



RCSI STUDENT
ENGAGEMENT
+ PARTNERSHIP

Enhancing Medical Education for a Healthier World Through a University-Wide and Highly Structured Student Engagement and Partnership Programme

Professor Celine J. Marmion
RCSI Deputy Dean for Student Engagement

Sarah Ghobrial
RCSI Final Year Medical Student

Thai Medical Education Conference
Bangkok, Thailand, February 2024



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Presenters



Professor Celine Marmion

Professor of Bioinorganic Chemistry
Deputy Dean for Student Engagement



Sarah Ghobrial

Final Year Medical Student

RCSI University of Medicine & Health Sciences

- Founded in 1784
- World-leading Health Sciences University
- Undergraduate Schools: Medicine, Pharmacy & Biomolecular Sciences and Physiotherapy
- School of Postgraduate Studies
- Centre for Positive Health Sciences
- Postgraduate Training Body for the delivery of Surgical Training Programmes in Ireland
- More than 4,500 students from > 100 countries

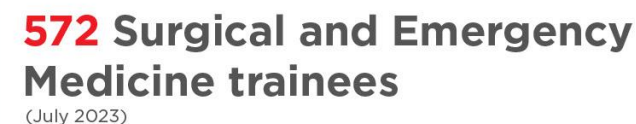
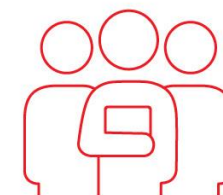




2018-2022 SciVal



ASPIRE TO EXCELLENCE AWARD
for Student Engagement
joint winner 2022



Dublin, Bahrain, Malaysia and Dubai



ROADMAP TO STUDENT ENGAGEMENT AND PARTNERSHIP IN RCSI

03

Transformative learning -
acquire leadership skills – to
produce enlightened '**change
agents**' of the future

02

Formative learning - acquire
values – to produce
professionals

01

Informative learning - acquire
knowledge and skills – to produce
experts

Frenk, Chen *et al.*, 'Health professionals for a new century: transforming education to strengthen health systems in an interdependent world', The Lancet Commissions, 2010, 376, 9756, 1923-1958



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ROADMAP



Explicitly incorporated *student partnership* as a key strategy enabler in striving to 'transform healthcare education, research and service for the benefit of human health'

Deputy Dean for Student Engagement established in Sept 2018

StEP Committee

Benchmarking exercise

BENCHMARKING EXERCISE



1

Best practices in student engagement and partnership in national and international HEIs (with a focus on Institutions that had won an ASPIRE-to-Excellence Award for Student Engagement)

2

AMEE ASPIRE-TO-EXCELLENCE Award Programme established by AMEE in 2012
'to go beyond the traditional accreditation process to identify, recognize and reward world class excellence in medical education'



ASPIRE TO EXCELLENCE AWARD FOR STUDENT ENGAGEMENT



Criterion 1

Student engagement with management of the School, including matters of policy and the mission and vision of the School

Criterion 2

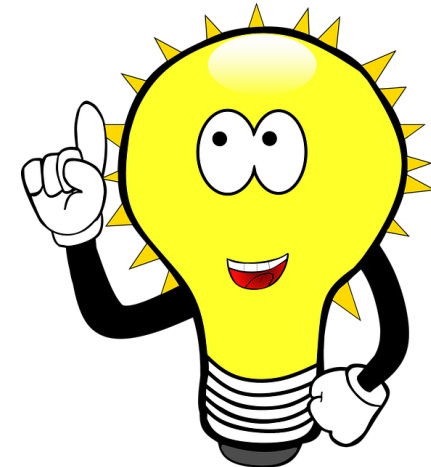
Student engagement in the provision of the School's Education programme

Criterion 3

Student engagement in the academic research community

Criterion 4

Student engagement in the local community and the social environment/service delivery

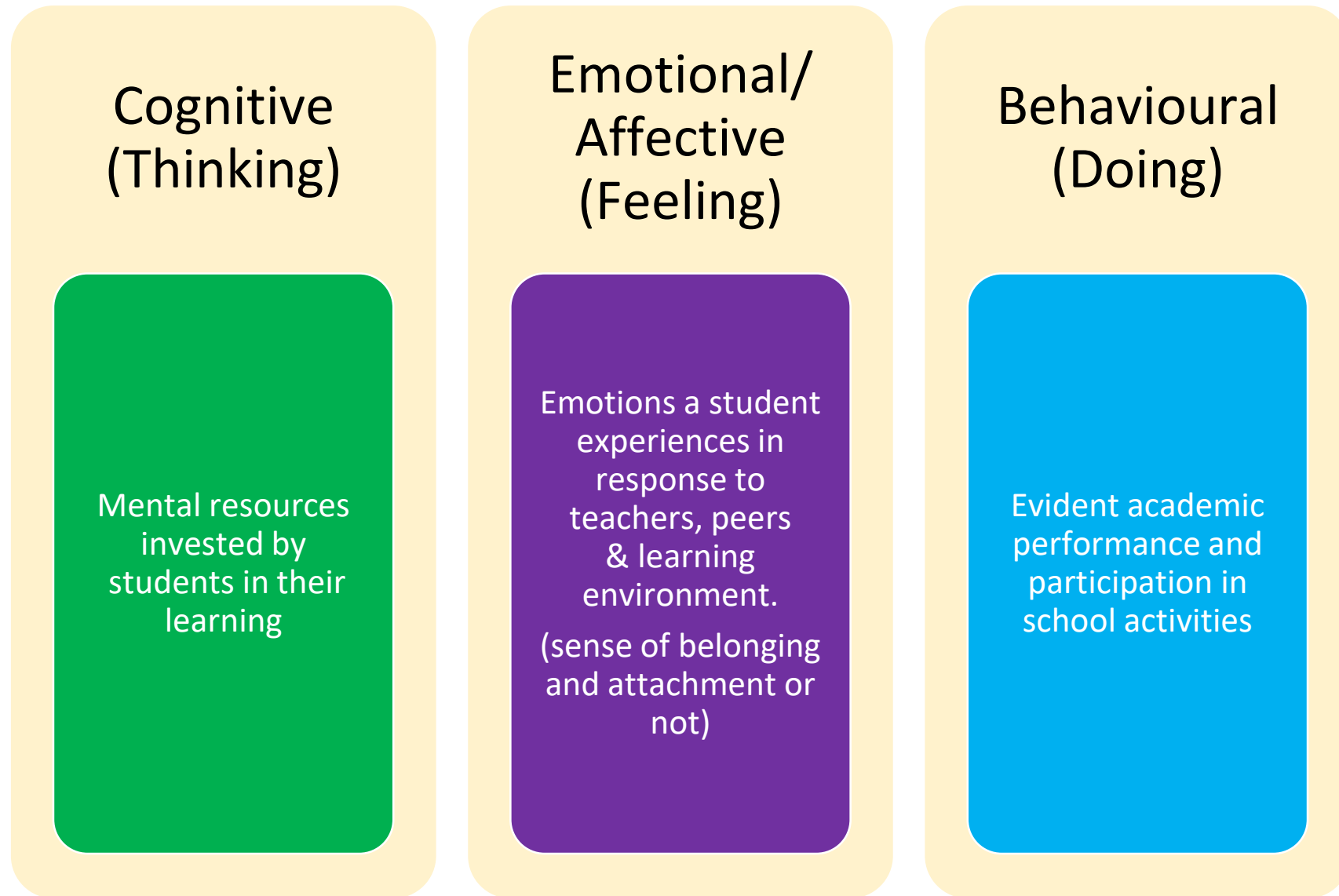


What is Student Engagement?



- Studies have demonstrated that student engagement is one of the most robust predictors of academic achievement
- Suggest going further and consider overall student success
- No one universal definition of student engagement - multi-factorial
- Conceptual models in the literature - many consist of three distinct but interrelated dimensions of engagement: cognitive, behavioural and emotional/affective

Kahu, Studies in Higher Education, 2013; 38:5, 758-773



Kahu, *Studies in Higher Education*, 2013; 38:5, 758-773

Kassab et al., *Med Educ.*, 2022; 56:703–715

Always remember that you are
absolutely unique.
Just like everyone else.
~ Margaret Mead



EngineerDiary.com

Also need to be mindful that each individual student is unique (with unique characteristics, attributes) and thus engagement can be viewed differently depending on the student

