RCSI
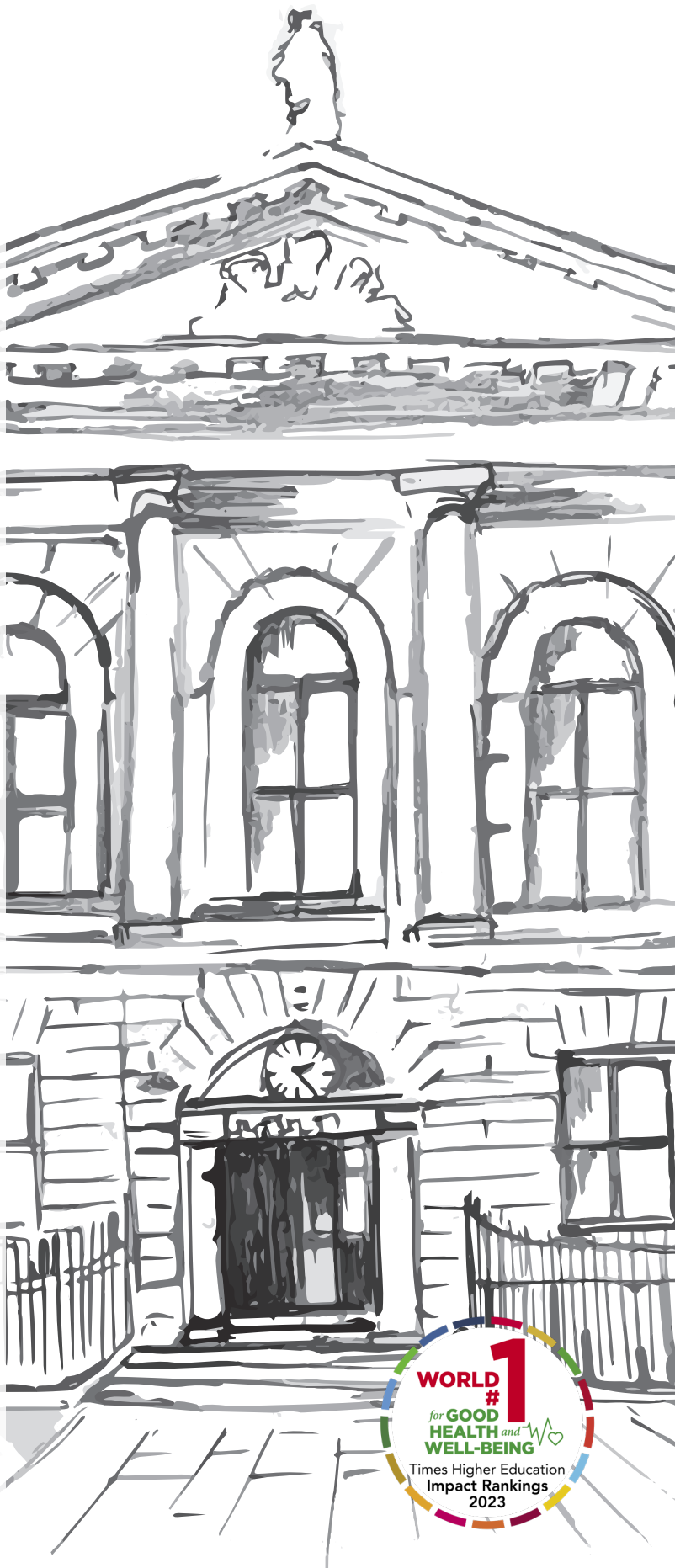ROYAL
COLLEGE
OF SURGEONS
IN IRELAND

ONLINE PG DIPLOMA/ MSc. IN HUMAN FACTORS IN PATIENT SAFETY PROGRAMME

SEPTEMBER 2024

WORLD #1 for GOOD HEALTH and WELL-BEING
Times Higher Education
Impact Rankings
2023

ONLINE PG DIPLOMA/ MSC. IN HUMAN FACTORS IN PATIENT SAFETY

The Royal College of Surgeons in Ireland welcomes you to our Online PG Diploma/MSc. in Human Factors in Patient Safety. This programme, the first of its kind in Ireland, is designed for interprofessional healthcare personnel involved in the care of acute hospital patients.

The aim of this programme is to develop the knowledge, skills, and competencies of health care professionals working in acute hospital medicine. To achieve this aim, the programme will facilitate scholars to explore the evidence regarding error, risk, and safety in complex healthcare systems and to develop their own competencies in all aspects of professionalism, leadership, teamwork and decision-making.

The research component of the programme is designed to support the acquisition of scholarship skills through the application of a range of research methodologies to answer a question relevant to the field of human factors in patient safety.

