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OF MEDICINE  
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**Leading the world  
to better health**



Monday 30 January 2023

# Framing Assessment within a Positive Education Environment

**Judith Gilroy**  
RCSI Associate Director  
for Academic Affairs

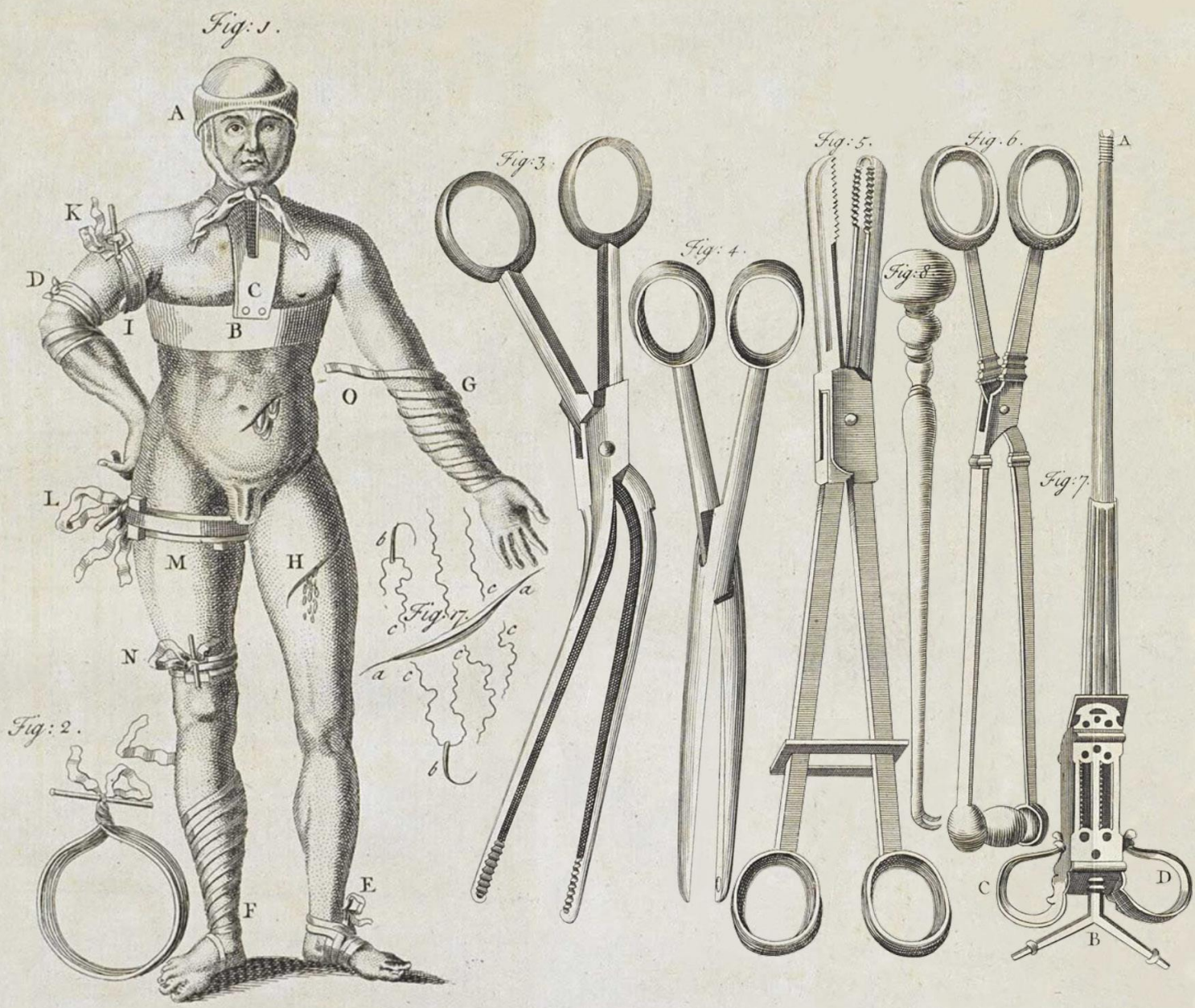
**Prof Anne Hickey**  
RCSI Deputy Dean  
for Positive Education

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**Founded in 1784 as the national training body for surgery in Ireland.**



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# RCSI







**28,000 Alumni**  
**98 Countries**

WORLD TOP 50 FOR  
INTERNATIONAL OUTLOOK - THE 2022

**10,000 FELLOWS**  
and **MEMBERS**  
**87 Countries**



**€37.5m Grant**  
**Income (2021)**

**82,000 Citations**

2017-2021 SciVal

**56% International**  
**collaboration**

2017-2021 SciVal



**27,273** ALTMETRIC  
MENTIONS

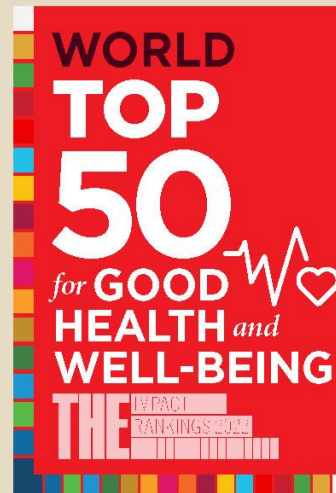
**75% OF PUBLICATIONS**  
IN Q1 JOURNALS

