



School of Health Professions Education

Faculty of Health, Medicine and Life Sciences
Annual report 2011



Contents

| | |
|-----------------------------------------------|----|
| Introduction | 02 |
| Mission and Management of SHE | 03 |
| Programmes and Courses | 05 |
| <i>Competence Development Programme</i> | |
| <i>Master of Health Professions Education</i> | |
| <i>Research in Education Programme</i> | |
| <i>PhD Programme</i> | |
| International Activities and Collaboration | 11 |
| Appointments | 12 |
| Distinctive Academic Items | 12 |
| SHEILA: SHE International League of Alumni | 13 |



Introduction

In front of you is the Annual report 2011 of the SHE Graduate School (School of Health Professions Education) of the Faculty of Health, Medicine and Life Sciences. The pursuit of excellence in training health professionals in education and in educational research captures the mission of SHE in a nutshell. We have a strong international orientation in realising our mission. This report provides a short overview of the main activities of SHE and is deliberately kept brief. SHE's main activities were the training programmes, the special projects and contracts that SHE engaged in and the scientific in and output from the research that is being done.

As you will note, 2011 has been an active and productive year. We are rapidly growing and professionalising. We thank all our affiliates who contributed to the successful activities in 2011. We are open to readers' suggestions and to any other queries that you might have about the activities of SHE. Please send your response to she@maastrichtuniversity.nl

Very best wishes,

Cees P.M. van der Vleuten

Scientific Director Graduate School of Health Professions Education

Mission and Management of SHE

The mission of the SHE Graduate School is to provide opportunities for professional development to health care workers involved in health professional education all around the world and to generate new knowledge about education. Through integrated programmes of excellence in education and research we aim to contribute to innovation in health professions education and ultimately to improve health for all. The vision of SHE is to professionalise health professions education through evidence-based knowledge of how learning environments can be made effective to produce competent health care workers who are able to provide the best of health care. As education specialists we value the interplay between professionals in the health care domain responsible for teaching and learning and specialists in the parental disciplines (education, psychology, sociology, etc.), who provide the knowledge to improve learning environments. We place high value on providing scientific education to these professionals to enable them to improve their education practices based on evidence and tailored to the needs of the health care domain. We aim to educate leaders of educational innovation around the globe and regardless of the wealth of their home countries. We aspire to educate new researchers who are able to contribute to more evidence in education. We are dedicated to excellence in our own teaching and learning programmes as well as in our research. We aim to practice what we preach. We value personal relationships and a supportive learning and working climate in our school and with all the people that are affiliated with it.

Management Team SHE

Cees van der Vleuten, PhD

*Function: Scientific Director SHE Graduate School
Department: Department of Educational Development and Research, Faculty of Health, Medicine and Life Sciences, Maastricht University*

Cees van der Vleuten was trained as a psychologist and earned his PhD in education. In 1982 he came to Maastricht University to become involved in medical education. In 1996 he was appointed Professor of Education at the Faculty of Health, Medicine and Life Sciences and Chair of the Department of Educational Development and Research. In 2005 he was appointed as the Scientific Director of the SHE Graduate School. His area of expertise is evaluation and assessment. His particular expertise concerns assessment of professional competence, including modern methods of assessment and strategies for designing assessment programmes. He has published widely on these topics, holds several academic awards for this work, and has mentored more than 50 PhD students. He has frequently served as a consultant internationally. He has held honorary appointments to a number of universities throughout the world.

Jan van Dalen, PhD

*Function: Programme Director Master of Health Professions Education
Department: Skills laboratory, Faculty of Health, Medicine and Life Sciences, Maastricht University*

Jan van Dalen is a clinical psychologist who earned his PhD in medical education. At the Skillslab of the Faculty of Health, Medicine and Life Sciences of Maastricht University he has been responsible for communication skills training and assessment since 1978. He produces teaching materials and evaluation instruments, teaches trainers and conducts research into the development of students' communication skills. He coordinates the faculty development programme for Skillslab staff. Since 2001 he has been Programme Director of the MHPE programme of the SHE Graduate School. Aside from these responsibilities he is Associate Editor of Education for Health and Editor of *Tijdschrift voor Medisch Onderwijs (Dutch Journal of Medical Education)*.