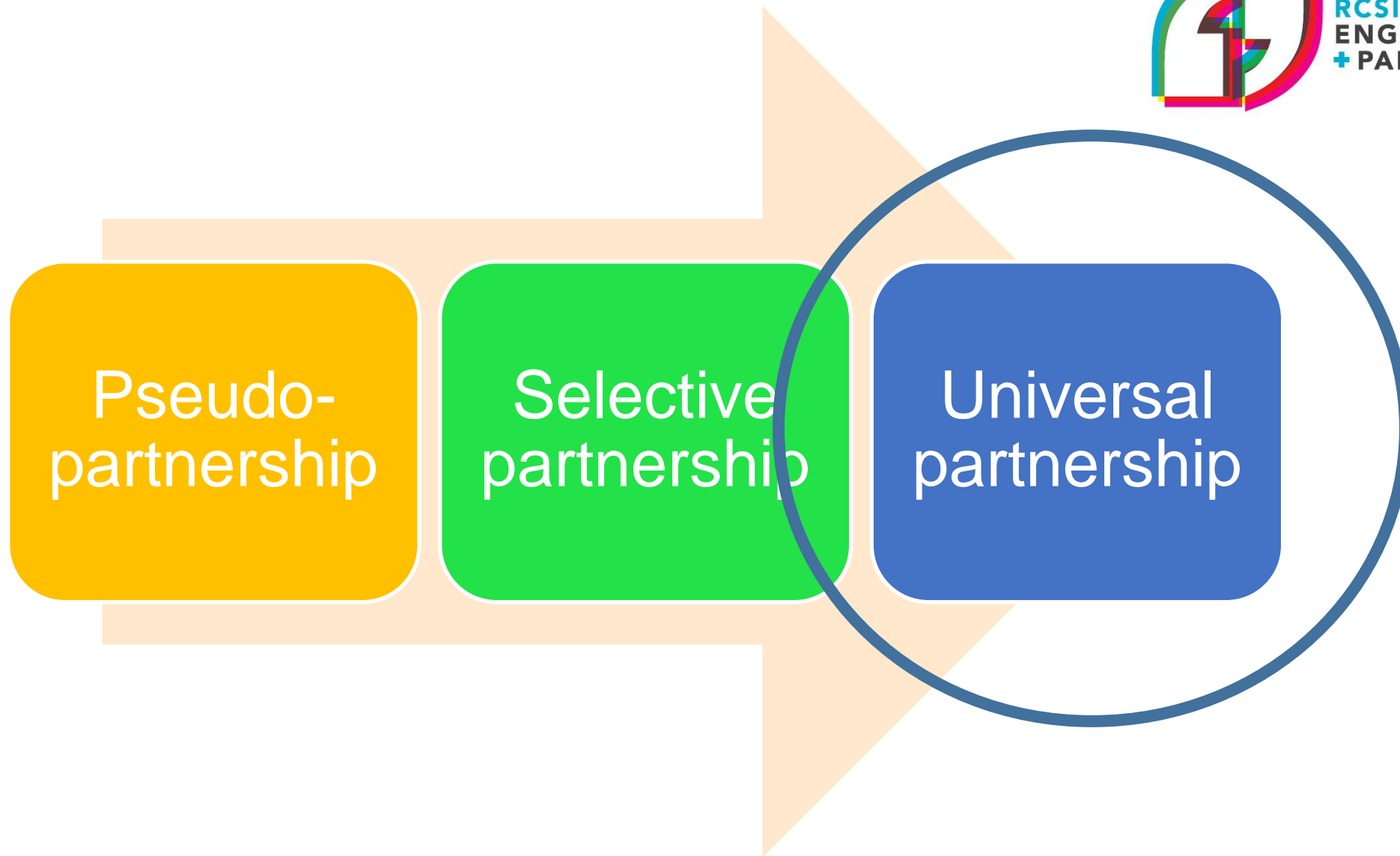
How does student engagement differ from student partnership?



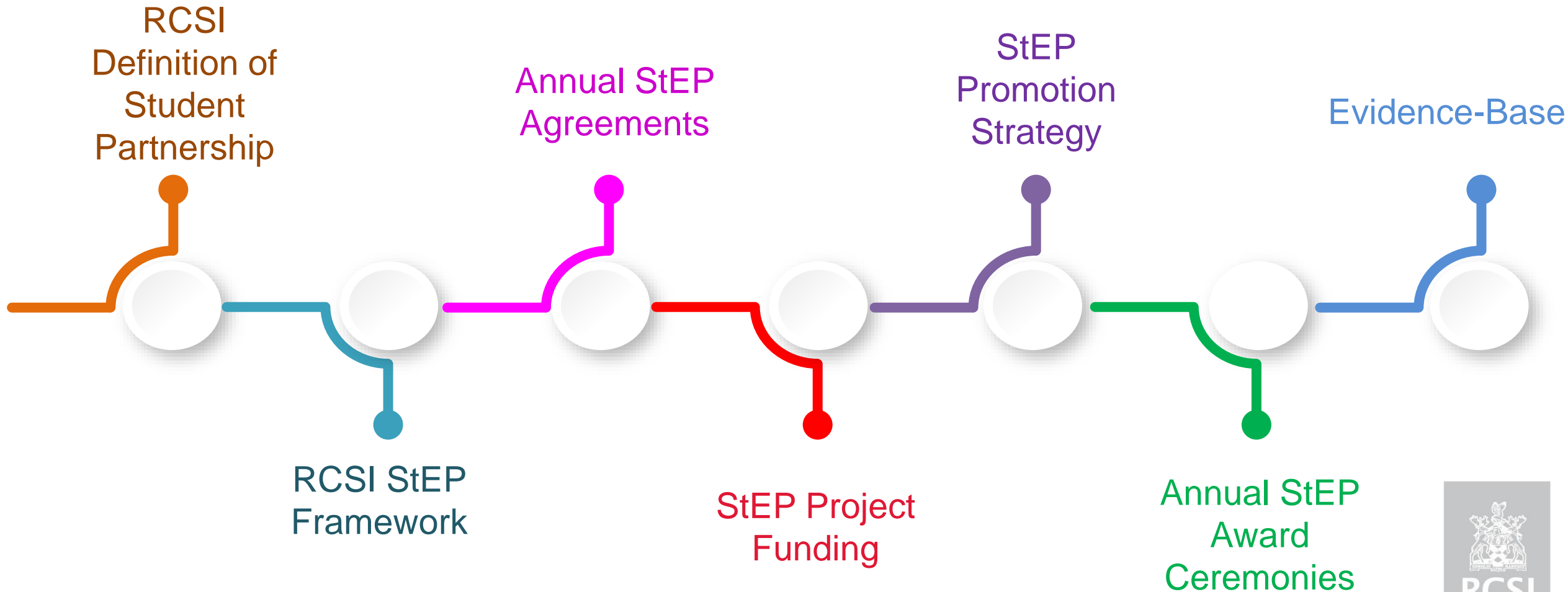
According to Bovill, Felten and Cook-Sather, student-faculty partnership is a *'reciprocal process through which all participants have the opportunity to contribute equally, although not necessarily in the same ways, to curricular or pedagogical conceptualization, decision-making, implementation, investigation, or analysis'*

.... a relationship in which all key stakeholders (students, faculty, professional staff, Student Union, senior management and so on) actively engage and stand to benefit from working with and learning from each other

Cook-Sather, A., Bovill, C., and Felten, P. (2014). *Engaging students as partners in learning and teaching: a guide for faculty*. San Francisco: Jossey-Bass.



University-Wide and Highly Structured RCSI StEP Programme



RCSI STUDENT ENGAGEMENT AND PARTNERSHIP (StEP) PROGRAMME



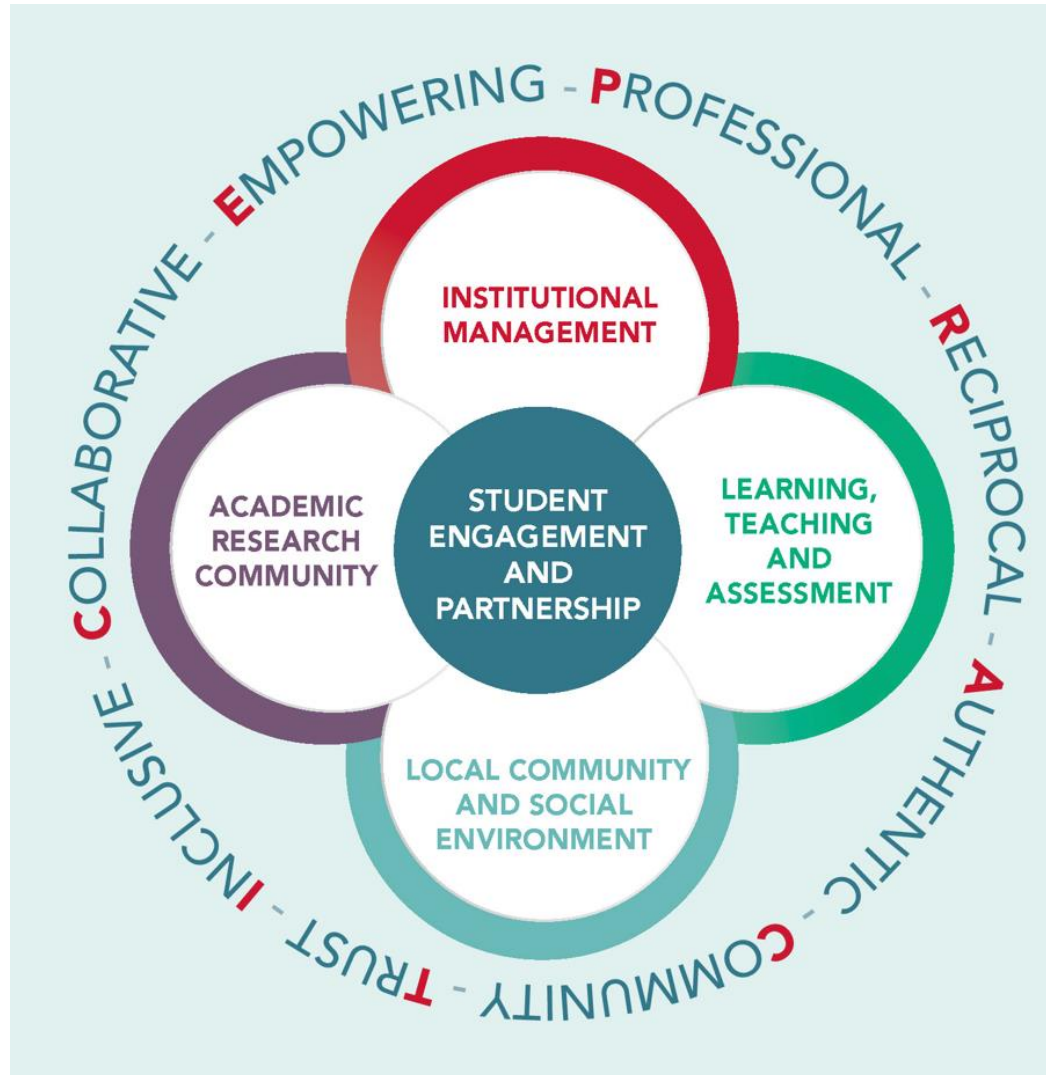
DEFINITION OF STUDENT PARTNERSHIP IN THE CONTEXT OF RCSI

Through active student engagement, RCSI is nurturing, promoting and implementing a culture of partnership and inclusivity, where the expertise and perspectives of students and staff are equally valued and, by working together, we are driving positive change across the RCSI community for the benefit of human health



