



**RCSI**

**Master of Surgery (MCh) by Module**  
**Programme Brochure**  
September 2023





## MASTER OF SURGERY (MCH) BY MODULE

### INTRODUCTION

## ENHANCE YOUR CAREER IN SURGERY

The Royal College of Surgeons in Ireland welcomes you to the Master of Surgery (MCh) by module. This programme, the first of its kind in Ireland, aims to equip scholars with a combination of research skills and practical knowledge of the healthcare environment in order to enhance opportunities for professional development.

Multiple departments at the RCSI have contributed to the development of this programme. Each module will introduce new areas of learning, and many resources will be made available during the delivery of these modules. However, the overall success of the programme will also depend on the drive of the scholars. The class comprises people from different backgrounds and experience. This ensures a rich mixture of expertise thus providing for healthy discussions and cases studies.

The programme aims to give surgeons in training the opportunity to explore areas of professional development that are not specifically addressed in any current higher specialist training programmes. The addition of a taught component equips scholars with skill sets that cannot be adequately developed through research alone. Scholars will continue to develop practical research skills and originality in their research as a result of exposure to new subject areas in the taught modules, which will encourage scholars to explore surgery within the greater healthcare context.

The College hopes that you enjoy your time doing this programme and will assist you to ensure that you benefit as fully as possible from the experience.

A handwritten signature in black ink that reads "John O'Byrne". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Professor John O'Byrne  
Programme Director



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# 01 PROGRAMME BACKGROUND

## Aims and Objectives of the Programme

The programme is aimed at surgeons in training interested in exploring the challenges and opportunities specific to the surgical profession in the wider context of the healthcare and medical community. The aim is to develop skills as researchers and prepare them for the multiple challenges and opportunities available to surgeons interested in a career path that extends beyond the clinical setting. The modular component specifically focuses on the personal and professional development of the surgeon by encouraging them to seek a deeper understanding of their own skills and provide them with insight into areas that need development.

Learning outcomes at the level 9 qualification of Ireland's NFQ relate to the demonstration of knowledge, understanding and problem-solving abilities in new and unfamiliar contexts related to a field of study. Scholars are expected to be capable of integrating knowledge, handle complexity and formulate judgements, and link employment at a senior professional or managerial level.

## Scholars will gain:

- An understanding of the major principles of health care ethics and health care law and their application to a surgical setting.
- An understanding of the legal, regulatory and ethical requirements in the conduct of human subject clinical research.
- The ability to recognise issues and circumstances in health care practice and clinical research that raise potential legal liability.
- The appropriate frameworks necessary to analyse and critically evaluate claims based on expert knowledge.
- The ability to develop an idea into a comprehensive research strategy.
- The ability to recognise and manage errors in surgical practice due to human error or medical/surgical devices.
- Hands-on experience in the medical device design and development process, from concept to commercialisation.
- An understanding of the role of surgery in global health and policymaking in emerging health systems of developing countries.
- The ability to understand and analyse stakeholders and organisational culture within the organisation or service which they work.





## Teaching and Learning Strategies

A variety of teaching and learning strategies that are student-centred and output-oriented are utilised as outlined below:

**Lectures:** to introduce key concepts, explain course materials, and to provide a forum for scholars where debate and exchange of ideas and experience is encouraged. Lectures on the taught modules will be delivered primarily by RCSI staff who are expert in their field. Guest lectures will occasionally be provided to supplement teaching and better illustrate selected concepts of the syllabus.

### Lecture format:

- Synchronous lectures – live – online
- Asynchronous – Scholars watch previous recordings at a time suitable to them
- Blended approach to teaching relates to face to face and online classes

**Workshops:** to encourage active learning and problem solving by working in teams, developing ideas and setting goals, and advancing new knowledge.

**Student presentations:** to develop oral presentation skills and to both give and receive constructive feedback from peers and academic staff.

**Case Studies:** to advance discussion from the theoretical into practical real-life scenarios.

**Supervision:** for scholars to learn roles and responsibilities through mentorship developed through seeking guidance and feedback to ensure adherence to research protocol and ethical requirements.

**E learning:** to develop IT skills and encourage peer support and learning in an alternative forum.

## Programme Content and Duration

### 1 Year Programme

The one-year full-time MCh requires the completion of 90 ECTS credits based on taught modules and a research dissertation. Scholars will complete the taught modules in the first part of the programme whilst preparing a research protocol for the dissertation in the second part of the programme.

