RCSI SURGICAL AFFAIRS

Master of Surgery (MCh) by Module - Programme Brochure

2021

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.

Scholars must attend lectures for five modules totalling 45 credits and successfully complete all module assignments. During this time, they must also prepare and submit a research protocol for the dissertation. Once approved, students will undertake their research in the latter half of their programme and submit a preliminary copy of the dissertation by end of June. Following a review, the student may undertake revisions and submit the final hard copy no later than early September. On successful completion of these two components, students will be awarded the degree of Master of Surgery.

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.

Professor John O'Byrne
Programme Director

CONTENTS

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 will be delivered mainly by RCSI on taught modules who are experts in their field. Guest lectures will occasionally be provided to supplement teaching and better illustrate selected concepts of the syllabus.

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. All lectures for the taught modules will be held at RCSI unless otherwise stated. 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

COURSE SUBJECTS / COMPONENTS	CREDITS	MODULE LEAD
1. Research Methods: Protocol Development, Design, and Analysis	15	Professor Tom Fahey
2. Leading and Managing your Organisation/Service	10	Doctor Mary E Collins
3. Healthcare Ethics, Law, and Clinical Research	10	Professor David Smith
4. Medical Device Design and Development	5	Doctor David Matthews
5. Surgery in the Developing World	5	Professor Sam McConkey
6. Research Dissertation	45	Professor John O'Byrne (Programme Director) and individual dissertation supervisors

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 5 TAUGHT MODULES + DISSERTATION

TAUGHT MODULAR WORK	RESEARCH DISSERTATION
45 CREDITS	45 CREDITS

1. Research Methods: Protocol Design, Development, and Analysis (15 credits)

Scholars that have been working outside of the academic environment for several years will need to update research skills according to contemporary standards as preparation to undertake original research for the dissertation.

This module will equip scholars with the tools to prepare, manage, and design a substantial research project.

2. Leading and Managing your Organisation/Service (10 credits)

The increasingly dynamic and complex environment in which most healthcare organisations operate requires more fully developed professional healthcare leaders, who have a concise understanding of the impact of their leadership on the business operations and service delivery.

This module will provide participants with an understanding of the nature of service and the factors that contribute to excellence in leading service in healthcare.

3. Healthcare Ethics, Law, and Clinical Research (10 credits)

Surgeons are confronted on a daily basis with ethical dilemmas and legal obligations in patient care and clinical research. The ability to identify major ethical and legal issues and apply ethical and legal resources is essential for surgeons to inform and direct the decision-making process in a variety of health care scenarios.

This module aims to provide surgeons in training with an opportunity to gain a deeper and more systematic understanding of ethical and legal issues both in principle and in practical aspects of health care and clinical research.

4. Medical Device Design and Development (5 credits)

New technical approaches to surgery are influencing the design and development of medical devices. Surgeons are well placed to identify surgical and medical needs within an increasingly complex healthcare system.

The aim of this module is to provide scholars 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

5. Surgery in the Developing World (5 credits)

The role of surgery is becoming increasingly recognised as an essential component of public health in developing countries. However, the global disparity in access to surgical services has yet to be fully understood.

The aim of this module is to introduce surgeons in training to the global health care context and specific issues relevant to the surgical profession. Students are expected to gain awareness of surgical needs unique to developing countries and in humanitarian crises.

6 Research Dissertation (45 credits)

In order to successfully achieve the qualification of a Master of Surgery, scholars must complete a substantial research dissertation in a specialty of their choice. The dissertation must be original scholastic work, though not necessarily lab-based, suitable for peer-reviewed publication in a journal of high impact. Scholars will consult with supervisors at regular intervals throughout the research process and will have at least six months to complete the dissertation.

Research Supervision: Scholars will have a clinical Supervisor. Statistical Support and assistance will also be provided to each Scholar. Scholars will be assisted on choosing an appropriate supervisor, depending on the topic of the research project chosen.

03 PROGRAMME OUTLINE

TAUGHT MODULES - 45 CREDITS							
Module Title	**Credits**	**Total Hours**	**Activity Hours**				
			Face to Face	Pre-Course Work	Tutor supported Online learning	Self Directed Learning	Assessment
1. Research Methods: Protocol Development, Design, and Analysis	15	355	30	50	60	200	15
2. Leading and Managing your Organisation/Service	10	250	30	47	10	138	25
3. Healthcare Ethics, Law, and Clinical Research	10	250	30	70	n/a	120	30
4. Medical Device Design and Development	5	125	20	5	n/a	60	40
5. Surgery in the Developing World	5	125	20	35	n/a	65	5
DISSERTATION - 45 CREDITS							
6. Research Dissertation	45	Supervision = 25 hours				1100-1400	20

3.1 RESEARCH METHODS: PROTOCOL DEVELOPMENT, DESIGN AND ANALYSIS

Module Aims:
The research methods module aims to provide participants with the tools and skills necessary to apply appropriate research methodologies to complete the research dissertation and to conduct health research.

LEARNING OUTCOMES:

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

1. Demonstrate that the student has selected an appropriate topic.
2. Demonstrate that the aims of the research dissertation are clearly identifiable.
3. Demonstrate that the student knows how to present a research dissertation properly (i.e. structuring and writing, gathering and presenting an extended bibliography and writing the appropriate footnotes in support of the main text).
4. Demonstrate that the written text addresses the existing scholarly writing relating to the chosen topic.
5. Demonstrate that the student knows how to critically analyse the essential issues within the topic addressed.
6. Demonstrate that the student was able to personally evaluate the evidence.
7. Demonstrate that the student was able to gain an understanding of the scope of the topic suitable for a master's level, including investigating the relevant primary sources.
8. Demonstrate that the student has undertaken personal research of the previous scholarly contributions of the topic.
9. Demonstrate that the student is able to critically comment on the issues raised by the topic at an advanced level.

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.

3.2 LEADING AND MANAGING YOUR ORGANISATION/ SERVICE

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 and learning

3.3 HEALTHCARE ETHICS, LAW & CLINICAL RESEARCH

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

3.4 MEDICAL DEVICE, DESIGN & DEVELOPMENT

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 SURGERY IN THE DEVELOPING WORLD

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 are expected to gain awareness of surgical needs unique to developing countries and in humanitarian crises. They will also gain insight into strategies that can contribute to improved surgical outcomes in the short-term while implementing broader healthcare management schemes to sustain development in the long-term.

LEARNING OUTCOMES:

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

- Analyse the role of surgery in public health and emerging health systems.
- Understand the process of health policymaking within the global context.
- Analyse the global disparities in surgical care and the burden of surgical disease
- Examine the role of the surgeon working in developing health facilities as a mentor, trainer, and supervisor.
- Identify legal and ethical issues that arise for international humanitarian workers in war and conflict situations.

Pre-Class Component (Blended Learning)

Assignment preparation

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

Surgery and Public Health

- Health policy and systems at global and local level.
- Surgery at district hospital as a necessary part of a primary health care package.
- Assessing health needs and setting priorities in resource constrained areas.
- Healthcare Management in Developing Countries.
- Working with limited resources (human and logistical).
- The challenges of working in various historical, political, and socio-cultural contexts.
- Team building, motivation, organization, and management.
- Clinical governance and exit strategy: Managing the transition to sustainable development.

Surgical Care in Conflict Zones

- Triage in a war situation and primary care
- Organisation of surgery in a war situation: Setting priorities, training and delegation
- Surgical techniques useful for war trauma (delayed primary closure, split skin grafts, managing bullet wounds, management of contaminated wounds, amputations, blunt abdominal trauma, post-trauma infections, emergency resuscitations after trauma, transport of the injured patient, techniques for chest trauma management, emergency vascular surgery, anaesthetic options for trauma surgery e.g. local blocks, nerve blocks, spinal, epidurals, ketamine).

Post-Class Component (Blended Learning)

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

3.6 RESEARCH DISSERTATION

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.

04 ENTRY REQUIREMENTS

1 Year Programme
All candidates must hold the degree of MB/BAO/BCh or equivalent Medical Degree recognised by the Irish Medical Council (www.medicalcouncil.ie) or any other EU medical regulatory registration body.

A period of not less than three years must have elapsed from the time the candidate obtained the above degrees, not less than two years of which must have been spent in the practice of surgery and surgical science before the degree can be awarded.

- Candidates must possess good undergraduate and postgraduate records and references.
- Candidates must not be in full-time employment.

2 Year Programme
Candidates are required to have obtained the degrees of MB/BCh/BAO or equivalent primary medical degree recognised by the Irish Medical Council.

A period of not less than three years must have elapsed from the time the candidate obtained the above degrees, not less than two years of which must have been spent in the practice of surgery and surgical science before the degree can be awarded.

05 FEES

Fees for the academic year 2020/2021 are as follows. Please note that these fees are subject to annual review:

1 Year Programme:

- Fees: €5,950 + €45 NUI fee

2 Year Programme:

- Fees: €8,150 (€4,890 Year 1 + €3,260 Year 2) + NUI Fee €45 per year

06 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

"I had a great time on the RCSI Taught Masters of Surgery Programme. Part of the course showed us how to really analyse and appraise a scientific publication in a way we hadn't seen as undergrads, and I've carried through the methods and techniques I was taught on into my surgical career

Appraising the literature during this course spurred me on to do an MD once I had completed the MCh, and thus continue in academia, but it also allowed me to secure a place on the higher surgical training scheme and take the next step toward my goal.

The programme itself combines examining literature along with excellent guidance on how to design and write a thesis, and also delves into broader topics that allow a deeper understanding of issues that surgeons need in their day to day lives such as Ethics or Medical Device Design. The thing I will remember the most however about the programme was how dedicated the faculty were to the scholars and especially how ready and willing my methodology supervisor was to helping me take my idea to a fully formed thesis."

CONOR MORAN

"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

"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

07 APPLICATIONS & QUERIES

This programme will commence in August 2021. This allows candidates on the one-year programme to return to clinical training the following July.

Online Application forms are available at:
http://www.rcsi.ie/master-of-surgery-mch-course

If you require any further information, please contact:

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