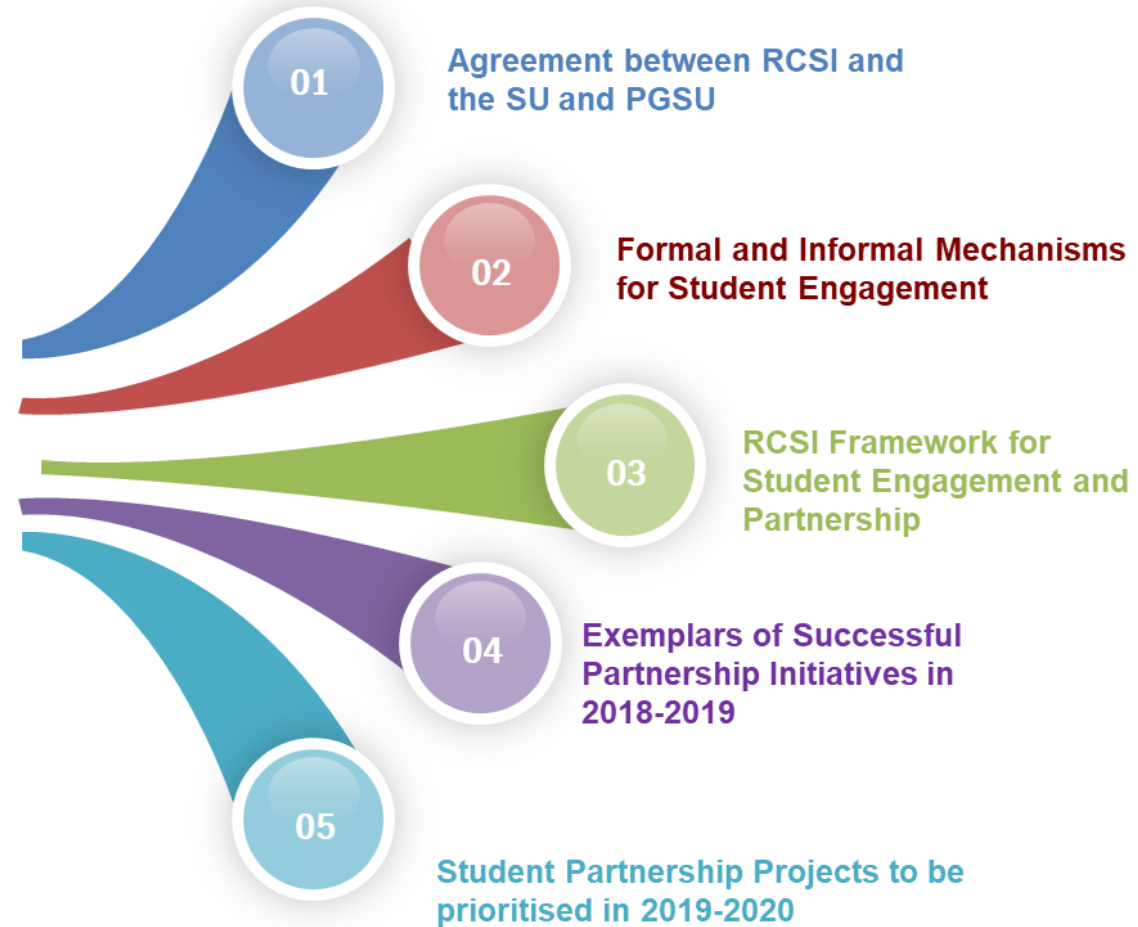
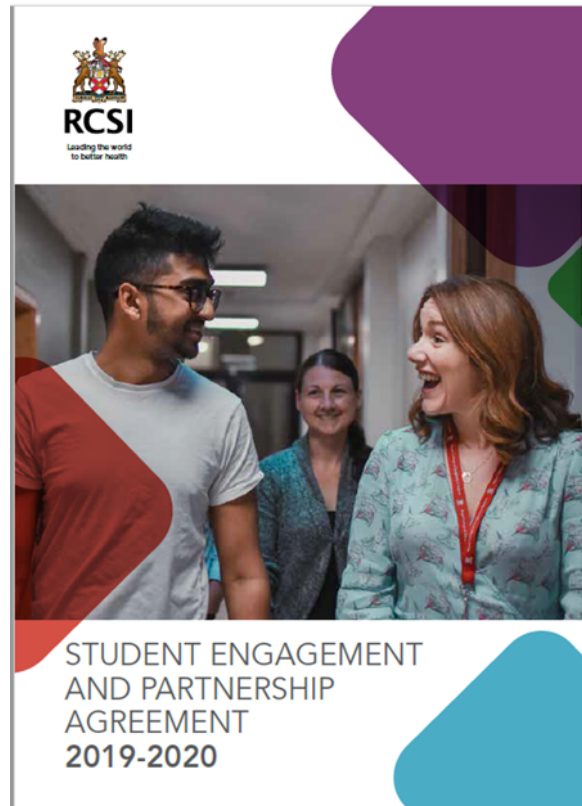
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RCSI STUDENT ENGAGEMENT AND PARTNERSHIP (StEP) PROGRAMME



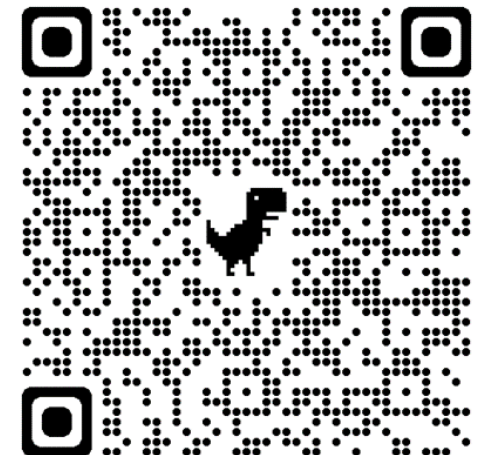
RCSI StEP FRAMEWORK

RCSI Student Engagement and Partnership Agreement 2019-2020

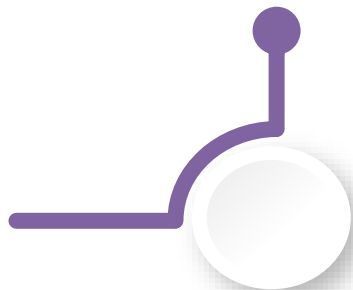




- StEP project priority themes identified in consultation with students and staff
- Students work in partnership with staff
- Students receive bursaries
- Students and staff receive RCSI Student Partnership Champion Award Certificates



StEP Promotion Strategy




- Brand - Logo
- Presentations to Senior University Boards, Schools and Faculty
- HR Induction Days
- Postgraduate Orientation Days
- Annual agreements launched during White Coat Ceremony
- RCSI website
- Twitter @RCSI_StEP
- Moodle home page
- SU and PGSU social media channels




Student Engagement and Partnership (StEP) Programme

Dashboard > Student Engagement and Partnership (StEP) Programme



“Through active student engagement, RCSI is nurturing, promoting and implementing a culture of partnership and inclusivity, where the expertise and perspectives of students and staff are equally valued and, by working together, we are driving positive change across the RCSI community for the benefit of human health”

Open Calls - Click here to get involved!



