

Trinity College Dublin

Faculty of Health Sciences

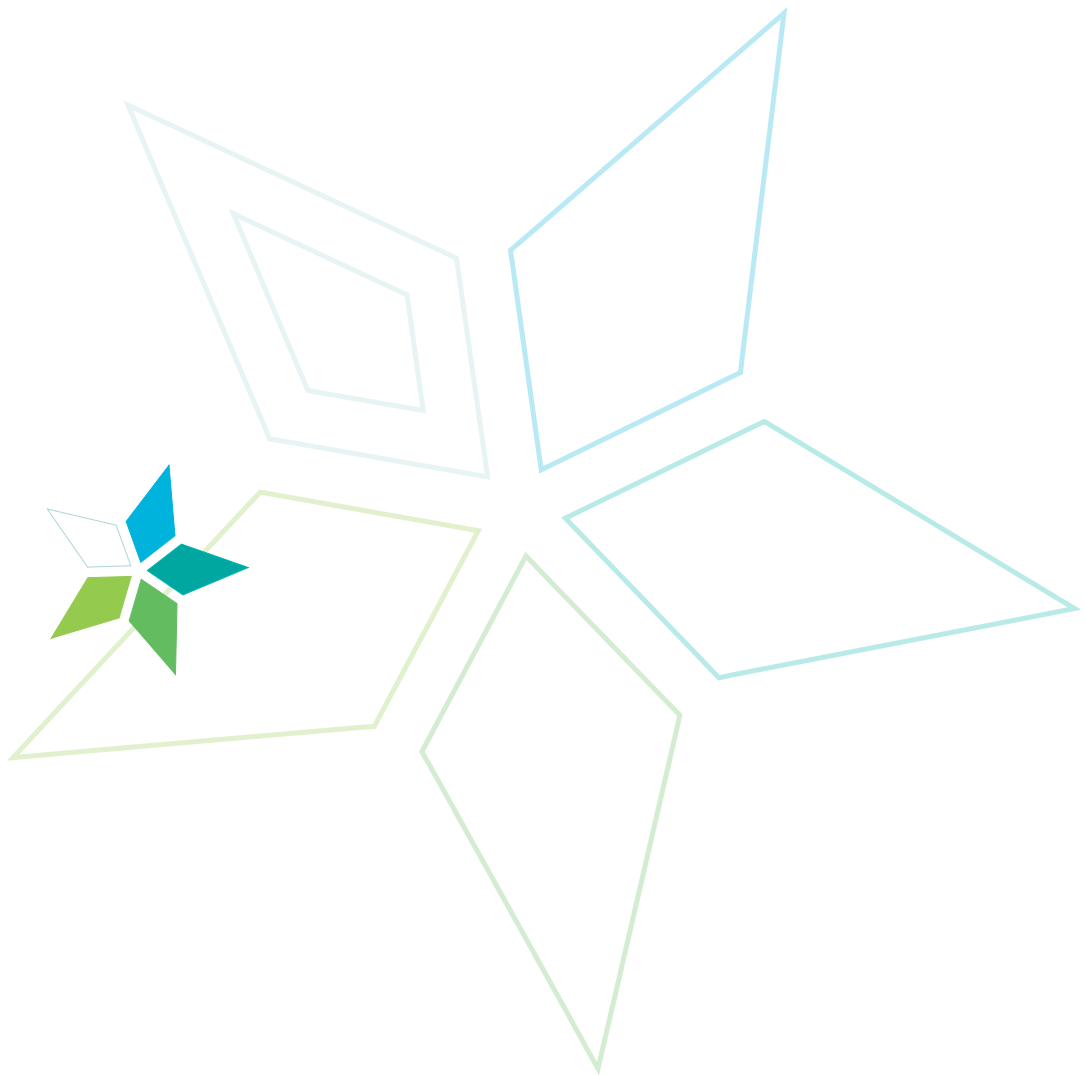


**Trinity College Dublin**

Coláiste na Tríonóide, Baile Átha Cliath  
The University of Dublin



# Dean's Awards Faculty of Health Sciences 2023-24



The Faculty of Health Sciences Dean's Awards give us an occasion to celebrate some of the activities in the Faculty during the past academic year. We are delighted to recognise a wide range of achievements and contributions from staff who demonstrate excellence and commitment to our mission.

As Dean, I am pleased that the Faculty is in a position to provide resources for innovative projects in research and teaching. The Research Initiatives Award and the Innovation in Teaching Award are highly competitive and have proven to be the springboard for many staff to achieve national and international recognition and funding.

For the Professional & Support Staff Award, and the Outstanding Contribution to Teaching in Professional Practice Award, there is a robust selection process whereby we recognise selected staff each year. Many other staff are deserving of recognition and we are very grateful for the dedication and commitment of all our staff and clinical partners.

We are pleased to congratulate all the award winners for 2023-4 and thank everyone who participated in the nomination and selection of the recipients.

*Brian O'Connell*

**Professor Brian O'Connell**  
Dean of the Faculty of Health Sciences

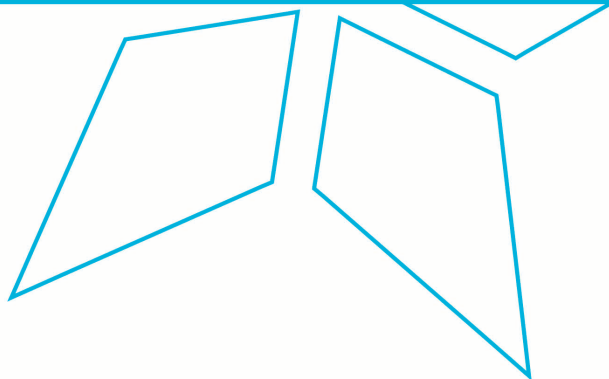


# Welcome to the Faculty of Health Sciences Dean's Awards Ceremony 2023-24





# Dean's Research Initiatives Fund





## Dean's Research Initiatives Fund

The Dean's Research Initiatives Fund supports new and innovative research that will enhance the Faculty of Health Sciences' ability to compete for large-scale, interdisciplinary, single- and multi-investigator extramural awards. It aims to advance the research priorities of Trinity College's Strategic Plan and raise the national and international profile of the University through increased competitiveness for funding from external sources.

The Dean's Research Initiatives Fund awards investigators from Health Sciences with seed funding that provides the foundation or pilot data necessary to secure extramural funding for cutting edge, innovative and transformative research. One of the primary aims of the Dean's Research Initiatives Fund is to support early career researchers from Health Sciences, by providing them with an opportunity to be named PI on a research grant.

Since its inception in 2015-16, the Faculty has supported 38 research projects, with a financial contribution amounting to €680,000.

I am pleased to announce the 2023-24 winners:

## Winners

<b>Mary Canavan</b>	<b>School of Medicine</b>	Restoration of Immunological Tolerance in Rheumatoid Arthritis via Metabolic Reprogramming
<b>Adam Dyer</b>	<b>School of Medicine</b>	VIRE-AD: Viral Infection in Early Alzheimer Disease
<b>Paul Reidy</b>	<b>School of Medicine</b>	Antimicrobial Resistance in Ireland – a targeted molecular epidemiological assessment
<b>Conor Finlay</b>	<b>School of Medicine</b>	Mapping human macrophage anti-microbial function in pleural infection.

## Mary Canavan

School of Medicine

### Restoration of Immunological Tolerance in Rheumatoid Arthritis via Metabolic Reprogramming

Rheumatoid Arthritis (RA) represents a major global public health challenge affecting approximately 1% of the world's population. RA follows a variable disease course consisting of disease remission followed by exacerbations with most patients requiring lifelong treatment to control disease flares. While environmental, genetic, and epigenetic factors have all been linked to the development of RA, a key, universally accepted initiating factor in disease development is the loss of immunological tolerance to self-antigens. Currently most treatment approaches use drugs that suppress the immune system without restoring tolerance to self-antigen. Dendritic cells are widely accepted as having a nonredundant role in maintaining and controlling tolerance and a breakdown of this function is a driving force in the onset of many autoimmune diseases. Therefore, therapeutically targeting DCs in a disease setting, may provide a molecular switch away from autoreactivity towards tolerance. The proposed research aims to examine tolerogenic DC (ToIDC) at the earliest stage of RA development in individuals at risk (IAR) of developing RA (or pre-RA) in addition to patients with early and established RA with a view to understanding if ToIDC frequency, function, or metabolism is dysregulated upon disease initiation or progression.

## Research Team

### Prof David Finlay,

Associate Professor in Immunometabolism;  
School of Biochemistry and Immunology

### Prof Richard Conway,

Clinical Associate Professor, School of Medicine

### Prof Ursula Fearon,

Professor of Rheumatology, School of Medicine

### Dr Carl Orr,

Consultant Rheumatologist, St Vincent's University Hospital

## Adam Dyer

School of Medicine

### VIRE-AD: Viral Infection in Early Alzheimer Disease

Alzheimer Disease (AD) affects >60,000 individuals in Ireland and is characterised by remarkable variation in clinical presentation and disease outcomes. There is an urgent need to understand the biological determinants of this variability so personalised approaches for AD prevention and treatment can be developed. Despite strong circumstantial evidence over the past two decades that viral infections (influenza, herpesviruses, viral pneumonia) increase AD risk, definitive real-world evidence is lacking. In VIRE-AD, Dr Dyer will lead a team of geriatricians, immunologists and infectious diseases epidemiologists to deploy a high-throughput, low-cost assay to determine prior exposure to 50 common viral infections – several previously implicated in AD. VIRE-AD aims to provide the first large-scale definitive evidence linking viral exposures to AD in humans. Using this assay, we will screen 500 plasma/cerebrospinal fluid samples from individuals with early AD from the unique Tallaght Institute of Memory and Cognition Biobank for Research in Ageing and Neurodegeneration (TIMC-BRAiN) in addition to existing plasma from >5,000 dementia-free older Irish adults from Trinity, Ulster Department of Agriculture (TUDA) Study. VIRE-AD will provide compelling preliminary data for large-scale competitive grant applications with a view to developing personalised anti-viral vaccination and medication strategies to delay and/or prevent AD in older adults.

## Research Team

### Prof Nollaig Bourke,

Assistant Professor in Inflammation, TCD

### Prof Sean Kennelly,

Associate Professor, Medical Gerontology, TCD

### Dr Michael White,

IDEA Unit (Lead), Institut Pasteur, Paris, France

### Prof Cliona O'Farrelly,

Chair of Comparative Immunology, TCD

### Dr Helena Dolphin,

Clinical Lecturer in Medical Gerontology, TCD

### Mr Matt McElheron,

PhD Researcher, Medical Gerontology, TCD

## Paul Reidy

School of Medicine

### Antimicrobial Resistance in Ireland – a targeted molecular epidemiological assessment

Antimicrobial Resistance (AMR) is a paramount global health concern. Within Ireland cases of drug resistant infection are rising annually, complicating clinical care, and increasing the cost of treatment. Current understanding remains mostly limited to hospital settings, leaving community AMR largely unexplored. This study embarks on a molecular epidemiological assessment to attempt a targeted baseline genomic epidemiological assessment of AMR in Ireland. This study will create a molecular epidemiological map combining AMR gene profiles and community antimicrobial usage. It will identify spatial AMR clusters and establish if there is a correlation with community antimicrobial use by harnessing a large national dataset representing antimicrobial prescriptions across Ireland. Wastewater and environmental samples will undergo metagenomic sequencing for AMR genes. Geographical information systems software will be used to create a multi-layer map for interrogation and spatial analysis of genomic and prescription data to elucidate AMR spatial clusters and community resistome profiles. This research will lay the groundwork for establishing routine AMR genomic surveillance in Ireland. Its outcomes will inform the feasibility and blueprint for a national AMR monitoring system, enhancing Ireland's proactive response to this growing threat to human health.

## Research Team

**Prof Colm Bergin**, Professor in Infectious Diseases, School of Medicine, TCD

**Prof Noel McCarthy**, Professor of Population Health Medicine, Public Health & Primary Care, School of Medicine, TCD

**Prof Samuel Sheppard**, Professor of Microbial Genetics, INEOS Institute, University of Oxford

**Dr Greg Martin**, Director, Health Protection Surveillance Centre, HSE

**Dr Clare Rock**, Associate Professor of Medicine, Johns Hopkins School of Medicine

## Conor Finlay

School of Medicine

### Mapping human macrophage anti-microbial function in pleural infection.

Parapneumonic effusions, inflammatory fluid accumulations in the pleural space, escalate the morbidity and mortality of respiratory infections, presenting a spectrum from mild fluid accumulation to severe empyema, characterized by bacteria dissemination and pus build-up. Mainstays of treatment include prolonged administration of antibiotics and drainage of excess pleural fluid. Parapneumonic effusions are further complicated by fibrotic tissue alterations that can prevent fluid drainage and often require the use of intrapleural fibrinolysis or thoracic surgery, which often has poor long term patient outcomes. The development of better therapeutics for pleural infection is hampered by a very limited understanding of the human pleural immune system. This research aims to advance our understanding by creating the first atlas of the pleural immune system in infection and non-inflammatory transudative effusions. We will focus on pleural macrophages, the predominant cell of the pleural fluid, conduct a multifunctional analysis profile of macrophages that links distinct macrophage cell states to prospective clinical outcomes of parapneumonic effusions. Understanding the intricate interplay between immune cells and the evolving dynamics of parapneumonic effusions is crucial for improved diagnostic and therapeutic strategies, offering promise for enhanced patient outcomes.

## Research Team

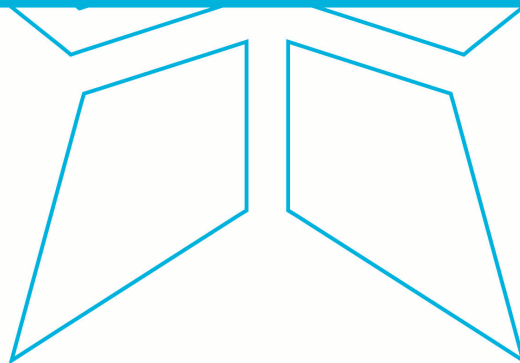
**Laura Gleeson**

Trinity Translational Medicine Institute, School of Medicine, St James' Hospital Campus, Trinity College Dublin; Department of Respiratory Medicine, St James' Hospital, Dublin, Ireland





# Dean's Awards for Innovation in Teaching





## Dean's Awards for Innovation in Teaching

The spirit of the Innovation in Teaching Award is to encourage teaching innovations within the Faculty of Health Sciences, where the outcomes will be shared with colleagues across the Faculty and beyond.

The Faculty of Health Sciences strives to embed the principles of Equity, Diversity and Inclusion (EDI) in all that we do. In a clear demonstration of our commitment to this, evidence that EDI is embedded throughout the innovations is one of the criteria for the award.

Since its inception in 2014-15, the Faculty has supported 37 teaching innovations, with a financial contribution amounting to €283,600.

I am pleased to announce the 2023-24 winners:

## Winners

<b>Jan De Vries</b>	<b>School of Nursing &amp; Midwifery</b>	Connecting theory and practice in clinical decision making.
<b>Catherine Comiskey</b>	<b>School of Nursing &amp; Midwifery</b>	Artificial Intelligence (AI) assisted Statistical Support Web Application for Health Sciences Students.
<b>Elizabeth Heron</b>	<b>School of Medicine (Psychiatry)</b>	ThinkS – Gamification for Statistics Learning
<b>Claire Gleeson</b>	<b>Medicine (Occupational Therapy)</b>	Developing a Wellness Toolbox for Placement- A Pilot Project

## Jan De Vries

School of Nursing & Midwifery

### Connecting theory and practice in clinical decision making.

One of the main challenges students in all health sciences need to overcome is making the connection between theory and practice in clinical decision making. To address this, with support of this fund in 2021/22 a package of AV learning materials was developed and presented in a single source digital document posted on Blackboard. They have now been used in a 'flagship' problem-based learning (PBL) module in the JS year. In this module, theory and practice are integrated using clinical skills simulations, lectures, and tutorials. Students are then asked to discuss and propose evidence-based interventions which are documented in a workbook. This approach has been effective in the past, but we have now learned that well-designed innovative AV materials can transform written scenarios into a superior lifelike learning experience in which the reality of healthcare fully comes to life. In the student evaluation of the materials developed thus far (n=108) 100% found it useful or very useful and 83% urged us to develop more such materials. Leadership in the School have acknowledged the big step forward.

Consequently, we now plan to extend this work to produce a further range of interactive learning materials around Equality, Diversity, and Inclusivity (EDI). These will include case-based videos portraying patients of diverse ethnic social background, ability, sexual orientations, and gender identities in interaction with healthcare professionals. The simulated interactions address core issues in providing healthcare for diverse communities. If this proposal is successful, the added AV materials and the more advanced presentation using state-of-the-art software (Articulate), will complete the innovation of the module. By publicizing this example of blended learning for the future, it is hoped others will follow suit within the School, Faculty, College, and among our international partners.

## Project Team

Jan de Vries

Sinead Impey

Sunita Panda

## Catherine Comiskey

School of Nursing & Midwifery

### Artificial Intelligence (AI) assisted Statistical Support Web Application for Health Sciences Students.

The International Association for Statistical Education demonstrated that students learning introductory statistics often struggle to understand and apply the concepts of statistical modelling and the logic of hypothesis testing. To address this challenge in our academic setting, we propose creating a special teaching tool, Artificial Intelligence (AI) assisted Statistical Support Web Application for health sciences students. This innovative tool will revolutionize the way students and staff engage with statistical analysis, promoting efficiency, accuracy, and inclusivity in learning. This project is innovative in its approach to applying AI to assist users in selecting appropriate statistical models, guiding them through the data analysis process, providing automated result interpretation, as well as integrating feedback and a discussion board.

The pedagogical underpinnings of this innovation include the Learner-Centred Approach and the Problem-Centred Approach, both of which are recommended approaches for teaching natural science and technology. The web app will provide personalized recommendations based on the imputed student's study question and variable type, then a short explanation and a link to educational resources to enhance users' problem-solving skills. Moreover, the step-by-step guidance and automated result interpretation will promote active learning and critical thinking. Our approach promotes deeper understanding and retention of statistical concepts by giving students the freedom to actively participate in the statistical analysis process and by giving them opportunities for hands-on exploration and experimentation. Our approach has the potential to significantly enhance student learning outcomes and prepare future healthcare professionals for success in an AI data-driven world.

## Project Team

Catherine Comiskey

Muluken Basa

Sonam Prakashini Banka-Cullen

## Elizabeth Heron

School of Medicine (Psychiatry)

### ThinkS – Gamification for Statistics Learning

As all areas of Health Sciences increasingly rely on data, statistical analysis has a crucial role to play, from conducting and understanding research to making informed evidence-based decisions that impact patients and clients. It is fundamental for health care professionals to acquire adequate statistical training and for educators to teach statistical thinking<sup>1</sup>. However, students in Health Sciences disciplines often suffer from anxiety and fear in relation to statistics with evidence demonstrating that negative attitudes to learning statistics can adversely impact performance. Addressing these issues is essential.

This project will use the innovative approach of gamification to develop a Next Gen eLearning tool – *ThinkS – Thinking Statistically*.

Gamification in education integrates attributes associated with games (e.g., points/rewards, levels, goals, feedback, leader boards) to influence the learning behaviour and attitudes of students, creating a fun and engaging learning experience. Gamification influences learning through moderation (encouraging behaviours and attitudes that improve learning through existing instruction) or mediation (causing an increase in positive attitudes that increase learning). Studies show that gamification in statistical learning increases positive attitudes and performance. Active learning has been shown to improve inclusivity and have a higher impact on performance for female students

## Project Team

Jan de Vries, Sinead Impey, Sunita Panda

## Claire Gleeson

School of Medicine (Occupational Therapy)

### Developing a Wellness Toolbox for Placement- A Pilot Project

The current cohort of students entering professional courses within the Faculty of Health Sciences comprises individuals from diverse backgrounds, each bringing unique experiences. This includes students with disabilities, neurodivergent individuals, mature learners, those with caregiving or parental responsibilities, as well as many others balancing their work and study commitments simultaneously. These students not only navigate the responsibilities of adult learning as they transition into and progress through university, necessitating organisation, motivation, and self-direction in their studies, but they also grapple with the complexities of clinical learning environments. In these environments, they must integrate theoretical knowledge into practical application, continuously learn, and undergo assessment. The cumulative demands and varied experiences encountered by these students often pose challenges to managing their health and wellbeing. Primary prevention and promotion of positive mental health is for the Enhancement of Teaching and Learning in Higher Education (HEA, 2020). Developing programmes and interventions to support the wellbeing of students is critical to achieving this.

Against this backdrop, this project aims to develop and deliver a programme that would be incorporated into the Practice Education Preparation curriculum that would enable students to develop a personalised wellness toolbox equipping them with the tools and strategies to support them personally and professionally in managing their wellbeing on placement. This project extends the ongoing efforts in preparing students for placement, yet it goes beyond by broadening and integrating this program into the curriculum, by using a strengths-based education approach, focusing on identifying and nurturing strengths by raising students' awareness of their abilities and inherent strengths applicable to the placement experience. This is a novel approach to support positive mental health and wellbeing, as well as building resilience in the student population from a curriculum design perspective. By embedding wellbeing into the practice education curriculum, students not only gain knowledge but also develop essential life skills and resilience to navigate the complex placement environment effectively. This is not only important as a student but is an essential competency for their future.

## Project Team

Claire Gleeson, Kieran Lewis, Clodagh Nolan



# Dean's Award for Outstanding Contribution to Teaching in Professional Practice



## Dean's Award for Outstanding Contribution to Teaching in Professional Practice

In 2017-18 the Faculty of Health Sciences announced its inaugural Dean of Health Sciences Award for Outstanding Contribution to Teaching in Professional Practice. This award was developed to recognise the significant contribution of professionals who do not hold appointments with Trinity to the delivery of teaching to our undergraduate and postgraduate students. Each of the Schools within the Faculty of Health Sciences has a long tradition of working with our clinical and allied health colleagues to educate students across all of our programmes, ensuring that our graduates are career-ready from the moment of graduation. This award seeks to recognise the valuable contribution of such colleagues and to highlight those exceptional individuals who excel in teaching and who continually encourage an ethos of excellence in clinical teaching.

I am pleased to announce the recipients of the 2023-24 awards:

### Winners

School of Dental Science	Anne Brazil
School of Medicine (Medicine programme)	Michael Cullen
School of Medicine (Therapies programmes)	Sany Dangol
School of Nursing & Midwifery	Kamila Gowron
School of Pharmacy & Pharmaceutical Sciences	Stan O'Neill

## Anne Brazil

### School of Dental Science

Dr. Brazil creates her own lecture content and tailors it to her classes needs to supplement content that can be difficult for students to grasp. Dr. Brazil continually encourages feedback from students on the course and modifies it as per the students' suggestions. For example, she takes the time to gather student questions each class and produces her own videos to explain these questions, in addition to suggesting and/or providing supplemental content.

Dr. Brazil gives her time to the class by staying late each session to answer questions and demonstrate skills (i.e., surveying casts). Dr. Brazil teaches in a wonderful manner and shows great command over the fundamentals and foundational principles. She is able to answer a range of questions from the students and is aware of when a different professor would be better able to answer a question. She shows grace when teaching by encouraging feedback and input from other dentists in the skills lab and encourages them to engage in the lecture and ask questions.

Dr. Brazil ensures that her students are prepared not only for end-of-term exams but also for their long-term careers in dentistry. She emphasizes student accountability in applying learned content beyond classroom boundaries. Her lessons transcend procedural instructions to encompass valuable life lessons. She infuses warmth and levity into the program, countering the traditionally rigid and austere reputation of healthcare education.

In the classroom, Dr. Brazil cultivates an inclusive and welcoming atmosphere to enhance student engagement. Her approachability encourages students to approach her with questions and need both inside and outside the classroom. She forges personal connections with students, demonstrating a genuine interest in their lives and hobbies, thereby fostering a sense of safety, and belonging.

Dr. Brazil employs a variety of techniques to ensure the needs of all students are met. Dr. Brazil personally demonstrates skills to the class and conducts one-on-one sessions to help students better grasp the concepts.

To enhance our learning and understanding of [dental laboratory] processes, she invited a highly skilled laboratory technician to lecture and demonstrate the fabrication steps to the class. We were also given the opportunity to work with some of these materials and fabricate our own triad base, providing us with a deeper understanding of the work of laboratory technicians and the challenges involved in the fabrication process. This experience enabled us to better identify potential issues in the fabrication process, enhancing the quality of dental care we can provide to our patients. Moreover, Dr. Brazil promotes interprofessional relationships and education by encouraging dental science students to collaborate with and get to know dental laboratory students. This unique opportunity allows us to learn from and engage with students in other programs, which is often not readily available in the classroom setting.

Dr. Brazil also provides real world examples of professionalism by discussing dentists' use of social media and stressing the importance of maintain a professional presence both in the hospital and on social media platforms as well as in our daily lives. She truly promotes the highest level of professionalism across all aspects of our lives.

**Anne was nominated by several students from years 2 and 3 of the Dental Science programme.**

## Michael Cullen

### School of Medicine (Medicine programme)

Prof Cullen has been Teaching Medical students in Trinity College Dublin for 50 years. He worked in education in Harvard and brought back a skill set that was widely adopted across the School over the long period of his association. His influence changed how historically Medical education was delivered in Trinity and has been an influence on the development and methods of our current generation of Medical Teachers who have passed through Trinity.

Prof Cullen is a teacher who's teaching prioritizes the importance of basic clinical skills of history taking, examination and presentation. In particular, he works on improving their skills of physical examination, which is increasingly needed in the era of easy access to laboratory and radiological examinations, and in the use of clinical findings in direction of how to further investigate the patient.

In the context of the overall experience of Medical students in 2024, this is an exceedingly important set of skills that many schools have now begun to reemphasize. It is also important from the point of view of professional development of students and in the formation of Entrustable Professional Activities (EPAs) on which professional training of clinical medical students and junior doctors is increasingly founded upon.

Over his long career in Trinity, Prof Cullen has been a major figure in the development and promotion of professionalism in students. He is able to share with his students both his own exceptional skills and decades of experience as a Physician and, in his teaching always works to improve the professional skills and attributes of our Medical students.

Prof Cullen is unfailingly patient, kind and respectful with all of our students, including those who are in need of extra support. He is also clear on the standards we expect from our students as physicians and carers emphasizing the high expectations we have of them as future professional. In doing this he is also a role model for them in interacting with and in examining patients and his influence on the development of many of our current generation of Medical teachers is notable.

From our records Prof Michael Cullen is the longest serving teacher in the School of Medicine in Trinity since its founding in 1711. He has taught Medical students for more than 50 years and still teaches our students in Clinical Medicine to this day. We feel that he has never been properly acknowledged for his contribution by the School and Faculty and feel that this award would serve to correct this. It is unlikely that we will ever have a more outstanding teacher in Professional Practice in the history of the School.

**Michael was nominated by colleagues from the School of Medicine.**





## Sany Dangol

### School of Medicine (Therapies programmes)

Sany consistently displays a dedication to student growth and learning. He's always available for student queries, willing to provide additional support, and puts great effort to create a conducive learning environment for students on clinical placement.

Sany always demonstrates a commitment to innovation in teaching practices, creating an engaging and dynamic learning environment for students during our clinical placement. He incorporated various activities for us such as creating patient weekly chart checks for us to complete and gain a deeper understanding of them. He organised weekly presentations for us with various members of the MDT. He always encourages active participation of students during these talks. These exercises not only enhanced our comprehension but also provided valuable hands-on experience.

Sany discussed complex concepts with us such as machine breakdowns and encouraged us to problem-solve. Additionally, his dedication to incorporating feedback mechanisms and staying informed of the latest research in radiotherapy ensures that teaching practices remain relevant and effective, contributing to the professional development of his students.

Sany demonstrates a strong commitment to promoting professionalism among students during their clinical placements in radiotherapy departments. From the outset, Sany sets clear expectations regarding professional conduct, emphasizing the importance of integrity, empathy and respect in all interactions. Through his own exemplary behaviour, Sany serves as an excellent role model for students, showcasing professionalism in his communication with patients, colleagues, and students.

Sany enhances the student learning experience in the radiotherapy department through a variety of initiatives. Beyond group activities and group discussions, he takes a personalised approach by regularly meeting with students one-on-one to discuss their progress and provide weekly feedback on their clinical placement. Through these individual sessions, Sany addresses specific learning needs and offers guidance, ensuring that each student receives support. Encouraging self-directed inquiry and maintaining a supportive learning environment, he creates a culture of collaboration and growth, ensuring that students develop the skills and knowledge necessary for success in radiotherapy.

Sany's extensive CPD record serves as a testament to his commitment to the field of radiotherapy. He consistently pursues opportunities for further education, participating in workshops, seminars and conferences. His willingness to engage in ongoing learning demonstrates a proactive approach to professional growth, enabling him to continuously expand his knowledge and skills. Moreover, Sany's enthusiasm for embracing new advances in radiotherapy is evident in his eagerness to incorporate emerging technologies and treatment modalities into his teaching practices.

I have never met anyone more dedicated in the radiotherapy departments than Sany. He really deserves this award as his excellence in teaching and clinical practice guides and inspires many students, creating excellent future radiation therapists.

**Sany was nominated by a Senior Sophister Radiation Therapy student.**

## Kamila Gowron

### School of Nursing & Midwifery

Kamila is a senior staff midwife currently working in a postnatal unit in The Coombe Hospital. Having good Antenatal and Postnatal clinical experience and completed the preceptorship programme, Kamila has been participating in the student teaching, learning and assessment of the BSc Midwifery and HDIP Midwifery students, attending the Coombe Hospital for their clinical placements for the past 4 years.

Kamila as a Preceptor and co-preceptor, on a regular basis links in with the CPC's to update the student learning and re-evaluate the learning outcomes as required, with the view of supporting student midwife on placement.

Midwifery Students have mentioned Kamila's name in their evaluations as a supporting preceptor and pleasant midwife to work with.

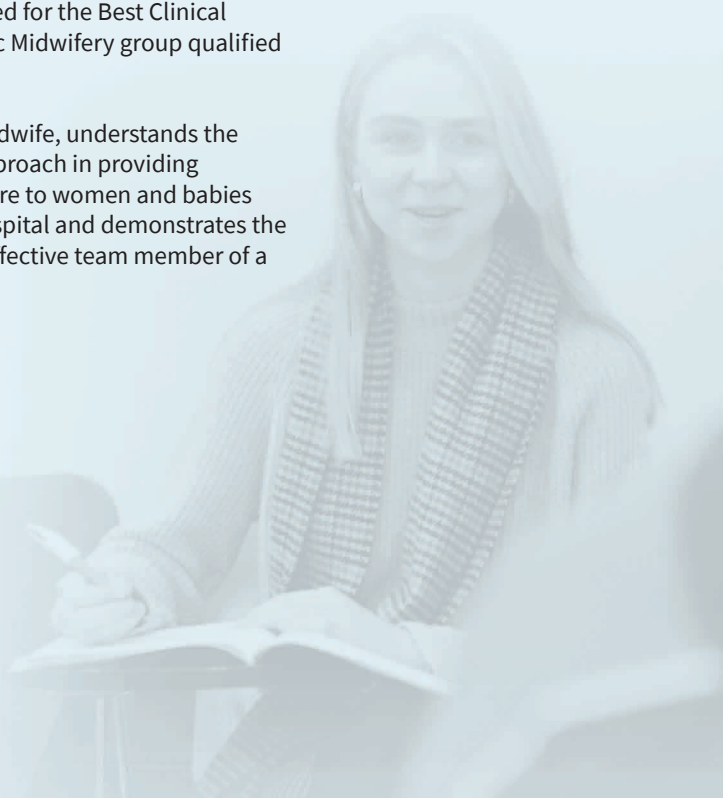
Kamila has been nominated for the Best Clinical Educator Award by the BSc Midwifery group qualified in September 2023.

Kamila as a senior staff midwife, understands the multidisciplinary team approach in providing comprehensive, quality care to women and babies attending the Coombe hospital and demonstrates the competence in being an effective team member of a multidisciplinary team.

Kamila as a preceptor for Midwifery students on the clinical placement, on an ongoing basis supports students in developing skills and competence in this aspect as appropriate to the student's level of Learning and competence.

I would like to thank you for the opportunity for nominating educators who play a vital role in achieving the LO of the programme and I see this as a great opportunity to appreciate the support, Kamila has provided to the midwifery and Nursing students attending the Coombe Hospital.

**Kamila was nominated by staff of the Coombe Women & Infants University Hospital.**



## Stan O'Neill

### School of Pharmacy & Pharmaceutical Sciences

Stan brings a wealth of real world knowledge about medicines quality and production from a range of roles as consultant and regulator. He has been consistently generous in many ways over many years in sharing his knowledge and helping to develop his field and the next generation of industry professionals working in it. His approach to the subject is serious, underlining risk and responsibility but to student he is accessible, encouraging and engaging.

Stan supports full time students, part time practitioners and alumni as part of his Adjunct Assistant Professor Position at the School. He is involved in a range of teaching events across several programmes in the School. Through APPEL he gives support and service as a trainer supporting experiential learning on the MPharm programme.

Stan is an expert in pharmaceutical microbiology, Good Manufacturing Practice, the organisation of manufacturing and the role of the qualified person (QP). He gives formal teaching on aspects of this but also supports students given real life manufacturing and quality case studies including ones that he has proposed. Stan has worked all over the world consulting in the area of GMP which enables him to give students international insights and perspectives. Often his examples are interesting, quirky or funny and this helps him to engage with students. He has an engaging, honest and down-to-earth approach which the students enjoy and he takes a clear interest in their development as people and pharmacy professionals.

*He gave me honest and actionable feedback and his wealth of experience and logical approach really helped me prepare well. I definitely felt well prepared for the camera! Stan was really encouraging and positive and it was a great experience to work with an industry expert such as Stan. (Student feedback)*

Stan provides an honest view of real-life challenges in the pharma industry and also challenges student ways of thinking which sets a good example for other industry practitioners. Stan's contributions have demonstrated real value and encouraged other academics to incorporate practitioner insights in to the classroom. Stan is a founding member of PIER – Pharmacists in Industry, Education and Research and continues to be actively involved. This organisation supports and encourages young pharmacy professionals to pursue and develop their careers in industry.

Along with the Programme Director Stan has been important in the development and maintenance of the Alumni event 'The QP Exchange' which extends our student learning experience beyond the formal classroom and acts as a support system for new graduates.

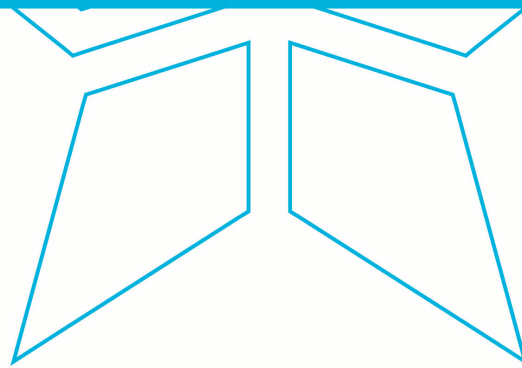
Stan O'Neill is the Managing Director of The Compliance Group. After qualifying as a Pharmacist, Stan spent over five years working in the pharmaceutical industry in Regulatory Affairs, Marketing and Quality Assurance (QP). He then joined the Irish Medicines Board (IMB, now the HPRA). As a Senior Inspector, he performed GMP inspections throughout the world and represented Ireland at European level for the negotiation of standards of inspection for medicinal products. During his time with the IMB Stan trained Inspectors for Sterile Medicinal Products, non-Sterile Medicinal Products and Good Distribution Practice and Pharmacovigilance.

Since founding The Compliance Group in 2009 Stan has consulted for many Pharmaceutical Companies, Hospitals, Governments, the World Health Organisation, and NGOs. Stan has been to over 450 different facilities in 41 countries and has been involved in over 1,000 inspections and audits.

**Stan was nominated by the School of Pharmacy & Pharmaceutical Sciences.**



# Dean's Award for Professional & Support Staff





## Dean's Award for Professional & Support Staff

The Dean of Health Sciences seeks to recognise the significant contribution of professional and support staff to the delivery of the core business of the Faculty of Health Sciences.

This award, introduced in 2022-23, seeks to highlight the ongoing contributions of professional and support staff, and to celebrate those exceptional individuals who excel in their role and who continually encourage an ethos of excellence in the Faculty.

I am pleased to announce the winners of the 2023-24 awards

### Winners

<b>Siobhán Scarlett</b>	<b>Innovations with Impact</b>	<b>School of Medicine</b>
<b>Michele Keane</b>	<b>Exemplary Performance</b>	<b>School of Medicine</b>
<b>Siobhán O'Leary</b>	<b>Exemplary Performance</b>	<b>School of Medicine</b>
<b>Rita Keane</b>	<b>Positivity Champion</b>	<b>School of Medicine</b>
<b>Research Finance Team</b> <b>Annabel Walsh</b> <b>Rebecca Kelly</b> <b>Ekaterina Kozina</b> <b>Luciana Lolic</b> <b>Marie Lavergne</b> <b>Clara Norris</b> <b>Elizabeth O' Shaughnessy</b> <b>Gavin Dann</b> <b>Keith Brennan</b>	<b>Team Award</b>	<b>School of Nursing &amp; Midwifery</b>

## Category 2 - Innovations with Impact

*This individual champions new ways of doing things, new ideas, smarter processes, etc. They challenge the norm, bring about impactful change, and are respected for their critical thinking and good judgement. They exemplify and drive positive change for the betterment of their school/faculty/university.*

### Siobhán Scarlett

Senior Data Manager, TILDA, School of Medicine

*Siobhan is an excellent problem solver and solutions driven in her work as Senior Data Manager. She will dig deeper to understand what the issue is to come up with a workable solution. She is curious, competent, and cares about the people she works with and rises to a challenge.*

*Siobhan proactively suggests, develops and implements study processes for the overall improvement of the study.*

Siobhan has designed and implemented a searchable questionnaire harmonisation database to allow individuals to explore which questions are asked as part of the TILDA interviews, and what waves they are available at. Meta-data is also being developed and added to the website for each available TILDA dataset including the internal researcher datasets, publicly available datasets, and all supplementary datasets (e.g. PCRS, MRI, Oral Health, etc). The datasets are also mapped on the website to show which datasets are available during which fieldwork period so users are aware of what timeframes data may be accessible for. Siobhan came up with the idea, designed the back of house database and designed the front user visualisation of the data, which is now all available on TILDA's website. Siobhan implements novel and interactive solutions to make searching and using TILDA data easier. Siobhan also supports TILDA data protection compliance through brainstorming with TILDAs Data Protection lead to designing novel solutions and provide technological support to ensure TILDA data compliance. The impact for the end user, the researcher, making the data more searchable will benefit the academic output of TILDA's research on a global scale for Trinity College Dublin.

*Siobhan was never too busy, or no question was ever too silly for her to respond to me with the information I needed. She was instrumental in the success of getting three projects into the field concurrently in 2022 (a first for TILDA, usually it's one at a time)*

Most importantly, Siobhan is extremely modest and selfless. Though she is responsible for allocating tasks to the data team, she will often take on extemporaneous tasks herself to ensure the burden of work is distributed fairly amongst the data team. She often takes on additional responsibilities, such as supervising masters theses, leading on education days, and volunteering at public engagement events on behalf of TILDA.



## Category 3 - Exemplary Performance

*This individual displays exemplary performance, demonstrates problem-solving abilities, a calmness and professionalism while under pressure, and a dedication and commitment to achieve a positive outcome. They maintain a consistent focus on quality and detail.*

### Michele Keane

School of Medicine

Michele has performed her job with quiet diligence, positivity, efficiency, kindness and sympathy to her students and colleagues unwaveringly from the beginning (since 2013).

Our hospital is very small and Michele is responsible for arranging over 180 3rd year Medical Students into very busy clinics which are already under pressure. She has been able to manage this very difficult task because of the great relationship she maintains with hospital staff, who otherwise would not be always as open to allowing so many students into such overcrowded clinical areas.

Because of her outstanding professionalism and work ethic she is hugely respected and admired by the Hospital Staff and Medical students and this alone is key to maintaining good clinical teaching and access for your TCD students and also the attendance of students.

Michele's relationship with paramedical staff and the Junior Doctors ensures a constant supply of tutors and one to one teaching, and she has arranged extra lectures and tutorials for the students during Covid when clinical access was severely limited.

Most importantly Michele is a Beacon for the Medical students, She is their Headmistress, Mother, their Psychologist, and their Mentor. She keeps them in line, yet minds them at the same time. She understands and is passionate about their education as our future doctors, and for this she is loved by the students reviews and by us. Without her the students would be lost, as would we.



## Category 3 - Exemplary Performance

*This individual displays exemplary performance, demonstrates problem-solving abilities, a calmness and professionalism while under pressure, and a dedication and commitment to achieve a positive outcome. They maintain a consistent focus on quality and detail.*

### Siobhán O'Leary

School of Medicine (Psychiatry)

I have found Siobhán to be knowledgeable, practical, organised, and hard-working, but over and above this, she is generous with her time and expertise, wise and kind, and absolutely dedicated to the welfare of the students and the wider department.

When I was a student, Siobhán was the face of the eight-week clinical attachment in Psychiatry and every medical undergraduate will pass through her office. She smoothly manages the routine practicalities of timetables, tutorial spaces, clinical team placements, student prize competitions and exams. She supports the teaching staff in the practical design and delivery of a huge variety of workplace-based assessments including group projects, videoed patient interviews, entrustable professional activities and practice logs.

Over the years since I joined the department, the student numbers have increased year on year and, without complaint, Siobhan has adapted, sourcing extra teaching spaces and broadening clinical placements as needed. The department relies on her exceptional interpersonal skills to help retain and recruit clinical teaching staff and examiners. I have never seen Siobhán flustered. During Covid restrictions, she facilitated the transition to online teaching and CFME exams and trained her teaching colleagues in the use of new formats and platforms for virtual learning. When the restrictions were lifted, she transitioned right back without a fuss.

Always striving for excellence, Siobhán took the step of enrolling in the M.Ed. (Leadership and Policy in Education) programme at TCD. She used the practical component of this course as an opportunity to implement changes to the teaching structure of the 4th Med Psychiatry Module based on observations, feedback and knowledge gained from her own research.

This included finessing hybrid teaching options, while protecting high-value, small group, clinical teaching and maximising time on the wards available to students. She was awarded a Distinction for her M.Ed. dissertation, focused on the impact of Covid on medical education and the lessons learned. She graduated with distinction in 2024 and was invited to join the School of Medicine Online Learning Education Committee (OLEC).

Now as a consultant behind the scenes, I have an added appreciation for her loyal and effective administrative support for the Head of Department, as well as her contribution to the curriculum committee and the wider academic group. I am proud to call her my friend and colleague and I am delighted to have the opportunity to highlight her extraordinary contribution over the last 26 years.





## Category 4 - Positivity Champion

*This individual positively influences their school/faculty/university from behind the scenes with a positive attitude, a willingness to help in whatever capacity necessary, and a commitment to excellence. They are energised, capable and confident to take ownership and responsibility, they are proactive and delivery-focused in order to anticipate, meet & exceed expectations.*

### Rita Keane

International Programmes Coordinator, School of Medicine

Rita truly is a positive influence on all those with whom she interacts. She never looks for the limelight but is constantly working to improve the lot of our students, to improve practices to support them, and to create efficiencies in how we manage our workload as a team. She will always volunteer to help (e.g. at Higher Options /OSCEs) and has a commitment and a drive for excellence in all that she pursues.

Rita joined the School of Medicine in 2013, as part of the International Team in the Education Division (now Programme Office). In her over 10 years as International Programmes Coordinator, she has developed the role and built strong relationships with (particularly international) students, staff and stakeholders – all of whom hold Rita in high regard – and never wavering in her commitment and kindness to students and colleagues alike. She is dedicated, hard-working, extremely generous with her knowledge, and always has the students' and the School's best interests at heart.

Our team of International Programmes Coordinators work to support Medical students wishing to take electives, internships or Fellowships overseas. Rita is personable, and savvy, and through the simple act of picking up a 'phone to talk to someone, has managed to initiate valuable contacts for our students – personally developing vitally important relationships with US and Canadian Schools of Medicine, and even with one in Australia! These relationships provide our students with important opportunities to gain experience overseas as part of their studies. For North American students, this experience is vital to placing for future Residencies in their home country.

Her actions have also secured continued favourable rates for online learning supports for board examinations -which is very much appreciated by our students!

Rita developed a strong relationship with the Trinity branch of NIMSA (North American Medical Students' Association). This is maintained by regular meetings with our team and their representatives, and information webinars, ensuring that North American, and all students applying for residencies in the US / Canada, are fully supported on their journey.

Rita is a founding member of a wonderful collaborative group of International Programmes Coordinators, across all the Irish Medical Schools, to share best practice and expertise. The first of its kind (notably referenced at the INMED conference 2022), the group continues to collaborate regularly; immensely benefiting the School and our students.



## Category 5 - Team Award

*This team adds significant value to their school/faculty/university by working together in a collaborative and cooperative manner. The team exemplifies positive relationships within the team. Team members cultivate positive relationships between the team and other areas of their school/faculty/university. This team environment is one which creates opportunities for all members of the team to thrive. They communicate in a clear and respectful manner, build trust and commitment for achieving successful outcomes.*

Annabel Walsh, Rebecca Kelly, Ekaterina Kozina,  
Luciana Lolich, Marie Lavergne, Clara Norris,  
Elizabeth O' Shaughnessy, Gavin Dann, Keith Brennan.

Research Finance Team, School of Nursing & Midwifery

Every member of the team is really helpful and supportive in enabling me, and other academics, in our efforts to secure research grants and manage successful awards. The team's effectiveness is evident through the whole research grant lifecycle, and their cohesiveness and respectful manner in all communications generates enormous confidence and trust. Under Annabel Walsh's leadership, the team has developed seamless step-by-step processes for all our research activities.

Without this team it would be exceptionally difficult to always be up to date on the next research tender or to bring a tender application to the required standard for submission. I value the contribution of this team very much and it is also very enjoyable to work with each member of the team since everyone is approachable, always exceptionally helpful and knowledgeable.

The ResFin team within the School has been built over time into what I regard as one of the infrastructural mainstays within the School. The team membership has been carefully designed and resourced to ensure that the research and finance components of the School are clear, efficient and effective in supporting the day to day School operational activities and its strategic development.

*This team exemplifies the embodiment of openness, professionalism, collaboration and transformation that to me embodies this prestigious award.*

Research produced here in the School of Nursing & Midwifery is nationally and internationally recognised. It helps shape policy and makes a meaningful difference in the lives of people with whom, and for whom we conduct this research. The ResFin team are instrumental in communicating the impact of what we do, both in traditional and non-traditional metrics of success. ResFin were instrumental in us achieving the recent QS subject ranking for nursing as 1st in Ireland and 26th in the World.

However, the work that ResFin produces transcends research and finance. They are also dedicated to building community, as well as capacity, and developing culture. They continually try to expand and strengthen the School of Nursing and Midwifery knowledge base, spotlighting topics of interest to better inform our researchers across all levels of expertise. Additionally, ResFin connects our investigators with a broad network of multidisciplinary colleagues so that we can collaborate on overlapping areas of interest.