The acquisition of these competencies will develop the performance of health professionals in order to enhance the highest standards of patient care. Underpinning the Human Factors in Patient Safety programme is a commitment to:

• High standards of patient safety and quality of patient care
• Collaboration and effective teamwork between health professionals involved in patient care in hospital medicine.
• Evidence-based practice
• Patient-centered care.

There are six modules of study - five core taught modules make up the PG Diploma level. The MSc. consists of an Advanced Research and Dissertation module. The course is delivered 100% online and so will suit healthcare professionals from outside Ireland.

The programme consists of independent study with participation in online discussion boards plus three days of online teaching per module delivered by recognised national and international experts. Each module is assessed via an independent assignment and a group assignment which is presented online. The research dissertation will be carefully monitored at the protocol stage and will be supported throughout.

Scholars attending this programme include individuals from different professions and disciplines, this will ensure a rich blend of expertise and experience. We know that you will enjoy your time as a scholar on this programme and that the knowledge and skills gained from your participation will benefit you in your professional development.

Eva Doherty

Professor Eva Doherty, DClinPsychol.,CClinPsychol., (AFPsI), CClinPsychol., (AFBPS),PFHEA.
Programme Director.

CONTENTS

OVERVIEW PG DIPLOMA/ MSC. IN HUMAN FACTORS IN PATIENT SAFETY

I am delighted to give you an overview of the RCSI PG Diploma/MSc in Human Factors in patient safety, which I have the privilege of working on as one of the Senior Lecturers in Human Factors in RCSI.

This programme is particularly unique in how it runs day-to-day. While it is fully online, there is a great deal of interaction between scholars and their classmates, and with the faculty and expert guest speakers, through discussion boards, online interactive days, and group project work. This encourages connection and shared learning, despite the physical distance between learners.

The PG Diploma/MSc in Human Factors in Patient safety is inter-professional, and both scholars and the programme itself benefit from this professional diversity. Healthcare systems require people to work with a huge range of professions, and by having this range represented in the programme, our scholars gain insight into the perspectives of other professions, and how the theory we discuss relates to those working across the spectrum of healthcare.

As our programme is run entirely online, we are fortunate to have alumni and scholars based across the world. This international element to the programme is key to its success, as we learn from our global colleagues and apply the knowledge gained through the modules to a variety of health services.

The RCSI PG Diploma/MSc in Human Factors in Patient safety is unique in the breadth of topics that are covered within the programme. Modules cover key issues in human factors in healthcare, including but not limited to theories of error and safety, organisational learning, individual non-technical skills, and leadership and team dynamics.

Dr Emily O'Dowd

Programme lead, Online PG Diploma/ MSc. in Human Factors in Patient Safety, RCSI

"

...we are fortunate to have alumni and scholars based across the world. This international element to the programme is key to its success, as we learn from our global colleagues and apply the knowledge gained through the modules to a variety of health services.

"

WHY STUDY HUMAN FACTORS IN PATIENT SAFETY AT RCSI?

RCSI is one of the WORLD'S LEADING EDUCATIONAL INSTITUTIONS IN MEDICINE and the HEALTH SCIENCES. With the University ranking in the TOP 250 UNIVERSITIES WORLDWIDE, as well as being RANKED NUMBER 1 in the world for SDG3 'GOOD HEALTH AND WELL-BEING' in the Times Higher Education University Impact Rankings 2023.

WORLD #1 for GOOD HEALTH and WELL-BEING
Times Higher Education Impact Rankings 2023

FLEXIBLE, PART-TIME and 100% ONLINE LEARNING. Scholars will attend ONLINE INTERACTIVE SESSIONS and WORKSHOPS one day per month. The rest of the multi-disciplinary programme including didactic teaching, discussion boards, reading, and resources are also offered online, which you can access in your own time.

Learn from our Human Factors faculty that are ACTIVELY ENGAGED IN RESEARCH to understand how non-technical skills, such as COMMUNICATION, TEAMWORK, DECISION-MAKING, leadership impact teams in hospital settings.
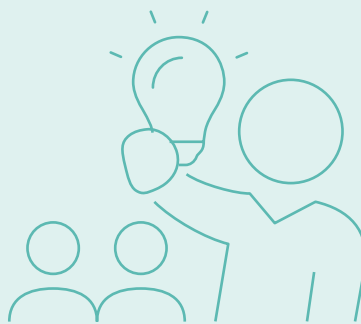
Our Online PG DIPLOMA/ MSC. IN HUMAN FACTORS in PATIENT SAFETY attracts GLOBAL INTER- PROFESSIONAL SCHOLARS, coming from a wide variety of backgrounds. From surgeons, pharmacists and nurses to emergency medicine doctors.
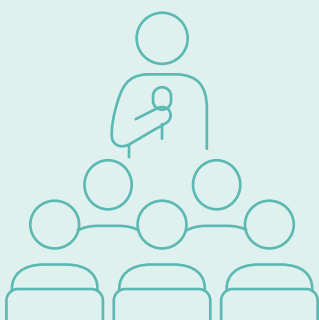
Join our ALUMNI NETWORK. Join our established COMMUNITY of HEALTHCARE PROFESSIONALS DEDICATED to IMPROVING PATIENT SAFETY who are experts in the science of human factors. Current alumni activities are an annual conference and a newly released podcast series entitled "Safe and Sound"