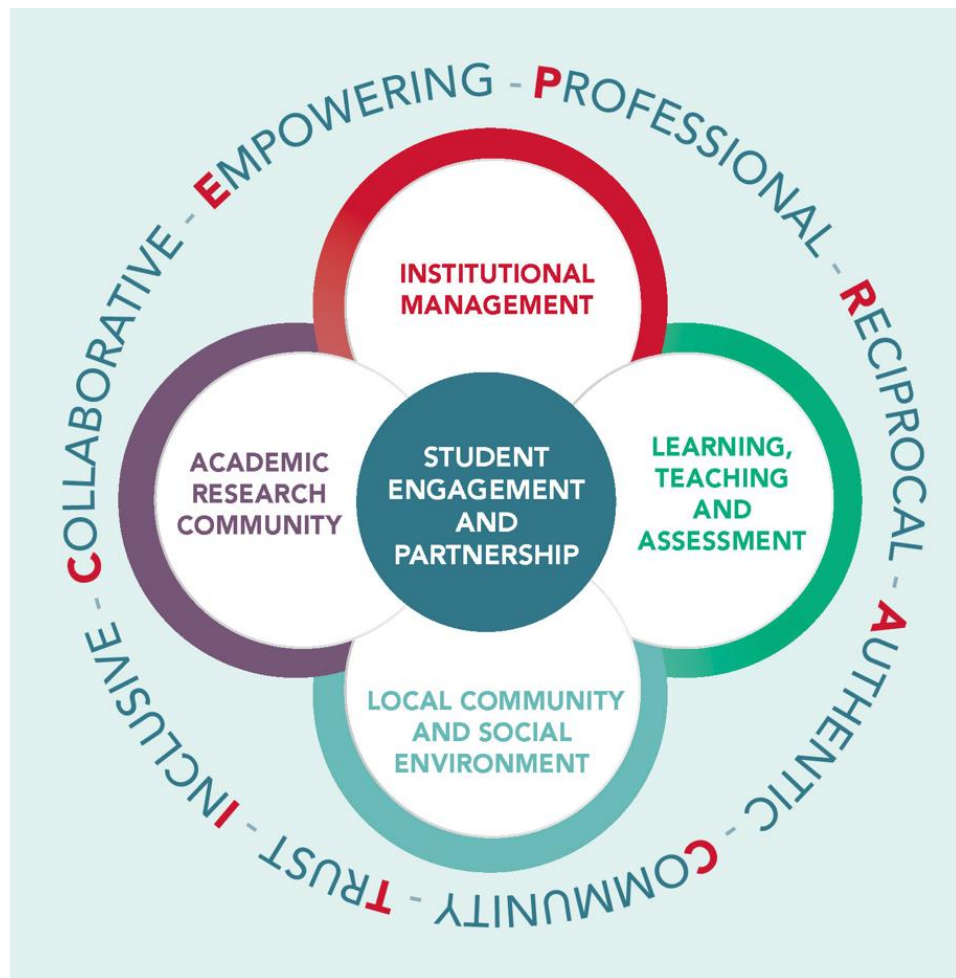
StEP Programme Overview	StEP Framework	StEP Agreement	RCSI Student Partnership Champion Award
StEP Project Funding	Exemplars of Successful RCSI StEP Projects	Testimonials	Contact Us and Information Forum



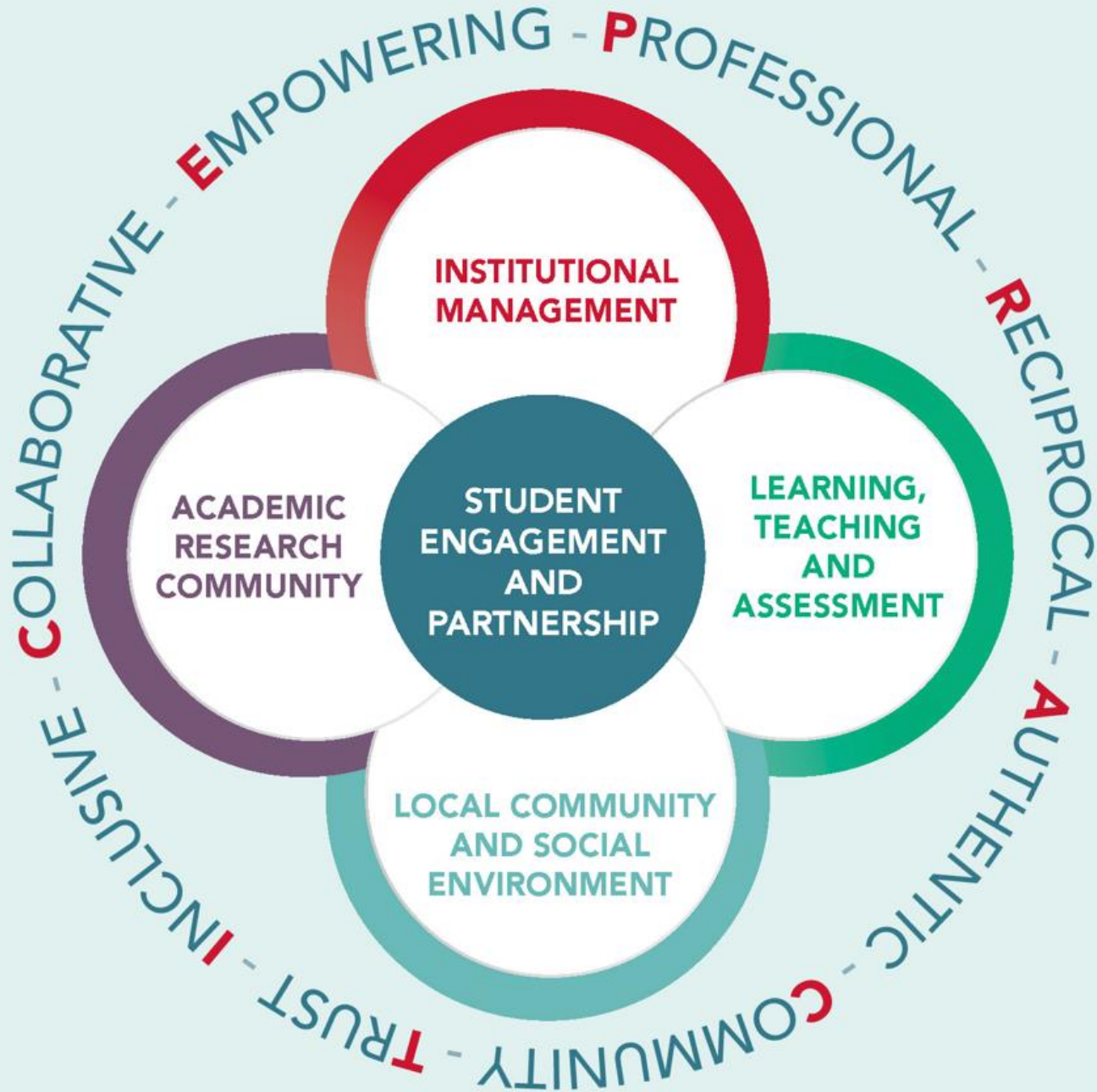
Since 2020-2021

68 StEP Level 1 Funded Projects
26 StEP Level 2 Funded Projects

168 staff
151 students



FUNDING



Institutional Management



Student representation is written into all RCSI committee terms of references including our senior academic governing authority (MHSB)



Policy/Regulation History

Document Title		Policy for the Recruitment of Student Representatives to RCSI Committees, Working Groups and Fora				
Rev	Status	Author(s)	Reviewed by	Approved by	Origin	Issue Date
1	Draft	Katelyn J. Genoud (PGSU President 2020-2021); Dr Avril Hutch (Associate Director - Head of Equality, Diversity and Inclusion); Professor Celine Marmion (Deputy Dean for Student Engagement); DuPreez Smith (SU President 2020-2021); Oluwarotimi (Tim) Vaughan-Ogunlusi (SU Education Officer 2019-2020)	Dean's Office		Professor Celine Marmion (Deputy Dean for Student Engagement)	2021
2	Approved		Academic Council	MHSB		May 2021

Institutional Management



- Launched in 2020-2021 (6 week part-time programme; ~ 20 student contact hours)
- Modules on Developing Influential Leadership Skills; Equality Diversity and Inclusion; Self-Care and Resilience; Data Protection
- 225 students have completed the programme
- 110 students currently on the programme



**RCSI STUDENT
ENGAGEMENT
+ PARTNERSHIP**

**“The RCSI Student Leadership
Development Programme
provided an enriching
environment to consciously
reflect, to grow and to take action
on how to better prepare ourselves
as an effective leader.”**