Jeroen J. G. van Merriënboer, PhD

*Function: Programme Director Research in Education, School of Health Professions Education.
Department: Department of Educational Development and Research, Faculty of Health, Medicine and Life Sciences, Maastricht University*

Jeroen van Merriënboer was trained as an experimental psychologist at the VU University Amsterdam and earned his PhD in Educational Sciences at the University of Twente (1990). He was an assistant and associate professor at the University of



Twente and at Maastricht University before moving to the Open University of the Netherlands as a full research professor. In 2009 he joined the Faculty of Health, Medicine and Life Sciences of Maastricht University. He is currently programme director of Research in Education (RIE), the research and PhD programme of the SHE Graduate School of Health Professions Education. He is also scientific director of the Interuniversity Centre for Educational Research, a collaboration of ten Dutch universities offering a joint course programme for PhD students in educational sciences. His main area of expertise is learning and instruction, in particular instructional design and the use of new media in innovative learning environments. He has published widely on four component instructional design, cognitive load theory, and lifelong learning. He holds several academic awards for his research and has been a supervisor of over 35 PhD students.

Mascha Verheggen, PhD

Function: Programme Director Competence Development Programme

Department: Department of Educational Development and Research, Faculty of Health, Medicine and Life Sciences, Maastricht University

Mascha Verheggen was trained as a medical biologist and earned a PhD in immunology. In 1997 she came to Maastricht University to become involved in medical education at the Faculty of Health, Medicine and Life Sciences. In 2006 she was appointed programme director of the Competence Development Programme of the SHE Graduate School of Health Professions Education. In 2009 she was appointed programme director of the first and second year of the international track in medicine at the Faculty of Health, Medicine and Life Sciences. Her areas of expertise are assessment and curriculum development. She is internationally involved as a consultant in several projects.



Programmes and Courses

Competence Development Programme

The SHE Graduate School offers a variety of courses within the Competence Development Programme (CDP):

- Advanced Courses (one week course in November)
 - Assessment in Medical Education
 - Research in Medical Education
 - Curriculum and Course Design
 - Writing a PhD research proposal
- Summer Course (two week course in June)
- Visitors Workshop (two-day programme in March and in November)



Summer Course 2011 week 1

| Visitors Workshop | Summer Course | Advanced Course 'Curriculum and Course Design in Medical Education' | Advanced Course 'Writing a PhD Research Proposal' | Onderzoek van Medisch Onderwijs |
|-------------------------------------|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|---------------------------------|
| Brazil, Spain, United Kingdom | Chile, Croatia, Denmark, Ghana, Indonesia, Japan, South Africa, Saudi Arabia, Spain and Thailand | Indonesia, Japan, The Netherlands, Pakistan, United Republic of Tanzania | Brazil, Tanzania, Denmark, Egypt, Ghana, Hong Kong, Indonesia, Kenya, Norway, united states of America, Canada | The Netherlands |
| Total number of participants | | | | |
| 12 | 25 | 13 | 14 | 10 |

The table summarises the number of participants in the CDP courses offered in 2011 and lists their countries of origin.

Master of Health Professions Education/Joint Master of Health Professions Education

In 2011 a total of 60 students were attending the Master of Health Professions Education programme of the SHE Graduate School

- MHPE Cohort 2010: 2nd year students of the MHPE programme
- MHPE Cohort 2011: 1st year students of the MHPE programme

| MHPE Cohort 2011 | MHPE Cohort 2010 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| Australia, Brazil, Canada, Colombia, Denmark, Germany, India, Indonesia, Kazakhstan, The Netherlands, Saudi Arabia, Singapore, Tanzania, Thailand, Trinidad, Turkey, Uganda, Vietnam | Brazil, Canada, Costa Rica, India, Indonesia, Japan, The Netherlands, Portugal, Saudi Arabia, Singapore, South Africa, Tanzania, United Arab Emirates |
| Total number of participants | |
| 29 | 31 |

The Joint Master of Health Professions Education (JMHE) programme is a distance learning programme of Maastricht



MHPE Graduates

University (MU) jointly with Suez Canal University (SCU), Egypt. In 2011 a total of 65 participants started with the JMHE.

In 2011 a joined programme for the International Master in Health Professions Education Programme (MHPE) has been established with Brazil in Brasilia. The MHPE programme in cooperation with the School of Health Professions Education (SHE) from Maastricht University focuses on the acquisition of competencies and abilities (knowledge and skills), relevant for innovative medical and health professions education in Brazil and Latin America.

Presenters and Graduates topics of the Master's Theses 2011

| Student | Title thesis |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Daniel Herbst | Needs assessment for an education program in cardiovascular technology in Saudi Arabia |
| Dominique Waterval | How can education work like selling hamburgers? A qualitative study on experiences of franchising a student centered medical curriculum |
| Simone Schutte | Managing emergencies in paediatric anaesthesia: learning needs of Dutch anaesthesia residents and consultants |
| Teuku Renald | PBL Implementation in Undergraduate Medical Education and its effect on Students' Learning in Clinical Clerkships: An Indonesian Perspective |
| Jeroen Kooman | The effect of the introduction of an integrated Z-curriculum on progress test results on basic and clinical knowledge: experience from a problem-based curriculum |
| Nynke van Dijk | Predictive factors of academic achievement in medical students |
| Ide Pustaka Setiawan | Instrument for Evaluating Clinical Skills laboratory Teacher's Didactical Performance |
| Matthew Sibbald | Feasibility of self-reflection as a tool to balance cognitive reasoning strategies |
| Irawan Kusuma | Does Problem Based Learning (PBL) make medical students to be better problem solvers? A study on a PBL medical school |
| Sabine Jaken | Learning outcomes of a professional development program for peer tutors |
| Stefan Kutzsche | A life world study of supervision in paediatric postgraduate training |
| Maria Rurainsky | Supervisors' expectations and perception of competences in occupational therapy students |