GOOD  
UNIVERSITY  
GUIDE 2022  
THE  TIMES  
THE SUNDAY TIMES  
UNIVERSITY  
OF THE YEAR  
FOR STUDENT  
ENGAGEMENT

**TOP**  
**250**

TIMES HIGHER  
EDUCATION 2022  
WORLD UNIVERSITY  
RANKINGS

Field weighted  
citation impact  
of **2.28**



2022  
EDUCATION  
AWARDS



**BEST GREEN  
CAMPUS  
AWARD**

**559**   
**SPECIALIST  
SURGEONS**  
GRADUATED FROM  
SUB-SAHARAN  
AFRICA



**4,647**  
**REGISTERED  
STUDENTS**

**2,522 Undergraduate Students**  
Medicine, pharmacy and physiotherapy

**1,120 Postgraduate Students**  
Masters, MD, PhD


**508 Surgical and Emergency  
Medicine trainees**

Students from more than  
**97 Countries**  
**4 International  
Operations** 

Dublin, Bahrain, Malaysia and Dubai

**1,311 STAFF**

 **198** Principal  
Investigators



**250**  
**HIGHER  
SURGICAL  
TRAINEES**

**552**   
**Consultant  
TRAINERS**

**508**  
**Surgical  
& Emergency  
Medicine  
Trainees**

**119**   
**CORE  
SURGICAL  
TRAINEES**



# Strategy

**OUR MISSION IS TO EDUCATE, NURTURE & DISCOVER FOR THE BENEFIT OF HUMAN HEALTH.**

## EXCELLENCE IN EDUCATION

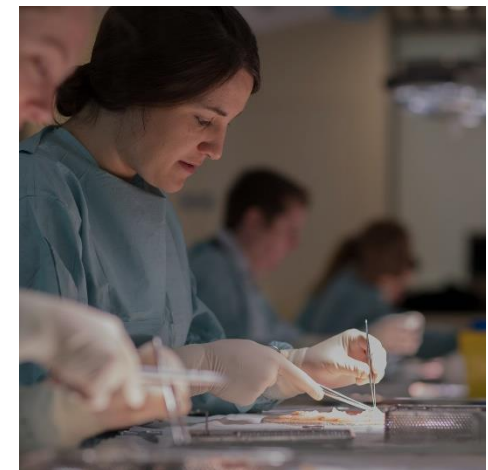
Providing **transformative education and training** to healthcare students and practitioners across the **full education spectrum** from undergraduate to postgraduate level and professional training.

## DRIVING DISCOVERIES

RCSI is at the **global forefront** of pioneering medical **research and innovation**, addressing key healthcare challenges and improving patient outcomes.

