The International Citizenship Award at the RCSI and its evaluation through an on line portfolio.
April 2018
RCSI DEVELOPING HEALTHCARE LEADERS WHO MAKE A DIFFERENCE WORLDWIDE

RCSI

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
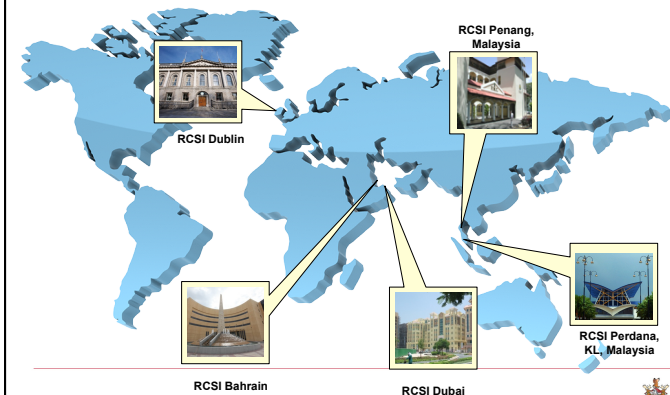
RCSI

Royal College of Surgeons in Ireland (RCSI)

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

RCSI

RCSI International Campuses

RCSI Penang, Malaysia

RCSI Dublin

RCSI Perdana, KL, Malaysia

RCSI Bahrain

RCSI Dubai

RCSI

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

RCSI
CONNECTED BY DEGREES
IRELAND - BAHRAIN - MALAYSIA DUBAI

RCSI

Graduating to Lead

- RCSI has a network of more than 20,000 Alumni who are improving human health in 90 countries worldwide

RCSI

RCSI INTERNATIONAL CITIZENSHIP AWARD

RCSI Recognising Cultural Competence and Diversity in Healthcare

RCSI

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.

RCSI

Why is it important?

Student Perspective	**RCSI Perspective**	**Healthcare Perspective**
Recognition and development of skills needed for a diverse healthcare environment.	Recognition of RCSI's unique learning environment and extra-curricular activities Changing nature of higher education in a globalised world	Evidence improving cross-cultural communication of healthcare providers associated with better patient outcomes

RCSI

Outcomes of International Citizenship

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

Demonstrate an ability to **interact effectively** with people from different cultural backgrounds.

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.

RCSI

Core Elements of International Citizenship

Extracurricular Activities

+

Reflective Learning

Cultural Competence

Civic Engagement

Personal Development
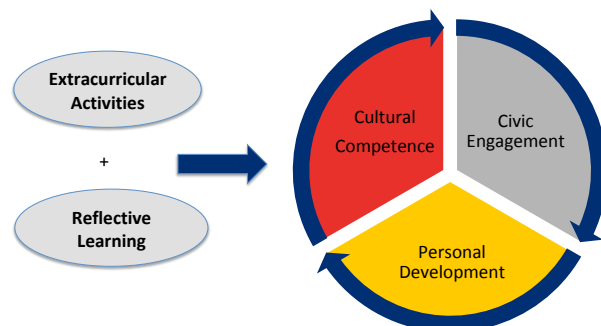
RCSI

Activity streams
(45 hours)

AWARD
- Over 2 years
- 15 hours in 3 streams

Education: Leadership and Peer Engagement

RCSI Life: Leadership and Social Engagement

Local Community: Leadership and Social Engagement

Overseas Challenge

Research/Other

Reflective Practice

RCSI

ASSESSMENT??

RCSI

Areas of Development

1. Reflective Practice
Demonstrates the ability to critically reflect on their international citizenship role (in compliance with the definition), and their personal impact on others
e.g. personal experience of scenarios where challenging situations encountered

2. Cultural and Social Awareness
Demonstrates an understanding of different cultural and social groups through engagement with different communities at a local, national or international level
e.g. REACH engagement, overseas challenges.