### 2 Year Programme

The two-year MCh programme requires the completion of 90 ECTS credits based on taught modules and a research dissertation. It is expected that Scholars will complete the taught modules in their first year of the programme. Lectures will be delivered in a mix of in person in RCSI and online. In the second year of the programme scholars will prepare their research protocol and complete their dissertation

### Course Progression

Scholars can register on the full-time course over one calendar year or on the two year course. However, once enrolled in the course, if a student decides that they would prefer to complete the MCh at a later date, they may defer the completion of the MCh to a later date within a five-year period of the original registration date. Scholars can be awarded a certificate of attendance for the completion of the individual modules.

## Course Structure and Faculty

Mandatory modules - 70 ECTS

COURSE SUBJECTS / COMPONENTS	CREDITS (ECTS)	MODULE LEAD
Research Methods: Protocol Design, Development, and Analysis	15	Professor Tom Fahey
Healthcare Ethics, and Law	10	Professor David Smith
Research Dissertation	45	Professor John O'Byrne (Programme Director) and individual dissertation supervisors

Optional modules - Must complete minimum 20 ECTS credits below

Medical Technology and Innovation	10	Dr. David Matthews
Clinicians as Educators - Effective Teaching Skills	10	Dr. Marie Morris
Professionalism and Advanced Communications	10	Dr. Niamh M. Keenan
Global Surgery	5	Mr Eric O'Flynn
Lean QI and Healthcare	5	Mr Pdraig Kelly
Leading your Service and Organisation	10	Dr. Mary E Collins
Primary Care (Orthopaedics) I	10	Assoc Prof Jonathan McNulty
Primary Care (Orthopaedics) II	10	Assoc Prof Jonathan McNulty



## 02 COURSE OUTLINE AND SYLLABUS

The programme is based on a modular structure using the European Credit Transfer System (ECTS), which has been developed in accordance with the recommendations from the Bologna Agreement (1999) and Ireland's National Framework of Qualifications (NFQ). These standards provide a mechanism to promote international transparency, international recognition of qualifications, and the international mobility of learners and graduates. The MCh requires the completion of 90 ECTS credits, divided into 45 credits of modular work and 45 credits for the research dissertation.

THE CONTENT OF THE PROGRAMME WILL BE DELIVERED THROUGH  
2 CORE MODULES, 8 OPTIONAL MODULES + DISSERTATION

### TAUGHT MODULAR WORK

**45  
CREDITS**

### RESEARCH DISSERTATION

**45  
CREDITS**





# 03 PROGRAMME OUTLINE

TAUGHT MODULES - 45 CREDITS							
MANDATORY - 70 ECTS (INCLUDING RESEARCH DISSERTATION)							
Module Title	Credits	Total Hours	Activity Hours				
			Face to Face	Pre-Course Work	Tutor supported Online learning	Self Directed Learning	Assessment
Healthcare Ethics and Law	10	250	30	70	n/a	120	30
Research Methods: Protocol development, design and analysis	15	355	30	50	60	200	15
OPTIONAL MODULES - MUST COMPLETE MINIMUM 20 ECTS FROM OPTIONAL							
Module Title	Credits	Total Hours	Activity Hours				
			Face to Face	Pre-Course Work	Tutor supported Online learning	Self Directed Learning	Assessment
Medical Technology and Innovation	10	125	20	5	n/a	60	40
Clinicians as Educators – Effective Teaching Skills	10	250	35	20	40	120	35
Professionalism and Advanced Communication	10	250	35	20	64	55	75
Global Surgery	5	125	20	35	n/a	65	5
Lean QI and Healthcare	5	125	n/a	15	30	60	20
Leading your Service and Organisation	10	250	30	47	10	138	25
Primary Care (Orthopaedics) I	10	200	30	5	70	95	
Primary Care (Orthopaedics) II	10	200	23	5	70	102	
DISSERTATION - 45 CREDITS							
Research Dissertation	45	Supervision = 25 Hours				1100-1400	20





# 3.1 HEALTHCARE ETHICS AND LAW (10) - CORE MODULE

## **Module Aims:**

The aim of this module is to increase the capacity of surgeons to address the ethical issues which arise in caring for patients. The module develops the Principles of Healthcare Ethics, Informed Consent, Capacity and Confidentiality, Ethical issues in End of Life Care, and Ethical Issues and Dilemmas in Surgery. The module also aims to give students an insight in to Patient Safety, Clinical Risk Management and Clinical Negligence, and Open Disclosure/ Whistle Blowing and Health Care Regulatory Environment for Clinicians.