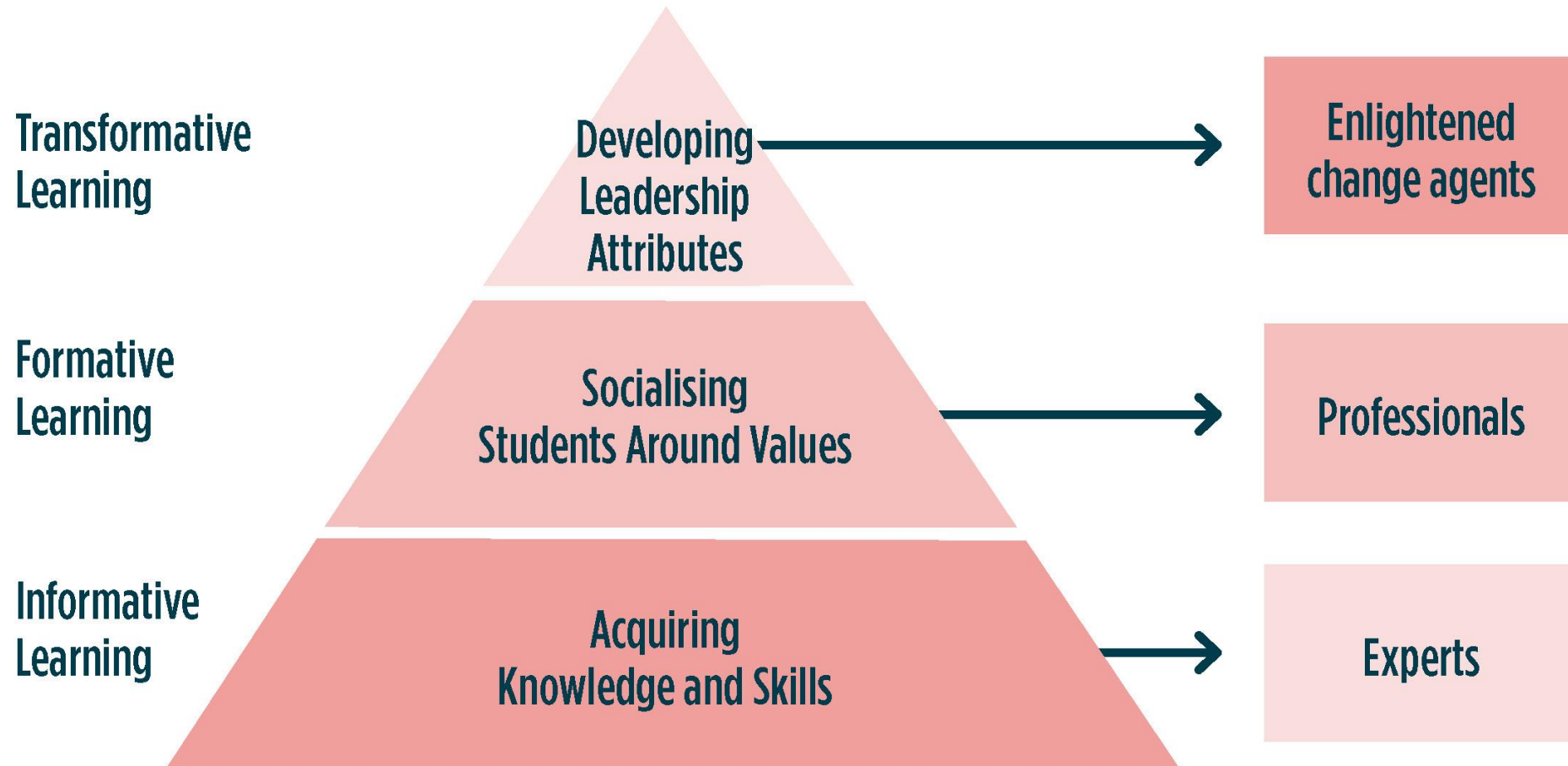
## IMPACT ON SOCIETY

As signatories to the **UN Sustainable Development Goals** accord, we are committed to fostering improvements in communities globally.





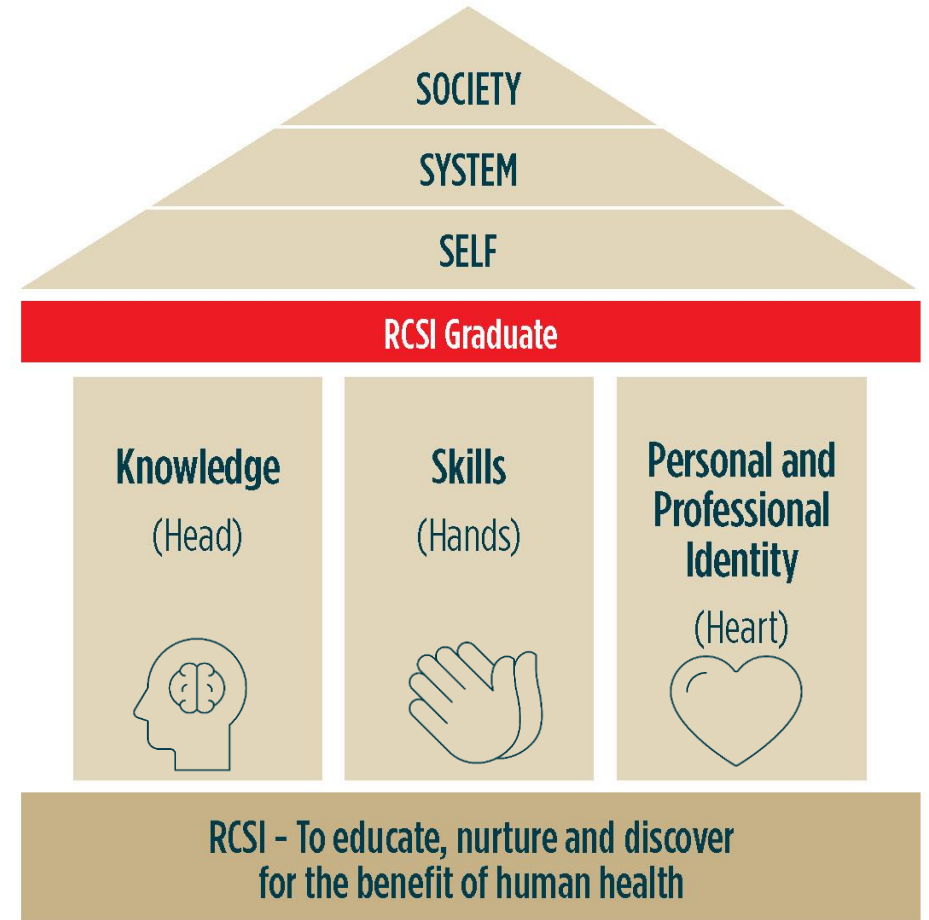
# Transformative Education for Distinctive Practice