Maryam Khan
Medicine, Class of 2024

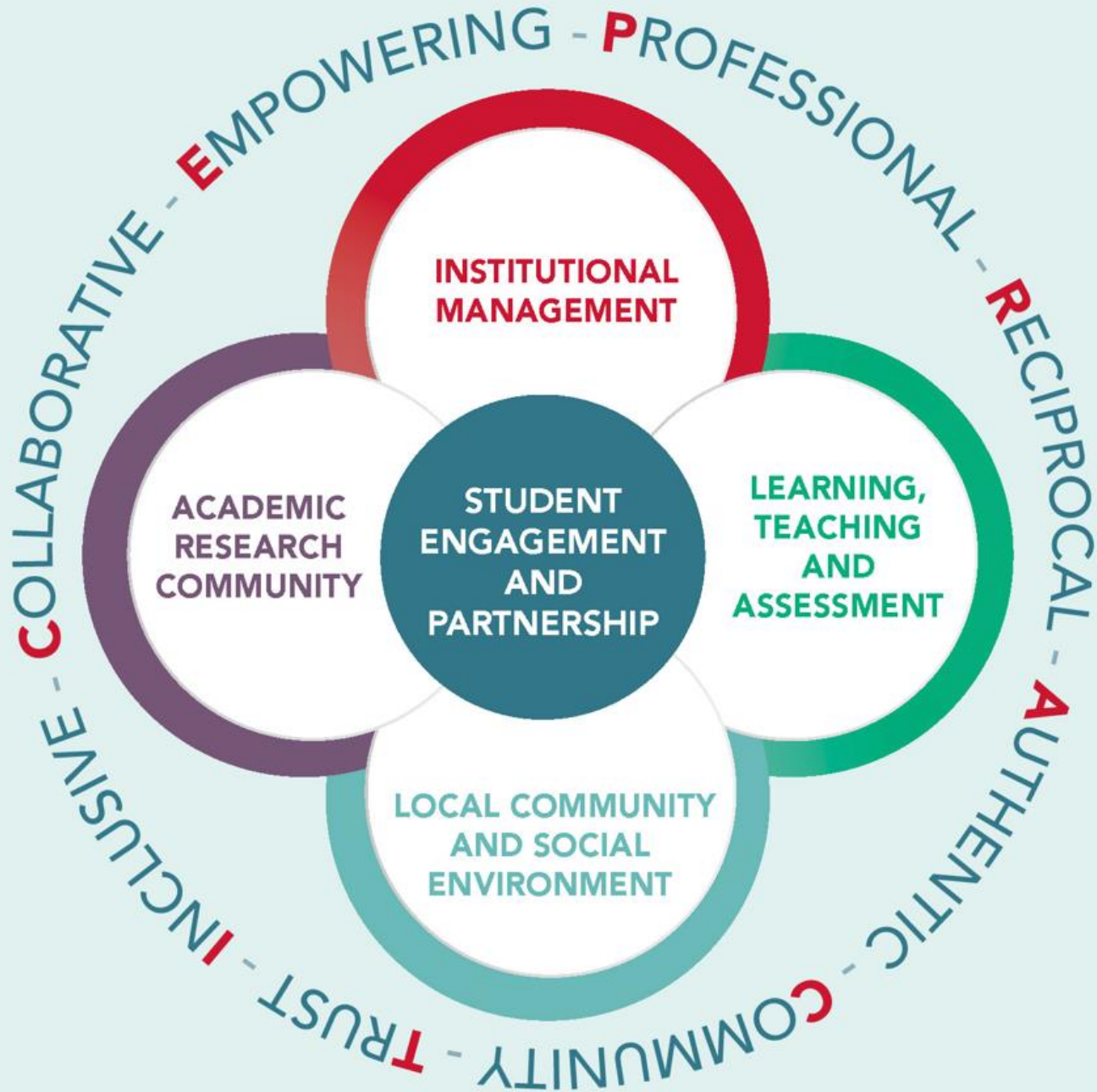


**RCSI STUDENT
ENGAGEMENT
+ PARTNERSHIP**

**“The RCSI Student Leadership
Development Programme
showed me a path to being a
better, more open and more
inclusive leader.”**

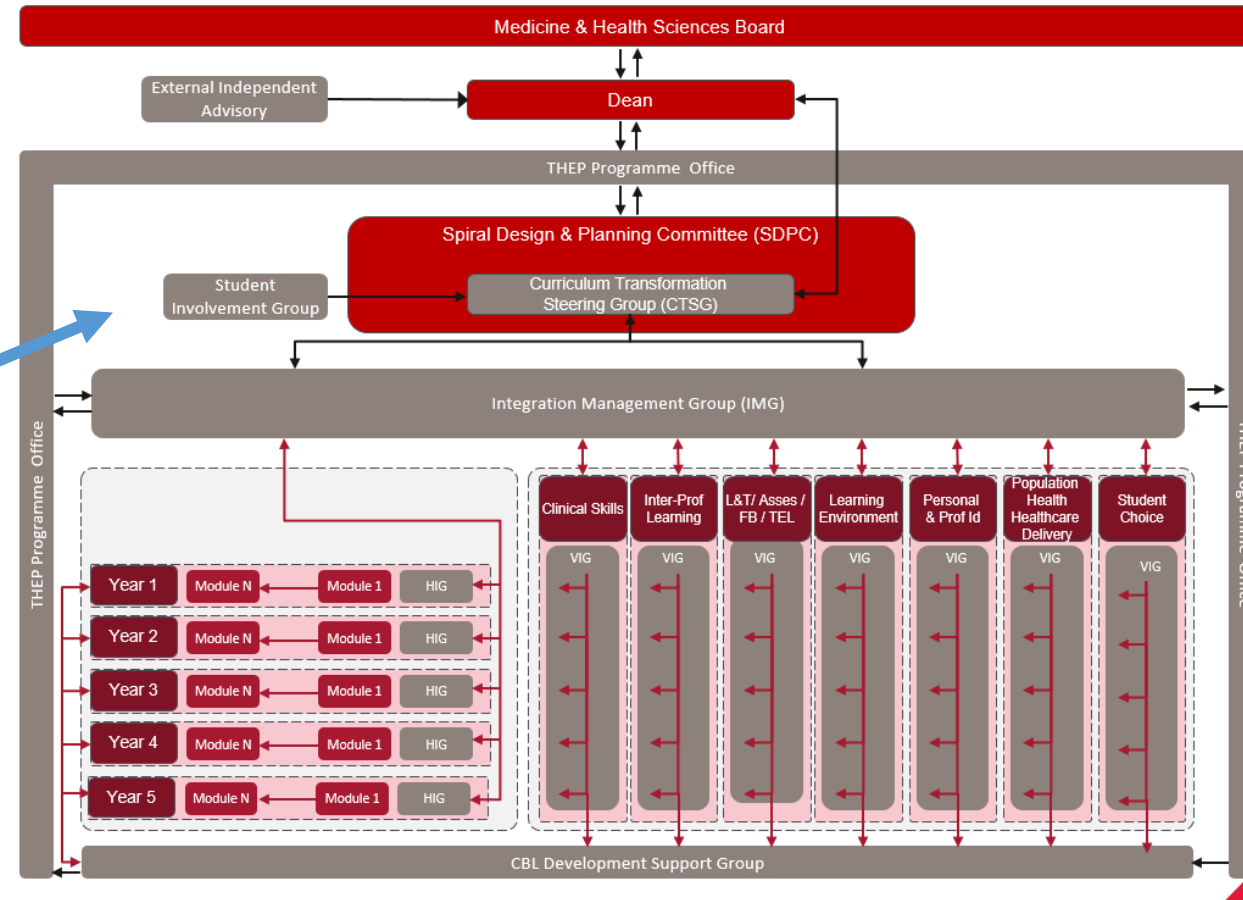
Abdulaziz Alshamlan
Medicine, Class of 2022





Education – Learning, Teaching & Assessment

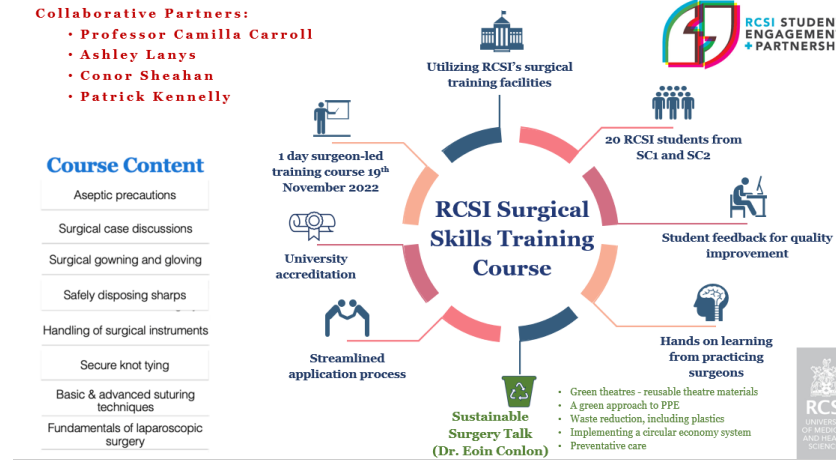
Phase II - THEP Programme Governance Structure



Student Involvement Group comprising 36 students - with 2-3 students as key members of the vertical and horizontal integration groups

Students were equal decision makers in curriculum discussions and sought feedback from their peers via surveys and other fora

Education – Learning, Teaching & Assessment



Video incorporated into medical and pharmacy teaching;
HSE Antimicrobial Resistance Infection Control (AMRIC) funding for follow up video for public audience

Education – Learning, Teaching & Assessment

GEM Student Perspective (Dr Kathryn Haley):

StEP-Funded Project:

To increase representation of clinical images on dark skin tones to better prepare students to accurately recognize & diagnose medical conditions in BAME patients



TICK BITE
Borrelia Burgdorferi

<https://www.brownskinmatters.com/all-conditions/tick-bite>



TICK BITE
Borrelia Burgdorferi

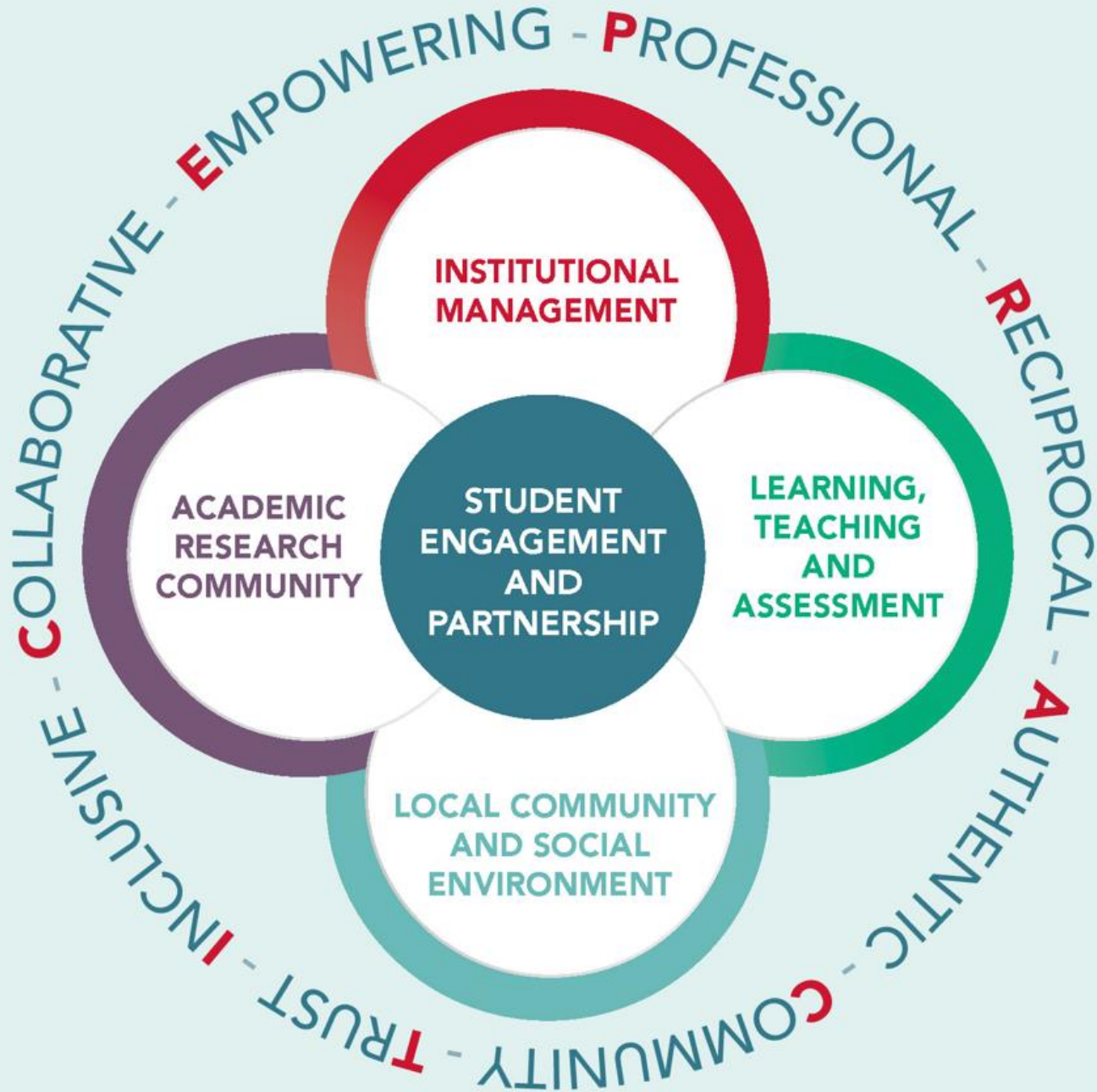
<https://www.bmj.com/content/370/bmj.m3029>

