Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

Dean's Awards
Faculty of Health Sciences
2025-26


2526

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- Dean of Health Sciences Research Initiatives Fund
- Dean of Health Sciences Award for Innovation in Teaching
- Dean of Health Sciences Award for Professional & Support Staff
- Dean of Health Sciences Award for Outstanding Contribution to Teaching in Professional Practice
- Dean's Award for Distinguished Service to Health Sciences

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Dean's Awards Faculty of Health Sciences 2025-26

The Faculty of Health Sciences incorporates the Schools of Dental Science, Medicine, Nursing and Midwifery, and Pharmacy and Pharmaceutical Sciences.

At the core of our activities in Health Sciences is the understanding that all of our activities begin with and centre on our patients.

Welcome to the Faculty of Health Sciences Dean's Awards Ceremony 2025-26

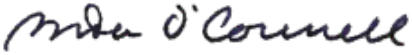
The Faculty of Health Sciences Dean's Awards give us an occasion to celebrate some of the activities in the Faculty during the past academic year. We are delighted to recognise a wide range of achievements and contributions from staff who demonstrate excellence and commitment to our mission.

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.

The Professional & Support Staff Award, and the Outstanding Contribution to Teaching in Professional Practice Award are designed to recognise some of the people who contribute to the mission of the Faculty, in often unseen ways. The award for Distinguished Service to Health Sciences recognises an individual's exceptional and sustained contributions to Health Sciences during the course of their professional career, rather than one specific achievement.

While we cannot highlight everyone each year, we hope that the spirit of these awards demonstrates our appreciation of everyone's contribution to our Faculty and that the impact of these awards grows stronger each year.

You are all very welcome to tonight's event, which is celebratory in nature. We are always so pleased to welcome family members, friends and colleagues. We are pleased to congratulate all the award winners for 2025-6 and thank everyone who participated in the nomination and selection of the recipients.



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

Dean of Health Sciences Research Initiatives Fund Award 2025-26

Dean of Health Sciences Research Initiatives Fund Award 2025-26

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, by providing them with an opportunity to be named PI on a research grant. The fund seeks to advance the research priorities of Trinity College, and to raise the national and international profile of the University through increased competitiveness for funding from sources including European Commission, Wellcome Trust, Research Ireland, Health Research Board, as well as other funding sources.

Since its inception in 2015-16, the Faculty has supported 46 research projects, representing a strategic investment of €840,000 in our early career researchers. We invite you to read the impact story of one of last year's winners, with many thanks to the School of Medicine Research Impact Officer, Bridget Gavin.

In 2025-26 there were four awards:

Fearghal Behan	School of Medicine – Physiotherapy
Anita O'Donovan	School of Medicine – Radiation Therapy
Brian Henderson	School of Medicine – Histopathology
Laura Kane	School of Medicine – Surgery

Dean's Research Initiative Fund 2025-26

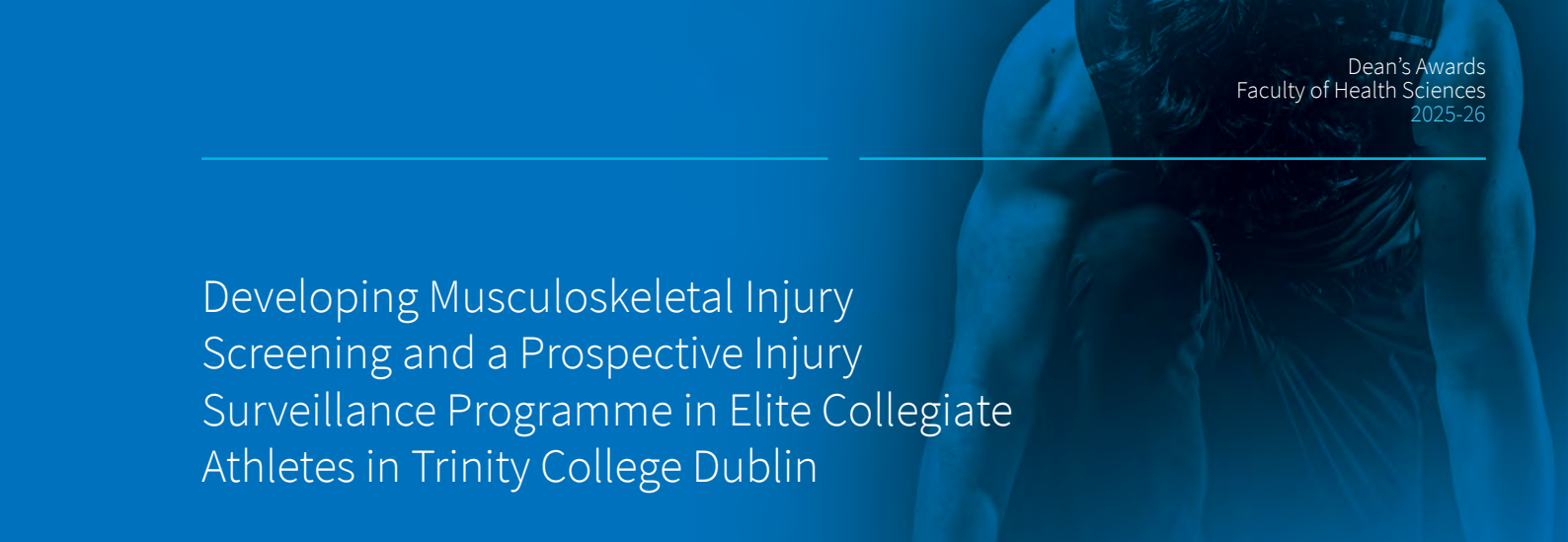
Fearghal Behan
School of Medicine
Physiotherapy

Dr Fearghal Behan is an Assistant Professor in Musculoskeletal Physiotherapy in Trinity College Dublin. Fearghal's research focuses on musculoskeletal health, sports/exercise related injury, and neuromuscular function. His research aims to improve injury prevention and rehabilitation. He is interested in precision exercise science based interventions and utilises neuromuscular function, biomechanical, and imaging methods (MRI, 2 dimensional ultrasound) to conduct his research. Fearghal commenced his career as a Physiotherapist following his undergraduate and master's degrees.

Fearghal Behan
School of Medicine
Physiotherapy

He worked in a variety of clinical settings before specialising as a Musculoskeletal Physiotherapist. He practiced both in acute hospitals and in elite sports medicine settings. After many years of clinical practice, Fearghal completed a PhD in 'Neuromechanics of Explosive Performance for Movement Control and Joint Stabilisation' in Loughborough University. Thereafter, he worked as a Research Scientist in Aspetar Sports Medicine Hospital in Doha, Qatar, as an Assistant Professor in Dublin City University, and as a Research Fellow in Imperial College London, where he obtained a Marie Curie Fellowship. Fearghal joined Trinity in January 2024.

improving athlete health in TCD through interventional strategies



Developing Musculoskeletal Injury Screening and a Prospective Injury Surveillance Programme in Elite Collegiate Athletes in Trinity College Dublin

This research aims to establish a novel musculoskeletal screening protocol and injury surveillance programme for elite-level collegiate athletes at Trinity College Dublin. This project will include an analysis of neuromuscular function in male and female elite-level collegiate athletes (n= 250) across five sports (rugby, basketball, volleyball, rowing and hockey), followed by prospective injury tracking throughout the 2025/26 competitive season. This will provide a large sample of musculoskeletal screening and injury data on a yearly basis (i.e., 1000 athlete seasons within 5 years), very rarely described within the Irish collegiate context. We also aim to examine associations between baseline screening data and in-season injury incidence, and these findings will directly feed into improving athlete health in TCD through interventional strategies.

The prospective screening integrates innovative technology using an AI-powered motion analysis tool (KineMo, developed within TCD by Prof Ciaran Simms), allowing scalable and objective movement screening. Associations between baseline kinematics and prospective injury risk will be completed in a larger cohort than previous lab-based motion analysis. The combined findings will establish normative neuromuscular, musculoskeletal, and biomechanical benchmarks, inform world leading injury strategies, and serve as a platform for future interventional trials evaluating the impact of multivariate screening-informed interventions on injury prevention.

Dean's Research Initiative Fund 2025-26

Anita O'Donovan
School of Medicine
Radiation Therapy

Dr Anita O'Donovan is an Assistant Professor in the Discipline of Radiation Therapy at Trinity College Dublin. Following the completion of her PhD at Trinity on frailty assessment in oncology, her research has focused on improving cancer care for older adults through the integration of geriatric oncology principles. Dr O'Donovan's current research explores how AI-driven conversational agents can be used to improve access to geriatric assessment and support person-centred decision-making in oncology

Anita O'Donovan School of Medicine Radiation Therapy

digital health equity for geriatric oncoloy

GOLD-IE- Geriatric Oncology Linked Data via Intelligent Engagement: A Conversational Agent for Online Geriatric Assessment in Older Adults with Cancer

GOLD-IE is an innovative, interdisciplinary project that harnesses conversational artificial intelligence (AI) to improve collection of geriatric assessment (GA) data among older adults with cancer, a population often excluded from digital health innovations. GA is vital for shared decision-making yet rarely implemented in oncology due to time and resource constraints. Conversational AI offers an accessible, interactive solution for older adults who may struggle with traditional digital platforms. This project will transform conversational AI from information-giving into a practical tool for GA implementation.