*Adapted from Frenk J, et al. Lancet 2010; 376: 1923-8*



# Transformative Education for Distinctive Practice

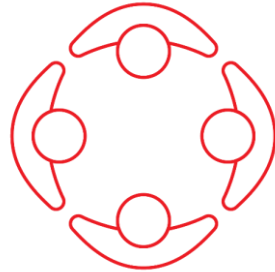




# Learning, Teaching & Assessment Principles



Education for lifelong learning



Experiential learning as a core educational principle



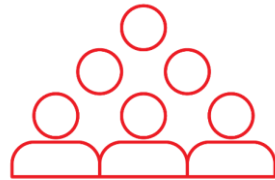
Reflective practice



Distinctively international programmes



Foster an inclusive and diverse environment



Individualised student pathways



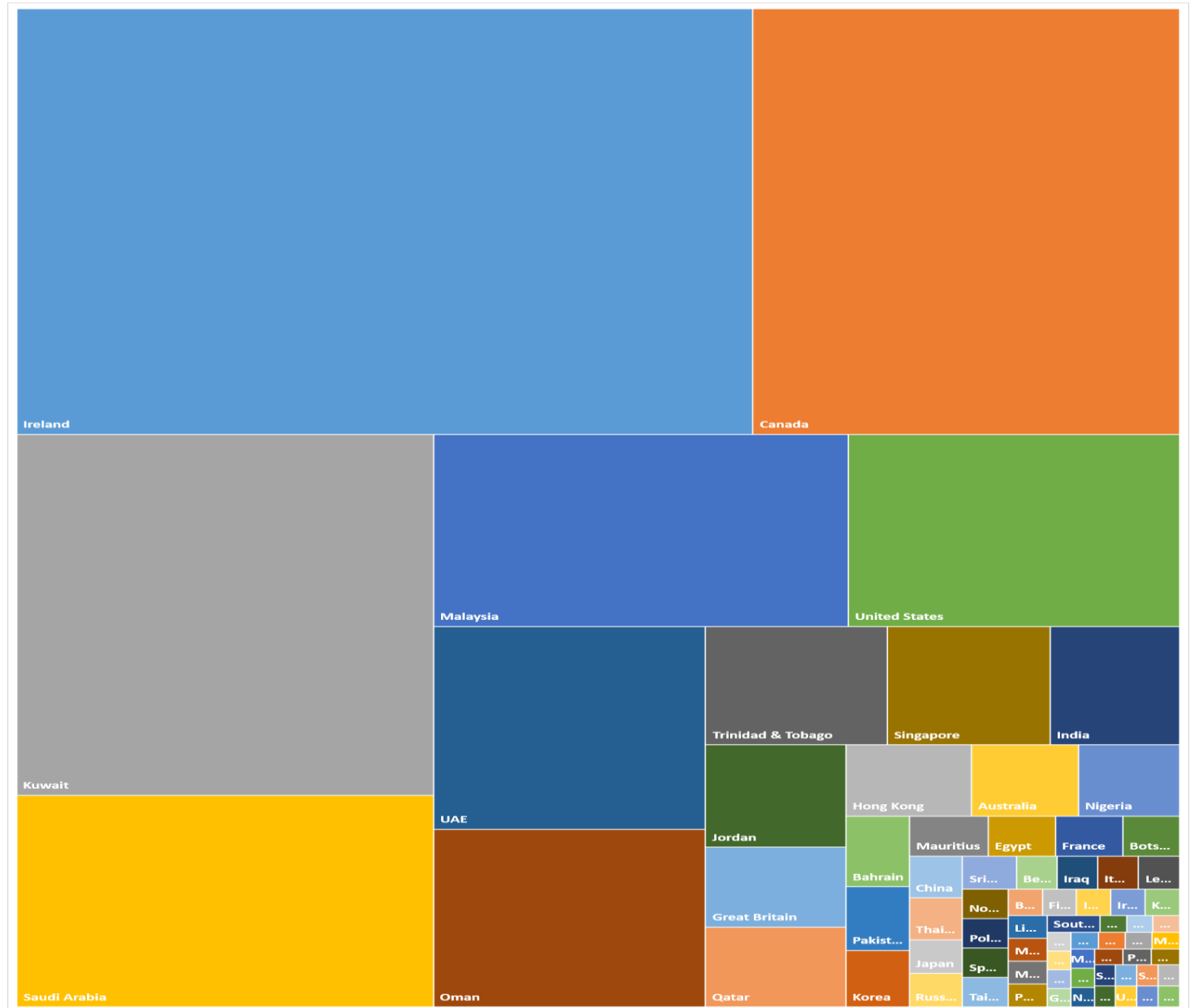
Student-centred partnership



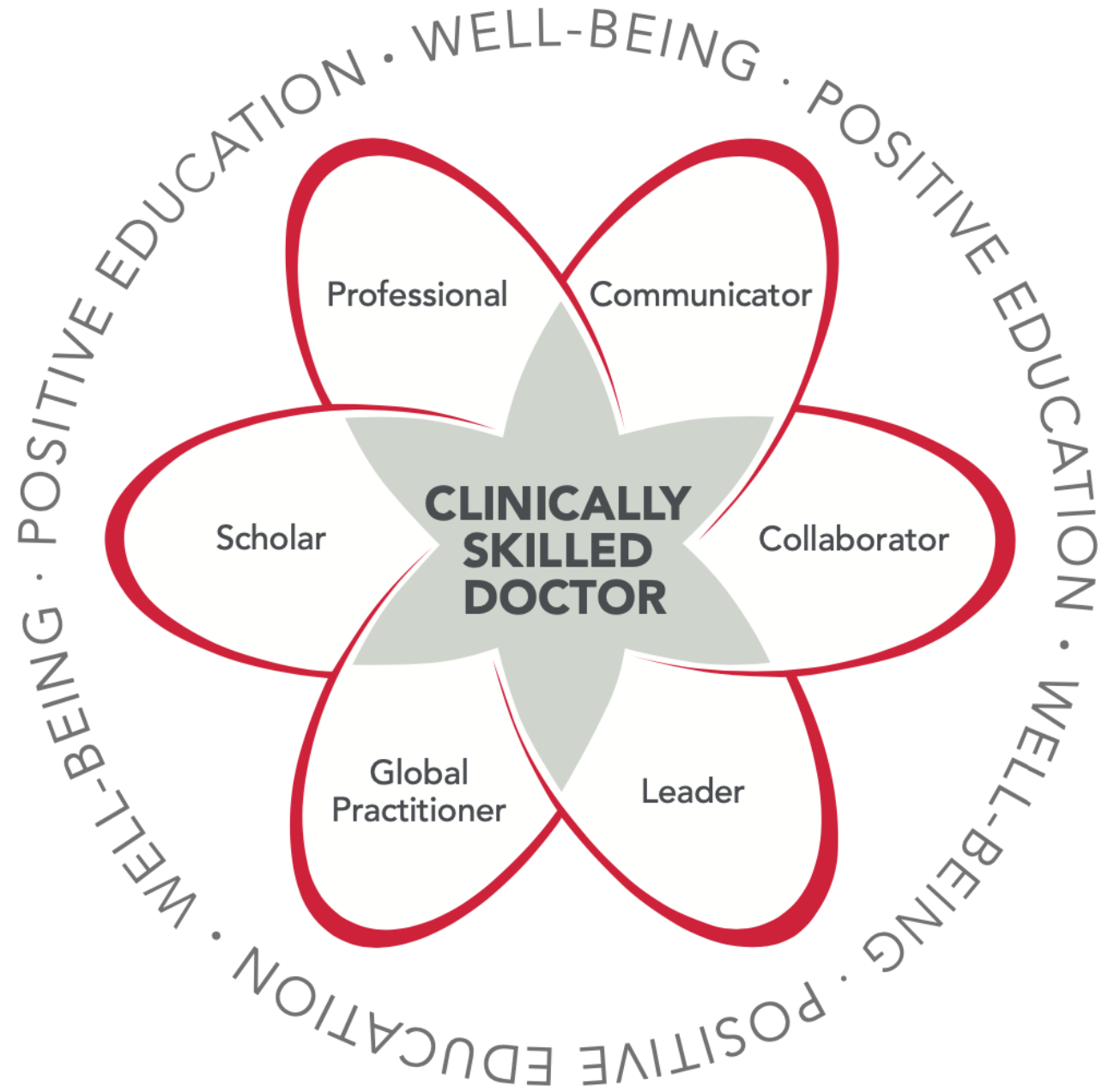
Positive education environment

# RCSI Dublin UG Student Nationalities

## Australia to Zimbabwe









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# Prof Anne Hickey Positive Education – The RCSI Experience

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# What is Positive Education?

Informed by principles of Positive Psychology

## Definition:

- Education for both traditional academic skills and for well-being

"Traditional education focused on academic skill development, complemented by approaches that nurture well-being and promote good mental health"

