Internationalisation at Home and Global Citizenship

November 2017
RCSI: Who we are

• Independent, not-for-profit degree awarding higher education institution
• Established under Royal Charter in 1784
  – to advance the science and practice of surgery
• National professional training body for surgery in Ireland
• School of Medicine from 1886
• Current focus: Faculty of Medicine & Health Sciences
  – education, research and postgraduate professional training
  – Six Schools (Medicine, Pharmacy, Physiotherapy, Healthcare Leadership, Nursing & Midwifery, Postgraduate Studies)
• Research
Priorities: Neurological and Psychiatric Disorders, Population and Health Systems, Regenerative Medicine, Surgical Science and Practice, Translational Cancer, Vascular Biology
Royal College of Surgeons in Ireland (RCSI)

• Institutional performance
  – Times Higher World Rankings 201-250 (2018) (joint 2\textsuperscript{nd} in Ireland)
  – Times Higher Clinical, Pre-Clinical & Health Subject Rankings 151 – 175 (2018) (2\textsuperscript{nd} in Ireland)

• Student diversity
  – 3,271 Students Undergraduate Medicine, Pharmacy and Physiotherapy; Physician Associates, MSc, MD, PhD,
  – Student mix - 84 countries >60\% international
  – International campuses
    • Malaysia (Penang Medical College - 1996), (Kuala Lumpur – Perdana University (2011))
    • Dubai – RCSI Dubai (postgraduate programmes)
    • Bahrain – 2004 (medical university – undergrad/postgrad)
Leaders in International Education & Training

- Degree programmes in 4 timezones
  - Dublin; Bahrain; Dubai;
  - Malaysia (KL and Penang)

- Global reach built on historical and current success in postgraduate training and examinations
- College run postgraduate examinations in:
  - Bahrain
  - India - Chennai, Lucknow, Kochi;
  - Jordan - Amman, Irbid;
  - Kuwait
  - Malaysia - Kuala Lumpur, Kota Kinabalu, Penang
  - Malta
  - Qatar – Doha
  - Saudi Arabia – Dammam
  - Sudan – Khartoum
  - Sweden – Malmo
  - United Arab Emirates – Ajman
  - United States - New York
Graduating to Lead

- RCSI has a network of more than 20,000 Alumni who are improving human health in 90 countries worldwide
RCSI Recognising Cultural Competence and Diversity in Healthcare
What is RCSI International Citizenship?

An RCSI International Citizen is a graduate who demonstrates the skills and knowledge necessary to work more effectively in the diverse world of health and healthcare and displays an understanding of the complexity of the public, patient and professional perspectives involved in an increasingly globalised environment.
## Why is it important?

<table>
<thead>
<tr>
<th><strong>Student Perspective</strong></th>
<th><strong>RCSI Perspective</strong></th>
<th><strong>Healthcare Perspective</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognition and development of skills needed for a diverse healthcare environment.</td>
<td>Recognition of RCSI’s unique learning environment and extra-curricular activities. Changing nature of higher education in a globalised world.</td>
<td>Evidence improving cross-cultural communication of healthcare providers associated with better patient outcomes.</td>
</tr>
</tbody>
</table>
How? The process of developing RCSI International Citizenship

Phase 1
• Define the concept
  • Definition
  • Outcomes
  • Core Elements and Methods
  • Mapping Activities to Skills

Phase 2
• Define the process
  • Eligibility Criteria
  • Activity Streams/Skills
  • Reflective Learning
  • Online Diary
  • Mentors

Phase 3
• Pilot and Review
  • Phased Implementation
  • Inaugural Awardees
  • Launch and Awards Ceremony
  • Student Feedback
Outcomes of International Citizenship

Reflect effectively on their **values, attitudes and biases**

Show an appreciation of the **importance of cultural diversity in healthcare environments**

Demonstrate leadership in developing an attitude of inclusivity and open-mindedness among their peers.

Demonstrate an ability to **interact effectively** with people from different cultural backgrounds.
Core Elements of International Citizenship

- Extracurricular Activities
- Reflective Learning

+ 

- Cultural Competence
- Civic Engagement
- Personal Development
<table>
<thead>
<tr>
<th>Skill</th>
<th>Self-assessment guideline</th>
<th>Example (not exhaustive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cultural and Social awareness</td>
<td>Demonstrates an understanding of different cultural and social groups through engagement with different communities at a local, national and international level</td>
<td>REACH engagement, overseas challenges, RCSI peer activities</td>
</tr>
<tr>
<td>2. Self-awareness</td>
<td>Recognises their own assumptions about human behaviours, values and biases and how these can affect decision making and patient care</td>
<td>Personal experience on for example on an overseas challenge such as the Christina Noble Children's foundation, Operation Smile, student societies</td>
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<tr>
<td>3. Scholarly enquiry</td>
<td>Applies principles of scientific enquiry to investigate research and/or clinical scenarios</td>
<td>IRSS, ERASMUS (non-credit bearing)</td>
</tr>
<tr>
<td>4. Ethical behaviour</td>
<td>Reflection, communication and exploration of ethical dilemmas and awareness of ethical frameworks</td>
<td>Personal experience of scenarios where ethical situations arose during activities</td>
</tr>
<tr>
<td>5. Communication</td>
<td>Uses effective verbal, non-verbal, listening and written communication skills in international and culturally diverse settings to communicate clearly, precisely and appropriately</td>
<td>Fundraising activities, sitting on student committees, REACH, research presentations</td>
</tr>
<tr>
<td>6. Leadership</td>
<td>Inspires confidence and leads by example as appropriate in diverse settings</td>
<td>Student committees, peer-led teaching</td>
</tr>
<tr>
<td>7. Teamwork</td>
<td>Collaborates and/or leads in teams and recognises the value and structure of contributions from a range of expertise and backgrounds</td>
<td>Student societies and committees</td>
</tr>
<tr>
<td>8. Reflective practice</td>
<td>Demonstrates the ability to critically reflect on their international citizenship role, and their personal impact on others</td>
<td>Reflective e-Portfolio</td>
</tr>
<tr>
<td>9. Respect and Collegiality</td>
<td>Demonstrates respect, cultural awareness, sensitivity and empathy when interacting with patients, colleagues and public</td>
<td>Buddy programme, peer teacher, student ambassador,</td>
</tr>
<tr>
<td>10. Creativity and Innovation</td>
<td>Ability to generate new ideas, approaches and/or solutions to both social and/or technical situations</td>
<td>Fundraising activities, research activities, committee work</td>
</tr>
<tr>
<td>11. Flexibility and Adaptability</td>
<td>Ability to respond proactively and positively to changing environments and different approaches to situations</td>
<td>Committee work, leadership roles</td>
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How to develop International Citizenship?

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### AWARD
- Over 2 years
- 15 hours in 3 streams

### Activity streams (45 hours)

<table>
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<tr>
<th>Category</th>
<th>Description</th>
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<tr>
<td><strong>Education</strong></td>
<td>Leadership and Peer Engagement</td>
</tr>
<tr>
<td><strong>RCSI Life</strong></td>
<td>Leadership and Social Engagement</td>
</tr>
<tr>
<td><strong>Local Community</strong></td>
<td>Leadership and Social Engagement</td>
</tr>
<tr>
<td><strong>Overseas Challenge</strong></td>
<td></td>
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<tr>
<td><strong>Research/Other</strong></td>
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**Reflective Practice**
Eligibility Criteria

Programme is open to undergraduate students in RCSI

1. Minimum of 45 hours of extracurricular activity
2. Complete 2000 word reflective essay on ‘What makes me an RCSI International Citizen’
3. Evidence of engagement with mentor and with on-going reflective practice.
Reflective Learning

Reflect on:

1. Skills developed
2. Learning from interacting with others from different backgrounds and cultures
3. How skills transfer to healthcare setting

- Use of Gibbs Cycle to aid reflection
Online Diary

Contains:

1. **Activity log** for each stream, the number of hours, mini-reflections, assignment of skills developed.

2. **Evidence folders** where students can prospectively upload verification materials of their activities
**Mentors**

**Role:** Guide students during their 2 years engaged in the programme.
1. Meet twice a semester in small group
2. Review progress via online diary
3. Provide feedback

**Who:**
First Cohort: small group of experienced staff
Second Cohort: staff across all RCSI departments and activities.

**Training:**
2 half-days and comprising:
1. Programme aims
2. Reflective practice and writing/giving feedback
3. Cultural Competence
4. Being a mentor
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Phased Implementation

1. **Pilot** - retrospective recognition of penultimate and final students

2. **Full programme** – prospective cohort engaged in programme during 2\(^{nd}\) and 3\(^{rd}\) year

3. **Feedback** from pilot participants
RCSI International Citizenship Awards to date:

1. 60 students have received the award to date.

2. 125 students are currently registered on the mentored programme.

3. We have 40 trained mentors engaged in the programme.
RCSI International Citizens 2017
“It’s in our DNA – Cultural Competence at RCSI”

Short online training course to enhance your cultural awareness and cross cultural communication
“Education is the most powerful weapon which you can use to change the world”

Nelson Mandela