Disease: Lyme disease
Clinical presentation:
- Rash (bullseye)
- Fever
- Systemic infection (joint & CNS)
Reservoir: Ticks (Ixodes deer tick)
Diagnosis:
- History (location / forested area)
- Light microscopy (visible)
- Wright or Giemsa stain
- ELISA or WB for borrelia antibodies
Treatment:
- Doxycycline OR
- 3 rd gen cephalosporin (ceftriaxone)



- >120 lecture slides generated
- Staff tutorial developed and hosted by the student on the importance of increasing representation in lecture slides
- Increase from 2% (pre-project) to 18% (post-project) of slides showing clinical images on BAME skin tones
- Invited panel member on a University of Nottingham/University of Connecticut webinar '*Is the University Colonial? Critical Conversations on Its Future*' (Acknowledge Professor Higginbottom)
- Rapid report published in AISHE-J
- INHED Research in Medical Education (RIME) grant received to extend project to UCC and UL

- *Inverts the power dynamic in academia*
- *With lived experience, students bring a fresh perspective on institutional change*
- *Cultivates an academic culture wherein students feel that they have agency*
- *StEP bursary motivates student engagement*



Academic Research Community



RCSI Research Summer School (RSS)

- Established in 2010
- ~100 students annually conduct full-time biomedical/clinical laboratory or population health/health systems research under faculty supervision for 8 weeks.
(Each student receives a bursary and a consumables budget)
- In addition, ~50 students annually participate in a 4 week full-time taught research programme



RCSI RSS Student Innovation Challenge



- Established in 2017
- Clinicians pitch a clinical challenge to students who then work in teams to develop innovative solutions.
- Students receive exceptional training in market research, intellectual property and research commercialization from professional staff, experts in providing innovation support to RCSI principal investigators
- Students pitch their innovations to a judging panel, including industry experts. Previous challenge topics have focused on neurological and psychiatric disorders, population health, biomaterials and regenerative medicine, surgical science and practice, and vascular biology
- The winners receive an Innovation Award



ICHAMS

International Conference for Healthcare and Medical Students



- Ireland's first student-led conference for Healthcare and Medical Students founded in 2010
- Organized by a committee of 33 full-time healthcare students at RCSI
- Over 700 delegates in the last three editions with participants from over 34 countries
- Abstracts published in the BMC Proceedings since 2011
- Committee members include students from first year to final year
- Ambassador Program
- ICHAMS for Charity



Safetynet
PRIMARY CARE



<https://www.ichams.org>

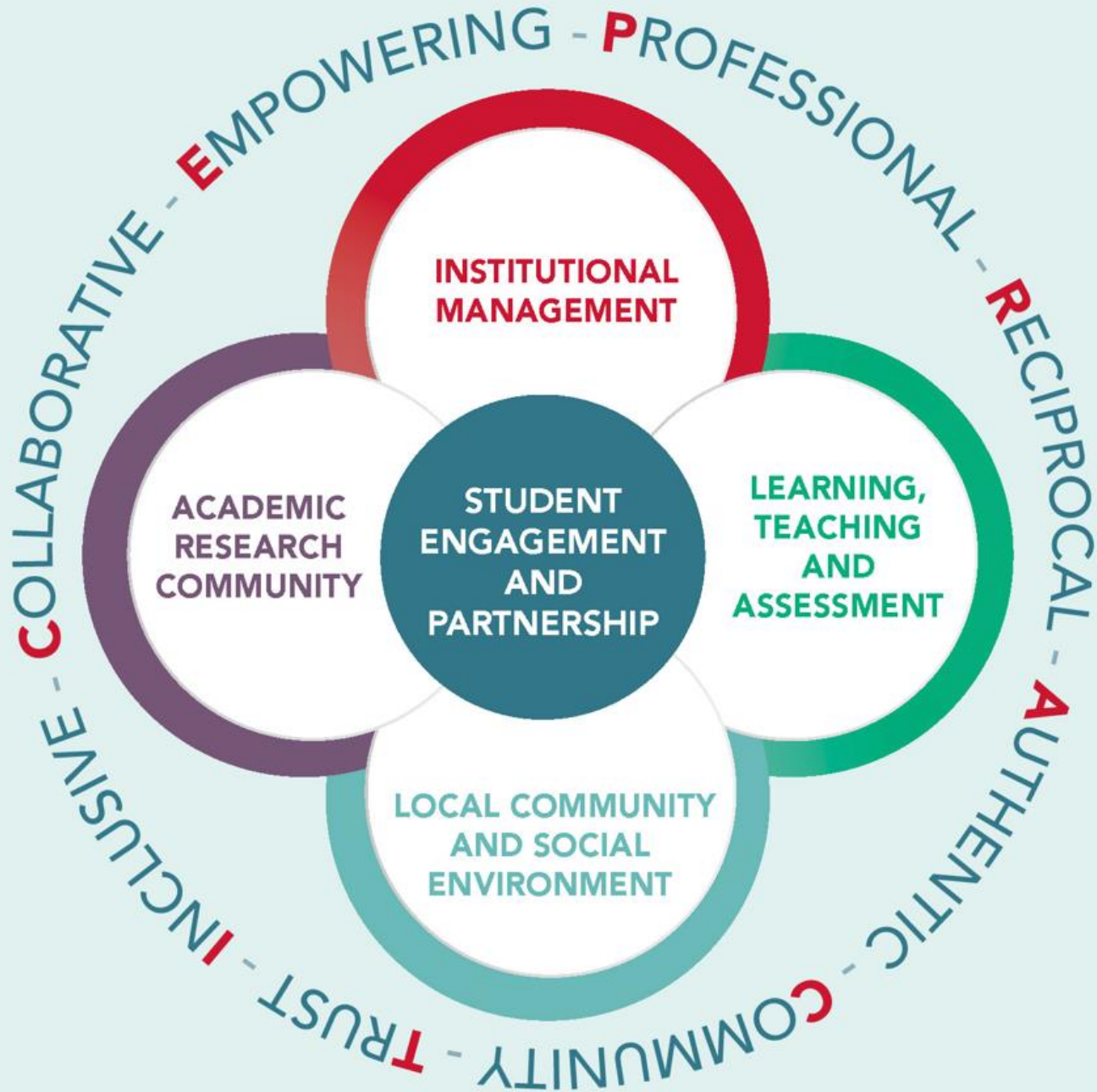
RCSI **smj**

Royal College of Surgeons in Ireland
Student Medical Journal

**Optogenetics and the
future of neuromodulation**

An abstract, colorful image showing a dense network of neural structures, possibly representing a brain or a complex neural circuit. The structures are rendered in various colors (red, green, blue, yellow, orange) and have a complex, branching, and interconnected appearance, resembling a 3D reconstruction of neural data.

- Annual, multi-disciplinary, open-access publication
- Edited by a RCSI student-only executive committee (7 students)
- 16 annual editions to date
- Publishes student research across various disciplines, including basic laboratory science, clinical work, and humanities analyses
- Goal: Encourage student research, writing, and submission for publication
- Aims to reach a broad international readership
- Published in both print and electronic format



Local Community and Social Environment



RCSI ENGAGE
A STRATEGY TO SUPPORT HEALTH AND EDUCATION
IN OUR LOCAL AND NATIONAL COMMUNITIES
2019-2023



Vision

The RCSI Engage vision is to enhance human health and education by building reciprocal partnerships between RCSI staff and students and our local and national communities.