Seligman, 2011



# Positive Education at RCSI

## A whole-institution approach

- > Organisational culture
- > Student experience
- > Staff development
- > Post-graduate training
- > Assessment and examining
- > Institutional processes





# Operationalising Positive Education at RCSI

**PROJECT COMMENCING 2018**

## **FOCUS:**

1. Undergraduate curriculum
  - Personal & Professional Identity (PPId)
  - Curriculum & Assessment
2. Resilience
3. Lifestyle Medicine
4. Growth Mindset
5. Research
6. Publication, dissemination





Positive Education at RCSI

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# 1. Undergraduate Curriculum

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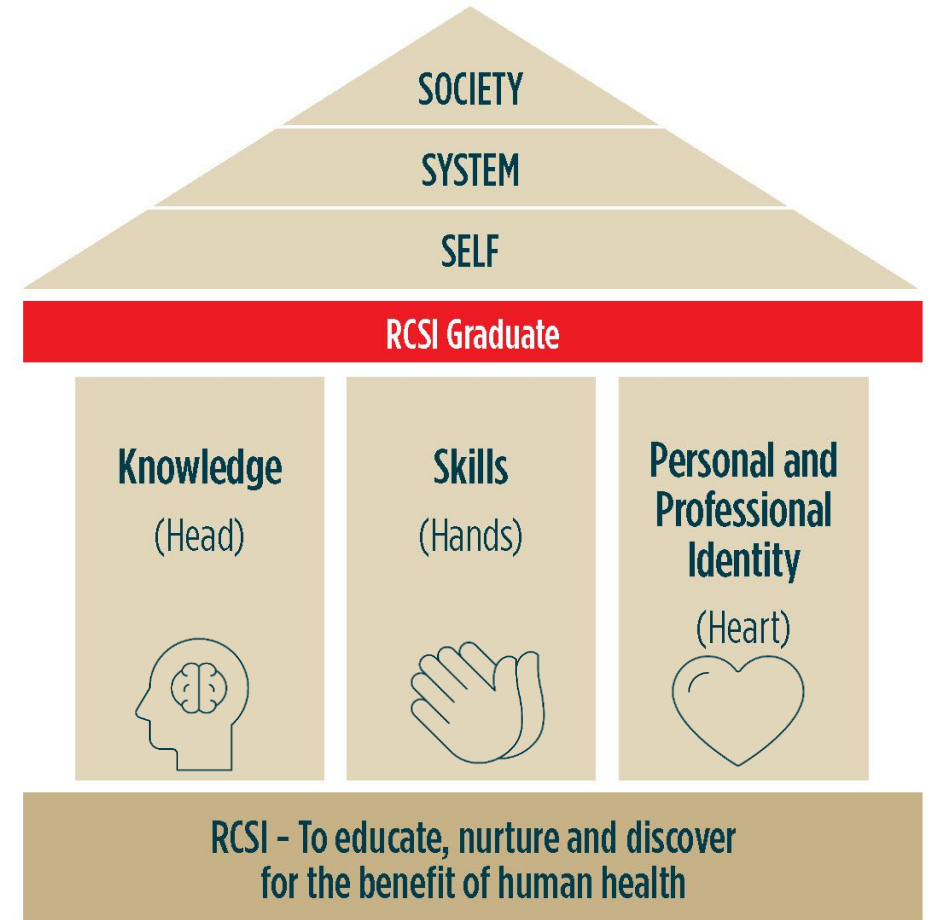
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## 1. Undergraduate Curriculum

# Personal & Professional Identity (PPId)

- > PPId - third pillar of the curriculum (HEART)
- > 3 integrated component parts – “triple helix”
  - Professionalism
  - Resilience
  - Leadership
- > Vertically integrated to all modules and assessments from Years 1 – 5
- > Commenced 21st September 2022



