

Royal College of Surgeons in Ireland

Coláiste Ríoga na Máinleá in Éirinn



APPOINTMENTS

Professor/Associate Professor of Health Professions
Education
&
Educator in Residence

Information Schedule

KEY DATES

Applications Open: 5th October, 2012

Closing date for applications: Friday December 7th 2012

Interviews (professorial appointment): January 2013

Building on our heritage in surgery, we will enhance human health through endeavour, innovation and collaboration in education, research and service.

1. About RCSI

Established in 1784, the Royal College of Surgeons in Ireland (RCSI) is an independent, not-for-profit, health sciences institution with a unique international perspective from its headquarters in Dublin to its presence on three continents. Its original purpose was to train surgeons and set national standards for surgery in Ireland. Today RCSI has a wide portfolio of undergraduate and postgraduate academic and professional courses. Its undergraduate medical school is the largest in Ireland. In Dublin RCSI educates a substantial cohort of international students, alongside Irish and other EU students. To remain competitive in an international market by providing an internationally recognised and respected medical and health sciences qualifications and careers, RCSI continually invests in educational standards, innovation and facilities.

1.1. Our campuses

More than 60 countries are represented in RCSI's international student body.

- In **Dublin** there are over 3,000 students from approximately 50 countries, and approximately 800 staff. RCSI is based in the heart of Dublin city – a unique city centre campus in one of Europe's capital cities. The College has a strong international presence with Schools in Bahrain, Malaysia and Dubai.
- In **Bahrain**, the College established a medical university - the RCSI Medical University of Bahrain (MUB) – in 2004. It provides a full spectrum of undergraduate courses in Medicine, Nursing and Midwifery and postgraduate studies in Nursing, Healthcare Ethics and Law and Healthcare Leadership to over 1,000 students annually. Students come from Bahrain, the Gulf Region and beyond.
- In **Dubai** RCSI's Institute of Leadership run postgraduate courses in healthcare management and leadership for experienced healthcare professional staff.
- In **Malaysia**, RCSI runs Penang Medical College in association with University College Dublin, since 1995. This is a 'twinning' model where mostly Malaysian medical students complete the first half of their training in Ireland and then return to complete their studies in Penang, to an Irish curriculum. By 2013, over 1,000 medical students will have graduated from this programme. From 2011, RCSI extended its' long-standing educational involvement with Malaysia when it established an undergraduate medical programme in Kuala Lumpur, as a partner to Perdana University. The first group of students, availing of the RCSI curriculum and RCSI specialist academic staff members, commenced in Autumn 2011. Graduates of medicine across all of RCSI's campuses complete rigorously evaluated programmes that allow for a common degree award of the National University of Ireland.



2. RCSI Today

2.1. Undergraduate Education

The medical school in RCSI is one of the world's leading international medical schools. Its curriculum is international as is attested to by the fact that it is accredited by medical and educational regulators on three continents - Europe (Ireland), Middle East (Bahrain) and Far East (Malaysia). RCSI runs the traditional European format undergraduate programme of 5 years (6 years if a pre-medical year is need) and also runs Ireland's first graduate entry programme (a four year programme based on the North American medical education model). A bespoke foundation programme (the Medical Commencement Programme) is also provided to high achieving international students who need to further develop their professional English language and/or basic sciences skills.

The College also provides undergraduate courses in pharmacy, physiotherapy and nursing. In Dublin, RCSI provides a three or four year Pharmacy degree (depending on intake qualifications) followed by a required one year internship (MPharm). RCSI is the national provider of the MPharm in Ireland, i.e. all Pharmacy graduates in Ireland complete their MPharm at RCSI. A similar three or four year programme is provided in Physiotherapy. A four year undergraduate Nursing programme is provided in RCSI Bahrain, with Nurse Bridging Programmes delivered in both Dublin and Bahrain to nurses who have qualified previously through diploma level programmes and wish to progress to complete a degree in nursing.

2.2. Postgraduate Training

RCSI delivers postgraduate education and professional training through the School of Postgraduate Studies and the Institute of Leadership; through its Faculties of Radiology, Dentistry, Nursing, and Sports & Exercise Medicine; and through the National Surgical Training Centre. Postgraduate degrees provided include taught masters programmes such as Healthcare Ethics and Law, Surgery, Nursing and Quality and Safety in Healthcare. It also provides research-focused MDs and PhDs, with many of the doctoral students working through one of two structured PhD programmes in Biomedical Sciences and Population & Health Services Research. RCSI provides the national training programmes for specialties such as Surgery and Radiology. It also provides opportunities for continuous professional development and for meeting ongoing professional and regulator training needs. RCSI's unique portfolio of involvement in undergraduate and postgraduate health professional education and training means that aspects pertinent to one part of the professional career can be matched to aspects in another (e.g. targeting early training to clinical and academic needs of later aspects of careers).

2.3. Research Institute

The RCSI Research Institute is one of Ireland's foremost research centres. RCSI is committed to performing high levels of research activity, to commercialising intellectual property arising from its research, and to developing collaborative links with industry, educational and research institutions both nationally and internationally. Reflecting its unique healthcare focus, its research theme is Translational Health Research: - "*from bench to bedside to population*". RCSI built Ireland's first hospital campus Clinical Research Centre in 2000, alongside Beaumont Hospital, its main teaching hospital in Dublin. This supports its translational focus, and provides ready opportunities for clinician-based research studies.