## **LEARNING OUTCOMES:**

On successful completion of this module participants will be able to:

- Identify and apply the different approaches to ethical dilemmas taken by the Four Principles method, the BMA eclectic method, and the UNESCO binary method.
- Identify the key ethical components of Informed consent and patient capacity.
- Identify the key ethical components of confidentiality.
- Identify the key ethical concepts and distinctions used in end of life care.
- Identify the key ethical issues raised by legislation for physician-assisted dying/suicide and euthanasia.
- Identify and appraise the major ethical issues which arise in surgery
- Identify the key issues in Patient Safety, Clinical Risk Management and Clinical Negligence.
- Identify the key issues regarding Open Disclosure in Healthcare practice and the Healthcare Regulatory Environment for Clinicians





## TEACHING & LEARNING STRATEGIES

The Module will include a formal presentation of the key tenets of the Principles of Healthcare Ethics, Informed Consent, Capacity and Confidentiality, Ethical issues in End of Life Care, and Ethical Issues and Dilemmas in Surgery. The module also aims to give students an insight in to Patient Safety, Clinical Risk Management and Clinical Negligence, and Open Disclosure/Whistle Blowing and Health Care Regulatory Environment for Clinicians; interactive teaching and learning activities; case-study analysis in pairs and/or small groups, and plenary review.

## SUBJECT SPECIFIC SKILLS

- Demonstrate the skill of ethical awareness by identifying the ethical elements in a problematic surgical case.
- Demonstrate the application of the Four Principles method to resolve ethically problematic cases in surgery.
- Demonstrate an understanding of the administration of Informed Consent
- Demonstrate an understanding of confidentiality
- Demonstrate an understanding of the different issues regarding Patient Safety and Clinical Negligence and Error

## GENERAL & TRANSFERRABLE SKILLS

### The skills of ethical reasoning & argument

- Analysing the core ethical issues in a dilemma
- Identifying underlying ethical perspectives in proposed resolutions
- Evaluating different ethical perspectives
- Drawing inferences from evidence
- Discriminating true/false premises & conclusions in chains of reasoning
- Constructing valid arguments & counter-arguments
- Resolving dilemmas using specific methodologies

### The skills of critical self-appraisal

- Recognising societal, cultural & religious influences on one's attitude
- Identifying one's own bias, prejudices & limitations
- Respecting the different perspectives of others

## PRE-CLASS COMPONENT (BLENDED LEARNING)

Prior to lectures the students are sent core reading which they are expected to review before the commencement of the Module and then prior to each lecture.

## IN-CLASS COMPONENT (MODULE CO-ORDINATOR AND LECTURER FACILITATED)

- Principles of Healthcare Ethics
- Informed Consent and Confidentiality
- Ethical issues in End of Life Care
- Ethical Issues and Dilemmas in Surgery
- Open Disclosure/Whistle Blowing and Health Care Regulatory Environment for Clinicians
- Patient Safety, Clinical Risk management and Clinical Negligence

## POST-CLASS COMPONENT (BLENDED LEARNING)

- In-class component review and reflection
- Assignment preparation





## 3.2 RESEARCH METHODS: PROTOCOL DEVELOPMENT, DESIGN AND ANALYSIS (15) - CORE MODULE

### **Module Aims:**

The Research methods module aims to provide MCh students with the tools and skills necessary to apply appropriate research methodologies to complete the research protocol submission and subsequent dissertation. The written research protocol is the means of assessment for this module.

In order to complete this module, students are required to present their proposed research protocol with their peers at a PowerPoint presentation workshop and then to submit a written research protocol for examination. The Research Module co-ordinator will attend the protocol presentation workshop, and will provide feedback to MCh students in relation to their PowerPoint protocol presentation. It is expected that this feedback is incorporated into the final, written protocol submission. It is mandatory for students to attend and present at the protocol presentation workshop, prior to submitting the written research protocol.

### **LEARNING OUTCOMES:**

On completion of the MCh research modules, students should be able to:

1. Demonstrate that they have selected an appropriate clinical topic.
2. Demonstrate that the aims of a proposed research protocol are clearly identifiable, outlined in structured manner with a succinct summary of current knowledge on the topic.
3. Demonstrate that they structure the research question appropriately using the appropriate format PICO, PRO, PER
4. Demonstrate that they understand the methodological issues around risk of bias for the study design they have chosen
5. Demonstrate a clear understanding of a statistical plan of analysis in their protocol
6. Demonstrate an understanding and use of domain and study-design specific standardised reporting guidelines such as CONSORT, PRISMA, STROBE

### **PRE-CLASS COMPONENT (BLENDED LEARNING):**

Review module descriptor, MCh Research Guidelines and module assignments.

### **IN-CLASS COMPONENT (MODULE CO-ORDINATOR AND LECTURER FACILITATED)**

- Fundamentals of study design
- Measuring health and health outcomes
- Data management
- Protocol development and standardised reporting
- Basic biostatistics
- Searching biomedical literature and reference management
- Further biostatistics
- Ethics, governance and data protection
- Systematic reviews and meta-analysis
- Peer review publishing, dissemination of research and protocol presentation

### **POST-CLASS COMPONENT**

- Assignment preparation for presentation of research proposal
- Presentation of the research protocol and revision based on feedback received in the presentation workshop
- Assignment preparation for submission of written research protocol assignment including engagement with clinical supervisors.







# 3.3 RESEARCH DISSERTATION - CORE MODULE

## Module Aims:

The aim of this module is to develop and fully execute a dissertation containing a component of original research related to surgery and making a distinct contribution to the field of study.

## LEARNING OUTCOMES:

- At the end of this module, students should be able to:
- Demonstrate an ability to conduct an original research investigation and to test a hypothesis, which may be their own or that of someone else.
- Demonstrate familiarity with relevant published work on the topic.
- Connect their research hypothesis and theme to wider knowledge of the subject.
- Create a thesis suitable for publication in a peer-reviewed journal relevant to the topic.

## Indicative Syllabus:

Students will conduct an independent research dissertation that incorporates subject matter from one of the taught modules in a deeper examination of a surgical issue. Statistical support and assistance will be available to each scholar as required throughout the Research process. Clinical supervisors will provide mentorship to ensure adherence to established standards for the completion of a MCh dissertation, including:

- **Ethical research:** if the thesis includes the use of information relating to humans or animals, including biological samples or data, full ethical approval must have been obtained in order for the work to be completed.
- **Originality:** the candidate must demonstrate an ability to conduct an original research investigation and to test a hypothesis, which may be their own or that of someone else.
- **Knowledge of the field:** the candidate must be able to connect their research hypothesis and theme to wider knowledge of the subject and they must demonstrate their familiarity with relevant published work on the topic, including work published since the thesis work was undertaken.
- **Publishability:** the material in the thesis should be suitable for publication in a peer-reviewed, high impact journal relevant to the thesis topic. The format of the thesis does not have to be presented in publishable format for the purposes of the award of the degree.
- **Presentation:** the thesis must be written clearly, concisely and must follow standard scientific arrangement.
- **Examination:** the candidate must be examined on the written thesis and the examination outcome must be successful.



## 3.4 MEDICAL TECHNOLOGY AND INNOVATION (10) – OPTIONAL MODULE

### **Module Aims:**

The aim of this module is to provide participants with hands-on experience in the industry of medical invention, from identifying unmet needs to developing clinical and market strategies. The module will also seek to build the participants awareness of the various roles of clinical professionals (surgeons) in the design and development of medical devices.

In addition, the module will provide participants with a toolkit of skills to identify unmet clinical needs, conduct background research, generate and develop ideas and understand the basics of clinical investigations, regulatory strategy and routes to market. These skills will arm participants with the tools to complete an idea disclosure form or a commercialisation grant proposal to secure funding from government bodies or venture capitalist to determine the feasibility of a project.

### **LEARNING OUTCOMES:**

On successful completion of this module participants will be able to:

- Identify problems/unmet needs within a clinical setting
- Conduct background research to determine recent developments and trends in medical technologies
- Complete a business analysis of the viability of the project – market potential, classification, patent reviews
- Develop a design brief to identify possible design requirements for an innovative medical treatment
- Organise and conduct a brainstorming session to generate ideas to solve the identified unmet needs
- Develop and critically evaluate concepts to select the optimum design
- Demonstrate an understanding key terms within the development process – fund raising, intellectual property, medical device directive, clinical and regulatory basics, reimbursement and routes to market









# 3.5 CLINICIANS AS EDUCATORS – EFFECTIVE TEACHING SKILLS (10) – OPTIONAL MODULE

## LEARNING OUTCOMES:

On successful completion of this module, scholars will:

- Plan and organise teaching sessions for large and small groups
- Develop their teaching and presentation skills
- Identify and utilise appropriate teaching resources
- Devise a teaching/lesson plan for an educational event
- Devise an assessment strategy for an educational event
- Devise an evaluation strategy for an educational event

### **Pre-Class Component**

- Review module descriptor and complete core reading set out for this module.
- Deliver a teaching session to a small group in a clinical or classroom setting.
- Deliver a large group lecture.
- Complete a written reflection on these two teaching experiences.

### **In-Class Component**

- Learn the theory underpinning the art and science of teaching.
- Explore effective teaching skills with peers.
- Discuss theories of education.
- Practice lesson planning.
- Participate in experiential learning through simulation.
- Experience the learner's perspective in simulation-based education.
- Practice giving and receiving peer feedback.
- Practice teaching peers through a microteaching session – plan, deliver, assess your peers learning and evaluate your teaching skills.
- Explore Models of reflection.
- Develop your professional identity as a teacher.

### **Post-Class Component**

Complete a 3000 word essay including

- A teaching philosophy statement (500 words)
- A critical clinical teaching incident reflection (500 words)
- A reflection on the micro-teaching session (1000 words)
- A reflection on module learning (1000 words)
- A supporting reference list (10-15 teaching and learning references)

Maintain a reflective journal of all your future teaching experiences.



# 3.6 PROFESSIONALISM AND ADVANCED COMMUNICATION (10) – OPTIONAL MODULE

## Module Aims:

- To introduce scholars to the four main tenets of professionalism: values, knowledge, competency and ethics.
- Explore medicines contract with society and professional regulation.
- Introduce the seminal literature relating to doctor-patient relationships.
- Introduce the seminal literature relating to interprofessional collaborative practice.
- Explore doctors role in patient safety and the development and maintenance of a positive safety culture.
- Examine the literature on advanced professional skills such as continuity of care, handover, shared decision making and open disclosure.
- Examine strategies and techniques to maintain health and fitness to practice.
- Apply patient safety principles to a healthcare adverse event.
- Examine and appraise the literature relating to key professional skills of continuity of care, handover and open disclosure.
- Critically evaluate different handover tools and methodologies.
- Appraise and literature and the evidence relating to maintaining health and fitness to practice.

## Pre-Class Component

- Review module descriptor prior to commencement of the module.
- Read any pre-course readings provided.

## In-Class Component

- Attend all three Interactive days and engage with class discussion and group work.
- Engage with online resources and literature.
- Contribute to discussion boards by the assigned deadline.
- Engage with your groups to develop a 20 minute presentation on the assignment topic.
- Provide an individual write up of your group project assignment.

## Post-class Component

- Submit write up of group project assignment by the deadline.

## LEARNING OUTCOMES:

- Recognise and discuss the tenets of medicines contract with society.
- Appraise the notion of self-regulation in medicine.
- Appraise the literature relating to best practice in doctor patient relationship and patient communication. Apply the learning to personal practice.
- Explain interprofessional collaborative practice and apply the concept to personal experience
- Identify doctors' role in patient safety and how to develop and maintain a positive safety culture. Apply the learning to personal practice.



## 3.7 GLOBAL SURGERY (5) – OPTIONAL MODULE

### **Module Aims:**

The purpose of this module is to introduce surgeons in training to the global health care context and specific issues relevant to the surgical profession. Students will analyse the global context in which surgery is currently practiced, including the challenges in providing adequate surgical healthcare in low- and middle-income countries and management of humanitarian crises.

### **LEARNING OUTCOMES:**

On successful completion of this module participants will be able to:

- Analyze global disparities in surgical care and the burden of surgical disease
- Analyze the role of surgery in public health and emerging health systems
- Describe patient centred barriers to surgical care in low resource contexts
- Describe the characteristics of the workforce involved in the delivery of surgical services in different low resource settings
- Explain the process of surgical care policymaking within the global context
- Identify ethical issues in humanitarian and global surgery
- Critically analyze and evaluate global surgery interventions, programmes and research

### **Pre-Class Component (Blended Learning)**

Pre-class preparation material - reading material and videos

### **In-Class Component (Module Co-Ordinator and Lecturer Facilitated):**

- Introduction to Global Health and Global Surgery
- Measuring the Problem, Measuring Progress
- A Global Surgery Case Study
- The Surgical Patient's Journey
- Responses to the Global Surgical Care Crisis
- The Surgical Care Workforce, Education and Training
- Ethical Issues in Global Surgery
- Global Surgery Research
- From International Advocacy and Policy to National Priorities and Plans

### **Post-Class Component (Blended Learning)**

- Group presentation assignment preparation
- Individual written assignment preparation



# 3.8 LEAN QI AND HEALTHCARE (5) – OPTIONAL MODULE

## MODULE AIM:

Scholars will learn excellent techniques for improving processes and implementing change in your Hospital or Department, but they also develop abilities that are highly portable across the organization and internationally

## LEARNING OUTCOMES:

- Demonstrate an understanding of the concepts of Lean Healthcare and the key improvement tools associated with the methodology
- Demonstrate an understating of the Practical use of the lean tools and templates already in use in the Health Service
- Develop a charter for an improvement project using the tools and techniques of Lean Six Sigma
- Demonstrate confidence to undertake small improvement projects using the yellow belt tool

## PRE-CLASS COMPONENT

(Blended Learning):

- Select a Quality Improvement Project topic

## IN-CLASS COMPONENT

- Introduction to Lean Healthcare
- Understanding Lean Methodology
- Lean Thinking and Principles
- DMAIC framework
- How Lean impacts the patient
- Project selection principles
- Project Tools
- Workshop on Identifying and visualising WASTE
- Workshop on implement Quality Improvement
- Presentation of Group Project

## POST-CLASS COMPONENT (BLENDED LEARNING)

- In-class component review and reflection
- Assignment preparation





# 3.9 LEADING AND MANAGING YOUR ORGANISATION/ SERVICE (10) – OPTIONAL MODULE

## Module Aims

The aims of this module is to provide participants with an understanding of the nature of service and the factors that contribute to excellence in leading service in healthcare through lectures, guest speakers, seminars, readings and assignments. In this module, participants will develop an understanding of the healthcare structures and their competing demands, the development of a culture of service excellence, the various activities involved in the analysis, formulation and implementation of strategic initiatives. This module will challenge participants to draw on work practices to understand techniques and principles examined to lead and deliver a service of excellence in their organisation.

Each topic has a series of required readings that should assist participants in their preparation and understanding of the central issues for each topic. In addition to the lecture notes, readings and journal articles provide the academic content of the topic. Participants have the opportunity to explore the relevance of concepts and tools in healthcare settings by applying their analytic skills via a course assignment. The objective is to bring the conceptual material to life by illustrating these concepts with real life examples during the lectures.

## LEARNING OUTCOMES

On successful completion of this module participants will be able to:

- Critically debate strategy in the context of your environment.
- Complete a number of strategic tools for use in your department.
- Critically debate organisational cultures and structures in your working environment.
- Develop competency in financial management for your department.
- Debate performance management as a fundamental part of resource management.
- Critically apply the key lessons you have taken from the selected Case study to your department area.

## Pre-Class Component (Blended Learning)

In order to fully benefit from lectures, it is

advised that you familiarize yourself with the

material that will be covered during the class in the weeks' preceding. Please read key reading material in advance of lectures. By reviewing the material, you will become familiar with the key concepts and terminology before the lectures and this will allow you to address any difficulties.

## In-Class Component (Module Co-Ordinator and Lecturer Facilitated)

It is expected that participants attend all lectures. As class participation is a vital element in the design of this module, participants are expected to engage in class discussion and debate in order to facilitate the formation of their critical thinking.

- **Strategic Leadership:** Develop an understanding of strategy and how to effectively manage and lead the strategic process for greater service delivery. Recognise the benefits of strategic management and the basic model of strategic management and its components.
- **Strategy:** Develop an in-depth understanding of the main concepts, frameworks, theories and approaches within the strategic management literature. Recognise the nature of the healthcare organisation and the importance of strategy in leading healthcare service.
- **Organisational Structures and Cultures:** Understand the healthcare structures and their competing demands. Recognise the link between strategy, structure and culture and the approach necessary to lead and develop a culture of service excellence,
- **Financial Management:** Understand financial management practices in healthcare and the impact of service delivery.
- **Personal Leadership:** Emotional Intelligence, Resilience & Energy Management

## Post-Class Component (Blended Learning)

- In-class component review and reflection
- Assignment preparation
- Article search and review
- Podcast review
- Online inter-professional communication



# 3.10

## PRIMARY CARE (ORTHOPAEDICS) I (10 CREDITS) – OPTIONAL MODULE

### Module Aims:

Co-delivered by the UCD School of Medicine and the UCD Beacon Hospital Academy, this module aims to provide a practical, clinically oriented, learning experience for GP's / doctors in other disciplines and other health professionals who wish to develop a special interest in the management of patients with musculoskeletal problems.

This module aims to enhance a student's capacity to assess and manage musculoskeletal conditions that commonly present to GP's and in primary care, to conduct a clinical assessment and to perform therapeutic procedures (e.g. joint injections) with use of diagnostic imaging where appropriate and available.

### LEARNING OUTCOMES:

Upon completion of the module, a student should be able to:

- Outline the incidence/prevalence of common musculoskeletal injuries / conditions;
- Appreciate the anatomical and functional basis of common musculoskeletal injuries / conditions;
- Competently assess patients with musculoskeletal complaints;
- Appropriately manage patients with musculoskeletal complaints;
- Recognise symptoms and signs of life threatening or impacting disease and appreciate how to respond in practice;
- For any given musculoskeletal presentation / complaint know when / how to investigate / refer / admit;
- Appreciate the role of diagnostic imaging in the management of musculoskeletal complaints ;
- Competently assess and treat patients with musculoskeletal complaints in special circumstances, e.g. playing sports, children, the elderly, for the purposes of personal injuries assessment
- Critically reflect on his / her practice.

### Knowledge / understanding, students will acquire:

- A thorough knowledge and understanding of best practice in the assessment and treatment of common musculoskeletal complaints in a primary care setting;

- An understanding of the limits of their professional roles, responsibilities, competence, and the need to seek advice/ refer when appropriate when treating patients with musculoskeletal problems.

### Applying knowledge and understanding

- Students will learn to apply this knowledge and understanding to improve their competence and competence in clinical practice.

### Making judgements

- Demonstrate a critical engagement with decision-making frameworks and processes in primary care. Students will improve their clinical assessment capabilities, clinical problem-solving capabilities and clinical decision making.

### Communications and team-working skills

- Students will engage in effective intra and inter professional working with healthcare colleagues.
- Emphasis will also be placed on communication skills reinforcing the primary goal of the School to produce competent, caring practitioners with an ability to convey complex messages to specialist and non-specialist audiences.

### Learning skills

- Throughout the course, students will engage in group and autonomous learning exercises, designed to reinforce an evidence-based approach to the management of musculoskeletal problems in a primary care setting.

### Graduate attributes and outcomes

- Epidemiology of musculoskeletal problems in practice
- Biomedical sciences (e.g. Anatomy) and their application to the management of patients with musculoskeletal problems
- Diagnosis and assessment of musculoskeletal problems
- Treatment/ongoing management of musculoskeletal problems
- Enhanced critical thinking, analysis and problem solving
- Ability to review his / her own practice and improve patient care through clinical audit and quality improvement initiatives



# 3.11

## PRIMARY CARE (ORTHOPAEDICS) II (10) – OPTIONAL MODULE

### Module Aims:

Co-delivered by the UCD School of Medicine and the UCD Beacon Hospital Academy, this module aims to provide a practical, clinically oriented, learning experience for GP's / doctors in other disciplines and other health professionals who wish to develop a special interest in the management of patients with musculoskeletal problems.

This module aims to enhance a student's capacity to assess and manage musculoskeletal conditions that commonly present to GP's and in primary care, to conduct a clinical assessment and to perform therapeutic procedures (e.g. joint injections) with use of diagnostic imaging where appropriate and available. It follows on from the Primary Care (Orthopaedics) I module.

### LEARNING OUTCOMES:

Upon completion of the module, a student should be able to:

- Outline the incidence/prevalence of common musculoskeletal injuries / conditions;
- Appreciate the anatomical and functional basis of common musculoskeletal injuries / conditions;
- Competently assess patients with musculoskeletal complaints;
- Appropriately manage patients with musculoskeletal complaints;
- Recognise symptoms and signs of life threatening or impacting disease and appreciate how to respond in practice;
- For any given musculoskeletal presentation / complaint know when / how to investigate / refer / admit;
- Appreciate the role of diagnostic imaging in the management of musculoskeletal complaints ;
- Competently assess and treat patients with musculoskeletal complaints in special circumstances, e.g. playing sports, children, the elderly, for the purposes of personal injuries assessment
- Critically reflect on his / her practice.

### Knowledge / understanding, students will acquire:

- A thorough knowledge and understanding of best practice in the assessment and treatment of common musculoskeletal

complaints in a primary care setting;

- An understanding of the limits of their professional roles, responsibilities, competence, and the need to seek advice/ refer when appropriate when treating patients with musculoskeletal problems.

### Applying knowledge and understanding

- Students will learn to apply this knowledge and understanding to improve their competence and competence in clinical practice.

### Making judgements

- Demonstrate a critical engagement with decision-making frameworks and processes in primary care. Students will improve their clinical assessment capabilities, clinical problem-solving capabilities and clinical decision making.

### Communications and team-working skills

- Students will engage in effective intra and inter professional working with healthcare colleagues.
- Emphasis will also be placed on communication skills reinforcing the primary goal of the School to produce competent, caring practitioners with an ability to convey complex messages to specialist and non-specialist audiences.

### Learning skills

- Throughout the course, students will engage in group and autonomous learning exercises, designed to reinforce an evidence-based approach to the management of musculoskeletal problems in a primary care setting.

### Graduate attributes and outcomes

- Epidemiology of musculoskeletal problems in practice
- Biomedical sciences (e.g. Anatomy) and their application to the management of patients with musculoskeletal problems
- Diagnosis and assessment of musculoskeletal problems
- Treatment/ongoing management of musculoskeletal problems
- Enhanced critical thinking, analysis and problem solving
- Ability to review his / her own practice and improve patient care through clinical audit and quality improvement initiatives



## 4.0 ENTRY REQUIREMENTS

### **To be considered eligible for the programme, you must:**

- Hold the degree of MB/BAO/BCh or equivalent
- Possess good undergraduate and postgraduate records and references
- Ideally candidates should have some practical experience and knowledge of clinical research as there is a strong research component within the programme
- Due to the academic time commitments of the full-time programme we strongly advise those in full time employment to pursue the part time programme

### **English language proficiency:**

- Candidates must have one of the following:
  1. Third level education through English
  2. At least one year of full time clinical practice in an Irish or UK hospital (Letter from employer or consultant)
  3. IELTS >6.5 (or equivalent)

## 4.1 FEES

Fees for the academic year 2023 are as follows:

### **1 Year Programme:**

- Year 1: €5,950

### **2 Year Programme:**

- Year 1: €4,890
- Year 2: €3,260



## 4.2 TESTIMONIALS



The MCh helped me to acquire a foundation in research methodology in a supportive environment. I particularly enjoyed the stimulating

conversations on research and health care ethics. Furthermore, the MCh assisted in my career progression - I had a higher degree and a peer-reviewed publication at the time of interview for higher training.

**DEIRDRE NALLY**



The programme also features a heavy emphasis on topics of immense value to the surgeons of tomorrow – ethical practice in surgical care, management

and leadership in surgery, and the process of innovating medical devices, to name but a few.

I can wholeheartedly recommend the MCh programme in RCSI as a stepping stone for anyone considering a career in surgery.

**GERARD SEXTON, CLASS OF 2020**



I undertook the first MCh by Module in RCSI on a 1 year full time basis. It appealed to me as it was a structured year with a finite amount of time to achieve my goal of receiving a MCh.

I found the individual modules very interesting and relevant to my ambition of becoming a Consultant Orthopaedic Surgeon in a university teaching hospital. Modules in leadership and management, as well as Human factors were particularly helpful when it came to interviewing for my post and in everyday practice.

The second important aspect of the MCh was undertaking clinical research and writing up a thesis. My supervisor, Dr Rose Galvin, was assigned to me by the course. She was extremely helpful and always available to steer the project in the direction. It was very satisfying to have a bound thesis and a publication at the end of the course. It is an experience I would highly recommend.

**PATRICK GROARKE**



The thought of research work geared towards gaining a Masters may seem daunting to surgical trainees. The taught MCh was perfect for me. There was hands-

on support during the entire process, both by experienced statisticians and clinical leads, for each candidate. There was guidance from a very early stage, with frequent reviews, and practical teaching of essential skills in research design and statistics. Every facet was well supported, even in one-on-one sessions with research librarians, and other logistical support.

I gained not only the essential line on my CV but it opened a door into research and publication. I also broadened my learning by the other modules on ethics, developing devices and more. To me this has been a vital part of my surgical education; without it I would not have been able to progress in this competitive surgical environment. I would highly recommend it as an essential programme, to all surgical trainees.

**JILL MULRAIN**



## 4.3 APPLICATIONS & QUERIES

This programme will commence in September 2023. This allows candidates on the one-year programme to return to clinical training the following July.

Online Application forms are available at: [rcsi.com/mcht](https://rcsi.com/mcht)

If you require any further information, please contact:  
Emer Pyke, Programme Administrator [mcht@rcsi.com](mailto:mcht@rcsi.com)  
Professor John O'Byrne, Programme Director [jmobyne@rcsi.ie](mailto:jmobyne@rcsi.ie)





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