# What is Personal & Professional Identity?

## 3 areas through which identity is developed<sup>1</sup>:

### 1. Individual identity

- Personal characteristics; different starting points; self-chosen and mandated commitments; beliefs about self and own capabilities; impact of multiple (and ongoing) life influences

### 2. Relational identity

- Influence of significant individuals; includes family, friends, mentors and - in medical school - teachers, clinicians, patients, family members and role models encountered during training

### 3. Collective identity

- Sense of belonging to the group to which you want to belong; whether your personal beliefs and values align with this group; how equipped you feel to challenge where you disagree

**Think, act and feel like a doctor/physiotherapist/pharmacist**

<sup>1</sup>Cruess et al. *Academic Medicine* 2015;90:718-25

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## 2. Resilience

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## Curriculum

> Collaboration between RCSI and University of Pennsylvania Positive Psychology Centre

> Key Concepts:

- ~ dealing with adversity/challenging situations
- ~ emotional competence and self-regulation
- ~ coping strategies
- ~ learning and growing
- ~ bouncing forward

> RCSI definition:

***“The capacity to apply knowledge and skills to deal positively with adversity, and the ability to learn and grow as a result of challenging situations”***

# Penn Resilience Programme (PRP): Content Overview

Focused on teaching of 9 key skills to facilitate resilient responses to challenges:

1. Optimistic mindset
2. Thinking traps
3. Deliberate breathing
4. Mental cues
5. Real-time resilience
6. Put it in perspective
7. Positive emotions
8. IDEAL (maintaining relationships during difficult conversations)
9. Active constructive responding





# PRP Curriculum Delivery in THEP

## Year 1 – Year 5

MODULE	TOPIC	DURATION
BMF	Intro to Resilience & Well-being	90 minutes
MODULE	TOPIC	DURATION
CNS	Brief recap on Year 1	120 minutes
MODULE	TOPIC	DURATION
Year 3 Med/Surg	Skill 9: Active Constructive Responding	90 minutes (X 5 rotations)
Year 5 Preparation for Practice	Review of PRP skills 1-9 using specific challenging practice-based scenarios	150 minutes



## 2. Resilience



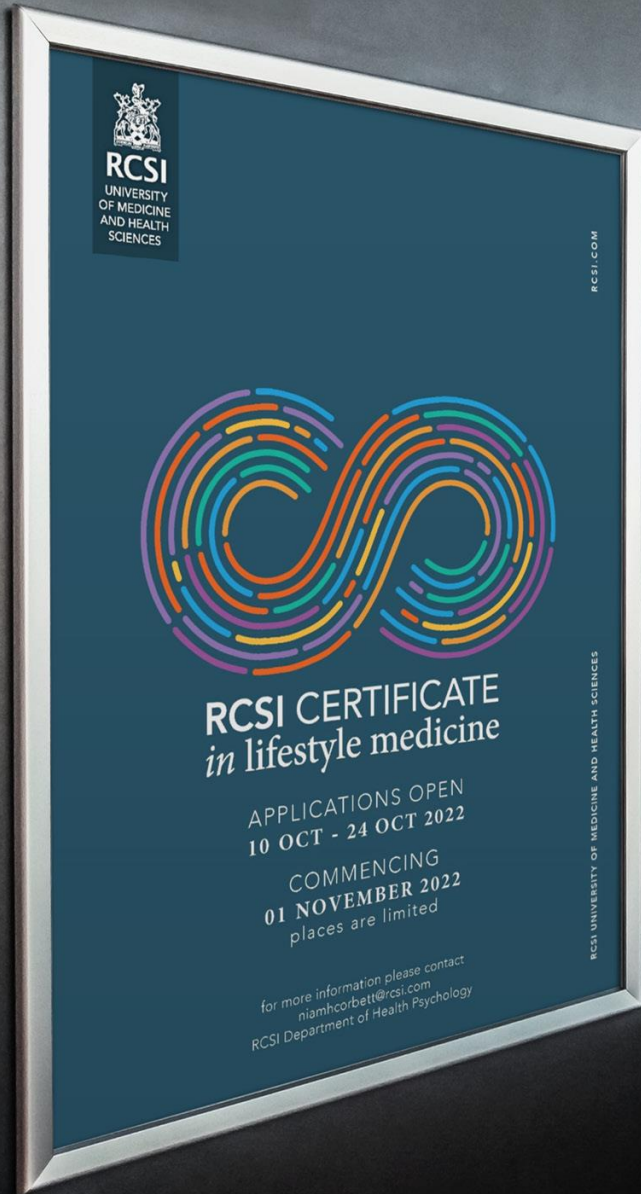
RCSI faculty who participated in PRP training –  
an interdisciplinary group of 36 from all RCSI Dublin Schools, Beaumont Hospital, and RCSI  
international sites.



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### 3. RCSI Certificate in Lifestyle Medicine (optional)





### 3. RCSI Certificate in Lifestyle Medicine

# Certificate in Lifestyle Medicine

- > 50 - 60 hours of student effort
- > Components:
  - Behaviour change in yourself and patients
  - The 6 pillars of LM (physical activity, nutrition, sleep, stress management, smoking, alcohol & drug use)
  - Self-care
  - The future of lifestyle medicine
- > Assessment:
  - Completion of online content
  - Quizzes
  - Reflections
  - Assignment – personal behaviour change



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# 4. Growth Mindset

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## 4. Growth Mindset

# Growth Mindset

- > Philosophical backdrop of the curriculum
- > Enhancing Growth Mindset:
  - Interactions with students – language relating to success/failure; mistakes; learning
- > Captured in:
  - Tutor training & handbook
  - Personal tutor meetings
  - Introductory lectures
  - Assessment
  - Reflective assignments
  - Feedback



**ONE THIRD** of studies on  
feedback show **NEGATIVE**  
effects on learning



# Using a Growth Mindset approach in student interactions as a tutor

## **FIXED**

How well did you do?

Where did you go wrong?

## **GROWTH**

How much progress have you  
made SO FAR?

What could you do next to  
**IMPROVE?**

# Encourage students to ask themselves

1. What am I trying to **achieve**?
2. How much **progress** have I made so far?
3. What could I do next to **improve**?

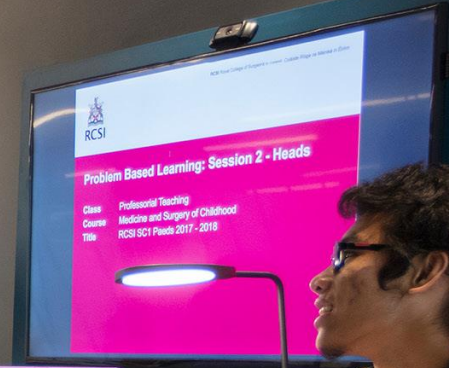


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# 5&6. Research and Dissemination

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# Prospective Research

## **PILLAR** (Professionalism, Leadership And Resilience)

survey/assessment

- > Part A: Student's professional behaviours, resilience, leadership and level of professional identity formation
- > Part B: Student's psychological well-being
  - Baseline data collection Sept. 2020+
  - Wave 2 data collection Sept. 2021+
  - Wave 3 data collection 2022+
  - Annual data collection continuing

# Publications



## LETTERS

Check for updates

School of Population Health, RCSI  
University of Medicine and Health  
Sciences, Dublin 2, Republic of Ireland

ahickey@rcsi.ie

Cite this as: *BMJ* 2022;378:o2069

<http://dx.doi.org/10.1136/bmj.o2069>

Published: 23 August 2022

### THE RESILIENCE MYTH

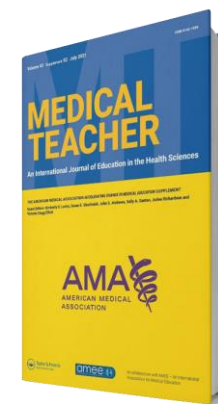
#### To jettison acquiring resilience skills would be a mistake

Anne Hickey *deputy dean for positive education and professor of health psychology*

Brindley and Reynolds make important points about personal resilience in their Opinion article.<sup>1</sup> They ask, “Are we not resilient enough, and, if so, are we to blame?” Arguably, these are not the right questions.

The two elements of working as a healthcare professional are the person and the professional environment. There is valid criticism from junior (and senior) doctors that the healthcare system has major flaws and that feelings of stress and burnout reflect not a lack of resilience but a work environment that at times some would describe as toxic. These problems need to be dealt with, but tackling them is a complex and long term process, akin to the complexity of turning a tanker.<sup>2</sup>

**BMJ 2022;378:o2069**



Articles

## Medical students, mental health and the role of resilience – A cross-sectional study

Colm Healy , Áine Ryan , Catherine N. Moran , Denis W. Harkin , Frank Doyle & Anne Hickey

Pages 40-48 | Published online: 10 Oct 2022

Download citation <https://doi.org/10.1080/0142159X.2022.2128735>

Check for updates

BMJ: first published as 10.1136/bmj.

**Medical Teacher 2023;45(1):40-48.  
doi: 10.1080/0142159X.2022.2128735**





# Assessment: The RCSI Experience

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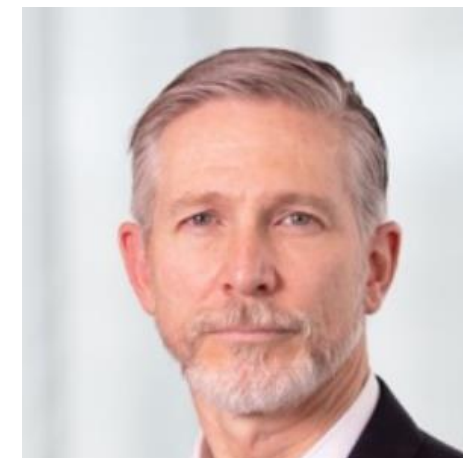
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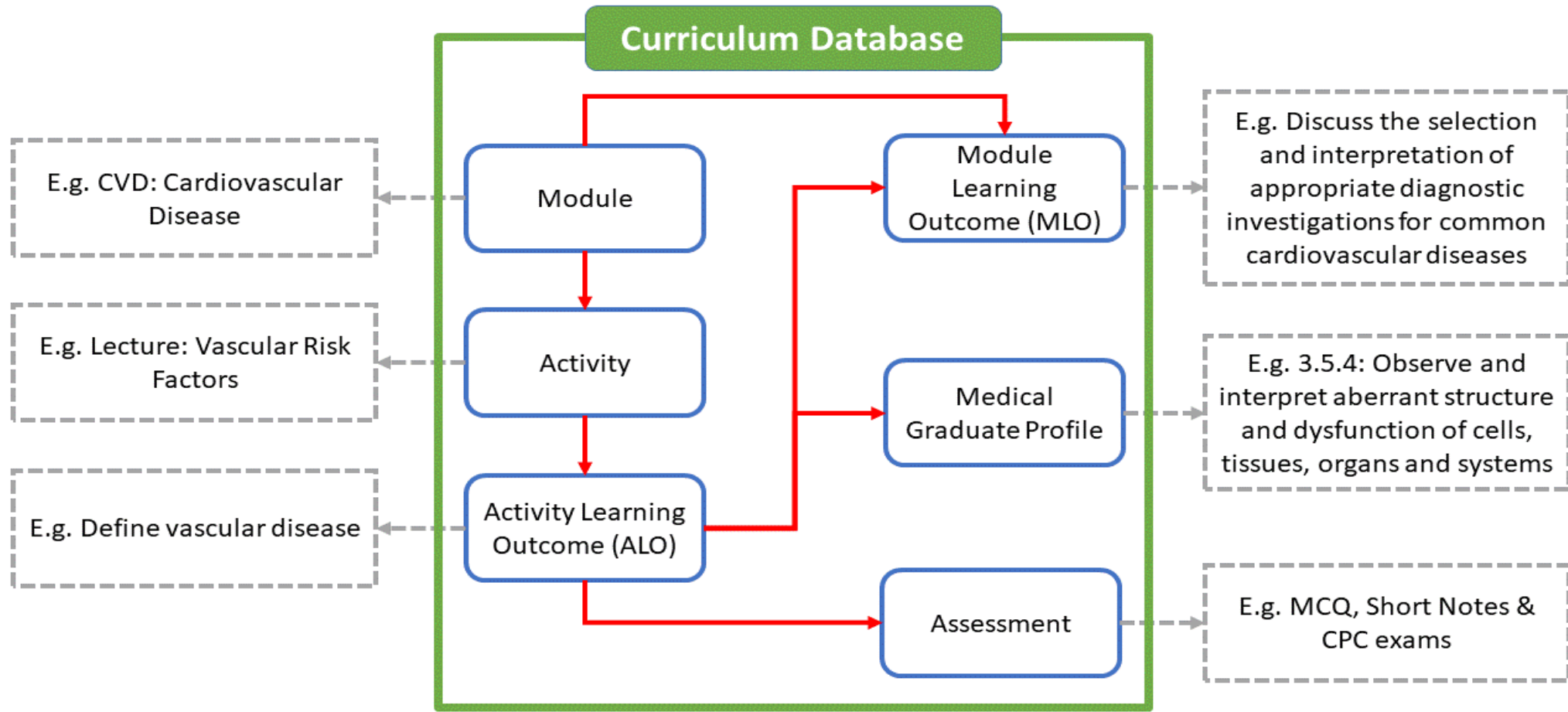


# Key Assessment Principles

- ✓ Integrated part of the teaching and learning process with a focus on assessment as / for learning.
- ✓ Programmatic focus and promote fidelity & integration.
- ✓ Adequate & authentic opportunities to demonstrate competence in the pillars:
  - ✓ Knowledge
  - ✓ Skills
  - ✓ Personal & Professional Identity
- ✓ Robust, consistent & transparent



# Assessment – as and for learning





# What it looks like

- **Clear links between Module learning outcomes and pillars**
- **Clear weighting / links between module credits and pillar credits**
- **Stage appropriate:**
  - > Knowledge (head)
  - > Skills (hands)
  - > PPI (heart)

Module	Module Credits	Outcome	Pillar	Assessment Credits
Module 1	10	Outcome M1_1	Knowledge	5
		Outcome M1_2		
		Outcome M1_3		
		Outcome M1_4		
		Outcome M1_5	Skills	2.5
		Outcome M1_6		
		Outcome M1_7	PPI	2.5
		Outcome M1_8		
Module 2	10	Outcome M2_1	Knowledge	2.5
		Outcome M2_2		
		Outcome M2_3	Skills	3.75
		Outcome M2_4		
		Outcome M2_5		
		Outcome M2_6	PPI	3.75
		Outcome M2_7		
		Outcome M2_8		
Module 3	10	Outcome M3_1	Knowledge	7.5
		Outcome M3_2		
		Outcome M3_3		
		Outcome M3_4		
		Outcome M3_5		
		Outcome M3_6		
		Outcome M3_7	Skills	1.25
		Outcome M3_8	PPI	1.25

# Programmatic Assessment and Progress testing

- Assesses long term and functional knowledge
- Taken several times a year by ALL students
- Evaluation of the development of knowledge





# Progress testing at RCSI

## > Comprehensive

~ 160 questions = 60 linked to Year 1 and 100 linked to Final cycle of the programme

## > SBA

~ Four Options

~ 1 mark for correct answer

~ 0 for a “don’t know”

~ -0.5 for wrong answer

> Four diets per year in years 1-4 and twice in year 5

> All students from all years will complete the same test at the same time

> Feedback

> Allows students to monitor knowledge growth and progress towards end objectives



# Early days... Student feedback

I was quite apprehensive about the frequency of assessments, as my previous degree had some assessments during the semester but almost always had large assessments at the end. However having almost finished this semester - I have to say this method of assessment ensures that you don't fall behind, you keep up to date and that you are not too stressed about one assessment alone. **So I am very happy with it!**

*The format of the new model programmatic model of assessment, I think made it better for learning. Having a knowledge check every other week or so made me organise my time better so that I could keep on top of my learning. I also think in the long run, it helped me learn concepts rather than just random facts.*

*I also really like continuous assessment, it keeps me up to date with my studies and saves me a lot of stress when it comes to exams.*



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# Next Steps

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Monday 30 January 2023

# QQI: Rethinking Assessment

## Thank you

**Judith Gilroy**

RCSI Associate Director  
for Academic Affairs

**Prof Anne Hickey**

RCSI Deputy Dean  
for Positive Education



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