RCSI

01 PROGRAMME OVERVIEW

The online PG Diploma/MSc. in Human Factors in Patient Safety is an inter-professional programme which is open to all health professionals around the world involved in the care of hospital patients. The online programme, which was launched in 2016, has an interprofessional blend of consultants, senior and mid-level trainee surgeons, anaesthesiologists, emergency medicine physicians, obstetricians, radiologists, pharmacists, along with acute care nursing staff and quality managers.

Programme Objectives:

1. to develop participants' knowledge of error, risk and safety in healthcare

2. to advance participants' practical skills to drive safety and quality improvement in the acute hospital setting

3. to develop participants' interpersonal and non-technical skills to support safe and effective patient care and

4. to develop participants' skills to conduct high quality patient safety research in healthcare.

Participants may choose to sign up for our online PG Diploma and progress onto our MSc. in Human Factors in Patient Safety in year two.

The PG Diploma is delivered in year one and involves five modules worth 60 credits. The MSc. is offered in year two (optional for candidates who want to progress) and involves the completion of the research dissertation worth a further 30 credits.

This is an online part-time programme, designed to suit the busy schedules of health professionals working full-time. Courses are delivered using online synchronious and asynchronious teaching.

There are six modules of study: five taught modules which are delivered by experts in Human Factors in Patient Safety. The sixth module - Advanced Research Methods and Dissertation involves an individual research or quality improvement project written as a submission ready research article.

02 COURSE STRUCTURE

THE PG DIPLOMA PROGRAMME:

THE DIPLOMA IS OBTAINED FOLLOWING THE SUCCESSFUL COMPLETION OF FIVE TAUGHT MODULES WORTH 60 CREDITS

- Error and Safety in Acute Healthcare (15 credits)
- Personal Effectiveness and Non-Technical Skills (15 credits)
- Leadership of Process and Quality Improvement (5 credits)
- Professionalism and Advanced Communication (15 credits)
- Research Methods (10 credits)

Modules run from September to June in Year 1.

THE MSc. PROGRAMME:

THE MSc. IS OBTAINED FOLLOWING THE SUCESSFUL COMPLETION OF THE PG DIPLOMA PROGRAMME PLUS THE 30 CREDIT MSc. MODULE

- Advanced Research Methods and Dissertation (30 Credits)

Candidates may be awarded a PG Certificate on completion of modules one and two.

01 ERROR AND SAFETY IN ACUTE HEALTHCARE

In this introductory module, we take a systems perspective on the issue of patient safety. This is a foundation module, the seminal literature is explored in depth.

02 PERSONAL EFFECTIVENESS AND NON-TECHNICAL SKILLS

This module will focus on the factors that contribute to improving personal effectiveness and team performance in healthcare.

03 LEADERSHIP OF PROCESS AND QUALITY IMPROVEMENT

In this module, the theoretical principles and the practical strategies behind QI will be explored in depth.

04 PROFESSIONALISM AND ADVANCED COMMUNICATIONS

In this module, we explore the key areas of professionalism including relationships with patients and ethical practice. In addition, scholars are introduced to the principles and practice of advanced communication including shared decision-making, obtaining consent, open disclosure, breaking bad news and end of life care.
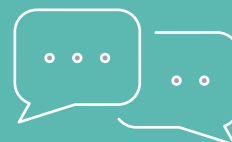
05 RESEARCH METHODS

The research methods training course will cover the full range of research methodologies Including: experimental and quasi-experimental methods, quantitative descriptive/observational research, qualitative and mixed methods research, pragmatic research approaches and research in process and quality improvement. Scholars will apply their skills to the development of a research protocol which will be the basis for their dissertation research.

06 ADVANCED RESEARCH METHODS AND DISSERTATION

Scholars progressing to the MSc. in Human Factors in Patient Safety will undertake a research dissertation in year 2. For the dissertation, scholars will conduct an independent research or quality improvement project which will be submitted as a ready for publication research paper plus an extended literature review.