Through co-design with patients, caregivers and clinicians, GOLD-IE will develop and validate a virtual GA assessor that supports adoption in oncology and enhances patient care. By the end of the award, it will deliver a validated prototype - a conversational agent capable of prompting accurate GA data - tested with ≥40 participants and benchmarked for usability. Aligned with the Dean's Fund objectives, GOLD-IE will be transformative for my career, allowing me to apply my expertise in geriatric oncology to digital health innovation. It advances digital health equity, delivers societal benefit, strengthens Trinity's research profile and reinforces the Faculty's commitment to interdisciplinary innovation.

Dean's Research Initiative Fund 2025-26

Brian Henderson
School of Medicine
Histopathology

Brian is a Higher Education Authority (HEA) funded postdoctoral research fellow working as part of CLuB, the All-Ireland Cancer Liquid Biopsies Consortium. He graduated from Dublin City University with a degree in Biotechnology (2013) and Masters in Biomedical Diagnostics (2015). In 2016, he was named Dublin County winner and a national finalist in Ireland's Best Young Entrepreneur competition and Hot House Inventor of the year 2016.

Brian Henderson
School of Medicine
Histopathology

Brian's PhD research led to a COVID-19 Rapid Response grant to develop a saliva-based point-of-care test for SARS-CoV-2. In 2021, he took up a postdoctoral position on an Innovation Partnership Programme, identifying novel predictive biomarkers for non-small cell lung cancer. Since 2023, he has held a postdoctoral research fellowship in the laboratories of Professor John O'Leary and Dr Sharon O'Toole, working on circulating tumour cells and the host immune response to cancer. His overarching research goal is the early detection of cancer through aptamer-based diagnostics, and the identification of biomarkers that predict patient response to immunotherapy.

Funding for a First-in-Class Aptamer-Based Therapeutic

Our laboratory has identified a previously undescribed mechanism of immune suppression operating in solid malignancies, mediated by a circulating factor that is frequently and persistently elevated in patients with ovarian, lung, pancreatic, gastric, and oesophageal cancers. Preliminary data demonstrate that this factor directly interferes with key immune cell functions required for effective anti-tumour responses, with the effect becoming measurable at concentrations routinely encountered in advanced disease. The findings point to a systemic, tumour-associated mechanism of immune evasion that is distinct from currently recognised checkpoint pathways and that reveals a druggable interaction representing a new class of immune regulation.

To translate this discovery, we propose to develop and protect a first-in-class, aptamer-based therapeutic designed to selectively bind this circulating factor and block its interaction with the immune system, thereby restoring anti-tumour immune function. Aptamers are particularly well suited to this application: they can be engineered to discriminate between closely related molecular species, are non-immunogenic, manufactured synthetically at defined purity, and chemically modified to tune half-life, offering a level of design control that is difficult to achieve with conventional biologics against a circulating protein target.

Funding from this application will enable the generation of a data package that substantiates the uniqueness and potential of the research, reducing downstream development risks and strengthening the project's impact. Critically, this award will allow for the expansion of the aptamer laboratory at the Trinity Translational Medicine Institute and lay the groundwork for a broader therapeutic programme, building aptamer-based medicines that create new options for cancer patients who do not respond to currently available immunotherapies. This work has the potential to define a new class of immune blockade with implications across multiple solid tumours in which the underlying mechanism is active.

Dean's Research Initiative Fund 2025-26

Laura Kane
School of Medicine
Surgery

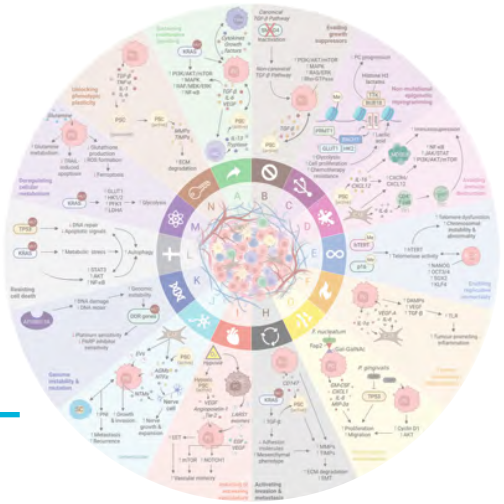
Dr. Laura Kane is a Research Ireland-funded Postdoctoral Research Fellow in the Department of Surgery, School of Medicine. Laura graduated from Trinity in 2018 with a First-Class Honours Degree in Zoology. She completed her M.Sc. in Translational Oncology in TTMI in 2019, before receiving her Ph.D. in Translational Oncology in 2023, focusing on integrative multi-omic analytics for the early detection of pancreatic cancer.

Laura's research centres around poor prognosis cancers, specifically pancreatic cancer, and the use of machine learning, big data, and multi-omics to generate biomarkers of patient risk.

Laura Kane
School of Medicine
Surgery

Laura is one of six early-career researchers on the AllCaN Pancreatic Cancer Network, a national research effort.

Laura's vision is to build one of Ireland's first fully integrative translational cancer research teams, directly linking high-level omics, clinical AI and wet-lab experimentation to decode mechanisms of cancer progression. Through these efforts, Laura is rapidly establishing herself as a key emerging figure in both the bioinformatics and pancreatic cancer research communities, positioning Ireland on the international map for AI-driven cancer discovery.



Building machine learning models to predict drivers of cancer progression and identify clinical biomarkers across disease stages.

Drivers of change, in a biological context, can be the causative agents of disease and are capable of taking many forms and being present across one or several biological compartments. This ambitious and groundbreaking research aims to utilise both functional biological response data, as well as layered multi-omic profiling, to train and develop a novel artificial intelligence-driven machine learning model (MLM) to identify drivers of disease.

By supplementing otherwise stagnant and time-point relative multiomic data, with live functional molecular, cellular and tissue-level outputs, I aim to integrate these datasets, providing step-wise pieces of biological information to fill in the gaps and inform the causative effects for any observed changes across each biological compartment, and also at each step in a biological model of cancer progression.

Pancreatic cancer is the worst prognosis cancer globally, with a 5-year survival rate of just 13%. While this work will adopt a biological progression model in the pancreatic setting, where identifying drivers of change in this disease could have profound impact on the management and treatment of pancreatic patients, it will ultimately be transferable across other cancer and disease types, with the potential for impact across all healthcare settings.

Research Impact Story
Restoring Balance: Associate Professor Mary Canavan's Vision for Autoimune Therapy

Career Trajectory and Independence
Associate Professor Mary Canavan, a leading researcher in the School of Biochemistry and Immunology, has significantly advanced her academic career following her Dean's Award success in 2023. Her project, *"Restoration of Immunological Tolerance in Rheumatoid Arthritis via Metabolic Reprogramming,"* served as a vital starting point that established her research independence. This foundational support directly contributed to her successful promotion to Associate Professor in January 2025.

Building her own research team
The Dean's Award acted as a crucial catalyst, providing the preliminary data necessary for Professor Canavan to secure a prestigious Health Research Board (HRB) Investigator-Led Programme (ILP) grant in 2024. This competitive funding has allowed her to expand her research capacity by building a dynamic team of seven research members. Her excellence was further recognised as a Commendation Awardee for Research Ireland Early Career Researcher of the Year. Additionally, she secured SFI funding (2024–2028) to investigate how tissue-specific immune memory mediates disease progression in Rheumatoid Arthritis.

Therapeutic Innovation
A core focus of Professor Canavan's work is the development of innovative therapeutic approaches for autoimmune diseases. By utilising physiologically relevant ex-vivo models, her research aims to identify new biomarkers for disease onset and therapeutic response. Her breakthrough work in metabolic reprogramming seeks to restore immunological tolerance, offering a transformative pathway toward precise and targeted therapies that address the root causes of chronic inflammatory

conditions like Rheumatoid Arthritis and Inflammatory Bowel Disease.

Enhanced Clinical and Industry Collaborations

The credibility established through the Dean's Award has significantly enhanced Professor Canavan's professional network, opening doors to vital clinical collaborations at St James's Hospital and St Vincent's University Hospital. These partnerships are essential for bridging the gap between fundamental laboratory research and clinical practice. Furthermore, she collaborates with pharmaceutical companies and translational scientists to ensure scientific discoveries are successfully transitioned from "bench to bedside".

Enhanced Service to Discipline and Leadership

Professor Canavan holds significant leadership roles, serving as the Director of the Centre for Arthritis and Rheumatic Diseases and the Chair of the Research Advisory Committee for the Irish Cancer Society, where she oversees strategic research investments. She further contributes to her field as an Associate Editor for BMC Rheumatology and organizes the monthly Immunology Research Forum at the Trinity Biomedical Sciences Institute.

Mentoring Next generation of Researchers

The foundation laid by the Dean's Award has positioned Professor Canavan to realize her long-term ambition of creating a vibrant, translational research environment. Her goal is to lead an interdisciplinary team where scientists and clinicians work side-by-side to translate discovery science into clinical impact. She remains deeply committed to mentoring the next generation of researchers, fostering an inclusive environment where curiosity and resilience thrive.

Impact on Human Health

Professor Canavan's research holds profound implications for human health by advancing the understanding of immunological mechanisms to directly benefit patients. By identifying novel immune pathways, her work supports a future of personalised medicine for those suffering from debilitating autoimmune diseases.
Her efforts to integrate clinical insights with fundamental immunology aim to provide long-term health benefits and an improved quality of life for individuals navigating chronic inflammatory conditions.

