RCSI Bahrain is one of the international institutions of RCSI in Dublin. The primary mission of RCSI Bahrain is to inspire, educate and train competent and caring graduates who are well prepared to enter specialty training programmes and assume leadership roles in their respective professions.

We undertake these activities to internationally-recognised standards of excellence in teaching and research. All our programmes meet the highest quality criteria of various accrediting bodies, locally, regionally and internationally.

RCSI Bahrain has more than 10 years’ experience of providing educational excellence in Bahrain. Over the last decade we have ensured that this university is a first-rate destination for health education, we have recruited the highest quality staff and we continue to attract the best and brightest students.

Professor Sameer Otoom
President, RCSI Bahrain

Providing students with a learning environment in which they develop into mature professionals in the company of like-minded peers, we emphasise the importance of teamwork and its integral role in their future careers at RCSI Bahrain.

Consistent with this approach, we encourage participation in extracurricular activities through a range of university clubs and societies. Our diverse student population, representing more than 39 nationalities in Bahrain, reflects the secondary role we play as a ‘University of Life’, exposing each student to a wide range of cultures and interests.

Stephen Harrison-Mirfield
Chief Operating Officer, RCSI Bahrain
RCSI AN INSTITUTIONAL PROFILE

Delivering undergraduate and postgraduate programmes from campuses in Dublin, Bahrain, Kuala Lumpur and Penang

Established in 1784, RCSI (Royal College of Surgeons in Ireland) is an independent, not-for-profit, health sciences institution with a unique international perspective from its headquarters in Dublin to its presence on three continents.

Its original purpose was to train surgeons and set national standards for surgery in Ireland. Today RCSI offers a wide range of undergraduate and postgraduate academic and professional courses. Its undergraduate medical school is the largest in Ireland and offers the most places to international applicants with more than 60 nationalities represented within the current student body.

In addition to undergraduate courses in medicine, pharmacy and physiotherapy, RCSI offers PhD, MD, MCh and MSc degrees by research as well as postgraduate training leading to fellowships in the Faculties of Radiologists, Dentistry, Nursing & Midwifery and Sports and Exercise Medicine.

Taught postgraduate programmes are available in ethics, bereavement, pharmacy, surgery, physiotherapy, nursing and leadership.

About RCSI
- Founded in 1784 by Royal Charter of King George III of Great Britain and Ireland
- A not-for-profit registered charity
- Focus on healthcare in education, research and service
- Almost 4,000 students
- More than 60 countries represented in student body
- Independent degree-awarding status
- National training body for surgery in Ireland
- Postgraduate Faculties of Dentistry, Exercise & Sports Medicine, Nursing & Midwifery and Radiologists
- International, delivering undergraduate programmes from campuses in Dublin, Bahrain, Perdana and Penang
- Education and research are central to our future
ABOUT BAHRAIN

An archipelago of 33 islands, the Kingdom of Bahrain lies at the heart of the Arabian Gulf. Meaning ‘two seas’ in Arabic, the word ‘Bahrain’ refers to the freshwater springs found within the salty seas surrounding the islands.

The Kingdom combines traditional and distinctive Middle Eastern culture and merges a modern infrastructure with the legacy of a six thousand-year-old civilisation.

In recent years, Bahrain has become a regional pioneer and centre for commerce, industry and finance.

The Kingdom boasts a series of Gulf ‘firsts’, such as discovering oil in the Arabian Gulf Region; providing public education for both males and females; diversifying the economy; granting universal suffrage and providing a venue for the region’s first Formula 1 race.

Today, Bahrain is proud of its academic standards and systems (cultivated since it first established a public education system in 1919), which makes it uniquely positioned to provide an outstanding educational environment for local, regional and international students.
ABOUT RCSI BAHRAIN

In October 2003, RCSI received a licence to establish a medical university in Bahrain. As a result, RCSI Bahrain was opened in October 2004 with its first intake of medical students. Two years later, the college had its first intake of nursing students and also established a School of Postgraduate Studies and Research.

The new campus, which opened in 2008, is a state-of-the-art medical education establishment and incorporates tutorial rooms, lecture theatres, offices, teaching, research and specialised clinical simulation laboratories, cafeteria, library and learning resource centre, student support centre and separate modern sports facilities.

The Clinical Simulation Laboratory is one of the first of its kind in the region. It provides students with the opportunity to practise clinical skills and techniques in a non-stressful environment prior to their formal clinical placement.

Students experience the clinical environment within designated teaching facilities in Bahrain including; King Hamad University Hospital, Bahrain Defence Force Hospital, Salmaniya Medical Complex and a number of other primary healthcare facilities. The University has also signed a Memorandum of Understanding with various local, regional and international hospitals to facilitate clinical electives.

The School of Medicine is included in the World Health Organisation, Directory of Medical Schools (now known as Avicenna Directories www.avicenna.ku.dk) and the International Medical Education Directory (IMED) of the Foundation for the Advancement of International Medical Education and Research (FAIMER). The medical programme has also recently received an accreditation from the Irish Medical Council. This accreditation is based on the World Federation of Medical Education (WFME) standards, which are the highest standards available in medical education.

The School of Medicine and the School of Nursing & Midwifery are also listed in the Health Profession Education Directory of the Eastern Mediterranean Regional Office of the World Health Organisation (www.emro.who.int/hped/Index.asp).

All education programmes offered by RCSI Bahrain have achieved full confidence in a recent external review by the National Authority for Qualifications & Quality Assurance of Education and Training (NAQQAET, 2012).
RCSI BAHRAIN IN NUMBERS

RCSI Founded in 1784 → RCSI Bahrain established 2004

39 nationalities → 1302 students

5 Programmes → 854 Alumni

Involved in Local and International Community Engagement Initiatives

To find out more visit www.rcsibahrain.edu.bh
OUR VISION

RCSI Bahrain’s strategic plan focuses on three pillars: Teaching & Learning, Research and Community Engagement.

RCSI Bahrain’s mission is to inspire, educate and train competent and caring graduates who are well prepared to enter specialty training programmes and assume leadership roles in their respective professions.

To achieve this mission, RCSI Bahrain’s strategic plan focuses on three pillars: Teaching & Learning, Research and Community Engagement.

Teaching & Learning
RCSI Bahrain recognises that its capacity to attract high-quality students from around the world rests primarily on its reputation as a centre of teaching and learning.

The student experience is paramount in terms of the quality of education they receive and the skill set they bring with them into the workforce in various healthcare professions. The quality of RCSI Bahrain graduates and undergraduates engaged in clinical placement settings is already attested by employers in Bahrain and the capacity of graduates to secure prestigious internships in hospitals throughout the world.

Research
Healthcare requires a strong evidence base to enable its development and RCSI Bahrain is committed to contributing towards an understanding of disease processes, healthcare interventions and health services within Bahrain and the GCC.

The University is also committed to developing research-active staff, promoting research-led teaching and learning and developing a small number of key thematic areas and research clusters which focus on the areas of:

• Cardiovascular diseases and associated risk factors
• Haemoglobinopathies
• Oncology
• Healthcare/Medical Education

Community Engagement
To enhance wellbeing, the University is committed to establishing a collaborative partnership with the local and wider communities.

In doing so, the University actively engages in designing, implementing and maintaining community engagement and service projects.

As a centre of learning and excellence, the University strives to:

• Promote Healthy Communities (PHC)
• Give back to the community
• Advocate for the growth and development of healthcare professions and influence policy reforms
• Engage with the wider community of healthcare professionals
• Make a difference internationally
The Library and Learning Resource Centre (LRC) was officially opened in September 2012. The open concept with flexible learning spaces and different types of furniture allows students comfort and flexibility when studying. The area has a unique water fountain feature with a lounge area designed to draw users into a calm, reflective and relaxing learning environment.

The LRC has a growing collection of 12,000 print titles, a suite of e-resources which includes e-journal collection, databases, ebooks, clinical digests, reference tools, referencing software and health websites.

Clinical Simulation Laboratory
This purpose-built clinical environment allows both medical and nursing students to develop their skills and knowledge, gaining confidence in clinical decision-making throughout the course of their studies. Comprising of 14 beds, there are designated areas for maternity and child care, medical, surgical, and intensive care. Students interact with state-of-the-art computerised mannequins working through realistic patient-centred scenarios, while a digital camera system that records student work enhances learning by promoting the process of reflection on practice.

Multipurpose Laboratories
The Multipurpose Laboratories at RCSI Bahrain give students the opportunity to enhance the theoretical knowledge acquired in the lecture theatres with practical knowledge. Providing a stimulating learning environment for medical and nursing students to encounter experimental procedures related to biology, medicinal chemistry, medical physics and anatomy, the Multipurpose Laboratories also enhance and complement their medical education, broadening students' knowledge base.

The mission of the Library and Learning Resource Centre is to promote independent learning and scholarship by providing access to relevant and up-to-date resources.
Centre for Student Success
Designed by students, for students, the Centre for Student Success (CSS) offers comfortable, informal, friendly and student-driven space where students can peer-network, group or solo study, consult self-access resources and science models, chat to a learning tutor about academic progress, or seek learning support and other help and advice from the student support team.

The CSS focuses on three core areas for student success:

1) Student Welfare and Well-Being
Looking after the psycho-social aspects of student life, including integration, persistence and conduct. Services include confidential counselling and advice. The Centre supports wellness for students including mental and physical health and social well-being.

2) Personal and Professional Development
Including opportunities for attending conferences and travel for academic activities, extra-curricular learning, workshops which build life skills, Peer Assisted Learning, Peer Led Sessions, the Buddy Programme and much more.

3) Drop-in Learning
Learning tutors are available for study skills, language and sciences learning support. Students can drop-in and chat or request individual or group tutorials. The learning tutors also organise regular extra-curricular study sessions and other academic activities.

The Centre for Student Success provides all RCSI Bahrain students with a wide range of services and programmes to enhance their academic performance, persistence, integration and personal and professional achievements.
STUDENT LIFE AT RCSI BAHRAIN

RCSI Bahrain is intent on offering a worthwhile and well-balanced experience of student life. Whether interested in sports, arts, volunteer work or simply socialising with like-minded friends and colleagues, RCSI Bahrain has a host of extra-curricular opportunities and roles for you to fulfil.

The Sports and Recreation Centre (SRC)
Located behind the main campus building, the SRC is the hub of student life at RCSI Bahrain. Aside from being the home of RCSI Bahrain’s sports teams, the purpose-built facility also features a 900 square-metre multipurpose hall – used for a whole host of events throughout the year – as well as male and female gymnasiums, studio rooms, a recreation and gaming area, a Wi-Fi hotspot and a Gloria Jean’s Coffee outlet. Alongside the SRC building is the FIFA - approved, outdoor sports pitch. The facility is designed to cater for both competitive and recreational sport, welcoming both the beginner and the accomplished athlete, and is capable of hosting a number of activities simultaneously.

Student Council
The RCSI Bahrain Student Council is at the heart and soul of student life both in terms of facilitating communication among students, the faculty and administration for the purpose of promoting unity, understanding and harmony, and organising student activities. The annual Student Council elections are open to all.

Clubs and Societies
RCSI Bahrain actively encourages the formation of and participation in student clubs and societies. Falling under the banner of the Student Council, clubs and societies aim to offer a variety of avenues through which students can pursue their interests and hobbies. From the well-established sports clubs such as football, basketball and badminton, to other interest groups like the Culinary, Art and Film Societies, right through to academic organisations including Nursing and Medical Societies, RCSI Bahrain currently has over 30 clubs and societies, offering a variety to suit all tastes.
INTRODUCTION
“Our undergraduate programme in RCSI Bahrain is quite unique because we have an excellent staff/student ratio. In addition, most of our senior medical teaching faculty members are from Ireland, since we strive to deliver the authentic, world-respected brand of RCSI healthcare teaching. We have students from over 30 countries worldwide including North America. Our medical school is truly international and multicultural.”
Medical Curriculum – RCSI Philosophy
RCSI Bahrain is wholly owned by Royal College of Surgeons in Ireland and the curriculum philosophy is identical to that in RCSI Dublin. The ethos of the Medical School is founded on the principle that the patient’s interest is paramount in clinical teaching, medical practice and research.

Medical Graduate Profile
The medical graduate profile consists of five themes, integrated vertically and horizontally within the curriculum. These include basic and clinical sciences, personal and professional development, clinical competence and international health.

The ethos of the Medical School is founded on the principle that the patient’s interest is paramount in clinical teaching, medical practice and research. The programme is designed to give the student a sound knowledge of the principles of both the science and the art of medicine. The curriculum is outcome-focused and reflects the skills and competencies that students will have on graduation, including the knowledge and attitudes to perform as competent clinicians and pursue further specialised training.

Through this model the college aspires to produce doctors who have a thorough understanding of ethical principles underpinning the practice of medicine, safety and quality in healthcare.

Throughout the medical programme students are also exposed to a variety of clinical specialties and encouraged to develop a balanced perspective of domiciliary, community and hospital care.
Modern clinical-teaching facilities, combined with the expertise and dedication of the clinical teachers, ensures that the highest training standards are achieved.

A spirit of enquiry is also fostered, and all students are provided with the opportunity to undertake research electives within the academic and clinical departments of the University as part of RCSI Bahrain’s summer research programme.

The programme is designed to give the student a sound knowledge of the principles of both the science and the art of medicine.
Medical Curriculum Overview
The Medical Programme in RCSI Bahrain is either five or six years in duration, depending on the academic curriculum the student has studied prior to admission.

Admission is open to school leavers and those who have undertaken an undergraduate degree in another discipline but who now wish to pursue a career in medicine.

The programme commences with the Foundation Year (FY), followed by cycles including the Junior Cycle (JC), Intermediate Cycle (IC) and Senior Cycle (SC).

The Foundation Year constitutes the first year of the six-year medical programme. Depending on their academic qualifications, some students can be exempt from this year and may enter directly into a five-year programme.

The Junior Cycle and Intermediate Cycle are taught over three semesters and Senior Cycle spans over two academic years.

Within each cycle, the academic content is delivered over a number of modules, which are largely based on the systems of the human body. Each module integrates the biomedical and clinical sciences and is defined by a series of learning outcomes.

The medical programme focuses on the principle that the patient’s interest is paramount. To this end, there is a strong emphasis on clinical medicine and clinical competence from the programme outset.

RCSI Bahrain Doctor
Teaching and Learning
RCSI Bahrain employs a hybrid approach to teaching and learning, by mixing traditional teaching with problem-solving learning where appropriate.

Throughout the programme, a variety of teaching methods are utilised, including traditional lectures, case-based learning, small group tutorials, practicals, computer-assisted learning, bedside clinical teaching, grand rounds, shadowing, observation, skills workshops, tutorials, operating-room attendance, ward attendance, home visits and simulation-based clinical teaching.

Assessments are identical to those in RCSI Dublin. They take place during a module (continuous) or at the end of a module (summative) and take many forms, including multiple choice questions, short answer written questions, objective structured clinical examinations, practical oral and online examinations and team/individual projects.

Assessment modes are appropriate to the different types of learning outcomes such as knowledge, skills and attitudes and for each module, assessments are carefully blueprinted to the course material.

Clinical Teaching
The medical programme focuses on the principle that the patient’s interest is paramount. To this end, there is a strong emphasis on clinical medicine and clinical competence from the programme outset.

As students progress through the programme, the emphasis on biomedical sciences shifts towards an increased focus on clinical medicine.

In keeping with the medical graduate profile, students in the programme’s earlier stages (Junior and Intermediate Cycles) experience clinical exposure. This includes:
- Early patient contact
- Clinical case-based tutorials
- Case discussion facilitated by clinicians
- Clinical data interpretation
- Clinical skills tutorials
- Hospital ward rounds

In the final two years (Senior Cycle), students are based exclusively on clinical sites and in the main teaching hospitals. They undertake attachments in medicine, surgery, primary care, psychiatry, obstetrics, gynaecology and paediatrics.

Qualifications Awarded
Graduates from the School of Medicine are conferred with the degrees of MB, BCh, BAO Degree (Bachelor of Medicine, Bachelor of Surgery, and Bachelor of the Art of Obstetrics) from the National University of Ireland (NUI) and from RCSI Bahrain. In addition, they will receive licentiates of the Royal College of Physicians of Ireland (LRCPI) and the Royal College of Surgeons in Ireland (LRCSI).

Academic and English Language Proficiency Requirements
Available from www.rcsibahrain.edu.bh

“Having graduated in 2013 from RCSI Bahrain and now as a resident at the University of Toronto, I can look back and say how RCSI Bahrain is a solid and great medical school.

Being in a small group, we came to know each other really well and with that came the privilege of having an open-door policy with our professors. In fact, most of them called us by our first names.

Before the clinical years started we were allowed to encounter patients as observers and, when our clinical years began, we had almost one-on-one teaching with preceptors. Hence they got to know us really well and trust our skills. They allowed us to do procedures under supervision, such as intubations and central line insertions. This is the kind of experience that one does not get in bigger, less intimate schools.

Outside the classroom, Bahrain is a charming island. It’s a mixture of the East and West. The weather is always sunny; the people are so warm and friendly. After five years of medical school, it became like a second home for me.”

RCSI Bahrain was a solid and great medical school.

Dr Sabrina Berdouk
Canada
RCSI Bahrain
Medical graduate
The Medical Commencement Programme (MCP) was developed by RCSI Bahrain for students who wish to pursue a career in medicine but do not come from an academic background, which facilitates direct entry into a full undergraduate medical programme.

The MCP pathway is designed to provide an appropriate learning path for both native-English-speaking and non-native-English-speaking students.

Students follow core modules, which include general science subjects, study skills and medical terminology.

Lower level English speakers follow medical English modules and higher level of English follow research skills modules.

The overall aim of the MCP is to provide students with the appropriate knowledge to bridge the gap between their second-level education and RCSI Bahrain’s undergraduate medical programme.

**Curriculum Overview**

The academic year commences in September and consists of 12 modules including Biology, Chemistry, Physics, Learning at Third Level, Medical Terminology and either English for Medical Studies or Research Skills.

The teaching methods used vary according to the requirements of each module, but typically include lectures, tutorials, group and individual work and self-directed learning. Students are also encouraged to participate in laboratory electives which are based alongside their science modules.

Similar to the medical programme, assessment takes place during and/or at the end of each module through a variety of methods including multiple-choice questions, short-answer written questions, assignments, oral presentations and team/individual projects.

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“The Medical Commencement Programme has given me the opportunity to become an independent learner, and to improve skills I never thought I could improve. The modules equipped me completely for Foundation Year as they provided me with the essential, basic knowledge I needed to know for science, research, and the medical field. The tutorials and labs allowed me to apply what I had learnt in lectures, and the lecturers were always there to help explain concepts in the most comprehensible way.”

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There were lots of extracurricular activities like tutoring, lab work and visiting the hospitals.

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Nayla AlKhalifa
MCP graduate
Award
MCP Graduates are conferred with a Certificate in Foundation Medical Science from the National University of Ireland (NUI). This is a Special Purpose Award; National Framework of Qualifications, Level 6 (Ireland), 45 European Credit Transfer System Points. National Qualifications Framework, Level 6 (Bahrain), 90 credit points.

Following successful completion of the programme and attainment of progression criteria, students can progress to the first year of the six-year medical programme at RCSI Bahrain.

Academic and English Language Proficiency Requirements
Available from www.rcsibahrain.edu.bh

The overall aim of the MCP is to provide students with the appropriate knowledge to bridge the gap between their second-level education and RCSI Bahrain’s undergraduate medical programme.
RCSI SCHOOL OF NURSING & MIDWIFERY
One of our strengths is the emphasis we place on developing clinical nursing competence in our students and the importance of integrating theory with practice. We are international and multicultural. RCSI Bahrain’s School of Nursing & Midwifery staff is a dynamic blend of local and international academic nursing experts, working in accordance with the University’s strategy to deliver high quality education, to conduct research and to engage with the local community.”
School of Nursing & Midwifery – RCSI Bahrain’s Philosophy

RCSI Bahrain aims to prepare professional and competent graduate nurses who possess the knowledge, skills and professionalism required to provide safe nursing care services to individuals, families and communities in a variety of healthcare settings encompassing primary, secondary and tertiary services at national, regional and international level.

BSc (Hons) NURSING

Nursing Graduate Profile

The BSc (Hons) Nursing curriculum reflects the philosophy of the School of Nursing & Midwifery and develops the main concepts related to health, illness, nursing, caring and environment. The curriculum espouses values related to health promotion, health maintenance, illness prevention, communication, problem-solving and critical thinking, caring, evidence-based nursing and partnership. Our aim is to produce a nursing graduate who is professional, competent and caring, who accepts responsibility and who values lifelong learning and research.

Nursing Curriculum Overview

The BSc (Hons) Nursing is a full-time, primary degree course which commences in September and is delivered over four academic years. The programme is semesterised and modularised with well-defined learning outcomes for every module.

Biomedical sciences and social sciences are integrated with nursing knowledge within the curriculum to provide the necessary knowledge required by competent nurses to provide high standards of care in primary, secondary and tertiary healthcare settings. The curriculum also fosters problem-solving skills, critical thinking and evidence-based approaches to nursing care, which are fundamental to the nursing profession.

Teaching & Learning

In line with the philosophies of the University and the School of Nursing & Midwifery, a variety of teaching and learning strategies are employed throughout the programme to enhance students’ skills and professional development.

The teaching and learning strategies utilised include lectures, case-based learning, small group tutorials, skills workshops, seminars, bedside clinical teaching, simulation-based clinical teaching and team-based learning.

Above shows the five themes of the nursing graduate profile
Assessments take place during/or at the end of a module and take many forms dependent on the specific learning outcomes. Such methods include multiple-choice questions, short-answer written questions, objective-structured clinical examinations, oral presentations and student clinical assessment reports.

**Clinical Teaching**
The graduation of competent nurses depends not only on developing students’ ability to understand knowledge, but also on developing their critical thinking and, most of all, ensuring clinical competency.

For this reason there is a strong emphasis on clinical teaching and learning skills. Clinical teaching has a range of instructional, evaluative and interpersonal components which differ from classroom teaching.

In this programme, students are exposed to the clinical environment within designated teaching facilities in Bahrain, including King Hamad University Hospital, Salmaniya Medical Centre and Bahrain Defence Force Hospital and a number of other primary healthcare facilities.

**Qualifications Awarded**
Graduates are conferred with a BSc (Hons) Nursing from the National University of Ireland (NUI) and from RCSI Bahrain.

**Academic and English Language Proficiency Requirements**
Available from www.rcsibahrain.edu.bh

“The BSc Nursing programme in RCSI Bahrain is an excellent programme that enhanced my education, as well as challenging me to provide high-quality, thorough and compassionate care to my patients.

It was an amazing journey. I like the fact that the instructors are friendly. They are always willing to help and support us. I felt very prepared to enter the world of nursing after my time at RCSI Bahrain, both confident and assured that I was ready to hit the ground running.”

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“I felt very prepared to enter the world of nursing after my time at RCSI Bahrain.”

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Eman Al-Jahmi
BSc (Hons) Nursing Graduate
The BSc (Hons) Nursing Bridging programme is designed for registered nurses who have completed nursing studies to Diploma level and wish to upgrade their qualification to a full BSc (Hons) Nursing Degree. The programme is open to licensed nurses from all clinical backgrounds including general hospital, psychiatric and community nurses and midwives. The BSc education modules provide an opportunity for nurses to undertake education to enhance both personal and professional development and performance.

**Curriculum Overview**
The BSc (Hons) Nursing Bridging Programme is delivered part time over 3 semesters. The programme consists of 6 modules. A variety of teaching and learning methods are utilised throughout the programme to achieve the different learning outcomes. These include lectures, case based learning, small group tutorials and roundtable discussions. Students are also expected to engage in reflective practice and apply all assessment and course work to their own clinical area thus ensuring integration of theory and practice.

Assessment methods used to evaluate the different learning outcomes include; projects, student led seminars/presentations and written exams.

**Qualifications Awarded**
Graduates are conferred with a BSc (Hons) Nursing from the National University of Ireland (NUI) and from RCSI Bahrain.

“As an undergraduate nurse returning to academic life, it was a daunting challenge. However, all my fears and apprehension were dispelled when introduced to our lecturers. Their enthusiasm was infectious and the opportunities to learn more and develop skills were always available. The competency, accessibility, approachability and the professionalism of the tutors were nothing less than outstanding. They are the driving force to ensure we achieve our goals where they can and this was highly motivating.

I have gained numerous transferable skills such as problem solving, communication and evaluation, which will be fundamental to my career as a manager in the health profession. The excellence of the faculty, the strength of the programme, and their commitment to the education of future generations of healthcare providers/leaders have placed the University at the forefront of Healthcare higher education. I wholeheartedly endorse Royal College of Surgeons In Ireland, Bahrain and everything for which it stands. I feel so very privileged to have had the opportunity to study here”

I feel so very privileged to have had the opportunity to study here.

**Ann McCarthy**
BSc (Hons) Nursing - Bridging Programme
RCSI SCHOOL OF POSTGRADUATE STUDIES & RESEARCH
“RCSI Bahrain is committed to providing increased opportunities for postgraduate studies – both taught and through research – on a comprehensive ladder of continuing education. This includes increasing the number of taught programmes at Masters level; providing PhD opportunities and crystallising a small but focused number of research clusters, each with a specific thematic focus.”
MSc NURSING

The MSc Nursing was developed by RCSI Bahrain for nurses in clinical practice, both locally and internationally, who have a BSc in Nursing and wish to undertake further education.

The programme aims to develop reflective practitioners with the skills and knowledge necessary to identify, evaluate and implement evidence-based healthcare at individual and organisational levels.

Curriculum Overview
The MSc Nursing is a full academic programme, which commences in September and is delivered part-time over two academic years.

There are 6 taught modules in Year 1. The overall focus of the modules is to add to existing knowledge of healthcare issues in the hospital and in the community, while increasing understanding of the wider social factors that may be determining health and wellness. The content of the modules aim to develop a critical reflective practitioner, willing to enact change in the health care environment, so that the needs of patients, their families and the wider community are met with an evidence based approach. Year 2 requires completion of an advanced research module and a research dissertation of 25,000 words based on a topic applied to the students area of clinical practice.

A variety of teaching and learning methods are utilised throughout the programme to achieve the different learning outcomes. These include lectures, case-based learning, small group tutorials and roundtable discussions. To ensure integration of theory and practice, students are also expected to engage in reflective practice and apply all assessment and course work to their own clinical practice area.

Assessment methods used to evaluate the different learning outcomes include; projects, student-led seminars/presentations, written examinations, development of a research proposal and a dissertation.

Qualifications Awarded
Graduates are conferred with a MSc Nursing from the National University of Ireland (NUI) and from RCSI Bahrain.

Students who wish to exit the programme following successful completion of Year 1 are awarded a Postgraduate Diploma in Nursing Theory from the National University of Ireland (NUI) and from RCSI Bahrain.

Academic and English Language Proficiency Requirements
Available from www.rcsibahrain.edu.bh

“I feel privileged that I have been a part of such a great college. Naser Shwaihet

“...”

“I got to know about RCSI Bahrain through some friends who were very proud of joining the college. One thing that strikes me about RCSI Bahrain is the great opportunities you can get for your personal and professional growth. Being part of the international student body has enriched my experience and opened the doors for me to interact with others, learn from them, and make friends. Joining RCSI Bahrain has also provided me with excellent opportunities to develop my personal and social skills through the different activities and facilities provided by the college.”

Naser Shwaihet
Jordan
MSc Nursing Graduate

“I feel privileged that I have been a part of such a great college.”
Research

RCSI Bahrain is committed to contributing towards an understanding of disease processes, health services and healthcare interventions in Bahrain and the GCC.

As healthcare requires a strong evidence base to enable its development, the University supports research activity across disciplines.

In keeping with the Strategic Plan 2012-2017, a Research Office was opened to facilitate and support such activity among faculty and students.

The expertise within the University is expanding but currently focuses on the following broad themes:

- Cardiovascular disease and related areas
- Oncology
- Healthcare/medical education
- Haemoglobinopathies

Student Research

An active group of medical and nursing students are members of the Medical Research Society (MRS). The society organises events and workshops to develop members’ research interests and hone their skills. Funding is available to attend and participate in health-related conferences in Bahrain and abroad.

Each year, RCSI Bahrain students take part in summer research projects either in the Bahrain or Dublin campuses.

For RCSI Alumni Summer Student Research Awards, they can also apply for funding through open competition between the three RCSI campuses.

A variety of teaching and learning methods are utilised throughout the programme to achieve the different learning outcomes.