3. Communication
Uses effective verbal, non-verbal, listening and written communication skills in international and culturally diverse settings to communicate clearly, precisely and appropriately
e.g. fundraising activities, student committees, REACH, Research presentations

4. Self-awareness
Recognises their own assumptions about human behaviours, values and biases and how these can affect decision-making and patient-care.
e.g. overseas challenge, student society engagement

RCSI

Areas of Development

5. Leadership
Inspires confidence and leads by example as appropriate in diverse settings
e.g. student committees

6. Teamwork
Collaborates and/or leads in teams and recognises the value and structure of contributions from a range of expertise and backgrounds
e.g. student societies and committees

7. Respect and Collegiality
Demonstrates respect, cultural awareness, sensitivity and empathy when interacting with patients, colleagues and the public
e.g. buddy programme, peer teacher, student ambassador

8. Ethical Behaviour
Reflection, communication and exploration of ethical dilemmas
e.g. personal experience of scenarios where ethical situations arose during activities

RCSI

Areas of Development

9. Scholarly Inquiry
Applies principles of scientific enquiry to investigate research and/or clinical scenarios with an emphasis on having an international outlook.
e.g. IRSS, ERASMUS (non-credit bearing)

10. Creativity and Innovation
Ability to generate new ideas, approaches and/or solutions to both challenging situations
e.g. personal experiences where challenging situations arose

11. Flexibility and adaptability
Ability to respond proactively and positively to changing environments and different approaches/perspectives to situations
e.g. personal experiences where adaptability was required

RCSI

Mapping Skills to Activities

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

---

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
- Use of Wald et al (2012) reflective feedback form.

RCSI

Levels of Reflective Writing

• **Descriptive writing:** This is a description of events or literature reports. There is no discussion beyond description. The writing is considered not to show evidence of reflection

• **Descriptive reflective:** There is basically description of events, but shows some evidence of deeper consideration in relatively descriptive language. There is no real evidence of the notion of alternative viewpoints in use.

• **Dialogic reflection:** This writing suggests there is a 'stepping back' from the events and actions which leads to different level of discourse. There is a sense of 'mulling about', and an exploration of the role of self in events and actions. There is consideration of the qualities of judgements and possible alternatives for explaining.

• **Critical reflection:** This form of reflection, in addition, shows evidence that the learner is aware that actions and events may be 'located within and explicable by multiple perspectives, but are located in and influenced by multiple contexts

RCSI

The Reflective Cycle (Gibbs 1998)

Gibbs G (1988) Learning by Doing: *A guide to teaching and learning methods*. Further Education Unit. Oxford Polytechnic: Oxford.

RCSI

SIX LEVELS OF INTERCULTURAL COMPETENCE

A1 I can show that I have some basic knowledge of the other culture, and would like to know more about that culture and what the people are like.

A2 I can understand basic cultural differences, and although I do not always understand all of them, I do respect these differences and can learn from them.

B1 I can understand the underlying beliefs and values that make me and members of the other culture behave the way we do, and I can also see that they have views on how my culture functions. This makes me more critically aware of my own and the other culture.

B2 I can handle situations where I need to step outside my own cultural background to explore other possible ways of thinking and doing things, accepting the possibility of different ways of thinking and behaving.

C1 I can feel comfortable and can behave more or less naturally when meeting, working or living with people from a different culture. I have the ability to identify and use alternative ways of viewing the world and to modify my behaviour to make it appropriate to other cultures. I feel I am able to mediate between different cultures.

C2 I can interpret and evaluate people's behaviour based on many different cultural theories I have encountered and experiences I have gained and can reconcile sometimes conflicting world views. I often seek out the role of an impartial intercultural mediator

RCSI

Online Diary

Contains:
(1) Activity log for each stream, the number of hours.

(2) Prospective reflections, assignment of skills developed.

(3) Feedback from mentors

(4) Evidence folders where students can prospectively upload verification materials of their activities

(5) Final reflective essay

https://vle.rcsi.ie/course/view.php?id=1499

RCSI

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
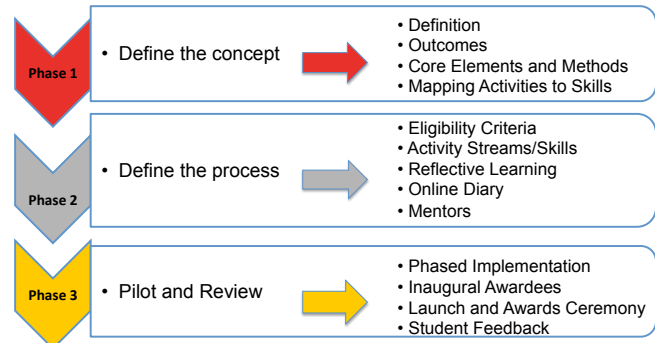Second Cohort: staff across all RCSI departments and activities.

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

RCSI

How to develop 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

RCSI

Phased Implementation

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

2. **Full programme** – prospective cohort engaged in programme during 2nd and 3rd year

3. **Feedback** from pilot participants

RCSI

RCSI International Citizens 2017

RCSI