Dean of Health Sciences Award for Innovation in Teaching

Dean of Health Sciences Award for Innovation in Teaching

The spirit of this 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 was a core criterion for the award.

Dean of Health Sciences Award for Innovation in Teaching

Laura Piggott
School of Medicine
Clinical Medicine

Laura Piggott is a final-year Respiratory Specialist Registrar based at St. James's Hospital, Dublin, and a Lecturer in Clinical Medicine at Trinity College Dublin. She holds a Master's degree in Clinical Education and has a specialist interest in digital health innovation and the application of artificial intelligence in healthcare. Her work spans both clinical service delivery and academic research, with a particular focus on digitally enabled care pathways and devices in Respiratory and Sleep Medicine.

Laura Piggott

School of Medicine
Clinical Medicine

She is involved in the design and delivery of undergraduate medical education and has played a key role in designing The Digital Doctor, a new Student Selected Module (SSM) for the 2025/26 academic year. She looks forward to further developing and expanding the module.

a forward looking appriach to medical education

The Digital Doctor

The Digital Doctor module offers a fresh and forward-looking approach to medical education, equipping students with practical skills and confidence in digital health, artificial intelligence (AI), and technology-enabled care.

The innovation lies in both its design and delivery, combining case-based learning, hands-on exploration of AI tools, digital health pathway mapping, patient perspectives, and discussion of ethics, governance, and risk. Students worked with real-world examples from St James's Hospital. A field visit to industry partners (Microsoft) also allowed students to see innovation in action and connect classroom learning with real-world application.

Scaling the Digital Doctor module will embed digital health education within the curriculum and position the School of Medicine at the forefront of innovation in medical education nationally.

The module uses a mix of discussion, case-based learning, hands-on exercises, videos and self-directed materials, supporting students with different learning needs. All materials will be accessible on any device and available outside class times. Case studies and discussions explore algorithmic bias, under-representation of patient groups in datasets, digital exclusion, accessibility issues and the risk of widening health disparities.

Guest speakers provide clinical, technical, design and patient viewpoints, modelling inclusivity and varied professional experiences within digital health.

Dean of Health Sciences Award for Innovation in Teaching

Maria Van Harten
School of Dental Science
Child and Public Dental Health

Maria van Harten completed Bachelor degrees in Biochemistry and then Education in Canada; and then pursued undergraduate dental training at Western University in London, Ontario. After several years in private dental practice, she attained her MSc in Dental Public Health from the University of Toronto, and her specialist license in in 2012. Maria served as a Biostatistics lecturer to graduate dental students at Toronto, as Dental Consultant at the local health agency level, and served on the Executive Committee of the Ontario Association of Public Health Dentistry.

Maria Van Harten

School of Dental Science
Child and Public Dental Health

Following a trans-Atlantic move, Maria has taken on different roles at the Dublin Dental University Hospital since 2018, including lecturing in dental public health, supervising undergraduate projects and dissertations, and working as as Dental Curriculum Mapping Project Officer. She completed the Trinity College Certificate in Teaching, Learning & Assessment for Academic Practice last year; works on Quality Assurance and Research Projects for the Association for Dental Education in Europe; and continues to engage with Canadian colleagues as a Fellow and Examiner of the Royal College of Dentists of Canada.

a move into
higher order learning
through gameplay

Raising student awareness of inequality and the social determinants of health through a collaborative boardgame.

This project is to develop a collaborative board game to create an experiential learning environment where students take on diverse patient identities and at the same time explore societal/community-level policymaking. Through gameplay, students move into higher order learning about the social determinants of health and health promotion.

This project builds on several evidence-based teaching principles, most notably on Kolb's 4-stage process of Experiential Learning: "learning is most effective when students engage in concrete experience, reflective observation, abstract conceptualisation, and active experimentation". Gameplay also guides discussion of difficult issues like racism, poverty, and healthcare rationing in a safe environment without real-world consequences.

Owing to its adaptability, this project can be incorporated across Health Sciences including ethics or professionalism modules, and interprofessional education sessions.

The whole project exists to advance equity, diversity, and inclusion in healthcare education. The character cards will be developed to represent authentic, non-stereotypical patients that students will encounter in practice. The crisis cards (scenarios) will reflect actual systemic inequities documented in Irish healthcare and globally. The game characters will come with asymmetric resources, and by rotating characters with each round, students learn that privilege and marginalisation are multi-faceted and context-dependent. The game materials will be designed with accessibility in mind. Gameplay is meant to be collaborative not competitive, with students working as a group to improve health. Feedback will be sought from pilot testing to ensure that the game does not inadvertently reinforce harmful narratives.

Dean of Health Sciences Award for Innovation in Teaching

Liz Forde
School of Medicine
Radiation Therapy

Dr Elizabeth Forde is a CORU registered Radiation Therapist and Assistant Professor in the Discipline of Radiation Therapy. She teaches across undergraduate and postgraduate programmes and is Course Director for the MSc in Advanced Radiation Therapy Practice (Treatment Planning). Her teaching focuses on supporting students to become reflective, independent practitioners, in line with the Trinity Graduate Attributes.

Elizabeth was the School of Medicine Co-Champion for the Trinity Inclusive Curriculum Project (TCD-INC), an experience which shaped her interest in Universal Design for Learning and inclusive approaches to education. She

Liz Forde

School of Medicine Radiation Therapy

is particularly interested in how creative approaches can support student learning and wellbeing in healthcare education. Along with the clinical education team in the Discipline of Radiation Therapy, she plans to explore the use of creative health to enhance reflective practice, helping students to process their clinical experiences and develop resilience and professional identity.

Alongside her teaching, her research focuses on treatment planning, adaptive radiotherapy, and imaging biomarkers, with the aim of improving patient outcomes. She has established collaborations with clinical and academic partners across Europe, and currently serves on the Board of Directors of the European Society of Radiotherapy and Oncology (ESTRO).

foster reselience in high pressure clinicial situations

Reflective Insights into Student Experience (RISE)

The overarching goal of this project is to foster resilience in students by supporting them in managing high-pressure clinical situations through greater self-awareness and personal insight. The project supports reflective practice (RP) by providing a platform for students to express and process their placement experiences through art in a therapeutic and constructive way.

The project will deliver artistic workshops where undergraduate radiation therapy students will create a collection of mixed-media artworks reflecting on their clinical placement experiences, culminating in an exhibition open to students, academics, and clinical partners across Health Sciences. This exhibition will serve as a platform for dialogue around the human experience in healthcare.

Reflective writing has long been used in health science curricula. For some students, writing can be cognitively demanding, resulting in a superficial account of events, lacking authenticity and educational value. Cultural background has an impact on how students engage in reflective practice. Arts-based reflection shifts away from text-heavy approaches favoured in Western cultures, creating an opportunity for students to communicate experiences in ways that feels more culturally authentic.

Structured facilitation promotes psychological safety and ensures diverse lived experiences within clinical education are acknowledged and valued. By decentralising traditional hierarchies of participation, the model supports inclusive peer dialogue and collaborative meaning-making.

In this way, EDI is not treated as an adjunct consideration but is intentionally integrated into the design, delivery, and facilitation of the innovation, ensuring equitable access, inclusive participation, and recognition of diverse student experiences throughout the project lifecycle.

Dean of Health Sciences Award for Innovation in Teaching

Sinead Impey (L)
School of Nursing & Midwifery

Jill Poots (R)
School of Psychology

Dr. Sinead Impey is a Clinical Nurse Tutor in Health Informatics at the School of Nursing and Midwifery, Trinity College Dublin. Her research focuses on digital health, data harmonisation, and the integration of serious games in healthcare. During her PhD in Computer Science, she developed The Nursing Knowledge Bank - a game-based platform designed to capture, validate, and share expert nursing knowledge. With a strong background in both clinical practice and academia, Sinéad contributed to the Precision ALS project as an Information Knowledge Modeller and now leads a work package for Precision MS. She holds a BA in Healthcare Management, a BSc in General Nursing, and an MSc in Health Informatics, and is a Foundation Scholar of Trinity College Dublin.

Sinead Impey
School of Nursing & Midwifery

Jill Poots
School of Psychology

Dr Jill Poots is a Research Fellow in the Centre for Innovative Human Systems, School of Psychology, Trinity College Dublin. Jill's background is in Human Factors Psychology, especially the influence of sociotechnical systems design on occupational and patient safety outcomes. She has a particular interest in digital health, having completed her PhD, Investigating Human-System Interaction to Improve Patient Safety Outcomes in Integrated Urgent Care Telephone Triage, in collaboration with an NHS 111 provider in England. Since joining Trinity College Dublin, Jill's understanding of Patient and Public Involvement (PPI) has deepened, leading to increased interest in digital healthcare design and its implications for digital social exclusion ('texclusion'). This has resulted in collaboration with colleagues in the Faculty of Health Sciences.

"Textclusion" in healthcare technology design: a critical yet underexplored gap in clinical and leadership education.

This e-learning module represents an innovative pedagogical intervention addressing digital exclusion ("texclusion") in healthcare technology design. There is a risk that some individuals may be 'texcluded' by new technologies without proper consideration of complex needs. Empathic and inclusive design, procurement, and evaluation of healthcare technologies is key to minimising quality and safety risks and promoting digital inclusion.

This e-learning module will enable learners to reflect on the existing design process, challenges and potential biases and equip future healthcare leaders to make informed decisions about technology design and adoption. To achieve this, the module will share firsthand patient partner, designer/researcher, and staff experiences before introducing co-design and elaborated Action Design Research.