3. Strategic Plan

RCSI holds a distinctive position in the Irish third-level education landscape, with a number of unique attributes:

- A singular institutional focus on healthcare education and research
- An unrivalled international presence in healthcare education
- A long-standing engagement in life-long learning, as the national agency responsible for surgical and other postgraduate specialty training
- A strong record of innovation in teaching and learning, focused on a high quality student experience
- A distinctively entrepreneurial culture, by virtue of the need to be self-sufficient in an international marketplace, and as a not-for-profit organisation, with minimal dependence on the State

3.1. RCSI's Mission

“To educate, nurture and discover for the benefit of human health”

“To educate” The primary function of RCSI is to empower and facilitate its students, to optimise their futures as healthcare professionals and scientists.

“The central task of education is to implant a will and facility for learning; it should produce not learned but learning people” ~Eric Hoffer

“nurture” RCSI aims to do more for its students than impart knowledge. We aim to care for, encourage, challenge and motivate them to realise their full potential.

“and discover” RCSI's aspiration is to deliver impact in research which, coupled with education, is at the core of RCSI activities.

“for the benefit of human health” The end beneficiary of the College's work in education and research are people and patients everywhere. The term “human health” is all-encompassing and sufficiently conveys RCSI's aspiration to advance healthcare provision not just at its bases nationally but also globally through its graduates and its research.

3.2. RCSI's Vision

“To be recognised internationally as a leading centre for professional education, research and innovation in healthcare”

“recognised internationally” RCSI's ambition is to be a globally identifiable respected brand by its peers in third level education, its clinical partners and employers of its graduates and prospective students

“a leading centre” RCSI aims to be synonymous with excellence as measured by the strength of student demand, the quality of its graduates and the impact of its research

“for professional education, research and innovation in healthcare” RCSI curricula are outcome focused. Graduates are ready to perform to the highest professional standards and RCSI research is impactful – achieving high levels of citations by others.

3.3. RCSI's Values

RCSI's shared values will be reflected in all College policies and procedures, to create an environment of trust and mutual understanding.

The core RCSI values are:

Respect – we commit to transparency, integrity and respect for all persons who engage with RCSI - students, staff, patients and the general public.

Collegiality – we provide a nurturing, social and inclusive community conducive to collaboration, and development.

Scholarship – we provide a stimulating and challenging environment that promotes excellence in teaching and learning.

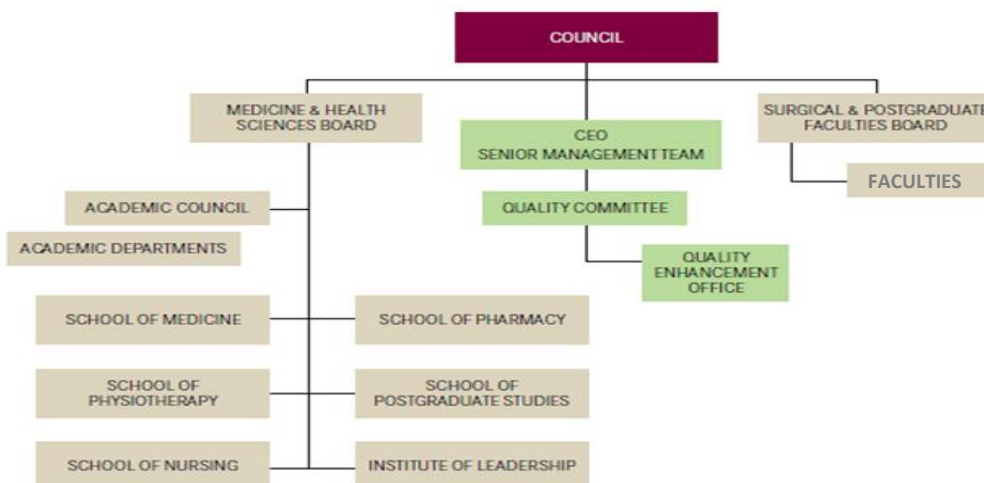
Innovation – we foster a culture of discovery to create research with impact and an entrepreneurial energy, balanced with disciplined financial stewardship to secure our independence.



4. Governance Structure

RCSI is governed by a Council. As it is both an independent degree-awarding institution and a surgical Royal College, two high-level Boards govern these domains of activity in parallel (as depicted below):

- The Medicine & Health Sciences Board (MHSB) is the governing body responsible for all degree-awarding educational activities of RCSI
- The Surgical & Postgraduate Faculties Board (SPFB) is the governing body responsible for the postgraduate training, competence assurance and professional examination activities of RCSI



5. Health Professions Education at RCSI

RCSI has been engaged in innovation and research in Health Professions Education as part of its core activities for many decades. An active internal research group called MERG (Medical Education Research Group) meets monthly. A number of staff have undertaken research and innovation activities (as is illustrated in the the publications list in the Appendix). The College's Institute of Leadership offers a Masters in Health Professions Education, with a number of current RCSI staff sponsored to undertake this programme.

The principal objective of this new post is to establish and lead an RCSI Health Professions Education Centre within the Faculty of Medicine and Health Sciences - to support RCSI Schools to foster innovation in curriculum design, implementation, and renewal and in adopting the latest pedagogic techniques; and to raise the profile of RCSI's educational activities and innovations through international peer reviewed research publications.