Research in Education Programme

Researchers within the Research in Education Programme

Researchers

| | |
|------------------------|---------------------|
| Henk van Berkel | Associate Professor |
| Nick Broers | Assistant Professor |
| Anique de Bruin | Assistant Professor |
| Jamiu Busari | Assistant Professor |
| Jan van Dalen | Assistant Professor |
| Joost Dijkstra | Researcher |
| Diana Dolmans | Professor |
| Jeroen Donkers | Assistant Professor |
| Tim Dornan | Professor |
| Erik Driessen | Associate Professor |
| Kevin Eva | Associate Professor |
| Anton de Goeij | Professor |
| Marjan Govaerts | Assistant Professor |
| Willem de Grave | Senior Lecturer |
| Ad Hendriks | Associate Professor |
| Tjaart Imbos | Associate Professor |
| Karen Konings | Researcher |
| Richard Koopmans | Professor |
| Bas de Leng | Assistant Professor |
| Gerard Majoor | Associate Professor |
| Jeroen van Merrienboer | Professor |
| Job Metsemakers | Professor |
| Arno Muijtjens | Associate Professor |
| Miriam Oude Egbrink | Professor |
| Paul Ram | Associate Professor |
| Jan Joost Rethans | Associate Professor |
| Charlotte Ringsted | Honorary Professor |
| Albert Scherpbier | Professor |
| Henk Schmidt | Honorary Professor |
| Lambert Schuwirth | Professor |
| Dominique Sluismans | Associate professor |
| Luc Snoeckx | Associate Professor |
| Renee Stalmeijer | Assistant Professor |
| Fred Stevens | Associate Professor |
| Frans Tan | Assistant Professor |
| Pim Teunissen | Assistant Professor |
| Mascha Verheggen | Assistant Professor |
| Danielle Versteegen | Assistant Professor |
| Cees van der Vleuten | Professor |
| Jill Wittingham | Assistant Professor |
| Ineke Wolfhagen | Associate Professor |

Support staff

| | |
|------------------|--------------------|
| Mereke Gorsira | English editor |
| Stefan Groenveld | Administrator |
| Ron Hoogenboom | Research assistant |
| Lilian Swaen | Secretary |
| Nicky Verleng | Secretary |

Full time equivalents of Scientific Staff and PhD candidates

In 2011 75 staff members and PhD candidates were active in the Research in Education Programme; 6 employees were active in a detachment position. Overview of the staff of the Research in Education Programme in 2011:

| | |
|-------------------|----------------------------------------|
| Scientific staff: | 8.41 fte (1.1 fte externally funded) |
| Support staff: | 4.54 fte (1.64 fte externally funded) |
| PhD candidates: | 13.75 fte (3.51 fte externally funded) |
| Total | 26.7 fte |

External Funding

Overview of external funding for the Research in Education Programme in 2011:

| | |
|-----------------|-------------|
| 2 nd | € 270.983,- |
| 3 rd | € 289.080,- |
| Other | € 96.679,- |
| Total | € 656.742,- |

PhD Programme

PhD dissertations completed in 2011 at Maastricht University

13

PhD dissertations defended at other university than Maastricht University in 2011

Walther N.K.A. van Mook

Teaching and assessment of professional behaviour: rhetoric and reality

Date of defence: May 13, 2011

Supervisors: L.W.T. Schuwirth, C.P.M. van der Vleuten, J.H. Zwaveling

Floris M. van Blankenstein

Elaboration during problem-based, small Group discussion: a new approach to study collaborative learning

Date of defence: May 18, 2011

Supervisors: H.G. Schmidt, C.P.M. van der Vleuten, D.H.J.M. Dolmans

Wemke J.W. Veldhuijzen

Challenging the patient centred paradigm: designing feasible guidelines for doctor patient communication

Date of defence: June 17, 2011

Supervisors: C.P.M. van der Vleuten, T. van der Weijden, G. Elwyn, P.M. Ram

Bente V.G. Mallig

Managing work-based postgraduate medical education in clinical departments

Date of defence: July 1, 2011

Supervisors: A.J.J.A. Scherpbier, C. Ringsted

Renée E. Stalmeijer

Evaluating clinical teaching through cognitive apprenticeship
Date of defence: July 7, 2011
Supervisors: A.J.J.A. Scherpbier, D.H.J.M. Dolmans, H.A.P. Wolfhagen

Marjan M.J.B. Govaerts

Climbing the pyramid: towards understanding performance assessment
Date of defence: September 8, 2011, Cum Laude!
Supervisors: C.P.M. van der Vleuten, L.W.T. Schuwirth, A.M.M. Muijtjens

Steven J. Durning

Exploring the influence of contextual factors of the clinical encounter on clinical reasoning success: unraveling context specificity
Date of defence: September 9, 2011
Supervisors: L.W.T. Schuwirth, C.P.M. van der Vleuten, L.N. Pangaro

Doni Widyandana

Integrating pre-clinical skills training in skills laboratory and primary health care centers to prepare medical students for their clerkships
Date of defence: October 19, 2011
Supervisors: A.J.J.A. Scherpbier, S. Sastrowijoto, G.D. Majoor

Thomas Balslev

Learning to diagnose using patient video cases in paediatrics: perceptive and cognitive processes
Date of defence: November 24, 2011
Supervisors: A.J.J.A. Scherpbier, W. de Grave, A. Muijtjens

Saraswathi Veena Singaram

Exploring the impact of diversity factors on problem-based collaborative learning
Date of defence: December 7, 2011
Supervisors: C.P.M. van der Vleuten, D.H.J.M. Dolmans

Sok Ying Liaw

Rescuing a patient in deteriorating situations (RAPIDS): a programmatic approach in developing and evaluating a simulation-based educational program
Date of defence: December 14, 2011
Supervisors: A.J.J.A. Scherpbier, J.J. Rethans, P. Klainin-Yobas

Teresa R.B. Pawlikowska

Patient enablement: a living dialogue
Date of defence: December 21, 2011
Supervisors: C.P.M. van der Vleuten, J. van Dalen, F.E. Griffiths

Catherine C.E. de Rijdt

Staff development in higher education: working to improve practices of experts in educational development of teachers and transfer of learning to the workplace
Date of defence: December 22, 2011
Supervisors: F. Dochy, C.P.M. van der Vleuten

Ph.D dissertations defended at other universities are:

Tobias B.B. Boerboom, Universiteit Utrecht

Evaluating the veterinary clinical teacher
Supervisors: P. van Beukelen, A.J.J.A. Scherpbier, D.H.J.M. Dolmans, A.D.C. Jaarsma

L. van Lonkhuijzen, Rijksuniversiteit Groningen

Delay in safe motherhood
Supervisors: P.P. van den Berg, J. van Roosmalen, A.J.J.A. Scherpbier, G.G. Zeeman

PhD projects started in 2011

Valerie van de Eerthweg, The Netherlands

Title: Transfer of post-graduate communication training programs
Start date: 19 January 2011
Supervisors: van der Vleuten, Scherpbier, van Dalen, van Dulmen

Lizanne Berkenbosch, The Netherlands

Title: Management and leadership in health care delivery: designing
Start date: 1 February 2011
Supervisors: Scherpbier, Busari, Heiligers, Zimmerman

Brena Melo, Brazil

Title: Simulation Training
Start date: 1 February 2011
Supervisors: Van Merriënboer, van der Vleuten, Fernando Menezes

Susan Wearne, Australia

Title: Distance supervision in general practice
Start date: 18 February 2011
Supervisors: Dornan, Metsemakers, Skinner

Mark Goldszmidt, Canada

Title: The Influence of case review and documentation practices on teaching teams' provision of patient care: A Multiple Case Study
Start date: 20 April 2011
Supervisors: Dornan, Lingard, Bordage, van Merriënboer

Katerina Bohle Carbonell, The Netherlands

Title: Individual Learning: Product and/or Process of Team Learning?
Start date: 15 May 2011
Supervisors: Segers, van Merriënboer, Stalmeijer

Andrea Gingerich, Canada

Title: Rater-based assessments as social judgments: Rethinking the etiology of rater errors
Start date: 16 September 2011
Supervisors: Van der Vleuten, Eva, Glenn Regehr

Jorrick Beckers, The Netherlands

Title: Elektronische ontwikkelingsportfolio's met zelfcoaching-protocollen in het MBO
Start date: 1 September 2011

Supervisors: Van Merriënboer, Dolmans
Elsbeth Hill, UK

Title: *Identity and social structure as contributors to the underrepresentation of women in surgical careers in the UK: "A figured worlds approach"*.

Start date: 15 December 2011

Supervisors: Dornan, Stalmeijer, Solomon

Publication Output

Top 5 SHE Publications

Diemers, A., van de Wiel, M., Scherpbier, A., Heinemans, E., & Dolmans, D. (2011). Pre-clinical patient contacts and the application of biomedical and clinical knowledge. *Medical Education*, 45, 280-288.

Real-patient contacts in problem-based undergraduate medical education are promoted as a good way to introduce biomedical and (in)formal clinical knowledge early in the curriculum and thereby to foster the development of coherent and integrated knowledge networks. There are concerns, however, that such contacts may cause students to focus on clinical knowledge to the neglect of biomedical knowledge, and that group discussions may be dominated by teachers. We examined these concerns by addressing the following questions in the context of group sessions in which students prepare for and report on real-patient contacts. To what extent are biomedical and (in)formal clinical knowledge addressed? To what extent are these knowledge types addressed by students or tutors? Are connections made between biomedical and clinical knowledge? It appears that pre-clinical patient encounters can stimulate students to pay attention to both clinical and biomedical knowledge and to how they are connected. Tutor dominance was evident only during the preparation phase. Further research is needed to investigate whether pre-clinical patient contacts promote the development of coherent and integrated knowledge networks.

Govaerts, M., Schuwirth, L., van der Vleuten, C., & Muijtjens, A. (2011). Workplace-based assessment: Effects of rater expertise. *Advances in Health Sciences Education*, 16, 151-165.

Traditional psychometric approaches towards assessment tend to focus exclusively on quantitative properties of assessment outcomes. This may limit more meaningful educational approaches towards workplace-based assessment (WBA). Cognition-based models of WBA argue that assessment outcomes are determined by cognitive processes by raters which are very similar to reasoning, judgment and decision making in professional domains such as medicine. The present study explores cognitive processes that underlie judgment and decision making by raters when observing performance in the clinical workplace. Results showed expert-novice differences in time needed for representation of trainee performance, depending on complexity of the rating task. Experts paid more attention to situation-specific cues in the assessment context and they generated (significantly) more interpretations and fewer literal descriptions of observed behaviors. There were no significant differences in rating scores. Overall, our findings seemed to be consistent with other findings on expertise research, supporting theories underlying cognition-based models of assessment in the clinical workplace. Implications for WBA are discussed.

Liaw, S., Rethans, J., Scherpbier, A., Piyanee, K. (2011). Rescuing a patient in deteriorating situations (RAPIDS): A simulation-based educational program on recognizing, responding and reporting of physiological signs of deterioration. *Resuscitation*, 82, 1224-1230.

The aim of this study is to describe the development, implementation and evaluation of an undergraduate nursing simulation program for developing nursing students' competency in assessing, managing and reporting of patients with physiological deterioration. A full-scale simulation program was developed and implemented in a pre-registered nursing curriculum. A randomized controlled study was performed with 31 third year nursing students. After a baseline evaluation of all participants in a simulated environment, the intervention group underwent four simulation scenarios in a 6 h education session. The clinical performances mean scores for assessment and management of deteriorating patients improved significantly after the training program compared to baseline scores and to post-test mean scores of the control group. The post-test mean scores of the intervention group in reporting deterioration was significantly higher than the baseline mean scores and the post-test mean scores of the control group. The participants were satisfied with their simulation experiences, rated positively on features of the simulation and valued the program in developing their self-confidence.

Pawlikowska, T., Zhang, W., Griffiths, F., van Dalen, J., & van der Vleuten, C. (2011). Verbal and non-verbal behavior of doctors and patients in primary care consultations - How this relates to patient enablement. *Patient Education and Counseling*, 86, 70-76.

The objective of this study is to assess the relationship between observable patient and doctor verbal and non-verbal behaviors and the degree of enablement in consultations according to the Patient Enablement Instrument (PEI). We analyzed 88 recorded routine primary care consultations. Verbal and non-verbal communications were analyzed using the Roter Interaction Analysis System (RIAS) and the Medical Interaction Process System, respectively. Consultations were categorized as patient- or doctor-centered and by whether the patient or doctor was verbally dominant using the RIAS categorizations. Consultations that were regarded as patient-centered or verbally dominated by the patient on RIAS coding were considered enabling. Socio-emotional interchange (agreements, approvals, laughter, legitimization) was associated with enablement. These features, together with task-related behavior explain up to 33% of the variance of enablement, leaving 67% unexplained. Thus, enablement appears to include aspects beyond those expressed as observable behavior. For enablement consultations should be patient-centered and doctors should facilitate socio-emotional interchange. Observable behavior included in communication skills training probably contributes to only about a third of the factors that engender enablement in consultations.

Persoon, M., Broos, H., Witjes, J., Hendriks, A., & Scherpbier, A. (2011). The effect of distractions in the operating room during endourological procedures. *Surgical Endoscopy and Other Inventional Techniques*, 25, 437-443.

Professionals working in the operating room (OR) are subject to various distractions that can be detrimental to their task

performance and the quality of their work. This study aimed to quantify the frequency, nature, and effect on performance of (potentially) distracting events occurring during endourological procedures and additionally explored urologists' and residents' perspectives on experienced ill effects due to distracting factors. Seventy-eight procedures were observed. A median of 20 distracting events occurred per procedure, which corresponds to an overall rate of one distracting event every 1.8 min. Equipment problems and procedure-related and medically irrelevant communication were the most frequently observed causes of interruptions and identified as the most distracting factors in the interviews. Occurrence of distracting factors in difficult situations requiring high levels of concentration was perceived by all interviewees as disturbing and negatively impacting performance. The majority of interviewees (13/15) thought distracting factors impacted more strongly on residents' compared to urologists' performance due to their different levels of experience. Distracting events occur frequently in the OR. Further research is required to determine the direct effect of distraction on patient safety.

Link Overview Publications

For an overview of all the publications in 2011, visit our website: www.maastrichtuniversity.nl/she

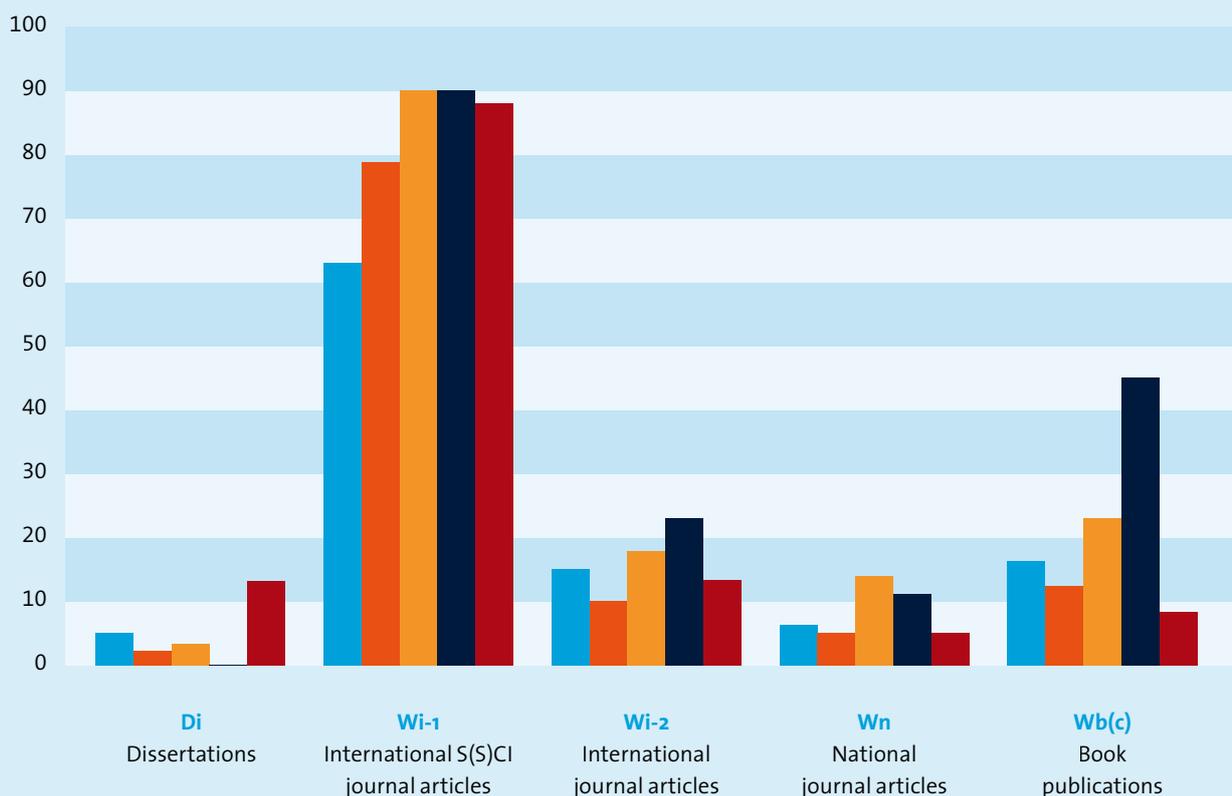
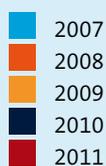
Publication Output 2011

| OvO | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 |
|--------------|-----------|-----------|------------|------------|------------|------------|------------|
| Di | 5 | 4 | 5 | 2 | 3 | 0 | 13 |
| Wi-1 | 50 | 55 | 63 | 79 | 90 | 90 | 88 |
| Wi-2 | 9 | 15 | 15 | 9 | 18 | 23 | 13 |
| Wn | 12 | 10 | 6 | 5 | 14 | 11 | 5 |
| Wb(c) | 6 | 9 | 16 | 12 | 23 | 45 | 8 |
| Total | 82 | 93 | 105 | 107 | 148 | 169 | 127 |

The Thomson Reuters list of 2009 is used to determine the category of the articles.

Direct funding staff: 7.31 FTE (mean 2011)
 Wi-1 output per FTE: 12.04

Publication Output Research of Education (Number of articles)



International Activities and Collaboration

SHE Collaborates - a newly structured initiative by SHE

SHE started in 2011 with new a new branch of international activities and collaborations. A constant strength of the SHE approach became "SHE Collaborates" including the tasks and missions associated. SHE Collaborates aims to improve healthcare globally, by facilitating higher educational institutes in realizing educational innovation. The aim is to maintain long-term collaborations with institutes for Higher Education in countries all over the world by way of a Demand and Dialogue approach.

Al Rahji University, Qassim, Kingdom of Saudi Arabia

Project period: 2008-2019. Project manager: Dominique Waterval
The already existing projects in the Qassim Region of Saudi Arabia were continued in 2011 under the umbrella of SHE Collaborates. The college of Al Rahji College franchises the Maastricht medical curriculum. Part of the contract is the delivery of training programmes by SHE for staff from Al Rahji College and other colleges in Saudi Arabia. The SHE summer Course has been given as a Winter Course in Qassim in February 2011 and was a great success.

Qassim University, Qassim, Kingdom of Saudi Arabia

Project period: 2011-2013. Project manager: Bill Wrigley / Bert Schutte, supported by Dominique Waterval
Another project with the University of Qassim (same city, but different university) continued in 2011 for the development of progress tests in Saudi Arabia, together with a few other medical schools in the kingdom as partners. This initiative will provide an opportunity to further develop FHML's ambition to international progress testing and benchmarking

Examples of current SHE Collaborates projects

University for Development Studies, Tamale, Ghana

'Strengthening the capacity of midwives and nurses at university level to improve the quality of health care in Northern Ghana'
Also in cooperation with the Hogeschool Zuyd (Faculty of Midwifery Education and Studies and Faculty of Nursing) and with Management for Development Foundation (MDF)
Project period: September 2011-September 2015
Project manager: Mike Robertson



Maternity home in the Tamale area

University for Development Studies, Tamale, Ghana

'Strengthening Quality Performance standards of paramedics health professions'
Support for the further development of the problem-based learning medical curriculum at the medical school of the University for Development Studies, Tamale, Ghana. Also in cooperation with the Management for Development Foundation (MDF)
Project period: 2011-2015. Project manager: Geraldine van Kasteren

Government Analytical Laboratories, Uganda

'Strengthening Forensic Expertise and Management of Scenes of Crime in the Justice, Law and Order Sector (JLOS) in Uganda'
Project implemented together with Centre for International Legal Cooperation (CILC), the Netherlands Forensic Institute and the Maastricht Forensic Institute (TMFI)
Project period: 2010-2014. Project manager: Geraldine van Kasteren

Sana'a High Institute of Health Sciences, Sana'a, Yemen

'Strengthening quality performance standards for paramedics health professionals at Sana'a High Institute of Health Sciences'
Also in cooperation with Hogeschool Zuyd
Project period: 2011-2014. Project manager: Geraldine van Kasteren

ROGANO

An initiative has been taken in 2010 to exchange research across a few prominent research groups in health professions education around the world (University of Toronto, University of British Columbia, University of Helsinki, Peninsula Medical School, Karolinska, University of Copenhagen, University of Maastricht. Under the name of ROGANO group a first activity has been held in conjunction to the AMEE conference in 2011. Researchers and PhD students had an opportunity to exchange information, projects and ideas. SHE and the Department of Educational Development and Research also hosted several foreign guests, who gave presentations on their research.

Summary of the Ghana Project with the University for Development Studies, Tamale, Ghana.

Key-words: Curriculum design, midwifery, pediatric nursing

Maternal mortality in Northern Ghana is a serious problem. The health care that a mother receives during pregnancy, at the time of delivery, and soon after delivery is important for the survival and well-being of both mother and child. Antenatal care varies by rural and urban areas and also by level of education.

Improving the quality of health care delivery is a requisite to promoting health and well-being of people resident in the North particularly the women and children, the most vulnerable. The main problem is the inadequate number of qualified health professionals, especially well qualified midwives and pediatric nurses. There is a need to train more young new nurses and retrain experienced nurses to serve as educators in midwifery, general and pediatric nursing. In this context the School of Health Professions Education of Maastricht University -in close collaboration with the University of Midwifery Education and PHL University College in Hasselt, Belgium- helps the University for Development in Tamale (North of Ghana) in developing bachelor and master programs in midwifery and pediatric nursing.

Appointments

In 2011 the following staff members were appointed:

Renée Stalmeijer, Assistant Professor

Bill Wrigley, SHE Collaborates

Geraldine van Kasteren, SHE Collaborates

Mike Robertson, SHE Collaborates

Distinctive Academic Items

J.J.G. van Merriënboer

AERA Fellow. Appointed as Fellow of the American Educational Research Association.

Neon Elephant Award 2011. Awarded by Work-Learning Research Inc., Somerville Massachusetts USA, for “many years conducting research on learning and translating that research into practical models for use by learning professionals”.

J. Dijkstra

Bohn Stafleu van Loghum Prize 2011 for the best scientific paper during the NVMO congress.

Title of Paper: Ontwikkeling en validering van richtlijnen voor het ontwerpen van programma's voor toetsing. (Developing and validation of guidelines for the design of programmes for assessment) J. Dijkstra, C.P.M. van der Vleuten, L.W.T. Schuwirth

M.J.B. Govaerts

Best paper by a New Investigator Award 2011, American Educational Research Association Division I, for Govaerts, M., Schuwirth, L., Muijtjens, A. & van der Vleuten, C., “Assessing Raters for Workplace-Based Assessment: A Cognitive Approach”, April 2011.

Paper presented at the AERA-conference Denver 2010. Her PhD thesis called: ‘Climbing the pyramid: towards understanding performance assessment’ received the predicate Cum Laude.

J. Leppink

Best tutor in the Health Sciences 2011, FHML Bachelor.



SHEILA: SHE International League of Alumni

The School of Health Professions Education International League of Alumni (SHEILA) builds on a lively international network of alumni and students of the SHE programmes that include a PhD, Master's and Joint Master's Programme in Health Professions Education. Since 2008, the AMEE and the Network: TUFH conferences have been SHEILA's international meeting points and SHEILA likes this! Why? International friendships and collaborations between people engaged in health professions education are made and consolidated offering supportive opportunities to our challenges at home.

“During the MHPE I've altered a framework around teaching and learning, at this SHEILA workshop I refreshed it again”

SHEILA learns @ the interactive workshop

Sunday 28 August, 2011, the SHEILA@AMEE workshop **Introducing cognitive apprenticeship to improve clinical teaching practices** took place in Vienna and was kicked off by SHEILA's chair Jolien van den Houten. Twenty participants from all over the world took part in a Maastricht style, interactive learning session. The workshop was facilitated by Renée Stalmeijer, SHE alumnus and MHPE staff member. Participants from Brazil, Iran, Pakistan, South Africa, USA, Kazachstan, Indonesia, Singapore, Ireland, Japan, the UK, Switzerland and the Netherlands took an in-depth look at the cognitive apprenticeship model. Renée introduced the theoretical concepts and the instruments relating to the model which she had developed in her PhD research. The Maastricht Clinical Teaching Questionnaire (MCTQ) and Clinical Teachers Self-Assessment were applied and critically discussed. Quality improvement of teaching and learning in clinical practice is clearly an area of collective interest to the SHE community, as was evident from active engagement of the group in this lively session.

One participant reflected “The SHEILA workshop not only taught me a better understanding of the cognitive apprenticeship model in clinical teaching, it also inspired me for staff development at home”. The report of the workshop and some pictures taken during the workshop are accessible at www.maastrichtuniversity.nl/she (Alumni).

SHEILA caught up @ das Badeschiff in Vienna

In a warm atmosphere, welcomed by Cees van der Vleuten, SHEILA members and UM staff caught up with each other at the Donau Channel. A quick inventory by a show of hands revealed that the eldest members of the SHEILA community opened the drinks. The graduation of Beth-Ann Cummings added some formal flavour to the event. New professional and personal developments were shared, giving us all the warm feeling of being part of an international supportive network.

Finally next year's workshop SHEILA@AMEE 2012 comes up in Lyon, France and will involve around “the Future of Health Education” and will also be celebrating the 20th anniversary of the MHPE programme and the 5th anniversary of SHEILA.





www.maastrichtuniversity.nl/she

Based in Europe, focused on the world. Maastricht University is a stimulating environment. Where research and teaching are complementary. Where innovation is our focus. Where talent can flourish. A truly student oriented research university.

Contact information

Maastricht University
School of Health Professions Education
Faculty of Health, Medicine and Life Sciences
P.O. Box 616, 6200 MD Maastricht, The Netherlands
Email: she@maastrichtuniversity.nl