Local Community and Social Environment



Kumar et al. *BMC Medical Education* (2017) 17:249
DOI 10.1186/s12909-017-1069-y

BMC Medical Education

RESEARCH ARTICLE

Open Access



Medical student Intervention to promote effective nicotine dependence and tobacco Healthcare (MIND-THE-GAP): single-centre feasibility randomised trial results

Anusha Kumar^{1†}, Kenneth D. Ward², Lisa Mellon³, Miriam Gunning⁴, Sinead Styne⁴, Anne Hickey³, Ronán Conroy⁵, Shane MacSweeney³, David Horan¹, Graduate Entry Programme 2014-18 Class¹, Liam Cormican⁶, Seamus Sreenan⁷ and Frank Doyle^{3†*}



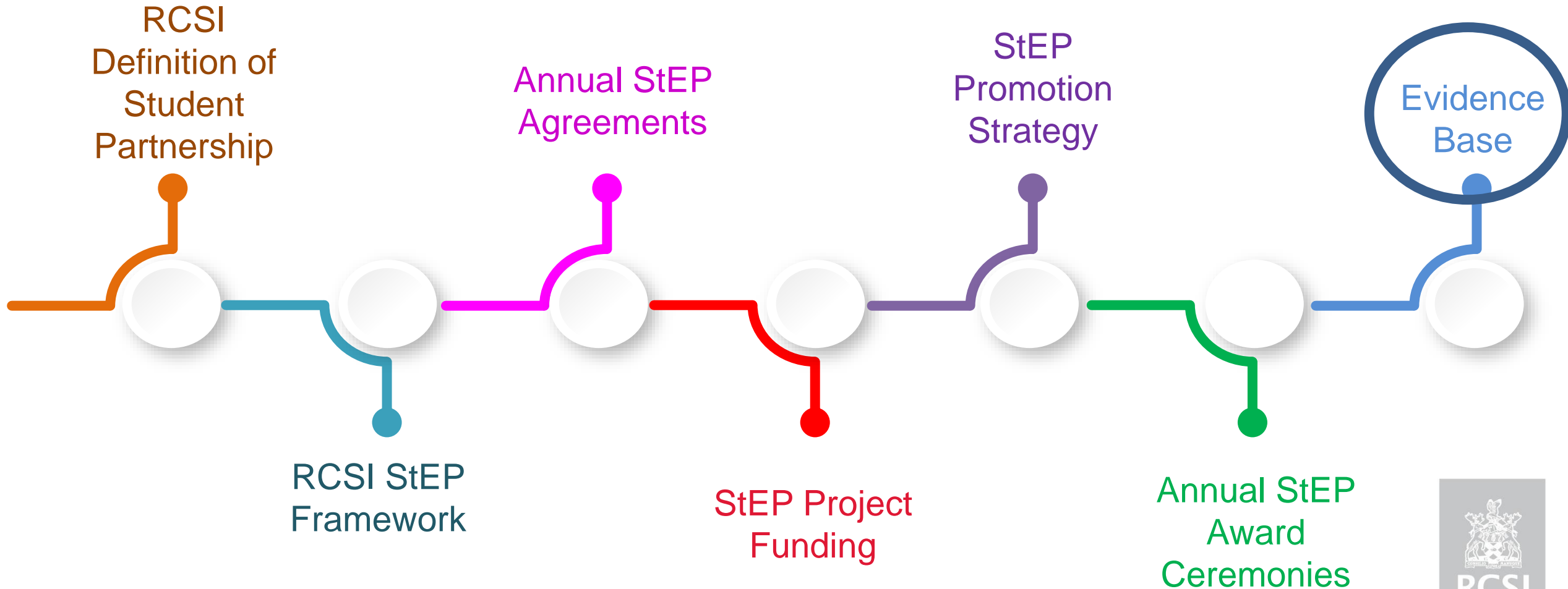
RCSI International Citizenship Award

- Students build a portfolio highlighting their personal development from interactions with others from diverse backgrounds during education, research and extracurricular activities over 2 years



RCSI Institute of Global Surgery – medical elective programme

University-Wide and Highly Structured RCSI StEP Programme



Research Question:



What are the key enablers, from a staff and student perspective, that have helped to promote and embed a culture of student partnership in RCSI?

Invited students and staff who had participated in the formal StEP programme over one academic year (2020-2021)

49 participants

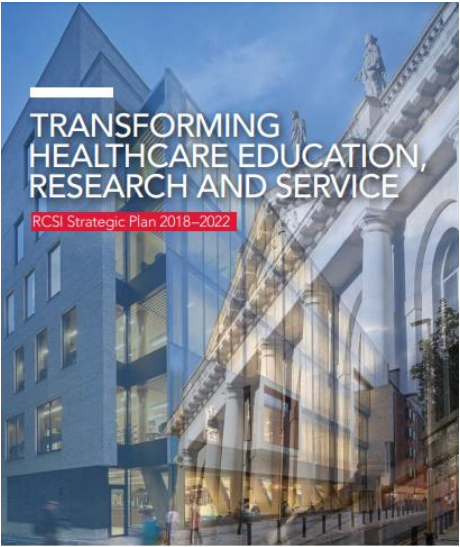
- No. of student participants: 22 (18 undergraduate and 4 postgraduate)
- No. of staff participants: 27
(15 academic and 12 professional administration staff)

Methodologies:

- **Survey** (70% response rate)
- **Focus Groups** (3 x staff FG with n=15 staff; 4 x student FG with n= 13 students).
- Reflexive thematic analysis (Braun & Clarke, 2014, 2019, 2020) was used to analyse the data

INHED Research Study to Evaluate Impact of RCSI StEP Programme –

how important is each element in terms of promoting a universal culture of partnership across RCSI?



[100% - 100%]



[100% - 96%]



[100% - 96%]



[95%-100%]

Through active student engagement, RCSI is nurturing, promoting and implementing a culture of partnership and inclusivity, where the expertise and perspectives of students and staff are equally valued and, by working together, we are driving positive change across the RCSI community for the benefit of human health.

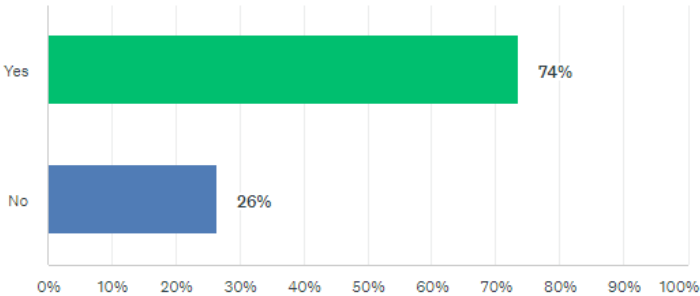
[100% - 96%]



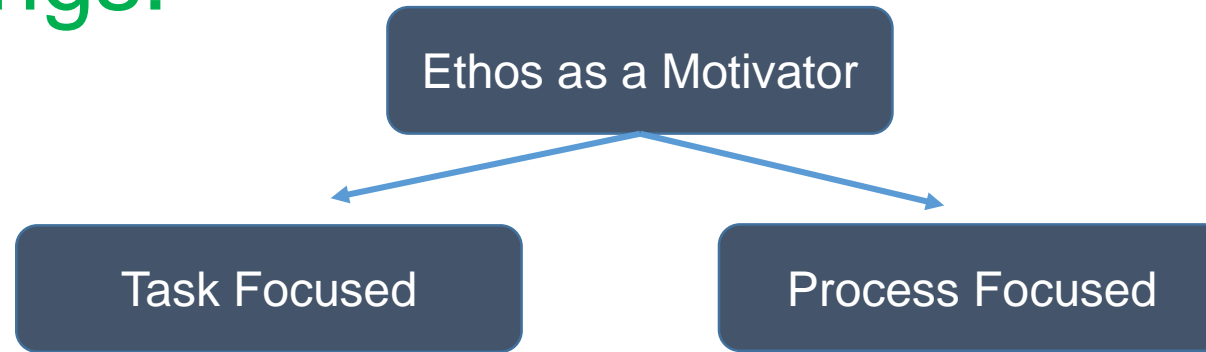
[100% - 92%]

Have your views on/perceptions of student partnership changed as a result of being involved in a StEP-funded project?

Answered: 34 Skipped: 3



Key Findings:



Some participants engaged in the StEP programme because they had a specific project which they wanted to progress

The motivation for many participants was strongly centred in the perceived benefits of the programme and aspects of the process involved. These included personal motivations

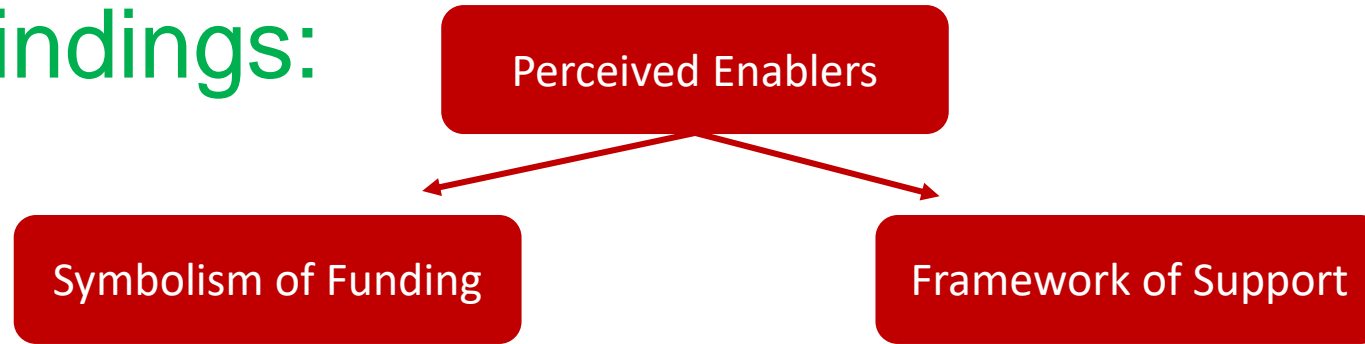
*It had an **identity**. I've worked with a lot of students informally But the idea of **partnership being recognized** by the organization. And the **formality** of that, the recognition and I thought OK this is good, it's on the agenda, it's visible (Staff 4)*

*So I think that's pretty much the impact of this support for me knowing that there's a **framework** there and that it's **more official** and **recognized** and people then are more likely to take it serious, more likely to get involved, be that staff or student level so (Student 3)*

I think having this whole structure of a program and you've got this college wide focus I think is really important and you have this **begin date, you have this end date, you have this initial kind of introduction event, you have the period of the project and then you have this closing event**. I just think it's all kind of very nicely packaged (Staff 4)



Key Findings:



Whilst there was a view that the funding was important for many as a financial support for the project work, the **inherent meaning and messaging in relation to the provision of funding was perceived as being more impactful**

*It's just that **respect** element, it's an **acknowledgement** that they're putting in this additional work because it is over and beyond. So I think that's one of the important factors ... not the quantity of money, but the fact that there's an **acknowledgement of partnership**. (Staff 3)*

Structural elements of the framework were also perceived as enabling successful engagement with the process

*They (the students) describe this picture of their medical program being led by the faculty and sort of given to them and they're told that this is how it has to be done rather than having any sort of autonomy about their learning. And so I think, it's very important that they see that they actually **are stakeholders** and they can **have a voice** and they can **influence how, what, when, where we teach**. (Staff 8)*



Key Findings:



- 'Sense of belonging' appears as a theme
- It also intersects with many other themes – it is a key cross-cutting and intersectional aspect of the findings.
- Participants highlighted it in relation to **perceived benefits of the programme**, a **consequence of involvement** and in terms of **what partnership means to them**

The ability to build relationships with students and to get a sense of who they are and understand them better (Staff 3)

I felt like it really helps with students feeling like they belong to the community and not just belong, but also have an impact on the RCSI I suppose like campus or administration or anything like that specific to my project. I felt like my work mattered. I felt like I was contributing to the betterment of RCSI. (Student 3)

Key Findings:



Understanding of Partnership – A Liminal Space

'space of transformation'

- Participants spoke of their current understanding of student partnership as a consequence of participating in the programme.
- Some staff and students spoke of the distinction they perceived between other forms of student representation and collaboration and this programme

*So when we think about partners and collaborators in my past education, there's a staff person... who's your professor, who runs a lab and says we need students to be part of this lab. But then**you do all this other underlying work** and then you maybe move up a little bit. So it's kind of like a **hierarchy thing**..... So **it's phenomenal to hear students say I felt like an equal partner** because that was the whole point to change the culture, to make people think like partnership isn't just coming up with an idea and throwing a student into it, to say, thumbs up, thumbs down (Student 6)*

*when you're a faculty memberfor me relatively junior as you're coming up through the organization, the differentiator between you and the students,we have to kind of create a little bit of a distance, you know. **And so I was kind of scared of sort of breaking that hierarchy**, I suppose, so to speak and flattening that. And so while I can see this huge **benefit from the student partnership**, I was a little bit scared, I think for genuine student partnership (Staff 8)*

Benefits for Students

- Play key role in contributing to the ethos and mission of RCSI and develop a deeper insight into institutional management
- Expand knowledge of teaching and learning pedagogies in higher education
- Contribute to academic research, which may lead to impactful research outputs (e.g. conference presentations/publications)
- Gain experience as leaders or 'change agents', enhance their confidence, broaden their communication, team-working, management, leadership, collaboration and research skills
- Enhance personal and professional networking opportunities
- Improved employability and job prospects



Taking part in StEP was one of the most beneficial things from my studies in RCSI! I learnt so much from working closely with staff in RCSI and Beaumont Hospital and with other students. I feel my leadership, organisation, communication and clinical skills have all greatly improved throughout my StEP project. Being able to affect change within RCSI was a valuable learning experience I'll take with me into future workplaces.

Tara Gaughan
Physiotherapy, Class of 2022



Benefits for Staff

- Unique opportunity to gain a deeper insight into the student perspective
- Exposed to new ways of thinking and different perspectives which may stimulate new ideas for future projects
- Participate in teaching and learning research which may lead to impactful research outputs (e.g. oral or poster presentations at conferences, publications)
- Evidence of engaging with students on partnership projects for inclusion in promotion applications



“The RCSI StEP programme has provided a wonderful opportunity... we would not have reached such high levels of creativity and originality of thought. We genuinely learned together and from each other, and the project outputs were far better as a result”.

JENNY MOFFETT
Educationalist, Health Professions Education Centre



Benefits for RCSI



- Improvement in overall student and staff experiences and sense of belonging
- Student and staff satisfaction increases
- Greater representation of the student perspective across RCSI, influencing and positively impacting on policies and practices
- Enhanced academic and research programmes
- Enhanced research outputs
- Greater engagement with the wider RCSI community
- Improvement in student employability
- Alumni more engaged

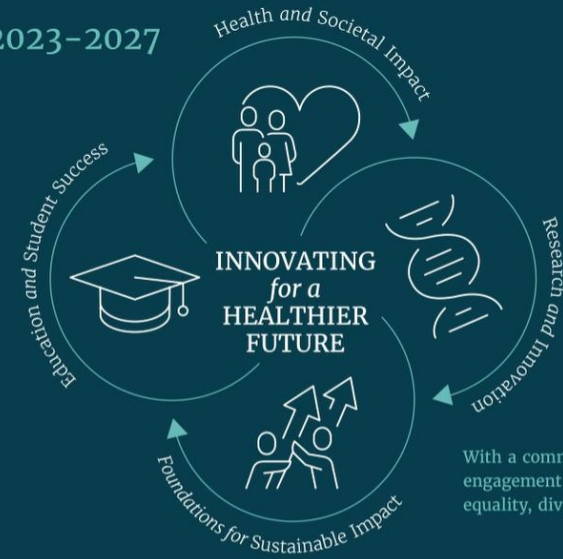




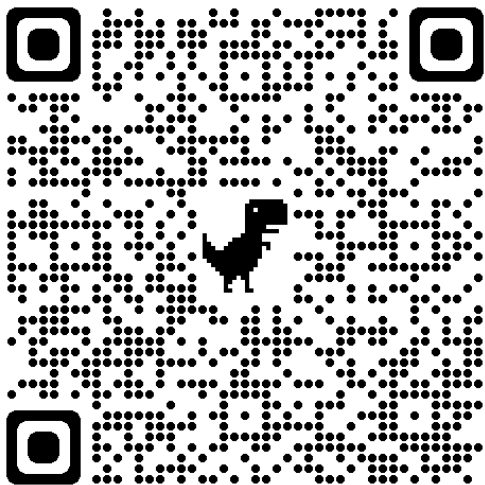
rcsi.com



RCSI STRATEGY 2023-2027



With a commitment to quality, engagement, sustainability, and equality, diversity and inclusion



Student Engagement and Partnership (StEP) is at the core of providing our distinctive educational experience. Students contribute to developing and evaluating curricula, and to all aspects of educational, social and institutional decision-making, fostering a culture of genuine student engagement.



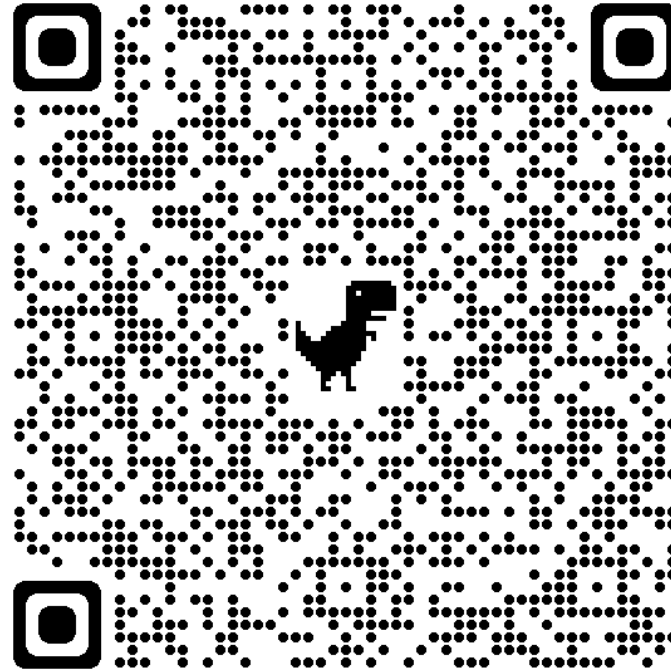
RCSI
UNIVERSITY
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AND HEALTH
SCIENCES

AMEE ASPIRE TO EXCELLENCE AWARD



Established 'to go beyond the traditional accreditation process to identify, recognize and reward world class excellence in medical education'





Thank
You

Email: studentpartnership@rcsi.com



@RCSI_StEP



Discuss the role of student engagement and partnership in shaping institutional governance within medical education.

How can these factors contribute to a more responsive and inclusive governance structure?

What are some examples of student engagement and partnership influencing medical education curriculum at your institution? Please share instances of collaborative efforts that have shaped innovative educational experiences.

How do student engagement and collaborative partnerships influence the research landscape in medical education? Please share examples of successful initiatives where student involvement has made significant contributions to research within your institution

How does student engagement contribute to the local community?

Please share examples of collaborative partnerships that bring positive impacts to both education and your community.

What are some perceived barriers to achieving student engagement and partnership at your institution?