RCSI seeks a senior academic with excellent leadership skills to assume the role of Professor of Health Professions Education. The successful candidate will be an individual with a track record in education research and a passion for curricula, staff and student development. Working with staff and students across the College, the successful candidate will develop and deliver innovative curriculum and learner development, to build a dynamic and inspiring learning and teaching community, that will be recognised externally through high quality, peer reviewed research and dissemination of the enjoyment and benefits of innovation and good practice in health professions education.

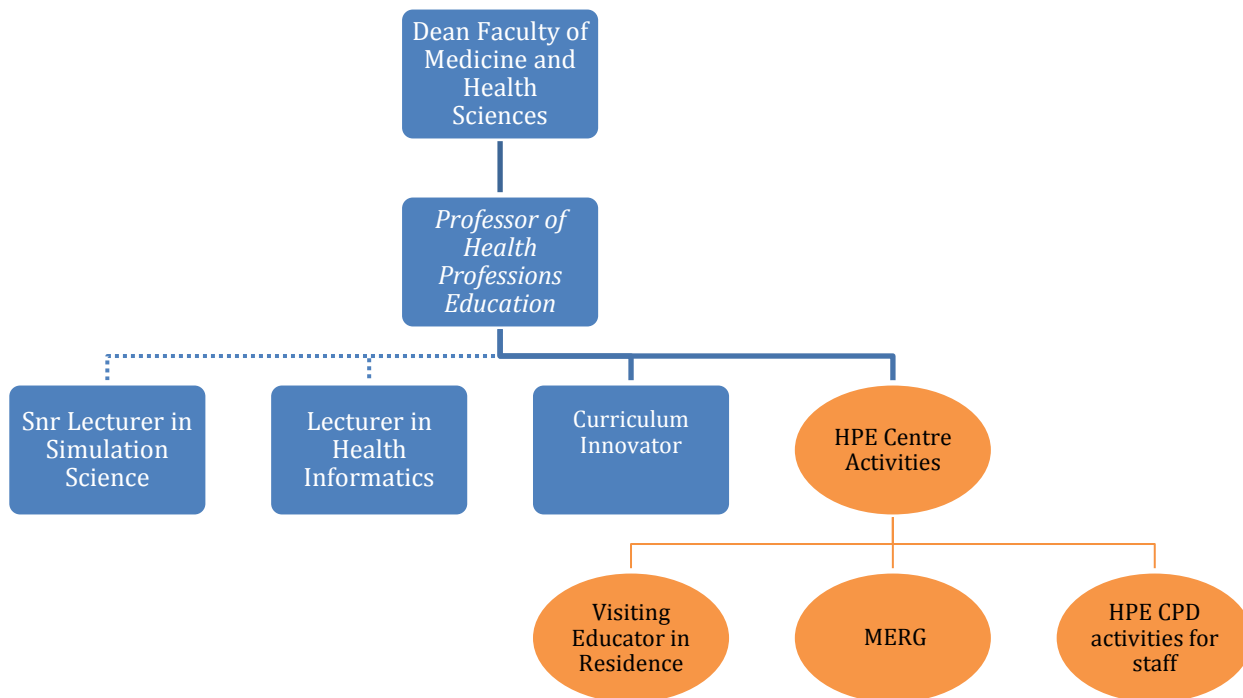
The role will be responsible for the establishment and implementation of the new RCSI Health Professions Education Centre which will provide leadership in:

- Teaching, assessment and learning innovation
- Technology enhanced learning
- Development of flexible, multi-modal and work-based curriculum delivery
- Pedagogical research.

The RCSI Health Professions Education Centre builds on existing good practice and seeks to generate opportunities for staff engaged in similar teaching and learning activities to create new, and strengthen existing, partnerships for the benefit of the staff and students of the College, and the wider higher education community through active research and dissemination of quality pedagogic developments.

RCSI Health Professionals Education Centre

Existing and planned aspects of the Centre are depicted graphically. Staff already in place include those outlined: Senior Lecturer in Simulation Sciences; Lecturer in Health Informatics; and Curriculum Innovator. The Centre will be centrally located in the St Stephens Green facilities of RCSI with administration support provided from RCSI's registry – Student, Academic and Regulatory Affairs.



6. Job Description

Job Title: Professor in Health Professions Education (or Associate Professor – depending on experience)

Reporting To: Dean of the Faculty of Medicine and Health Sciences

6.1. Objective

The principal objective of the post is to establish and lead an RCSI Health Professions Education Centre within the Faculty of Medicine and Health Sciences and to support RCSI Schools to foster innovation in curriculum design, implementation, and renewal and in adopting the latest pedagogic techniques.

The RCSI Health Professions Education Centre builds on existing good practice and seeks to generate opportunities for staff engaged in similar teaching and learning activities to create new, and strengthen existing, partnerships for the benefit of the staff and students of the College, and the wider higher education community through active research and dissemination of quality pedagogic developments.

6.2. Specific responsibilities include:

- Providing vision, leadership and direction in the development of Health Professions Education in RCSI through teaching, research and scholarship
- Developing, devising and implementing a strategic plan for the Health Professions Education Centre
- Achieving international recognition for RCSI through high impact, peer reviewed publications in Health Professions Education
- Fostering internal and external staff participation in Health Professions Education
- Supporting Health Professions Education developments on international RCSI campuses
- Collaborating with 3U partners and other institutions on teaching, learning and assessment initiatives

- Managing financial aspects of the Centre, including annual budget management and research income generation for activities and projects
- Maintaining a personal undergraduate teaching profile commensurate with expertise as a form of continual engagement with the core educational business of the College
- Liaising with the RCSI Research Institute to ensure research opportunities and resources are optimised
- Participating in the affairs of the Faculty of Medicine and Health Sciences and constituent schools
- Complying with statutory legislation and School rules and requirements in furtherance of their own and general staff welfare and safety
- Undergoing programmes of training and development as may be required from time to time
- Representing the best interests of the School/RCSI at all times
- Performing such other duties as may be required from time to time

6.3. Person specification:

- A doctorate or appropriate professional qualification or a significant record of research and publication in a relevant discipline
- Substantial track record as a research leader and in the administration of research
- Thorough knowledge of international educational and research agency agendas in higher education.
- Excellent managerial and budgeting skills
- The drive, energy and initiative to promote change in a challenging and dynamic environment
- Vision, strategic thinking and strategy execution in order to deliver competitive advantage for RCSI in the Health Professions Education domain
- Proven communication skills, with an ability to influence a diverse team of academic, administrative and technical professionals in a changing environment with the ability to manage complex relationships at all levels
- Excellent relationship stakeholder management skills to represent RCSI in academic and scientific circles
- Achievement-oriented and results focused

6.4. The Process:

Interview and presentation

Shortlisted candidates will be invited for a formal competence – based interview and a panel based presentation at our main campus at RCSI Dublin.

6.5. Particulars of Post

- The post is a permanent whole time position. The appointee to the post reports to the Dean of the Faculty of Medicine and Health Sciences and will discharge such duties as are assigned to him/her.
- The current remuneration is as detailed below.*
 - Salary: Associate Professor: €92,857 – €122,156.
 - Professor: €122,736 - €153,298.

6.6. Informal Enquiries

Informal enquiries can be made through Mr. Gary Brady, Human Resources Department on +353 (1) 4022341 (email: garybrady@rcsi.ie)

7. Application Process:

- Current curriculum vitae/resume which should include: full name, address, telephone number and email address;
- Name, academic position, professional relationship to the candidate and telephone / email contact details of three referees;
- Details of education, professional training and qualifications;
- Employment history, including present position and details of relevant professional, consulting or industry experience;
- Research interests and list of publications (with impact factors & citations when available);
- Research grants awarded and any other relevant information, such as offices held in professional bodies, community services etc.

Please note that applications finish at 5.00 pm on the closing date.

All applications should be submitted to: recruitment@rcsi.ie

Closing Date for Applications: 7th December 2012 at 5.00pm GMT

8. Educator in Residence

In addition to the Professor in Health Professions Education, RCSI is actively seeking suitable candidates for a Visiting Professor role focusing on Health Professions Education and Research.

RCSI's exclusive focus on healthcare education and research; its international dimension in terms of students and campuses; and its relatively small size; provides a fertile opportunity for collaboration and engagement. Senior international academics or clinicians with expertise in medical or health professions education, and interested in spending a sabbatical period in Ireland, are invited to consider the opportunities and resources available in RCSI. The RCSI 'Educator in Residence' is a new role for a visiting member of Faculty, normally on leave from a collaborative institution, and invited to work with us to develop and enrich our educational base, and to build collaborations. Visiting Faculty will normally be senior level academic or clinical health professionals. This is an excellent opportunity to welcome visiting academics and clinicians from around the world. We anticipate the Educator in Residence programme will contribute to intellectual activity in RCSI, will expand our opportunities for networking and building relationships internationally, and will be a stimulus for further engagement such as joint research work, publications, and reciprocal visits.

The RCSI Educator in Residence will link with the Dean of the Faculty of Medicine and Health Sciences and with the Professor of Health Professions Education and the Health Professions Education Centre, and through them will network with relevant members of the Faculty and College. The 'Educator in Residence' will participate by agreement in teaching, assessment, student engagement and health professions education research, and will provide an opportunity to bring new skills and ways of thinking in areas of specialist interest to RCSI.

8.1. Applications:

The RCSI Educator in Residence will normally attend during a designated semester, typically a period of up to six months, with a maximum period of 12 months (2 semesters). Candidates will normally be fully remunerated by their home institution as part of an agreed period of leave. RCSI will not be in a position to provide funding for the time of the Educator in Residence. The College will provide support for travel and accommodation costs by agreement up to a maximum of €10,000.

8.2. Application Procedure:

Candidates are asked to submit an application incorporating the following details:

1. A summary of your career to date.
2. An outline of proposed activities during the visiting period, describing any proposed or existing relationship with RCSI Schools/Academic Departments.
3. An outline of the benefits and strategic relevance to RCSI.
4. An outline of the benefits and strategic relevance a visit to RCSI will meet your career objectives.
5. The proposed period of time available to travel to Dublin.

8.3. Facilities

- The Educator in Residence will receive “visitor” status at RCSI which will entitle them to access the same office and library facilities as a member of RCSI staff;
- Accommodation is not provided, but as outlined, some financial support towards this is available;
- Shared office accommodation will be provided within the Health Professions Education Centre or similar, in St Stephens Green;
- RCSI will cover agreed expenses to a maximum of €10,000.

Closing date for proposals for the first (2013) phase of this initiative: Friday 7th December 2012.

Informal enquiries can be made through Mr Gary Brady, Human Resources Department on +353-1-4022341 (email: garybrady@rcsi.ie).

9. APPENDIX: RCSI Research Profile in Health Professions Education

Medical Education/Health Professions Education - academic publications by RCSI staff –

(latest update: September 2012)

Submissions from 2012

- Doyle F, Doherty S, Morgan K, McBride O, Hickey A. Understanding communication of health information: a lesson in health literacy for junior medical and physiotherapy students. *J Health Psychol.* 2012 Jun 11. [Epub ahead of print].

Submissions from 2011

- Doherty EM, Nugent E. Personality factors and medical training: a review of the literature. *Medical Education.* 2011;45(2):132-40.
- Dunne B, Smyth P, Furlong H, Rakovac-Tisdall A, Murphy D, Sreenan S. Interns as teachers of medical students: a pilot programme. *Irish Journal of Medical Science.* 2011 Mar;180(1):211-4.
- Lonergan PE, Mulsow J, Tanner WA, Traynor O, Tierney S. Analysing the operative experience of basic surgical trainees in Ireland using a web-based logbook. *BMC Medical Education.* 2011;11:70
- McHugh SM, Corrigan MA, Dimitrov BD, Cowman S, Tierney S, Hill AD, Humphreys H. Preventing infection in general surgery: improvements through education of surgeons by surgeons. *Journal of Hospital Infection.* 2011;78(4):312-6.
- Doyle F, Hickey A, Morgan K, Doherty E, McGee H. Promoting healthy behaviour choices: understanding patient challenges by undertaking a personal behaviour change task. In: O'Mahoney C. (ed) *Flexible Learning: Proceedings of the Fourth Annual Conference of the National Academy for Integration of Research, Teaching and Learning; 2010 October 6-7; Royal College of Surgeons in Ireland, Ireland.* Dublin: NAIRTL; 2011. p41.
- MacCarrick G. A practical guide to using the World Federation for Medical Education (WFME) standards. *WFME 3: assessment of students.* *Irish Journal of Medical Science* 2011;180: 315-317.

Articles (cont.)

Submissions from 2010

- Bell E, Walker J, Allen R, MacCarrick G, Albert E. Non clinical rural and remote competencies: can they be defined? *Focus on Health Professional Education: A Multi-Disciplinary Journal.* 2010;11(2):28-41.
- McHugh SM, Corrigan M, Dimitrov B, Cowman S, Tierney S, Humphreys H, Hill A. A targeted e-learning program for surgical trainees to enhance patient safety in preventing surgical infection. *The Journal of Continuing Education in the Health Professions.* 2010;30(4):257-9.
- MacCarrick G. A practical guide to using the World Federation for Medical Education (WFME) standards. *WFME 1: mission and objectives.* *Irish Journal of Medical Science* 2010;179(4): 483-487.
- MacCarrick G. A practical guide to using the World Federation for Medical Education (WFME) standards. *WFME 2: educational program.* *Irish Journal of Medical Science* 2010;179(4):489-491.

- MacCarrick G, Kelly C, Conroy R. Preparing for an institutional self review using the WFME standards - an international medical school case study. *Medical Teacher* 2010;32:e227-e232.
- McHugh SM, Corrigan M, Dimitrov B, Cowman S, Tierney S, Humphreys H, Hill A. A targeted e-learning program for surgical trainees to enhance patient safety in preventing surgical infection. *The Journal of Continuing Education in the Health Professions*. 2010;30(4):257-9.
- Strawbridge JD, Horgan L, Capdeville-Atkinson C, Noel L, Atkinson J. Pharmacy Education and Training in Ireland. The PHARMINE survey of European higher education institutions delivering pharmacy education & training - Ireland, 2010.

Articles (cont.)

Submissions from 2009

- Harris P, Connolly JF, Feeney L. Blended Learning: overview and recommendations for successful implementation. *Industrial and Commercial Training* 2009;41(3):155-163.
- Hilliard C. & O'Neill M. (2009) Nurses' emotional experience of caring for children with burns, (Nursing children with burns). *Journal of Clinical Nursing* 19 (19-20) 2907-2915.
- Joyce P. Leadership and organisational effectiveness – lessons to be drawn from education? *Journal of Nursing Management*. 2009;17:494–502.
- MacCarrick G. Medical school curriculum reform: a narrated journey. *Medical Education* 2009;43:979-988.
- Meagher FM, Butler MW, Miller SDW, Costello RW, Conroy RM, McElvaney NG. Predictive validity of measurements of clinical competence using the team objective structured bedside assessment (TOSBA): assessing the clinical competence of final year medical students. *Medical Teacher*. 2009;31(11):e545-550.
- Collins A. Design, implementation and validation of the e-portfolio: A comprehensive educational aid. [MCh Thesis]. Dublin: Royal College of Surgeons in Ireland; 2009.

Submissions from 2008

- Dowds J, French H. Undertaking CPD in the workplace in physiotherapy. *Physiotherapy Ireland*. 2008;29:11-19.
- O'Neill M. & Cowman S. (2008) Partners in care: investigating community nursing understanding of an interdisciplinary team based approach to primary care, *Journal of Clinical Nursing*, 17(22), 3004-3011.

Articles (cont.)

Submissions from 2007

- Joyce P, Cowman S. Continuing professional development: investment or expectation? *Journal of Nursing Management* 2007;15:626-333.

Submissions from 2006

- McCarthy S, McGee H, O'Boyle C. Managing Complaints about Doctors: Stakeholder Perspectives of the Role of the Medical Council in Ireland. Dublin: Medical Council; December, 2006. (Conducted by the Royal College of Surgeons in Ireland).

Submissions from 2005

- Joyce P. A framework for portfolio development in postgraduate nursing practice. *Journal of Clinical Nursing*. 2005;14(4):456-63.
- Joyce P. Developing a nursing management degree programme to meet the needs of Irish nurse managers. *Journal of Nursing Management*. 2005;13:74-82.
- Cousins G, McGee H, Ring L, Conroy R, Kay E, Croke DT, Tomkin D. Public perceptions of biomedical research: a survey of the general population in Ireland. Dublin; Health Research Board: 2005.

Submissions from 2004

- Johnston, M., O'Carroll, R., Hart, J. and McGee, HM. Experiencing the evidence" in behavioural sciences increases student self-efficacy. *Medical Education*, 2004; 38: 563-64.

Submissions from 2002

- Joyce, P. Shaping the Future of Nursing Education in Ireland. *Nurse Educator* 2002;(27)2:68-70.

Medical Education/Health Professions Education Conference Proceedings and Posters

Submissions from 2012

AMEE Conference

- Barrett, A, Clarke, E, Fewer, R, Slattery, S, Daly, F, Lydon, AM, Loughnane, M, Cullen, C. How do clinical teachers assess undergraduate clinical performance in physiotherapy? Poster presented at: AMEE Conference, 25-29 August 2012 Lyon, France.
- Barrett, A, Spooner, M, Clarke, E. Does the delivery of a clinical teaching skills programme have an effect on self-reported teaching behaviours? Poster presented at: AMEE Conference, 25 - 29 2012 August Lyon, France.
- McGarvey A, Lavelle A. A practical introduction to interviewing for qualitative research. Workshop delivered at: AMEE Conference, 25 - 29 2012 August Lyon, France.
- Cummins A, Fahey T, Smith D. Challenges for faculty: addressing student concerns about tutor professionalism. Oral presentation at: AMEE Conference, 25 - 29 2012 August Lyon, France.
- Strawbridge, J, Barrett, A, Barlow, J. Teaching ethics; the interprofessional ethics debate. Poster presented at: AMEE Conference, 25 - 29 2012 August Lyon, France.
- Holland JC. Timing of tests – will Group A get all the As? Poster presented at: AMEE Conference, 25 - 29 2012 August Lyon, France.
- Spooner M, Strawbridge J, Dimitrov B, McElvaney NG, Branigan T. Who make better prescribers: pharmacy interns or medical students? Poster presented at: AMEE Conference, 25 - 29 2012 August Lyon, France.

Conference Proceedings and Posters (cont.)

INMED 2012

- Moore Z, Clarke E. A European study of the provision of wound management education to undergraduate nursing students. Presented at: 5th INMED Annual Scientific Meeting & Annual General Meeting, Feb 24th 2012, The Royal College Physicians of Ireland.
- Strawbridge J, Barrett A, Barlow J. Teaching ethics: the interprofessional debate. Presented at: 5th INMED Annual Scientific Meeting & Annual General Meeting, Feb 24th 2012, The Royal College Physicians of Ireland.
- Cowman S. An International eDelphi study identifying the research and education priorities in wound management and tissue repair. Presented at: 5th INMED Annual Scientific Meeting & Annual General Meeting, Feb 24th 2012, The Royal College Physicians of Ireland.
- McCarthy S, Burgdorf M, Walsh G, O'Flynn D, O'Shaughnessy A. Implications of a Pilot Evaluation of a Patient Safety Online Programme for Doctors for Collaboration among Medical Educators. Presented at: 5th INMED Annual Scientific Meeting & Annual General Meeting, Feb 24th 2012, The Royal College Physicians of Ireland.
- Moore T, Meagher F. The Professional/Ethical Dilemmas Faced by Medical Students When Learning Digital Rectal Examination. Presented at: 5th INMED Annual Scientific Meeting & Annual General Meeting, Feb 24th 2012, The Royal College Physicians of Ireland.
- McEvoy M. Achieving the optimal undergraduate paediatric educational environment: More than just a DREEM? Presented at: 5th INMED Annual Scientific Meeting & Annual General Meeting, Feb 24th 2012, The Royal College Physicians of Ireland.
- McEvoy M. Defining the characteristics of reflectors versus non-reflectors: Are they amenable to change? Presented at: 5th INMED Annual Scientific Meeting & Annual General Meeting, Feb 24th 2012, The Royal College Physicians of Ireland.

Conference Proceedings and Posters (cont.)

INMED 2012 (cont.)

- McEvoy M. Student case exposure: do we need to case-mix it up? Presented at: 5th INMED Annual Scientific Meeting & Annual General Meeting, Feb 24th 2012, The Royal College Physicians of Ireland.
- Saleem A, Redha J, Meagher F. Students perception of professional misconduct among their peers. Presented at: 5th INMED Annual Scientific Meeting & Annual General Meeting, Feb 24th 2012, The Royal College Physicians of Ireland.
- Lavelle A. The impact of geographical and cultural translocation on studying in a western medical school. Presented at: 5th INMED Annual Scientific Meeting & Annual General Meeting, Feb 24th 2012, The Royal College Physicians of Ireland.

Additional 2012 conferences

- Barrett, A. The International Travelling Fellowship Experience. Presented at: ASME Annual Scientific Meeting, 18th - 20th July, The Brighton Centre, Brighton UK.
- Lets talk about IT. Moodle 2.2! Clarke E. Widger L. Oral presentation at: Irish Moodle User Conference, February 2012, Dublin, Ireland.

Submissions from 2011

- Barrett, A, Spooner, M, Clarke, E. Designing Faculty Development Workshops. INMED. Workshop delivered at: INMED Fourth Annual Meeting 18 - 20 May 2011, Trinity College Dublin, Ireland.
- McCarthy AF, Clarke E, McVeigh H. Transition year Mini Med School student survey. What influence does the RCSI mini medical school have on students' perception of medicine and their third level choices? Poster presented at: RCSI Research Day, 08 April 2011, RCSI, Dublin, Ireland.

Conference Proceedings and Posters (cont.)

Submissions from 2010

- Barrett, A, Slattery, S. Enhancing learning experience and increasing service provision; a new 4:1 clinical placement model. Poster presented at: AMEE Conference, 4 - 8 September 2010, Glasgow, UK.
- Collins AM, Ridgway PF, Spooner M, Clarke E, Doody C, Hill ADK. Design, implementation and validation of the Royal College of Surgeons in Ireland EPortfolio: a comprehensive educational aid. Poster presented at: 14th Ottawa Conference, 15-20 May 2010, Miami, USA.
- Clarke E, McVey R. Moodle: a hands-on guide to using a virtual learning environment. Workshop delivered at: The National Academy and LIN Annual Conference, October 6 – 7 2010, RCSI, Dublin, Ireland.
- Doyle F, Hickey A, Morgan K, Doherty E, McGee H. Promoting healthy behaviour choices: understanding patient challenges by undertaking a personal behaviour change task. In: O'Mahoney C. (ed) Flexible Learning: Proceedings of the Fourth Annual Conference of the National Academy for Integration of Research, Teaching and Learning; 2010 October 6-7; Royal College of Surgeons in Ireland, Ireland. Dublin: NAIRTL; 2011. p41.
- McCabe G. RCSI Library Information Skills Training and Evidence-based Study Programme. Poster presented at: The Fourth Annual Conference of the National Academy for Integration of Research, Teaching and Learning; 2010 October 6-7; Royal College of Surgeons in Ireland, Ireland.

Conference Proceedings and Posters (cont.)

Submissions from 2009

- Holland JC, McGarvey A, Arnett R, Croke DT. Introduction of Standard Setting in undergraduate medical education: re-emphasizing the importance of item writing. Oral Presentation at: AMEE 2009, 29th August – 2nd September 2009, Malaga, Spain. In: Educ Med, Agosto 2009; 12 (Supl 2): S157
- Clarke, E. Instant Messaging and Instant Response in the Classroom. Oral presentation at: DIT Showcase of Learning and Teaching Innovations, 14th January 2009, Dublin Institute of Technology, Ireland.
<http://www.learningandteaching.dit.ie/ImpaticaPresentations/GrangegormanPresentationatShowcase2009/eric-clarke-instant-messaging.html>

Submissions from 2008

- Clarke E, McVey R, Doody C. Implementing Moodle. Invited workshop delivered at: MedBiquitous Annual Conference, 13 - 15 May 2008, Baltimore, USA.

- Clarke E, Doody C, McVey R. Moodle, A Freely Available Open Source Virtual Learning Environment...but What Are The Actual Costs? Invited oral presentation at: MedBiquitous Annual Conference, 13 - 15 May 2008, Baltimore, USA.
- Clarke E, Doody C. Using mobile phone text messaging as an alternative to traditional handheld audience response systems. Oral presentation at: Irish Learning Technology Association Annual Conference (EdTech), 25th March 2008, Dublin, Ireland.
- http://www.ilta.net/index.php?option=com_content&view=category&layout=blog&id=66&Itemid=106
- McVey RM, Clarke E, Doody C, Malone FD. Moodle a new era in Undergraduate Obstetrics & Gynaecology. Oral presentation at: Institute of Obstetricians and Gynaecologists of the Royal College of Physicians of Ireland, International Meeting, 22nd February 2008, Dublin, Ireland.

Conference Proceedings and Posters (cont.)

Submissions from 2008 (cont.)

- Clarke E, Winser K, Doody C. Teaching and assessing an undergraduate course in three locations simultaneously using Moodle and basic software tools. Poster presented at: Inaugural Annual Scientific Meeting of INMED, 7th February 2008, RCSI, Dublin, Ireland.
- Doody C, Clarke E. Skilling up to scale - staff development workshops to develop learning technologies in the medical curriculum. Oral presentation at: Inaugural Annual Scientific Meeting of INMED, 7th February 2008, RCSI, Dublin, Ireland.
- McVey R, Clarke E, Doody C, Malone F. Using a student directed pre-course tutorial series in undergraduate Obstetrics & Gynaecology: towards Moodle's full potential. Oral presentation at: Inaugural Annual Scientific Meeting of INMED, 7th February 2008, RCSI, Dublin, Ireland.

Submissions from 2007

- Clarke E. Moodle - An Open Source tool, but what does it really cost? Oral presentation at: HEAnet National Networking Conference, 15 – 16 November 2007, Kilkenny, Ireland.
- Doody C, Clarke E. Scaling up and Skilling up: Using E-Learning Workshops for Staff Development and Scalability. Presented at: Online Educa, 13th International Conference on Technology Supported Learning & Training, November 2007, Berlin, Germany.
- Clarke E, Doody C. Moodle, the Open Source Virtual Learning Environment: Is the Future Really Free? Oral presentation at: Online Educa, 13th International Conference on Technology Supported Learning & Training, November 2007, Berlin, Germany.
- Clarke E. Moodle and Its Implementation in Medical Learning Environments. Interview at: Online Educa, 13th International Conference on Technology Supported Learning & Training, November 2007, Berlin, Germany.

Conference Proceedings and Posters (cont.)

Submissions from 2007 (cont.)

- Cummins A, Carty S, Royston M, Chan W, O'Donohoe A, Clarke E, Doody C, Falk G, McSorley K, Boyd C and Fahey T. Delivery of an undergraduate medical curriculum using a virtual learning environment (vle): impact on formative learning. Oral presentation at: Healthcare Informatics Society of Ireland 12th Annual Conference and Scientific Symposium, 21 – 22 November 2007, Dublin, Ireland.
- McVey R, Clarke E, Davenport C, Hill ADK. Bridging the gap between Final Med and Internship – Moodle continues to reveal fresh potential. Oral presentation at: Sir Peter Freyer Surgical Symposium, September 2007, Galway, Ireland.

- Clarke E, Doody C, McVey R. Moodle: A Hands-on Demonstration of the Virtual Learning Environment Software. Workshop delivered at: The 19th annual Slice of Life Workshop, July 2007, University of Utah School of Medicine, USA.
- Clarke E, Doody C. Online learning in RCSI. Oral presentation at: Irish congress of Anaesthesia, May 2007, University College Dublin, Ireland.
- McVey RM, McVey AD, Clarke E, Hill ADK. Innovations in the delivery of undergraduate medical education and training at the Department of Surgery, in the Royal College of Surgeons in Ireland: a prospective evaluation. Oral Presentation at: Sylvester O'Halloran Surgical Symposium, March 2007, University of Limerick, Ireland.
- McVey RM, Clarke E, Malone FM. The use of a virtual learning environment by medical students and its impact on Final Professional examination scores in Obstetrics & Gynaecology: a prospective evaluation. Oral Presentation at: Eighth Annual Irish Educational Technology Conference, March 2007, Dublin, Ireland.

Conference Proceedings and Posters (cont.)

Submissions from 2007 (cont.)

- McVey A, Hogan B, McVey R, Clarke E, Lee M. A novel approach using a virtual learning environment for delivering Undergraduate Radiology teaching. Oral presentation at: Imaging Meeting & Professional Practice and Continuing Education Meeting, Faculty of Radiologists, Feb 2007.
- Clarke E. Moodle in RCSI, using SMS to communicate with students. Oral Presentation at: Irish Moodle users conference, February 2007, RCSI, Dublin, Ireland.

Submissions from 2006

- McVey RM, McVey AD, Clarke E, Breathneach F, Said S, Malone F. The use of a virtual learning environment by medical students and its impact on final professional examination scores in Obstetrics and Gynaecology: a prospective evaluation. Poster Presented at: International perspectives on Teaching and Learning in Higher Education, NAIRTL, November 2006.
- McVey RM, Clarke E, McVey AD, Hill ADK. Medical students' participation in a new interactive open source virtual learning environment correlated well with end of year clinical assessment in surgery. Poster Presented at: 11th Annual Conference and Scientific Symposium of the HISI [Healthcare Informatics Society of Ireland], November 2006.
- McVey RM, Clarke E, McVeyAD, ADK Hill. Medical students' participation in a new interactive open source virtual learning environment correlated well with end of year clinical assessment in surgery. Poster Presented at: Second Annual Cork interdisciplinary meeting, November 2006, UCC, Cork, Ireland.
- McVey RM, Clarke E, Hill ADK. The use of a virtual learning environment by final year medical students and its impact on final scores: a prospective evaluation. Poster Presented at: Waterford Surgical Club Meeting, October 2006, Waterford, Ireland.

Conference Proceedings and Posters (cont.)

Submissions from 2006 (cont.)

- Clarke E. One year using Moodle. Oral Presentation at: Dublin Institute of Technology eLearning Summer School, June 2006, DIT, Dublin, Ireland.
- Clarke E. Virtual Environments for Learning: Proprietary or Open Source? Oral Presentation at: Deans and European Academics Network, eLearning Seminar – Opportunities and challenges. Dublin Institute of Technology, April 2006, DIT, Dublin, Ireland.

Submissions from 2005

- Clarke E, Tierney S. Moodle@RCSI - Acting on a decision. Oral Presentation at: The 2nd Irish Moodle Users Conference, November 2005, Dublin Dental School & Hospital, Ireland.
- Clarke E. Which Virtual Learning Environment? Oral Presentation at: Dublin Institute of Technology eLearning Summer School, June 2005, DIT, Dublin, Ireland.

Medical Education/Health Professions Education video, podcasts, etc

Barrett, A, Clarke, E, Fewer, R, Slattery, S, Daly, F, Lydon, AM, Loughnane, M.

Assessment Skills for Clinical Teachers; an online module

www.schoolforsurgeons.com email asct@rcsi.ie

Podcasts from the journal Medical Education. Personality factors and medical training: a review of the literature, Eva M. Doherty and Kevin Eva

<http://itunes.apple.com/gb/podcast/podcasts-from-journal-medical/id402688567>

(accessed 16 February 2011).