Ireland has outlined plans for the rapid adoption of healthcare technologies 2030 (HSE, 2024) making this an optimal time to generate interest in the impact of emerging technologies on the experiences and inclusion/exclusion of patients.

Addressing an emergent EDI challenge is a core aim of this project. This project acknowledges and seeks to address the diverse needs of patients, with particular consideration to 'CLEARS' factors (Culture, Limiting Conditions, Education, Age, Residence, and Socioeconomic Status) as well as gender in the digital space. A co-design process will be followed that ensures those whose care or work has the potential to be affected by digital inclusion/exclusion have an input to the resources available, and can help shape the narrative.

Dean of Health Sciences Award for Innovation in Teaching

Gaye Cunnane
School of Medicine

Gaye Cunnane, PhD, MB, FRCPI, is a Clinical Professor of Rheumatology at St James's Hospital and Trinity College Dublin (TCD) and an Adjunct Professor of Narrative Medicine at TCD. She is current council member of the Royal College of Physicians of Ireland (RCPI). Over the course of her career, she has been the National Specialty Director for Rheumatology (6 years) and Regional Programme Director for Basic Specialist Training (10 years) and, more recently, the Director of Health and Wellbeing at RCPI (4 years).

Gaye Cunnane School of Medicine

She is a past-president of the Irish Society for Rheumatology. Prof Cunnane has published over eighty original articles/book chapters and is currently completing a book called 'Standing on the Shoulders of Giants – a narrative history of Rheumatology on the island of Ireland', due to be published by Wordwell books in 2026. Her major interests involve the influence of lifestyle on inflammatory disease and the role of Narrative Medicine in clinician wellbeing.

Foster reselience in high pressure clinicial situations

Integration of narrative medicine (NM) within the teaching curriculum for first year Medicine

Narrative Medicine (NM) is a recent concept for an old skill in the practice of medicine which emphasizes the essential skills of listening, observing, respecting and advocating for the stories of both patient and physician in a clinical context. In a busy world, the skills of narrative competency, narrative humility, narrative reflection and narrative creativity must be both taught and reinforced in order to ensure that students and physicians practise patient-centred as opposed to task-oriented care.

Students are taught a variety of techniques to encourage reflective practice, embrace creativity, appreciate uncertainty, and develop skills for personal growth and professional identity. Learning that there is a background to every illness and a uniqueness to each person's presentation and understanding of disease is a vital foundation in the study of medicine.

Diverse artistic sources which include many different voices are used in each session to encourage discussion and reflection, employing poetry, art, drama, videos, short stories and other modalities to demonstrate cultural humility, implicit bias, marginalisation and the structural determinants of health. The students particularly benefit from their time with elderly in-patients at SJH.

This seed funding would help to further diversify the unheard voices in medicine by creating a repository of stories from hospital workers, such as cleaners, domestic staff and porters, whose work in the care of patients is invaluable but rarely receives recognition.

NM is an academic field that interlinks clinical knowledge and practice with the pedagogy of the humanities. This module is easily adaptable to other medical years, disciplines and professions.

Dean of Health Sciences Award for Professional and Support Staff

Dean of Health Sciences Award for Professional and Support Staff

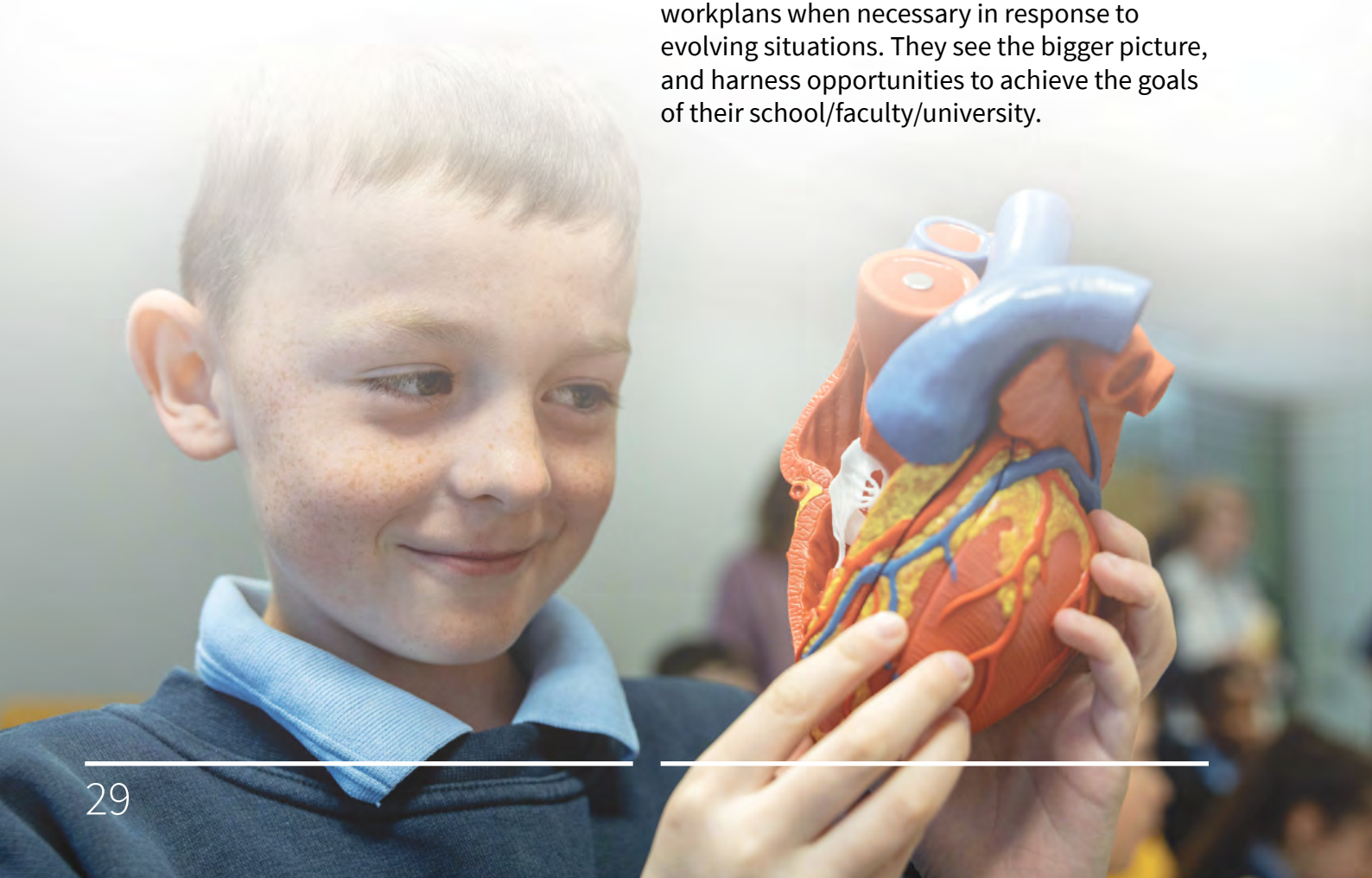
The Dean of Health Sciences seeks to recognise the significant contribution of professional and support staff to the delivery of the core business of the Faculty of Health Sciences.

This award 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. There are five categories for this award.

Dean of Health Sciences Award for Professional and Support Staff

Leading by Example

This individual demonstrates leadership through the values of collaboration and inclusion. They have the ability to make difficult decisions based on knowledge, evidence and sound judgement. They communicate clearly and positively, and they evaluate and modify workplans when necessary in response to evolving situations. They see the bigger picture, and harness opportunities to achieve the goals of their school/faculty/university.



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.

Exemplary Performance

This individual displays exemplary performance (above and beyond what would be expected of their grade/role), 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.

Positivity Champion

This individual positively influences their school/faculty/university, perhaps 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.

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.

Dean of Health Sciences Award for Professional and Support Staff

Mrs Claire Murphy
Chief Technical Officer 1
(Anatomy)
School of Medicine

In her ascribed role of Chief Technical Officer Claire is leading by example as a successful woman in science. She supports and mentors students from across the Faculty. Choosing a career in the sciences and achieving a senior role, demonstrates to other women that this is a viable and enriching career opportunity. If you can see it, you can be it.