COURSE STRUCTURE BY LEVEL AND ACADEMIC YEAR OF DELIVERY

YEAR	MODULE TITLE	ECTS	#WKS	SEM	WORKLOAD	ASSESSMENT	QUALIFICATION
1	Error and Safety in Acute Healthcare	15	10	1	» Weekly discussion board » 3-4 mandatory online resources weekly (articles, videos, etc.) » 3 online days (one every 3/4 weeks) » Group project to prepare for duration of module » Written assignment » Optional additional resources available each week	Discussion Boards: 25% Group Project: 25% Written Assignment: 50%	Postgraduate Certificate Total credits = 30
	Personal Effectiveness and Non-Technical Skills	15	11	1	» Weekly discussion board » 3-4 mandatory online resources weekly (articles, videos, etc.) » 3 online days (one every 3/4weeks) » Group project for duration of module » Written assignment » Optional additional resources available each week	Discussion Boards: 25% Group Project: 25% Written Assignment: 50%	
	Leadership of Process and Quality Improvement	5	5	2	» 3-4 mandatory online resources weekly (articles, videos, etc.) » 2 online days (one every 3/4weeks) » Group project for duration of module » Optional additional resources available each week	Group Project :100%	Postgraduate Diploma Total Credits = 60
	Professionalism and Advanced Communication	15	10	2	» Weekly discussion board » 3-4 mandatory online resources a week to read or watch (articles, videos, etc.) » 3 online days (one every 3/4weeks) » Group project for duration of module » Written assignment » Optional additional resources available each week	Discussion Boards: 25% Group Project: 25% Written Assignment: 50%	
	Research Methods	10	6	2	» 3-4 mandatory online resources weekly (articles, videos, etc.) » 2 online days (one every 3/4weeks) » Written Research Proposal and preparation of presentation » Optional additional resources available each week	Research proposal (written) (80%) Research proposal (oral) (20%)	
2	Research Dissertation	30	40	1 and 2	» 4 online days (one every 3/4 weeks) semester 1 » 1-2 mandatory online resources weekly (articles, videos) on different research methods » 2 optional online support sessions » Research Protocol to prepare » Background Literature Review to prepare research Article/Dissertation to prepare » Supervisory meetings	Research Article/Dissertation: 60% Background Literature Review: 20% Research Protocol: 20%	Masters Degree Total Credits = 90

03 MODULES

Taught Modules

• Online Interactive days
Taught modules have three online interactive days with the exception of the Research Methods module which has five interactive days. Interactive days involve interactive seminars, lectures, workshops, group work and practice. Sessions are facilitated by expert guest facilitators as well as RCSI faculty.

• Online Content
In addition to the online interactive days, the 'core' course content is delivered online through Moodle - the virtual learning platform at RCSI. Within each module, every week is associated with a specific learning topic. Essential and optional readings are provided for each topic, along with selected online video resources and other online learning resources such as reports and websites.

• Weekly discussion boards
A weekly discussion board topic is posted each week that is based on the weekly reading and resources. Scholars submit a 300-word post on the set topic for each week. Scholars engage with each other and with faculty over the weekly discussion board.

• Group projects
For each taught module scholars will present an inter-professional group project on an assigned topic. Groups work online to develop their project and presentation. Groups present their project on the final online interactive day of the module.

• Written assignment
The taught module requires a 2,000-word end of module written assignment. Scholars will use the resources provided and independently sourced literature to investigate the written assignment topic.

Advanced Research and Dissertation Module

In this module scholars undertake an original research or quality improvement project. Scholars will have undertaken extensive research methods training in Module 5 following which they will have submitted their research protocol for approval by the research faculty. This protocol will be the blueprint for the research dissertation. Throughout the dissertation period there will be regularly scheduled meetings with the supervisory team and there will be milestones for the delivery of various research outputs.

MODULE 1: ERROR AND SAFETY IN ACUTE HEALTHCARE (15 CREDITS)

In this introductory module, we take a systems perspective on the issue of patient safety. We conceptualise healthcare as a system of human, technical, procedural, organisational and cultural factors that interact in complex ways to create risk or reliability. This is a foundation module and the seminal literature is explored in depth.

Module Aims
1. To introduce scholars to models, theories, frameworks, and methodologies of human factors in healthcare
2. To present the evidence around error and harm in healthcare
3. To explore the notion of hospitals as complex socio-technical systems
4. To provide examples of risk and error management strategies from other industries and explore their application to healthcare
5. To explore the notion of organisational culture and its relevance to healthcare.

Module Topics
The following topics will be covered in this module:

1. The case for patient safety
2. The nature and scale of error and harm
3. The science of human factors
4. Understanding complex organisations
5. Understanding error 1- theories and models of error
6. Understanding error 2 – violations, migrations, and problems
7. Infection prevention and control
8. Patient safety and invasive procedures
9. Improving medication safety
10. The investigation and analysis of clinical incidents (Systems Analysis)
11. Safety culture
12. Just culture
13. Organisational learning
14. Measuring safety.

Learning outcomes

At the end of this module, scholars will be able to:

- explain the emergence of human factors in healthcare and critique its application to patient safety

- explore error and risk in hospitals from a sociotechnical perspective and evaluate risk management strategies

- evaluate risk management strategies associated with infection prevention and control, invasive procedures and medication safety

- apply knowledge of systems analysis to critically analyse an error or adverse event using evidence-based methodologies and in accordance with national guidelines

- examine the notion of safety culture and just culture and their role in creating and maintaining safety

- evaluate reporting and learning systems in healthcare

- critique methods of safety measurement and monitoring in healthcare.

Delivery Modes

There will be three days of online interactive teaching and interactive workshops for this module along with 10 weeks of online learning and discussion boards.

Assessment

Discussion Board – 25%
Group Project – 25%
Written Assignment – 50%

MODULE 2: PERSONAL EFFECTIVENESS AND NON-TECHNICAL SKILLS (15 CREDITS)

This module will focus on the factors that contribute to improving individual effectiveness and team performance in healthcare. Non-technical skills include: (i) personal resource skills such as stress coping strategies, and resilience; (ii) cognitive skills of decision making and situation awareness; (iii) interpersonal skills of leadership, teamwork, and communication.

Module Aims

1. Introduce scholars to the concepts of resilience and emotional intelligence
2. Present the evidence around stress and burnout in healthcare
3. Experience interventions designed to enhance healthcare professionals' well-being
4. Examine the research evidence linking non-technical skills to patient safety and other performance indicators
5. Experience how non-technical skills contributes to team effectiveness and patient safety
6. Facilitate scholars' understanding of the methods and challenges of conducting research in this domain.

Module Topics

The following topics will be covered in this module:

1. Stress and burnout in healthcare
2. Stress management in healthcare
3. Personality, resilience and emotional intelligence
4. Non-technical skills and performance
5. Studying teamwork
6. Teamwork and patient safety
7. Team communication
8. Skilled performance: situation awareness and decision making
9. Inter-professional collaboration
10. Team training
11. Team performance assessment
12. Leadership theories and principles
13. Clinical leadership
14. Leadership and culture change.
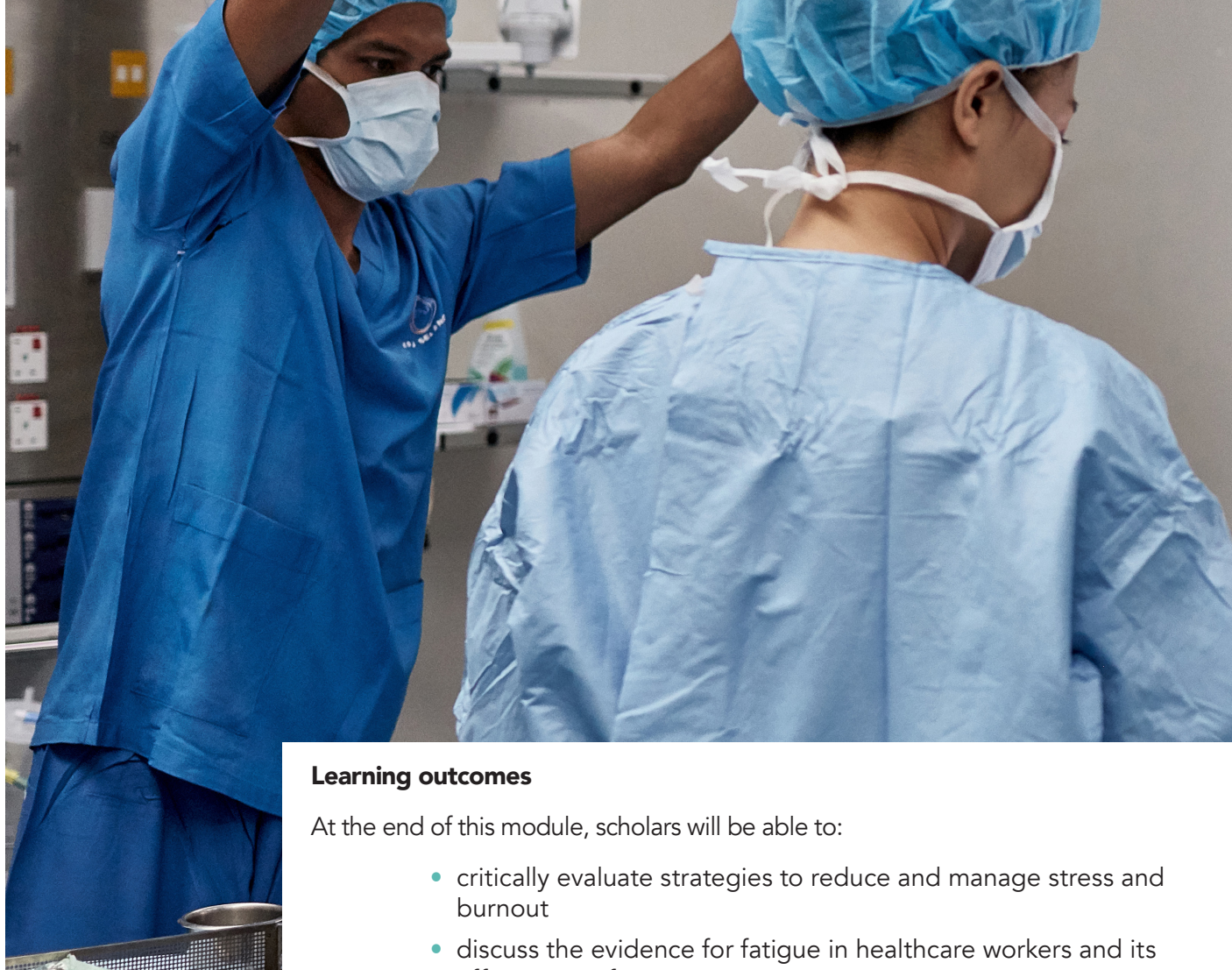
Learning outcomes

At the end of this module, scholars will be able to:

- critically evaluate strategies to reduce and manage stress and burnout
- discuss the evidence for fatigue in healthcare workers and its effect on performance
- evaluate the evidence supporting non-technical skills on error prevention and team performance
- discuss common biases in human decision-making which can lead to error
- describe theories of decision making and situation awareness
- critically evaluate the evidence around team training and team performance assessment
- identify facilitators and barriers to inter-professional practice and demonstrate the ability to work efficiently and respectfully in a multi-professional environment
- communicate vision and strategy to create a culture of safety and accountability
- describe and explain leadership principles, theories, and frameworks
- demonstrate skills of effective leadership of inter-professional teams.

Delivery Modes

There will be 3 days of online interactive teaching and interactive workshops for this module along with 10 weeks of online learning and discussion boards

Assessment

Discussion Board – 25%
Group Project – 25%
Written Assignment – 50%

MODULE 3: LEADERSHIP OF PROCESS AND QUALITY IMPROVEMENT (5 CREDITS)

The discipline of process and quality improvement is concerned with improving the quality and safety of healthcare services. In this module, the theoretical principles and the practical strategies behind quality improvement will be explored in depth. Scholars will build on the theory, principles and techniques learned in this module to design a quality improvement project tackling a real healthcare problem.

Module Aims

1. Introduce scholars to the main theories and principles of process and quality improvement.
2. Demonstrate the main techniques and strategies and methodologies of process and quality improvement and Lean methodologies.
3. Provide scholars the opportunity to practice quality improvement skills in the classroom context and in the context of a quality improvement project.
4. Present the scholar with up to date resources to support their continuing learning in process and quality improvement.

Module Topics

The following topics will be covered in this module:

1. Process and quality improvement principles
2. Fostering a culture for quality improvement
3. Implementation science
4. Quality improvement techniques and methodologies
5. Measuring improvement
6. Conducting research in process and quality improvement

Learning outcomes

At the end of this module, scholars will be able to:

- describe and discuss the main theories, principles, and methodologies of process and quality improvement
- describe the processes and known frameworks for successful implementation of change in complex organisations
- appraise and select implementation strategies for different types of improvement project.
- explain how patient safety can benefit from quality improvement methods
- explain advancements in improvement measurement
- demonstrate the ability to devise and plan a process and quality improvement project
- display proficiency in applying the tools, techniques, and methodologies of process and quality improvement to a real healthcare problem.

Delivery Modes

This module starts with a two-day interactive workshop on process and quality improvement and Lean methodologies. On the final day of the module scholars will return for a further day to present their quality improvement projects to the class and to expert judges. The reading and resource materials will be delivered online through Moodle.

Assessment

Group quality and process improvement project presentation - 100%

Groups will develop a quality improvement project to respond to a need in the healthcare system. Groups will utilise at least two methodologies or quality improvement tools learned on the course and present their implementation plan.

MODULE 4: PROFESSIONALISM AND ADVANCED COMMUNICATION (15 CREDITS)

In this module, we explore the key areas of professionalism: relationships with patients, relationships with society, ethical practice, honesty and integrity, continuity of care, consent, evidence-based medicine, maintaining fitness to practice and scholarship. In addition, this module seeks to introduce scholars to the principles and practice of advanced communication. Scholars will develop the skills to tackle difficult interactions with patients and relatives such as breaking bad news and discussing end of life care. Other advanced skills included shared decision-making, obtaining consent, open disclosure.

Module Aims

1. To introduce scholars to the four main tenets of professionalism: values, knowledge, competency and ethics.
2. To introduce scholars to the most important literature on shared decision making, continuity of care, consent, evidence-based medicine, and scholarship
3. To facilitate scholars to explore the core professional values of compassion, empathy and cultural sensitivity; and to explore how healthcare culture can impact on these positively and negatively
4. To familiarise scholars with the key ethical principles in healthcare
5. To demonstrate key skills when managing difficult conversations with patients, relatives, and colleagues.

Module Topics

The following topics will be covered in this module:

1. Introduction to professionalism - professional conduct and professional regulation
2. Relationships with patients: respect, compassion, empathy, and cultural sensitivity
3. Relationships with patients: communication, shared decision making
4. Consent
5. Specialist communication – breaking bad news/end of life care
6. Open disclosure of error/ medical litigation
7. Relationships with colleagues: interdisciplinary and inter-professional practice
8. Conflict management
9. Medical ethics
10. Continuity of care/handover

11. Confidentiality
12. Evidence-Based Medicine
13. Fitness to practice/ Scholarship
14. Governance.

Learning outcomes

At the end of this module, scholars will be able to:

- examine the principles of good professional practice in the Irish healthcare context
- analyse the key legal and ethical principles applicable in healthcare
- explain the principles of consent and demonstrate skills in obtaining consent
- demonstrate the ability to communicate risk appropriately to patients
- review and assess the principle of continuity of care
- review and assess the principles of evidence-based medicine
- demonstrate the skills of advanced communication with patients and relatives
- critically evaluate different handover tools and methodologies and demonstrate proficiency in structured handover techniques
- identify the processes involved in open disclosure of error and demonstrate skills in error disclosure
- demonstrate the ability to effectively manage difficult interactions between healthcare professionals.
- be familiar with the advanced skills of shared-decision making and end of life care

Delivery Modes

There will be three days of online interactive teaching and interactive workshops for this module along with 10 weeks of online learning and discussion boards.

Assessment

Discussion Board – 25%
Group Project – 25%
Written Assignment – 50%

MODULE 5: RESEARCH METHODS (10 CREDITS)

The research methods module is designed to cover all of the major research designs: experimental and quasi-experimental research, quantitative descriptive and observational research, qualitative research, mixed methods research, pragmatic research and research in process and quality improvement. Scholars will emerge with an excellent grounding in research design and methods. Content is covered through interactive workshops and online lectures and resources. At the end of this module, scholars will be proficient in the research design, data collection and analysis techniques associated with the methodologies they may utilise in their dissertation research. In addition, this module will provide scholars with instruction on how to develop a research question and map it to the most appropriate research design. Following this, scholars will write a research protocol, using standardised reporting guidelines. The culmination of the research training phase is the submission of a research protocol which will be implemented in the Advanced Research Methods and Dissertation module.

Module Aims

1. To familiarise scholars with the array of research methodologies, tools, and techniques in human factors health care research
2. To develop scholars' proficiency in using an array of qualitative and quantitative methodologies
3. To facilitate scholars understanding of research phenomenology in human factors.

Module Topics

The following topics will be covered in this module:

1. Research design
2. Writing a research protocol
3. Experimental methods
4. Quantitative descriptive method
5. Quantitative methods: Questionnaire and survey research
6. Qualitative research and qualitative content analysis
7. Qualitative research: structured Interviews, and critical incident interviews
8. Fundamentals of systematic reviews and meta-analysis
9. Task Analysis: Cognitive Task Analysis (CTA), Hierarchical task Analysis (HTA)
10. Error identification and analysis methods
11. Training needs analysis
12. Introduction to standardised reporting guidelines
13. Writing a research report

Learning outcomes

At the end of this module, scholars will be able to:

- apply the fundamental principles of research in healthcare towards the identification of an appropriate research question that complies with the FINER criteria
- select an appropriate research strategy to answer the research question write a research protocol to the standard of a publishable protocol
- demonstrate familiarity with the basic qualitative and quantitative methodologies in human factors research
- implement the appropriate research strategy and methodology to answer the research question
- connect the research hypothesis to the wider knowledge in the subject area

Delivery Modes

The learning content for this module is presented using blended synchronous and a asynchronous lectures as well as readings and other online resources. . The module is ten weeks in duration and will culminate in the presentation of the research protocol which will be marked by an expert panel. Following this students will submit a research protocol with an introduction, full methodology, research design, and data analysis plan.

Assessment

Research proposal (written) (80%)
Research proposal (oral) (20%)

MODULE 6:
ADVANCED RESEARCH METHODS AND DISSERTATION (30 CREDITS)

In this module, scholars will undertake an advanced four-day research methods course and will engage in an independent research or a quality improvement project. They will utilize the knowledge, skills and techniques developed over the previous five modules towards the implementation and execution of their own research protocol. This will include achieving ethical approval, implementing the recruitment, data collection, and data analysis plan, interpreting the findings in the context of the literature and writing the research in the format of a manuscript ready for submission to a peer-reviewed journal.

Module Aims
1. To apply the knowledge acquired in the previous modules to the development of an independent research or quality improvement project that is of publishable quality.

Learning outcomes
At the end of this module, scholars will be able to:

- demonstrate an ability to execute an original research investigation
- submit a research ethics application if indicated to the appropriate research ethics committee
- implement the appropriate research strategy and methodology to answer the research question
- connect the research hypothesis to the wider knowledge in the subject area
- demonstrate data management and analysis skills for qualitative and quantitative data
- interpret the research findings in the context of existing knowledge in the area
- synthesise the knowledge in the chosen area into an extended literature review
- execute, analyse and report research to the standard of a high-quality research article.

Delivery modes

This module will commence with a fou-day research methods workshop followed by independent execution of the research protocol with supervision and support. There will be regularly scheduled meetings with the supervisory team throughout the dissertation period and there will be milestones for the delivery of various research outputs.

Assessment

Research Article/ Dissertation: 60%
Background Literature Review: 20%
Research Protocol: 20%

05 ENTRY REQUIREMENTS

Candidates must hold:

1. A Bachelor of Medicine (MB) or a primary degree in a health and social sciences field with a qualification achieved at the level of 2.2 honours.

2. All candidates must also provide evidence of at least two years' work experience in acute hospital care and must be currently working in the acute hospital setting.

3. If English is not your first language, you will also need to supply a copy of an academic IELTS examination, or equivalent, with an overall score of at least 6.5 and no individual band below 6.5*.

06
TESTIMONIALS

" The virtual aspect of the course makes it more accessible and the course facilitators are extremely supportive and very mindful that the majority of participants are working full time in busy and demanding jobs.

I feel the Msc has increased my own self-awareness and it has given me access to a like-minded community and to experts in patient safety from around the world. That connection has been an invaluable support to me. "

MS YVONNE YOUNG, GROUP ASSISTANT DIRECTOR OF NURSING, MSC IN HUMAN FACTORS IN PATIENT SAFETY, CLASS OF 2023.

" I'm involved in conducting critical incident reviews and find my approach has changed, becoming much more systems orientated; even when individual behaviour appears to be at issue I'm better able to look for contributory factors leading to that behaviour. "

DR. MARK DOYLE, CONSULTANT IN EMERGENCY MEDICINE, MSC IN HUMAN FACTORS IN PATIENT SAFETY, CLASS OF 2020.

" The programme had proved to be invaluable to every pary of my clinical practice working in a busy operating theatre. The course has made me reflecr personally on how I interact with my collegaues and patients in order to achieve the highest quality of care "

MS SINEAD EDNEY, CLINICAL NURSE MANAGER, MSC IN HUMAN FACTORS IN PATIENT SAFETY, CLASS OF 2023.

07 FEES

Places on this programme are limited.
Fees for the academic year 2024-2026 are as follows:

EU/Non EU Fees: PG Diploma: €5,500 (Year 1)
MSc.: €3,700 (Year 2)

08 APPLICATIONS

Applications are now open for the course starting in September 2024. Interested candidates can apply now at

http://www.rcsi.com/humanfactors

09 APPLICATION CHECKLIST

As part of the application process you are required to submit the following supporting documentation:

- CV
- Copy of passport
- Copy of educational transcripts
- Proof of sponsorship (where applicable)
- A 500-800 word response to the question "Why is healthcare still not safe". References are optional and are not included in the wordcount. Please note that all responses will be screened for AI generated content.
- Letter from current employer
- Evidence of English language qualification* (where applicable)

10 CONTACT DETAILS

Any queries regarding the online PG Diploma/MSc. in Human Factors in Patient Safety should be addressed to the following:

Email: **mschumanfactorsps@rcsi.ie**

Website: **rcsi.com/humanfactors**

Scan the QR code to submit a query: