning flexibility: the ability to learn from mistakes; adaptation to new technologies.

Topic 7. Resilience: Organizational and Personal Resilience

The concept of resilience. Personal resilience: self-regulation; adaptability; internal resources. Organizational resilience: a culture of support; flexible working systems. Factors contributing to resilience development: meaning and motivation; social support; healthy lifestyle. Practical techniques: resilience journaling; the "three resources" technique; stress management strategies.

Topic 8. Critical Thinking. Culture of Critical Thinking in Teams

The concept of critical thinking: fact-checking; logical analysis; avoidance of cognitive biases. The scientific method as the foundation of critical thinking: problem formulation; hypothesis testing; data interpretation. Information analysis skills: working with evidence; evaluation of

sources; interpretation of statistical data. Team-based culture of critical thinking: the right to make mistakes; openness to criticism; constructive feedback.

Topic 9. Communication Skills. Team-Based Learning

Basic principles of effective communication: active listening; clarity and structure; verbal and non-verbal communication channels. Communication in the scientific environment: presentations; scientific discussions; professional correspondence. Team interaction: team roles; cooperation; shared decision-making. Techniques for improving communication: the "SBIN" model; facilitation of group work; trust-building exercises.

Topic 10. Responsibility and Self-Awareness

The concept of responsibility: individual, collective, and academic responsibility. Self-awareness: understanding personal strengths and weaknesses; reflection; self-analysis of decisions. The relationship between responsibility and success in science: meeting deadlines; academic integrity; responsibility for research data and results. Development tools: journaling; individual growth plans.

10. STRUCTURE OF THE DISCIPLINE

Names of content modules and topics	Hours number				
		including			
	Total	Class hours		Independent students' work	Individual work
		Lections	Practical classes		
1	2	3	4	5	6
Module 1					
Content module 1. AI tools for scientific research.					
Topic 1. Soft Skills in Learning and Professional Activity	9	-	3	6	-
Topic 2. Empathy and Compassion. Types of Emotions. Working with Emotions	9	-	3	6	-
Topic 3. Personal Boundaries. Types of Boundaries. Establishing Healthy Boundaries in Work with Patients	9	-	3	6	-
Topic 4. Conflict Management. Types and Causes of Conflicts	9	-	3	6	-
Topic 5. Creativity and Innovation	9	-	3	6	-
Topic 6. Curiosity and Openness to Learning	9	-	3	6	-
Topic 7. Resilience: Organizational and Personal Resilience	9	-	3	6	-
Topic 8. Critical Thinking. Culture of Critical Thinking in Teams	9	-	3	6	-
Topic 9. Communication Skills. Team-Based Learning	9	-	3	6	-
Topic 10. Responsibility and Self-Awareness	9	-	3	6	-
TOTAL HOURS	**90**		**30**	**60**	-

11. THEMATIC PLAN

11.1. THEMATIC PLAN OF LECTURES
Lectures are not included in the work programme.

11.2. THEMATIC PLAN OF PRACTICAL CLASSES

№	Name f topic	Number of hours
1	Soft Skills in Learning and Professional Activity	3
2	Empathy and Compassion. Types of Emotions. Working with Emotions	3
3	Personal Boundaries. Types of Boundaries. Establishing Healthy Boundaries in Work with Patients	3
4	Conflict Management. Types and Causes of Conflicts	3
5	Creativity and Innovation	3
6	Curiosity and Openness to Learning	3
7	Resilience: Organizational and Personal Resilience	3
8	Critical Thinking. Culture of Critical Thinking in Teams	3
9	Communication Skills. Team-Based Learning	3
10	Responsibility and Self-Awareness	3
Total		30

11.3. THEMATIC PLAN OF INDIVIDUAL WORK

№	Name of topic	Number of hours
1	Self-management of a researcher: formation of professional identity and personal brand	6
2	Academic integrity as a component of soft skills culture	6
3	Skills of effective scientific presentation and idea pitching	6
4	The art of academic writing: structure, style, and logical coherence	6
5	Ethics of interpersonal relations in the academic environment	6
6	Emotional intelligence of a researcher: self-awareness, self-regulation, and motivation	6
7	Culture of professional feedback: how to give and receive feedback	6
8	Stress resilience and prevention of professional burnout in scientific activity	6
9	Intercultural communication in international research projects	6
10	Digital literacy and self-presentation in the academic digital space	6
Total		60

12. LIST OF INDIVIDUAL TASKS
1. Self-analysis of personal soft skills
Conduct a self-assessment using recognized soft skills models, identify strengths and areas for improvement, and develop an individual six-month development plan.
2. Essay: "Empathy in the Work of a Dentist-Scientist"
Describe the role and significance of empathy in scientific and clinical activities; analyze examples in which empathic communication facilitates effective interaction with patients, colleagues, and research teams.
3. Analysis of a Conflict Situation
Select a real or hypothetical conflict case and analyze it using the sequence: situation → behavior → impact → need. Propose a constructive strategy for conflict resolution.
4. Practical Assignment: "Personal Boundaries in Science and Clinical Practice"
Create a map of personal boundaries (emotional, physical, and professional) and describe two methods for protecting these boundaries when working with patients and colleagues.
5. Creation of an Infographic: "Emotions in the Work of a Researcher"
Visually present a classification of emotions and strategies for their regulation (e.g., the STOP method, the "10-second rule," and the use of "I-messages").

6. Project: "My Resilience"

Assess personal and professional resilience using validated scales and propose an evidence-based plan for enhancing stress resilience.

7. Analytical Paper: "Critical Thinking in Research: Tools and Common Pitfalls"

Identify and analyze five cognitive biases most frequently encountered in scientific work and propose methods to prevent or mitigate them.

8. Mini-Project: "My Grant Strategy"

Select one real international or national grant opportunity; describe eligibility criteria, deadlines, a potential project topic, team composition, and associated risks.

9. SWOT Analysis of One's Scientific Career

Identify strengths, weaknesses, opportunities, and threats related to professional development, and develop a one-year strategic career plan.

10. Development of a Professional Researcher Profile

Create and curate profiles on ORCID, ResearchGate, Google Scholar, or LinkedIn; structure an academic biography and define strategic professional development goals.

13. TASKS FOR INDEPENDENT WORK

1. Describe your professional identity as a future dentist–researcher by defining key competencies, research interests, professional values, and the desired image within the academic community; formulate a concise personal brand concept (5-7 sentences) and identify three steps for its development.

2. Select a recent scientific article in dentistry (published within the last 3-5 years) and analyze it from the perspective of academic integrity by evaluating the accuracy of citations, transparency of methodology, compliance with ethical standards, and potential conflicts of interest; prepare a synthesized conclusion of approximately half a page.

3. Develop the structure of a two-minute "elevator pitch" for the topic of your PhD dissertation by clearly defining the scientific problem, its relevance to dentistry, the novelty of the approach, and the expected contribution to the field; determine criteria for evaluating the quality of your pitch.

4. Write a short academic text (10-12 sentences) on a selected topic related to your dental research; assess its logical coherence, structure, and clarity of presentation; identify three strengths and three weaknesses of the text.

5. Model an ethical conflict scenario within a dental research team (e.g., authorship disputes, clinical experimentation, adherence to ethical standards), analyze it from the perspective of professional ethics, and propose at least five steps for constructive resolution.

6. Describe a situation in which emotional factors influenced your scientific or clinical activity; identify the emotions involved and the triggers that caused them; select three to five self-regulation techniques that could be useful for a dentist-researcher in similar circumstances.

7. Create two examples of feedback on the work of a colleague or student (one constructive and one non-constructive); explain which elements make feedback effective in the dental scientific community and justify why one example is productive while the other is not.

8. Complete one validated stress or burnout assessment scale (e.g., PSS, MBI); analyze your level of stress exposure, identify three main stressors in your professional activity, and develop a one-month personal burnout prevention plan.

9. Describe a real or simulated case of intercultural interaction in an international dental research project; identify potential communication barriers and cultural differences; propose at least five strategies to enhance effective intercultural communication within a research team.

10. Create or update your personal digital research profile (ORCID, ResearchGate, Google Scholar, LinkedIn), evaluate it in terms of professional digital literacy and online self-presentation; formulate five recommendations for its further improvement.

14. METHODS OF STUDY

The learning process ensures the development of communicative, analytical, presentation, and emotional self-regulation competencies of PhD candidates; therefore, a comprehensive set of

modern interactive and practice-oriented teaching methods is applied. The main teaching methods include:

1. Problem-Based Learning (PBL).

Learning is based on the analysis of real and simulated scientific and clinical situations in dentistry (e.g., authorship conflicts, ethics of clinical experiments, preparation of grant applications, intercultural communication barriers). Learners work in groups, develop their own solutions, justify them, and practice presenting and defending their positions.

2. Project-Based Learning.

PhD candidates complete mini-projects aimed at developing soft skills, such as creating academic texts, preparing presentations, building a personal brand, and developing an "elevator pitch" for their dissertation topic. Project implementation enhances learner autonomy and self-management.

3. Simulation of Professional Situations and Role-Playing.

Scenarios include scientific debates, ethical dilemmas, feedback situations, communication in international teams, and pitching ideas to investors or grant committees. This method fosters interpersonal communication skills and ethical behaviour in the academic environment.

4. Training-Based Methods.

Practical training sessions are conducted in academic writing, emotional self-regulation, scientific presentation skills, feedback culture, and stress resilience. The training format integrates theoretical input with targeted practical exercises.

5. Case Study Method.

Analysis of real cases from dental science and practice (e.g., international research in implantology, conflicts within research teams, specifics of ethics committees). The case method develops skills in analysis, interpretation, and decision-making under uncertainty.

6. Self-Reflection and Development Portfolio.

Learners maintain a personal professional development portfolio that includes self-assessment of soft skills, analysis of scientific achievements, evaluation of emotional state, and planning of professional identity development. This method supports self-management and professional reflection.

7. Small-Group Work and Team Assignments.

Group interaction is used to develop teamwork, negotiation, feedback, and peer assessment skills. Teams work on joint mini-projects, create presentations, and analyze cases collaboratively.

8. Digital Tools and Online Activities.

Digital platforms (Google Scholar, ORCID, ResearchGate, Mendeley, Grammarly), online discussions, interactive tests, and virtual presentation simulators are actively used. This fosters researchers' digital literacy and skills of professional self-presentation in virtual environments.

9. Independent Analytical Work.

Learners analyze scientific articles, prepare academic texts and presentations, conduct self-assessment of emotional intelligence and professional resilience, and create researcher profiles in digital databases.

15. METHODS AND FORMS OF ASSESSMENT (including criteria for evaluating learning outcomes)

During the course, all types of activities are subject to assessment, both formative (during each class) and summary (during tests).

Summative assessment is a way of the assimilation of the module material (credit). The discipline ends with a test.

Pre-assessment of applicants' knowledge is carried out during practical classes and includes testing of theoretical and practical material using the method of testing the initial level of knowledge.

Formative assessment of applicants' knowledge is carried out during practical classes and includes testing of theoretical knowledge and assessment of practical skills, which are provided for in the methodological developments of classes on relevant topics. The verification of applicants'

knowledge is carried out through discussion of class questions, participation in role-playing games based on a scenario, project planning, and control testing of knowledge levels.

The final assessment of applicants' knowledge of the discipline is carried out in the form of a semester credit.

A semester exam is a form of final assessment that consists of evaluating the applicant's mastery of the educational material in a particular discipline solely on the basis of the results of their performance of certain types of work in practical, seminar or laboratory classes. A semester exam is planned in the absence of modular assessment or an exam.

The number of topics for practical (seminar) classes in a discipline is determined in the working curriculum and does not provide for a separate class for taking the test.

The module grade is determined as the sum of the grades for current academic activity (in points) given in practical classes, in accordance with the lists specified in the discipline programme. The grade for the academic discipline is determined as the sum of the grades for current academic activity (in points) awarded in each class for the relevant topic and the number of points for completing individual assignments.

The maximum number of points for studying an academic discipline for current academic activity and completing individual assignments, which is awarded to applicants upon completion of the module (credit) is 200 points.

16. SCORE CALCULATION AND DISTRIBUTION SCHEME

When assessing the mastery of each topic, applicants are graded on a 4-point scale (traditional – 2, 3, 4, 5) and on a 200-point scale using accepted and approved assessment criteria for the relevant academic discipline. All types of work provided for in the methodological development for studying the topic are taken into account. Grades given on the traditional scale are converted into points depending on the number of topics. The weight of each topic within a single module in points is the same. The forms of assessment of current academic activity are standardised and include monitoring of theoretical and practical training. The final score for current activity is recognised as the arithmetic sum of the points for each class and for individual work. The maximum number of points that a student can earn for current activities while studying a discipline is calculated by multiplying the number of points corresponding to a grade of '5' by the number of topics, adding points for the student's individual assignment, but not exceeding 200 points $(10 \times 18 + 20 = 200)$.

Number of module number of study hours / number of credits ECTS	Number of content modules, their numbers	Number of practical classes	Conversion into point of the traditional scale				Scores for individual task	Minimum score *
			Traditional scale					
			«5»	«4»	«3»	«2»		
Module 1 90/3	1	10	18	15	11	0	120	200

The minimum number of points that a candidate can earn while studying the module is calculated by adding up the number of points corresponding to a 'satisfactory' grade for each class: $120 = (11 \times 10) + 10$.

The results of the tests are assessed on a two-point scale: 'pass' or "fail". A student receives a 'pass' grade if they have completed all the work required by the course syllabus, attended all the classes specified in the thematic plan for the relevant discipline (if there are any absences, they have been made up in a timely manner), and has earned a total of at least 120 points in the study of the academic discipline. The applicant receives a 'fail' grade if they have unexcused absences from

classes (practical, seminars and lectures) and the number of points for current control is less than the minimum.

17. METHODOLOGICAL SUPPORT

17.1 Regulatory support for teaching the discipline

Law of Ukraine 'On Education' (2017), Law of Ukraine 'On Higher Education' (2014), Law of Ukraine 'On Scientific and Scientific and Technical Activity' (2016), Law of Ukraine 'On Ensuring the Functioning of the Ukrainian Language as the State Language' (2019), National Qualifications Framework, Standards of Higher Education of the Third Level (speciality 221 'Dentistry'), Regulations on the Training of Candidates for the Degree of Doctor of Philosophy and Doctor of Science (Order of the Ministry of Education and Science № 658), Regulations on the organisation of the educational process in higher education institutions, Regulations on academic integrity in higher education institutions, ESG (2015), European Charter for Researchers, Code of Conduct for the Recruitment of Researchers, COPE Guidelines, Vancouver Recommendations (ICMJE), OECD Framework for Soft Skills Development.

17.2 Methodological support for lectures

Lectures are not included in the working curriculum

17.3 Methodological support for practical classes

Methodological developments and instructions for practical classes; sets of tasks for independent work; case studies and situational tasks on academic ethics, communication, intercultural interaction and conflict studies; materials for training in presentation skills, academic writing, feedback and emotional self-regulation; samples of academic texts, presentations, soft skills self-assessment questionnaires, stress resistance scales; multimedia materials (slides, video clips, infographics) for interactive classes; cards for small group work and role-playing games; methodological recommendations for working with digital platforms (ORCID, Google Scholar, Mendeley, ResearchGate, Grammarly); criteria for assessing oral presentations, written assignments, analytical tasks, and group projects; test assignments, organisational and diagnostic materials, self-assessment and reflection sheets.

17.4 Methodological support for independent work

Instructional materials on self-management and professional identity, templates for creating a personal brand and development portfolio, soft skills self-assessment checklists, materials on academic integrity and ethical standards, examples of correct citation and academic writing samples, case studies for analysing ethical situations in the scientific environment, conflict resolution algorithms, methodological examples of constructive and non-constructive feedback, feedback models (SBI, DESC, 'sandwich'), presentation and pitch templates, recommendations for constructing scientific presentations and criteria for their evaluation, psychodiagnostic scales of stress and emotional competence (PSS, MBI), materials on self-regulation and burnout prevention techniques, resources on intercultural communication and case studies of international scientific projects, instructions for creating digital scientific profiles (ORCID, Google Scholar, ResearchGate), methodological recommendations on digital literacy and online scientific ethics, guides on working with bibliographic managers.

17.5 Educational, informational, and illustrative support

Training manuals on academic writing and scientific communication, collections of materials on the development of soft skills for scientists, reference materials on academic integrity and researcher ethics, access to scientometric and abstract databases (Scopus, Web of Science, PubMed), online platforms for creating presentations (Canva, Google Slides), digital tools for creating scientific profiles (ORCID, Google Scholar, ResearchGate), graphic materials and diagrams for case studies, illustrative examples of correctly formatted academic texts and scientific posters.

17.6 Educational and technical support

Multimedia projector, laptop for working with digital platforms, mobile devices (tablets, phones) for interactive group work, high-speed Internet access for working with online databases and scientometric platforms, software for presentations and text analysis (PowerPoint, Canva).

18. RECOMMENDED LITERATURE

18.1 Basic

1. Kodali MVRM, Kodali US, Gadicherla S, Smriti K, Singh A, Khurshid Z. The role of soft skills in dental education: challenges and importance. Eur J Dent. 2025;19(3):851-859. doi:10.1055/s-0044-1791938

2. Thakerar N, Dymock D, Spiteri Staines K. Training future dentists: acquisition of "soft skills" during oral medicine clinical chairside teaching in an undergraduate dental school. J Dent Educ. 2025;89(Suppl 1):1008-1010. doi:10.1002/jdd.13797

3. Baller EL, Zhao W, Schissel ME, Yoachim SD. Impact of teaching modality on soft skill development: oral health literacy awareness skills assessed using standardized patient experiences. J Dent Educ. 2025;89(4):504-513. doi:10.1002/jdd.13755

4. Gómez-Meza DN, Evaristo-Chiyong TA, Lamas-Lara VF, Mattos-Vela MA, Rodriguez-Vargas MC, Cuadrao-Zavaleta LA. Relationship between self-esteem, assertiveness, and patient-perceived communication in dental students: a cross-sectional study at a Peruvian university. BMC Med Educ. 2025;25(1):1302. doi:10.1186/s12909-025-07895-0

18.2. Additional

1.Hofmann AH. Scientific Writing and Communication: Papers, Proposals, and Presentations. 2nd ed. New York (NY): Oxford University Press; 2014

2. Hardavella G, Aamli-Gaagnat A, Frille A, Saad N, Niculescu A, Powell P. Top tips to deal with challenging situations: doctor-patient interactions. Breathe. 2017;13(2):129-35. doi:10.1183/20734735.006616

3. Ofori-Manteaw B, Nelson T, Barry K, Al Mousa D, Nabasenja C, Frame N, Singh C, Spuur K, Chau M. Beyond technical proficiency: a scoping review of the role of soft skills in medical radiation science. Radiography. 2025;31(3):102924. doi:10.1016/j.radi.2025.102924

18.3 Information resources

https://pubmed.ncbi.nlm.nih.gov/
https://www.scopus.com/home.uri
https://www.researchgate.net/
https://scholar.google.com/
https://www.webofscience.com
https://www.canva.com/en_gb/
https://www.coursera.org/
https://commission.europa.eu/index_en
https://www.mindful.org/
https://www.apa.org/

19. COMPILERS OF THE STUDENT GUIDE (SYLLABUS)

- Nataliia PAVLIUKOVYCH – PhD, Associate professor of the Department of Internal Medicine, Clinical Pharmacology and Occupational Diseases