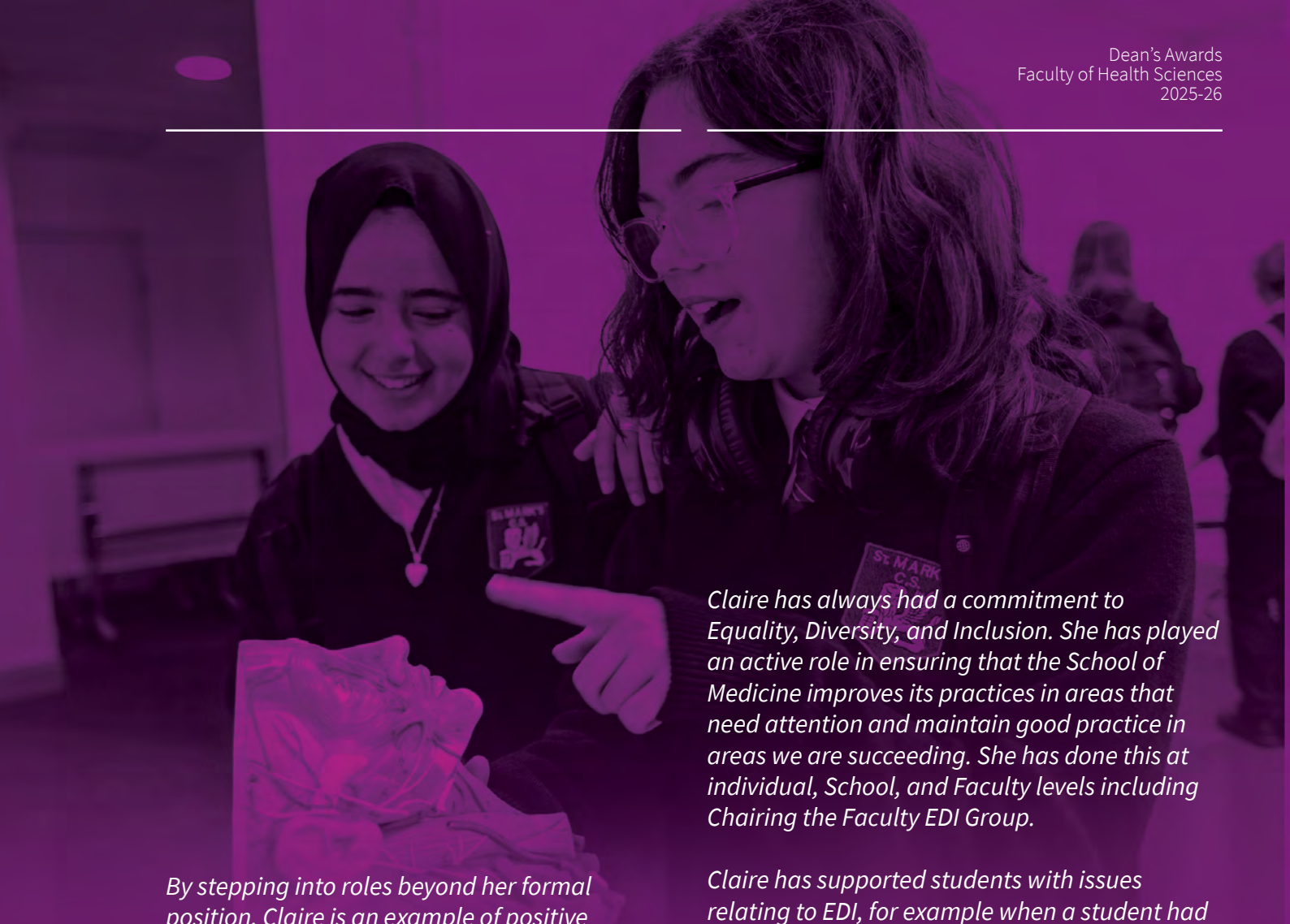
Mrs Claire Murphy School of Medicine

Leading by example

Claire participated in the Aurora Women in Leadership programme, and since that experience has woven the principles like collaboration and inclusion through her work and interactions with all staff.

Related to the Aurora Programme, Claire stepped into the 'facilitator' role of the pilot mentor group. Claire created a welcoming and structured space for the women in the group to confidently share their challenges and receive the guidance and support that they needed. She did this through gentle coaching and shepherding the group through the process.

an example of positive leadership in the School and Faculty



By stepping into roles beyond her formal position, Claire is an example of positive leadership in the School and Faculty. She understands that you can have an impact at a wider level than just your formal role. She makes a contribution to the wellbeing of the community of the School and Faculty.

Claire has always had a commitment to Equality, Diversity, and Inclusion. She has played an active role in ensuring that the School of Medicine improves its practices in areas that need attention and maintain good practice in areas we are succeeding. She has done this at individual, School, and Faculty levels including Chairing the Faculty EDI Group.

Claire has supported students with issues relating to EDI, for example when a student had concerns about inappropriate images being used in slides, Claire assessed the situation, made a clear plan of action, and approached the lecturer for what would be a difficult conversation. She communicated in a non-judgmental way and the issue was remedied.

Dean of Health Sciences Award for Professional and Support Staff

Ms Rebecca Kelly
Project Officer
School of Nursing & Midwifery

Rebecca has shown exceptional creativity, technical skill, and strategic leadership in developing digital systems and tools that have transformed how research is supported and managed within the School of Nursing and Midwifery.

Rebecca designed and implemented a centralised Research Support Hub on SharePoint to streamline access to essential research information, templates, funding resources, and processes.

Ms Rebecca Kelly
School of Nursing and Midwifery

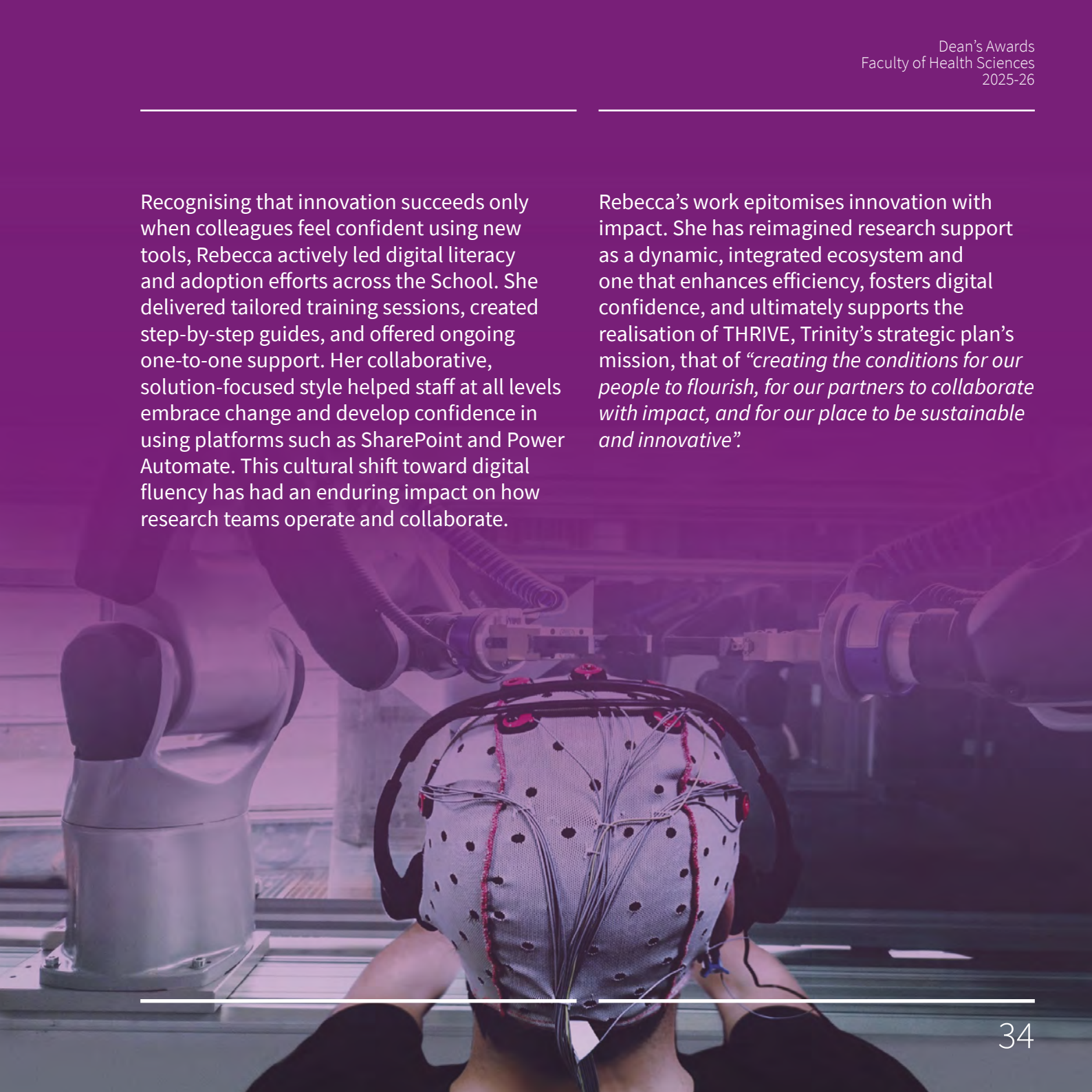
Innovations with Impact

This innovation created a single, easy-to-use platform that supports all stages of the research journey from proposal to dissemination. The hub has significantly reduced administrative burden, improved consistency in research documentation, and enhanced onboarding for new staff and postgraduate researchers. It is now an indispensable resource embedded in the School's research culture.

Rebecca developed an automated Purchase Order Request Form, which reduced turnaround times for finance approvals by more than half. Similar tools have been adapted for ethical submission tracking and project management, saving time and ensuring traceability. These innovations have freed academic and administrative staff to focus on higher-value research and teaching activities.

Recognising that innovation succeeds only when colleagues feel confident using new tools, Rebecca actively led digital literacy and adoption efforts across the School. She delivered tailored training sessions, created step-by-step guides, and offered ongoing one-to-one support. Her collaborative, solution-focused style helped staff at all levels embrace change and develop confidence in using platforms such as SharePoint and Power Automate. This cultural shift toward digital fluency has had an enduring impact on how research teams operate and collaborate.

Rebecca's work epitomises innovation with impact. She has reimagined research support as a dynamic, integrated ecosystem and one that enhances efficiency, fosters digital confidence, and ultimately supports the realisation of THRIVE, Trinity's strategic plan's mission, that of *"creating the conditions for our people to flourish, for our partners to collaborate with impact, and for our place to be sustainable and innovative".*



Dean of Health Sciences Award for Professional and Support Staff

Mr Kevin Thompson
Information Systems Support Officer
School of Medicine

Kevin is easily one of the most reliable colleagues I have worked with. In all the years he has worked in the Trinity Centre, I cannot remember even a single occasion when I phoned him for assistance and he was not at my door within a few minutes.

I can always pick-up the phone to Kevin to ask him for help, sometimes painfully basic IT questions, or sometimes more complex scenarios I can't figure out. He never fails to offer support, and always helps me to get to a resolution.

Mr Kevin Thompson School of Medicine

Exemplary Performance

Kevin has been very helpful on the St James's site in terms of helping the staff there to re-purpose IT equipment to stretch their renovation budgets and to stay within sustainability best practice. A lot of the renovations that were achieved last year in the Old Stone Building would not have been possible without his help and expertise – they certainly would have cost a lot more as well.

Kevin is very easy going in nature. He is a big part of the St James's community, he knows the ins-and-outs of the building, he is always there, and he is very interested and engaged in everything that is going on. He always tries to help and in doing so makes the place a much better serviced space. He will often say to me *"come on I'll show you where that is"…"no problem, I can do that"…"yeah I'll pop down to you now and do that"…* He's so helpful and I am really grateful to have him as part of the Health Sciences team.

The challenges presented during COVID with regard to online lectures and the broadcasting of lectures in multiple rooms in the Trinity Centre were handled effortlessly by Kevin.

On top of everything else, Kevin is the nicest person and gets along with everyone. He has an ability to keep staff and students alike calm when things are going wrong. I think Kevin is a role model for others. He is kind, friendly, very well-known and very much cherished by the TTMI community.

Kevin recognises that clinical education does not operate on a 9–5 schedule and makes himself available whenever required to ensure sessions begin on time and run without disruption. His reliability at these critical times provides enormous reassurance to teaching staff and clinicians alike.

His calm manner, practical problem-solving, and positive relationships with colleagues ensure that challenges are handled quickly, quietly, and effectively.

Kevin has enabled a seamless connection to the Saint James's hospital electronic patient record through a secure link in our Trinity systems, meaning we can use patient-derived material to teach our students.

Dean of Health Sciences Award for Professional and Support Staff

Ms Lucy Doogan
TILDA HR & Finance Manager
School of Medicine
(Medical Gerontology)

Lucy is an invaluable source of support for our PhD researchers. Her clarity, approachability, and reassurance reduce stress and enable doctoral researchers to focus on their work. For many, she is the first and most trusted point of contact when navigating university systems.

As Human Resources Manager, Lucy shows genuine care for staff wellbeing, offering practical and emotional support during challenging times and ensuring colleagues feel valued and supported.

Ms Lucy Doogan
School of Medicine

Positivity Champion

She is proactive in welcoming new staff, making introductions, and helping to build early connections so that no one feels isolated in their first days.

Through Lucy's consistent encouragement, practical support, and commitment to creating a positive environment, she enhances both individual wellbeing and team performance.

Lucy always has the time to provide guidance and help with any task that comes up, and makes sure she connects with each member of the team on a personal level. She shows such genuine interest in the variety of work going on in the team, and makes the effort to listen and keep up to date with what is going on in the lives of everyone. Whether it's your research paper, mundane data cleaning tasks, an extra-curricular activity or a trip away, she always shows such enthusiasm in hearing how you got on.

From a personal perspective, I get great comfort knowing Lucy's door is always open and no matter what I need to run by her, or talk through, I'll leave her office with a sensible solution and feeling supported and positive about the next steps to take.

From a team perspective, Lucy is a natural people person who makes a genuine effort to get to know everyone, no matter how long they spend with TILDA. At any event, Lucy is always the first to welcome external guests. She makes a real effort to engage with collaborators and actively fosters positive relationships.

Lucy cultivates a positive attitude across the team and is always the first to either propose or sign up for team-building activities, whether that is quizzes, excursions, or even the famed TILDA bake-off competition. She is constantly seeking out ways to engage colleagues and foster a collaborative working environment, including organising social get-togethers.

Lucy ensures that every member of the team can achieve their best by encouraging and providing an environment in TILDA that best facilitates this.

Dean of Health Sciences Award for Professional and Support Staff

Mr Aogán Keyes, Facilities Attendant Supervisor

Ms Barbara Bennett Facilities Attendant

Mr. Ciaran Kavanagh Facilities Attendant

Mr. David Mc Carthy Facilities Attendant

Aogán, Barbara, Ciaran and David are incredibly proactive and approachable; no request is too big or too small. Their expert guidance and readiness to troubleshoot issues have made them an indispensable resource.

The attendant team at the Trinity Centre exemplify the very best of what a campus support team can be. Their consistently positive, friendly, and obliging attitude sets the tone for the entire building, creating an environment where staff, students, and visitors feel genuinely welcomed and supported.

What makes this team exceptional is not only their professionalism but their deep understanding of how the building functions. They make every effort to anticipate needs before they arise, respond swiftly to challenges, and bring an earnest, solutions-based approach to situations.

The Trinity Centre is a better and more welcoming place because of this team.

Time after time, we have everyone from guest lecturers to external examiners comment on the kindness and professionalism with which they are received by the attendants. This is a really important first impression of College.

Mr Aogán Keyes
Ms Barbara Bennett
Mr. Ciaran Kavanagh
Mr. David Mc Carthy
Team Award

All of the attendants on the team are excellent communicators, which is a major strength in their role. Any building issues are clearly communicated to staff and they are also always on hand to assist with any queries for Estates and Facilities.

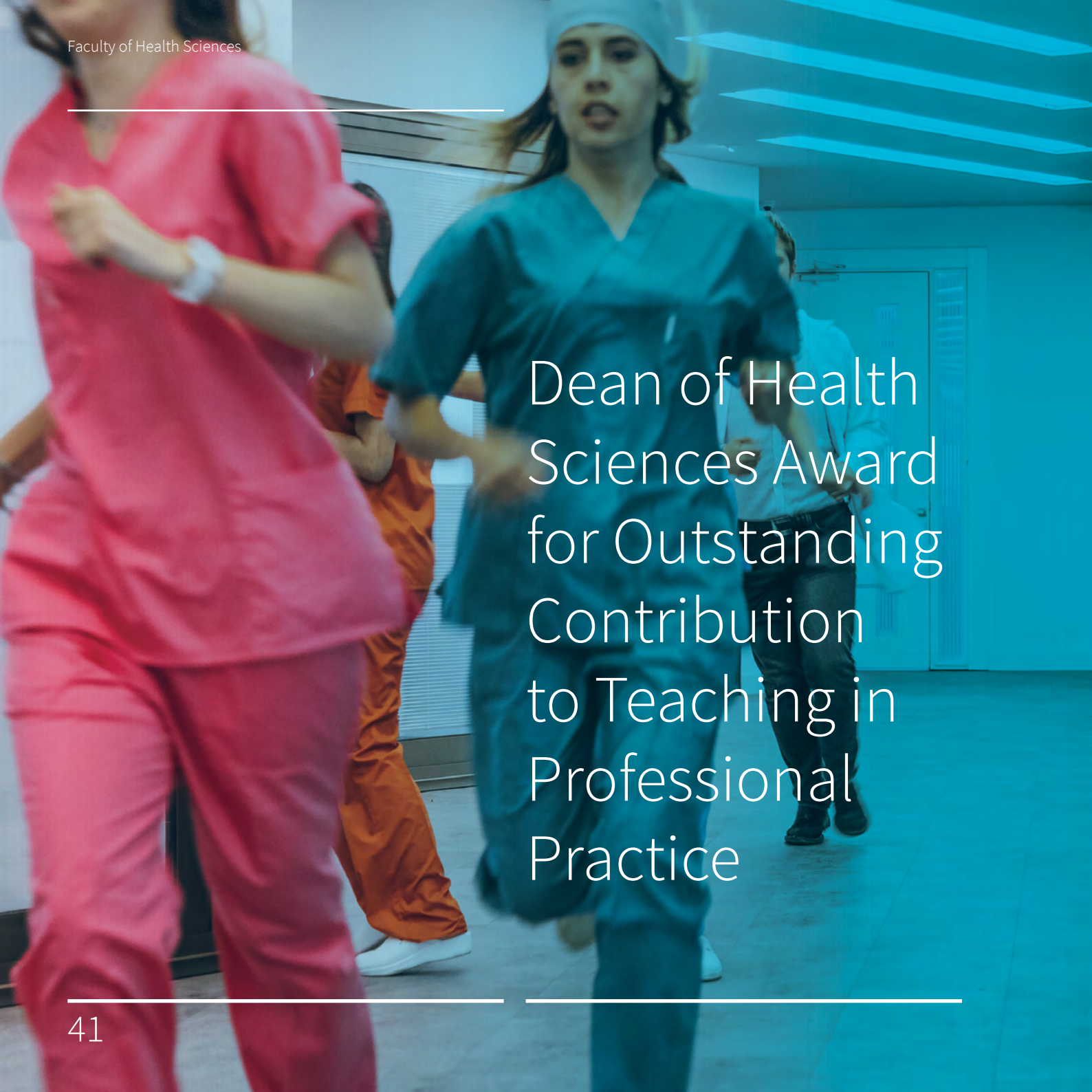
Throughout the entire Montgomery project, the Attendants took great pride in seeing this much-needed social space come to life. It was a really great, uplifting project to be involved with and it was all thanks to the great teamwork of the Attendants who went above and beyond the normal duties to help salvage and re-purpose furniture.

This team try their best at all times to do the best they can for their building, despite poor facilities being in-place to help them.

The team are a great part of the community in the building, they are well respected and liked, they are a pleasure to deal with and they are the difference between a positive and negative experience on the site.

The Attendants Team embodies the values of professional and support excellence through teamwork, reliability, adaptability, and genuine care for the community they serve. Their contribution is fundamental to the functioning and culture of the Trinity Centre, and their dedication makes a meaningful difference every day.

What distinguishes this team most clearly is their attitude. They approach every request with a solution-focused, "can-do" mindset and consistently step beyond their formal duties to ensure others can focus on theirs. Many of the campus's most successful days - conferences running seamlessly, teaching delivered without interruption, visitors feeling supported and at ease - are possible because of their quiet, dependable work.

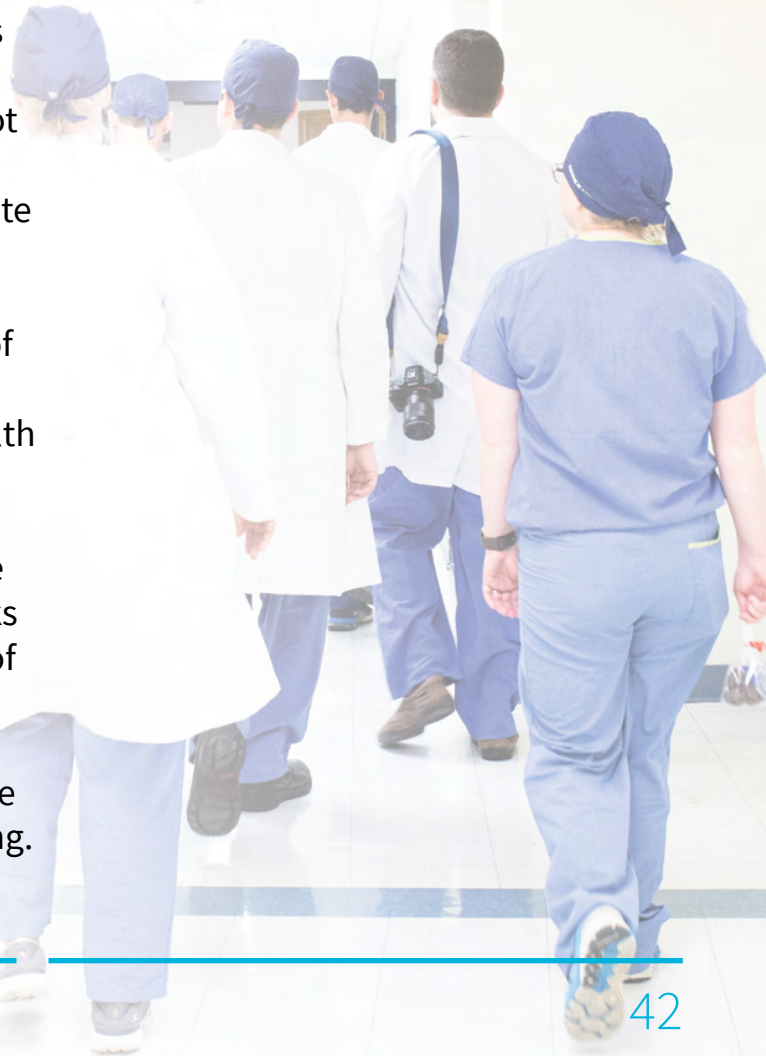


Dean of Health Sciences Award for Outstanding Contribution to Teaching in Professional Practice

Dean of Health Sciences Award for Outstanding Contribution to Teaching in Professional Practice

The Award for Outstanding Contribution to Teaching in Professional Practice 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.



Dean of Health Sciences Award for Outstanding Contribution to Teaching in Professional Practice

Dr. Niall O'Connor
School of Dental Science

Niall graduated from Trinity College, Dublin in 1982 and after qualifying he worked in General Practice in Kent, England for 3 years. He then completed a M.Sc. in Conservative Dentistry in the Eastman Dental Institute in London. He established a General Practice in Churchtown, Dublin in 1990 and subsequently relocated his practice to Dundrum in 2023 joining a group practice .Working with other colleagues on a daily basis has allowed him to continue to maintain a rewarding and fulfilling career where the patient is the primary focus.

Dr. Niall O'Connor School of Dental Science

Niall is a past President of the Metropolitan Branch of the Irish Dental Association (IDA) and has also served as Hon Treasurer of the IDA. He was awarded the M.G.D.S . by the Royal College of Surgeons of Ireland (R.C.S.I.) in 2016, and presently is an examiner for their M.G.D.S. programme.

For the past 36 years he has combined working in General Practice with a teaching position in the Dublin Dental Hospital where he has taught both undergraduate and post graduate students. Currently he teaches Advanced Restorative Dentistry to the final year students. He has always enjoyed assisting students in developing their clinical and academic skills and promoting in them a quest for further knowledge and clinical excellence.

Dr O'Connor has served as a part-time clinical teacher in the Dublin Dental University Hospital for nearly 40 years. His excellence in clinical teaching is an extension of his own practice ethos. He is a role model for students and actively demonstrates that exceptional professional patient care is a necessary accompaniment to clinical excellence.

His calm demeanour and unflappable nature puts both patients and students at ease and his easy-going, yet extremely professional, clinical approach has been emulated by many of his students.

Dr O'Connor consistently demonstrates a genuine commitment to the student learning experience. He approaches students with patience and warmth, creating an unhurried environment in which they feel supported to engage with new concepts and develop their clinical understanding at a meaningful pace.

At a recent thirty year Trinity Dental Science reunion (Class of 1990) he was still remembered warmly as one of the best clinical teachers in the DDUH.

Dean of Health Sciences Award for Outstanding Contribution to Teaching in Professional Practice

Professor James Meaney
School of Medicine
(Medicine Programme)
Dept of Diagnostic Imaging,
St James's Hospital

Prof. James Meaney is a Professor of Radiology and Fellow of TCD. He has authored more than130 peer-reviewed publication (h-Index 36), has been awarded several patents on MRI technologies, and runs The Thomas Mitchell Centre for Advanced Medical Imaging.

He has a life-long interest in teaching, particularly to small groups around a PACS monitor. He has authored countless chapters, 2 radiology teaching Apps, and 2 MRI textbooks.

Professor James Meaney School of Medicine

Since 2022 he has secured €9 million in grant funding for a strategic platform for next-generation MRI and CT imaging which adds to the research capability of TCD researchers, with PET-CT planned for Phase 3.

He was president of BIOSOC for the 140th session and again for the 150th session (2024-2025). He is a Fellow of the International Society for Magnetic Resonance in Medicine, for which he was Trustee, has served as President of the International Society for Magnetic Resonance Angiography, as Chairman of the St James's Hospital Foundation and as Chairman of the Arthur Carr Donnelly Foundation.

He founded the "Art in Medicine" competition for BIOSOC and founded the Briena Staunton Visiting Fellowship between TCD and Pembroke College Cambridge, initiatives that connect scientific inquiry with the broader intellectual life of the College.

For many years Jim has taken the lead in teaching elements of diagnostic imaging and x-ray techniques to undergraduate students in the School of Medicine. He has supported the development in the Masters in Diagnostic Radiography. He has been involved in promoting innovation and excellence within the curriculum including in the development of applications for learning neurovascular pathology and has recently been very involved in reviewing and modernizing the undergraduate curriculum as part of the curricular review.

Jim is hugely respected by the Medical students and has been asked by the students to become President of the Biological Society on two occasions, which is a singular honor.

Jim has always been an innovative teacher. He completely revolutionized the teaching of Diagnostic Imaging and introduced the exam and medal in Radiology to the School. He developed specific applications to enable to study diagnostic imaging techniques more easily and, in the absence of an Academic Professor of Radiology, has lead in both teaching and research into diagnostic imaging in the College.

Dean of Health Sciences Award for Outstanding Contribution to Teaching in Professional Practice

Susan Henry
Radiation Therapy
School of Medicine
(Therapies)

Susan is a Clinical Specialist Radiation Therapist with over 26 years of clinical experience and is currently based at Galway University Hospital. Over the past three years, she has worked as a Practice Clinical Tutor, with a focus on clinical education, assessment processes, and supporting both staff and student learning within the clinical environment.

Susan Henry
School of Medicine

She is nearing completion of a Master's in Clinical Education, where her work explores the transition of newly qualified radiation therapists into autonomous clinical practice. Susan has a strong interest in advancing clinical education, promoting the radiation therapy profession, and enhancing the student learning experience.

She is actively involved in student outreach initiatives and contributes to HSCP working groups focused on attracting and supporting future healthcare professionals. Through her work, she is committed to fostering a positive learning culture and supporting the development of confident, competent practitioners.

Susan is a consistent and passionate advocate for the profession. As a result of her influence, students volunteered to support the promotion of the profession beyond their clinical placement by facilitating a Radiation Therapy careers day in the West of Ireland

Susan has transformed the clinical placement model for radiation therapy in Galway by developing multidisciplinary input into the student placement experience. By engaging experts from the wider MDT, she enables students to gain insight into the full patient pathway beyond their own field.

Susan provides vital personal and professional support to students throughout their placement in Galway. Students regularly report the value of the advice and guidance she offers, and how this support enhances and shapes their placement experience, leaving a lasting and positive impact on their professional outlook.

Susan was so helpful during our placement in Galway and made sure we got the most out of the experience by organising many different visits for us, such as visiting the Cancer Care West Support Centre, the Patient Lodge, brachytherapy sessions, and a talk from the hospital psychology team. This really enhanced our placement and our understanding of the patient experience.

JS Radiation Therapy Student.

Dean of Health Sciences Award for Outstanding Contribution to Teaching in Professional Practice

Rachael Burgess
Clinical Nurse Manager 2, Clinical Facilitator, Tallaght University Hospital

Rachael Burgess is an experienced Orthopaedic Nurse with a strong commitment to clinical education and professional development. She qualified as a General Nurse in 2019 from Tallaght University Hospital through the Adelaide Health Foundation and Trinity College Dublin. She is currently covering the role of Orthopaedic Clinical Facilitator in Tallaght University Hospital, where she supports the development of nursing staff through evidence-based education and clinical supervision.

Rachael Burgess
Tallaght University Hospital

With over six years' experience working in Tallaght University Hospital, she has previously held Clinical Nurse Manager 1 and Clinical Nurse Manager 2 roles on the orthopaedic ward, gaining extensive leadership and clinical expertise. She has completed a Postgraduate Diploma in Orthopaedic Trauma Nursing and has a particular interest in supporting high standards of orthopaedic nursing practice, staff education, and continuous professional development.

Rachael consistently enhances the student learning experience by supporting nursing students, new graduate nurses and nursing staff to develop confidence, clinical reasoning, critical thinking and professional competence within the clinical setting. She creates a safe, supportive ward environment that enables learners to bridge the theory–practice gap and gain meaningful insight into the realities of current nursing practice

Drawing on extensive clinical and leadership experience, Rachael provides rich, practice-based insights into patient-centred care, clinical decision-making, prioritisation and professional accountability. She actively promotes reflective practice and the application of evidence-based knowledge to everyday clinical situations, while prioritising ongoing education through skills days, simulation scenarios and targeted training opportunities.

Rachael adopts a learner-focused approach that recognises individual learning needs and fosters an inclusive environment where students feel supported, valued and confident to engage in learning.

She has made significant contributions to quality improvement initiatives, including projects focused on reducing pressure ulcer incidence on the ward. Through these initiatives, Rachael supported staff and students to develop a clear understanding of risk assessment, prevention strategies and best practice guidelines, strengthening the link between clinical decision-making, evidence-based practice and patient outcomes.

Dean of Health Sciences Award for Outstanding Contribution to Teaching in Professional Practice

Elaine Lillis
School of Pharmacy &
Pharmaceutical Sciences
Meaghers Pharmacy Group)

Elaine Lillis graduated with a BSc (Pharm) from Trinity College Dublin in 2011, and an MPharm at RCSI in 2012. Elaine joined the Meaghers Pharmacy Group, where she has been Superintendent Pharmacist for the group since 2019. In this role, she holds overall responsibility for the safe, effective and compliant operation of ten pharmacies. In 2022, Elaine was named Superintendent Pharmacist of the Year at the Irish Pharmacy News Awards where she was recognised for her leadership, professionalism and resilience during the pandemic, as well as her focus on preventative healthcare.

Elaine Lillis
School of Pharmacy and Pharmaceutical Sciences

Elaine has served as an Adjunct Assistant Professor at Trinity College Dublin since 2017, where she brings her day-to-day community pharmacy experience into the classroom. Elaine is an Assessor for the annual Pharmacy Professional Registration Exam (PRE). Within Meaghers Pharmacy, she oversees the intern programme coordination placements for second, fourth and fifth year pharmacy students as part of the APPEL programme.

Through her combined roles in leadership, education and professional development, Elaine continues to play a key role in shaping both pharmacy practice and the next generation of pharmacists in Ireland.

Elaine Lillis enhances the learning experience of the School's Pharmacy undergraduates by incorporating valuable, real-life, clinical insights into contemporary pharmacy practice. Elaine contributes directly to the education of students on the Pharmacy (Integrated) programme by designing and delivering communication and conflict-management workshops for second- and third-year undergraduates.

Not only has Elaine designed workshops and developed the associated teaching materials for our undergraduate programme; she has also mentored junior clinical colleagues so they too develop the skills needed to facilitate such classes. Her leadership in doing so is essential to the School's provision of skills training to pharmacy students in small groups, where they obtain close individual attention and detailed feedback.

The innovative services that Elaine has introduced at Meagher's pharmacies (e.g., liver screening clinics, a specific pain management service) also expand the multidisciplinary engagement experienced by pharmacy students undertaking placement at these sites.

Dean of Health Sciences Award for Distinguished Service to Health Sciences

Dean of Health Sciences Award for Distinguished Service to Health Sciences

The Distinguished Service to Health Sciences Award recognises an individual's exceptional and sustained contributions to Health Sciences during the course of their professional career. Recipients will have had a demonstrable impact on their field, through teaching, research, innovation, leadership, or societal impact. The Distinguished Service to Health Sciences Award represents a pinnacle achievement within the Faculty of Health Sciences, designed to recognise a culmination of significant contributions over a sustained period of time, rather than one specific achievement.

Dean of Health Sciences Award for Distinguished Service to Health Sciences

Professor David Coleman
School of Dental Science

Professor David Coleman, BA (Mod.) MA PhD ScD FRCPath FTCD MRIA, is an accomplished academic and applied microbiologist with extensive experience in molecular microbiology, genomics, surveillance and translational research applied to hospital-acquired infections. He was awarded a Personal Chair in 2006 and served as Head of the Division of Oral Biosciences at the Dental School for 20 years. He was awarded the Royal Irish Academy Silver Medal for Microbiology in 1998 and admitted as a member of the Academy in 2015. Throughout his career, he developed

Professor David Coleman School of Dental Science

informative research tools applicable to large numbers of clinical isolates to generate findings usable by clinicians for patient benefit.

His work has had an international impact in several areas. (i) His discovery (with colleague Derek Sullivan) of the novel pathogenic yeast *Candida dubliniensis* in HIV-infected patients sparked an international explosion of research on opportunistic fungal infections. (ii) His work on triple-converting bacteriophages in the major bacterial pathogen MRSA sparked intensive international research resulting in the discovery of the Immune Evasion Complex, one of MRSA's major virulence attributes. (iii) His work on the epidemiology/population biology of emerging hospital and community MRSA and hospital-acquired vancomycin-resistant Enterococcus faecium (VREfm) clones has highlighted the role of travel, migration and animal reservoirs in their emergence and the spread of antibiotic resistance. (iv) He pioneered translational research on automated systems for mitigating infection risks from the built environment.

He contributed to the National Guidelines for (i) control of Legionellosis in Ireland, (ii) Prevention of Infection from Water Systems in Healthcare Facilities and (iii) the HSE Code of Practice for the decontamination of reusable invasive medical devices and several international guidelines. He has worked with international collaborators and colleagues at the National MRSA Reference Laboratory and St. James's and Beaumont hospitals for more than 40 years monitoring the national and international emergence and spread of MRSA and VREfm.

Professor Coleman has published >250 articles in international journals and books. His work has received many policy citations nationally and internationally. With an h-index of 79 and >20,500 citations, he is ranked in the top 5% of researchers in microbiology. His work has revolutionized the surveillance of MRSA and VREfm nationally and internationally. His work on the development of automated systems using electrochemically-activated solutions for mitigating infection risks from hospital water and wastewater networks, taps, washbasin U-bends/traps, and dental chair waterlines and suction systems benefits millions of patients annually.

A note of farewell to Professor Brian O'Connell, Dean of Health Sciences 2021-2026

From the Faculty Office and Faculty Executive teams

Thank you for all your support in establishing the Faculty Liaison Officer roles. It has been a real pleasure working with you. Best of luck in your next chapter from all of us in the Academic Registry.

Andrew and the AR team

Many thanks Brian for your outstanding leadership and care of the Faculty of Health Sciences. You have been brilliant in ensuring that enhanced patient care is realised through interprofessional research and learning. Thank you sincerely from all within the

School of Nursing and Midwifery.

I am profoundly grateful for the equanimity, fairness, empathy and generosity with which he dealt with me as Head of School of Medicine from the start of my Tenure and all the way to this momentous point of his leaving as Dean of the Faculty ! I trust that he will remain a source of sage advice and a voice of reason in the Faculty. I will miss him personally.

Colin Doherty MD, School of Medicine

Thank you for your calm leadership and support with TTMI; it is so important that our risks and needs are represented at faculty level!

Prof Mark Little, Director TTMI

Thank you for your stewardship of the Faculty Office throughout your term. The team have enjoyed and thrived in the environment you fostered. We will miss the chats, and we will think of you when filling our interstitial time!

From Lena, Fiona, Stephen, Amhairgin, Geraldine, Emma.

Wishing you all the very best from all of us in the School of Pharmacy and Pharmaceutical Sciences, we very much valued your continued support! I hope that you will have many happy hours on your bike.

Astrid Sasse, School of Pharmacy and Pharmaceutical Sciences

Thank you for establishing the CAO role, may it stand in your name as a legacy to partnership. Your good-humoured advice and trusted leadership have been invaluable to its success and integration within the HSE and the faculty of health sciences.

Best wishes
Martina Hennessy
Clinical Academic Officer Dublin and Midlands.

Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin