School of Health Professions Education

Faculty of Health, Medicine and Life Sciences

Annual report 2012
Introduction

In front of you is the Annual report 2012 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, 2012 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 2012. 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
Societal Impact of SHE

Universities in the Netherlands attach increasingly more value to the societal impact and valorization of their work. Starting in 2016, all Dutch universities need to have a set of indicators for the societal impact and valorization of their work. In this context, SHE also started to develop its own set of indicators. Many of these indicators are already available for the different programs of SHE. For our research program, professional publications, textbooks and policy documents are already included the output reports, showing that many publications from SHE are targeting a non-scientific audience. New indicators may relate to interviews and other media presentations for a broad public as well as the practical use of research-based software applications (e.g., E-Pass) and methodologies (e.g., 4C/ID). For our educational program (short courses, MHPE, PhD), contributions to educating professionals in the health professions domain (in contrast to educating undergraduates) are an important indication of societal impact. All educational programs of SHE serve professionals in the domain, thus societal impact is not merely an effect but the actual reason for existence of these programs. New indicators may relate, for example, to the position of alumni, demonstrating that they drive educational innovations and renewal in their home institutions.

Finally, SHE Collaborates runs a consultancy program that is exclusively concerned with societal impact and valorization. Their projects make directly visible how research and educational efforts are transformed into innovation and implementation projects. New indicators may, for example, list SHE involvement in national and international policy and advisory committees. Concluding, we are fully confident that the societal impact of SHE is high, and future Annual Reports will explicitly discuss main indicators for impact and valorization.
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.

Geraldine van Kasteren, MD, MHPE  
Function: Project Manager SHE Collaborates  
Department: Department of Educational Development and Research, Faculty of Health, Medicine and Life Sciences, Maastricht University

Geraldine van Kasteren studied Medicine at the Medical Faculty of Maastricht University and thus trained as a medical professional in an innovative educational manner (e.g. by Problem Based Learning and Early Clinical Exposure). After graduation she worked a few years in regional health centres and hospitals, getting experience in medical practice. Subsequently, she turned to medical education in the context of developing countries. She assists universities as a consultant for longer and shorter durations to change into innovative ways of health professional education. In her capacity as project manager she coordinates projects resulting from the match between the demand of a university in low income countries and the (financial) support of (inter)national organisations (like Nuffic, EU) together with the expertise available within universities and schools for higher education. At the skills lab she taught medical students applied professional skills that are necessary in encounters with patients: physical examination skills, procedural skills and communication skills.
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 2002 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.
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 September)

<table>
<thead>
<tr>
<th>Summer Course</th>
<th>Advanced Course ‘Curriculum and Course Design in Medical Education’</th>
<th>Advanced Course ‘Curriculum and Course Design in Medical Education’Advanced Course ‘Writing a PhD Research Proposal’</th>
<th>Tailor-Made programme</th>
<th>Onderzoek van Medisch Onderwijs</th>
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<tr>
<td>Brazil, Canada, Germany, Ghana, Indonesia, Nepal, The Netherlands, The Netherlands Antilles, Pakistan, Poland, South Africa</td>
<td>Indonesia, Kenya Malaysia, Sudan Vietnam</td>
<td>Austria, Canada, Denmark, Indonesia, Japan, Saudi Arabia, Singapore, United Kingdom, USA</td>
<td>Korea, Spain</td>
<td>The Netherlands</td>
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</table>

Total number of participants

42
17
9
20
14

The table summarises the number of participants in the CDP courses offered in 2012 and lists their countries of origin.

Master of Health Professions Education/Collaborating International Master of Health Professions Education

In 2012 a total of 56 students were attending the Master of Health Professions Education programme of the SHE Graduate School in Maastricht
- MHPE Cohort 2011: 1st year students of the MHPE programme
- MHPE Cohort 2012: 2nd year students of the MHPE programme
In 2012 a total of 80 students were attending the collaborating Master of Health Professions Education programmes in Egypt, Brazil and Canada

The MHPE of the SHE Graduate School in Maastricht is collaborating with various countries in the world in offering the MHPE programme in diverse collaboration models.
- In Egypt: the (IMHPE) programme is a distance learning programme of Maastricht University (UM) jointly with Suez Canal University (SCU), Egypt.
- In Brazil: the (BMPHE) International Master in Health Professions Education Programme (MHPE) in Brasilia, Brazil.
- In Canada: the (CMHPE) Master of Health Professions Education program in Canada delivered from Vancouver, British Columbia and London, Ontario.

<table>
<thead>
<tr>
<th>MHPE Cohort 2012</th>
<th>MHPE Cohort 2011</th>
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<tr>
<td>In Maastricht 27: Brazil, Canada, Colombia, Ghana, India, Kuwait, The Netherlands, Pakistan, Saudi Arabia, Tanzania, USA</td>
<td>In Maastricht 29: Australia, Brazil, Canada, Colombia, Denmark, Germany, India, Indonesia, Kazakhstan, The Netherlands, Saudi Arabia, Singapore, Tanzania, Thailand, Trinidad, Turkey, Uganda, Vietnam</td>
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<tr>
<td>In Egypt 49 participants</td>
<td>In Egypt 65 participants</td>
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<tr>
<td>In Brazil 19 participants</td>
<td>In Brazil 19 participants</td>
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<td>In Canada MHPE started 2012 12 participants</td>
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Total number of participants
107
113
## Presenters and Graduates topics of the Master's Theses 2012

<table>
<thead>
<tr>
<th>Student</th>
<th>Title Master Thesis</th>
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<tbody>
<tr>
<td>Harumi Gomi</td>
<td>Defining competencies for infectious diseases specialists from national and international perspectives</td>
</tr>
<tr>
<td>Ruud Wong Chung</td>
<td>Intercultural competence: How do international students perceive the transition into student-centred Dutch Higher education?</td>
</tr>
<tr>
<td>René Claassen</td>
<td>Teachers’ perspectives on and attitudes towards technology in care as new educational content in higher education</td>
</tr>
<tr>
<td>Rachmadya Nur Hidayah</td>
<td>Teaching Strategies for Integrated Communication and Physical Examination Skills</td>
</tr>
<tr>
<td>Peggy Lambriex-Schmitz</td>
<td>Factors affecting teachers’ intentions to participate in professional development activities</td>
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<tr>
<td>Imke Winkelman</td>
<td>The acquisition of competencies for lifelong learning within a program for vocational education and training in occupational therapy</td>
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<tr>
<td>Hassan Shaibah</td>
<td>Validity of Spotter MCQ in Anatomy Practical Exam as an Alternative to Traditional Free-Response</td>
</tr>
<tr>
<td>Kaleem Thahim</td>
<td>Perceptions of Students and Faculty at Dow Medical College, in Karachi, Pakistan, Regarding Student Feedback to Improve Teaching</td>
</tr>
<tr>
<td>Bert Schutte</td>
<td>The Maastricht A-KO Master: First signs towards an efficient breeding program for the endangered ‘Physician-Clinical Investigator’ species</td>
</tr>
<tr>
<td>Ayad Al Moslih</td>
<td>Mobile handheld devices: How do medical students utilize these devices in learning?</td>
</tr>
<tr>
<td>Hisham Mirghani</td>
<td>Medical students learning approach: Two-factor study process questionnaire</td>
</tr>
<tr>
<td>Poh-Sun Goh</td>
<td>Use of case pairs can potentially improve the efficiency and effectiveness of radiology residency</td>
</tr>
<tr>
<td>Mohammad Adrian Hasdianda</td>
<td>Evaluation of the Resusci-Gama resuscitation manikin for Basic Life Support skills training using measurement of students’ and teachers’ perception</td>
</tr>
</tbody>
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MHPE Graduates
**Research in Education Programme**

**Researchers within the Research in Education Programme**

<table>
<thead>
<tr>
<th>Researchers</th>
<th>Position</th>
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</thead>
<tbody>
<tr>
<td>Henk van Berkel</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Nick Broers</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Anique de Bruin</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Jamiu Busari</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Jan van Dalen</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Joost Dijkstra</td>
<td>Researcher</td>
</tr>
<tr>
<td>Diana Dolmans</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Jeroen Donkers</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Tim Dornan</td>
<td>Professor</td>
</tr>
<tr>
<td>Erik Driessen</td>
<td>Associate Professor</td>
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<tr>
<td>Kevin Eva</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Anton de Goei</td>
<td>Professor</td>
</tr>
<tr>
<td>Marjan Govaerts</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Willem de Grave</td>
<td>Senior Lecturer</td>
</tr>
<tr>
<td>Ad Hendrix</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Tjaart Imbos</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Karen Konings</td>
<td>Researcher</td>
</tr>
<tr>
<td>Richard Koopmans</td>
<td>Professor</td>
</tr>
<tr>
<td>Bas de Leng</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Gerard Majoor</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Jeroen van Merrienboer</td>
<td>Professor</td>
</tr>
<tr>
<td>Job Metsemakers</td>
<td></td>
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<tr>
<td>Arno Muijtjens</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Miriam Oude Egbrink</td>
<td>Professor</td>
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<tr>
<td>Paul Ram</td>
<td>Associate Professor</td>
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<tr>
<td>Jan Joost Rethans</td>
<td>Associate Professor</td>
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<tr>
<td>Charlotte Ringsted</td>
<td>Honorary Professor</td>
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<tr>
<td>Albert Scherpier</td>
<td>Professor</td>
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<tr>
<td>Henk Schmidt</td>
<td>Honorary Professor</td>
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<tr>
<td>Lambert Schuwirth</td>
<td>Professor</td>
</tr>
<tr>
<td>Dominique Suijsmans</td>
<td>Associate professor</td>
</tr>
<tr>
<td>Luc Snoeckx</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Renee Stalmeyer</td>
<td>Assistant Professor</td>
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<tr>
<td>Fred Stevens</td>
<td>Associate Professor</td>
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<tr>
<td>Frans Tan</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Pim Teunissen</td>
<td>Assistant Professor</td>
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<tr>
<td>Mascha Verheggen</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Danielle Verstegen</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Cees van der Vleuten</td>
<td>Professor</td>
</tr>
<tr>
<td>Jill Wittingham</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Ineke Wolfhagen</td>
<td>Associate Professor</td>
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<tr>
<td>Mereke Gorsira</td>
<td>English editor</td>
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<tr>
<td>Stefan Groenewold</td>
<td>Administrator</td>
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<tr>
<td>Ron Hoogenboom</td>
<td>Research assistant</td>
</tr>
<tr>
<td>Lilian Swaen</td>
<td>Secretary</td>
</tr>
<tr>
<td>Nicky Verleng</td>
<td>Secretary</td>
</tr>
</tbody>
</table>

**Full time equivalents of Scientific Staff and PhD candidates**

In 2012 75 staff members and PhD candidates were active in the Research in Education Programme; 3 employees were active in a detachment position. Overview of the staff of the Research in Education Programme in 2012:

- **Scientific staff**: 7.79 fte (1.84 fte externally funded)
- **Support staff**: 5.30 fte (2.43 fte externally funded)
- **PhD candidates**: 10.85 fte (3.19 fte externally funded)
- **Total**: 23.94 fte

**External Funding**

Overview of external funding for the Research in Education Programme in 2012:

- 2nd € 215,069,-
- 3rd € 368,868,-
- Other € 86,972,-
- **Total**: € 670,909,-

**PhD Programme**

**PhD dissertations completed in 2012 at Maastricht University**

11

- **Robbert Duvivier, R.J.**  
  *Teaching and Learning Clinical Skills. Mastering the Art of Medicine*  
  *Date of defence*: December 12, 2012  
  *Supervisors*: A.J.J.A. Scherpier, C.P.M. van der Vleuten, J. van Dalen

- **Jeanette de Feijter, J.M.**  
  *Learning from error to improve patient safety*  
  *Date of defence*: November 9, 2012  

- **Linda Prescott, L.**  
  *Ensuring the Competence of Dental Practitioners through the Development of a Workplace-Based System of Assessment*  
  *Date of defence*: November 9, 2012  
  *Supervisors*: C.P.M. van der Vleuten, L.W.T. Schuwirth

- **Francois Cilliers, F.J.**  
  *The Pre-assessment Learning Effects of Consequential Assessment: Modelling how the Examination Game is Played*  
  *Date of defence*: September 5, 2012  
  *Supervisors*: L.W.T. Schuwirth, C.P.M. van der Vleuten
Ingrid Spanjers, I. A.E.
Segmentation of Animations: Explaining the Effects on the Learning Process and Learning Outcomes
Date of defence: July 5, 2012
Supervisors: J.J.G. van Merriënboer, T. van Gog

Hanan Al-Kadri, H.M.F.
Does Assessment Drive Students’ Learning?
Date of defence: June 28, 2012
Supervisors: C.P.M. van der Vleuten, C. Roberts

Jimmie Leppink, J.
Propositional manipulation for conceptual understanding of statistics
Date of defence: June 6, 2012
Supervisors: M.P.F. Berger, C.P.M. van der Vleuten, N.J. Broers

Marjo van Zundert, M.J.
Conditions of Peer Assessment for Complex Learning
Date of defence: May 4, 2012
Supervisors: J.J.G. van Merriënboer, K.D. Körnings, D.M.A. Sluijsmans

Mora Claramita, M.
Doctor-patient communication in a culturally hierarchical context of Southeast Asia: A partnership approach
Date of defence: March 30, 2012
Supervisors: C.P.M. van der Vleuten, Hardyanto Soebono, J. van Dalen

Jan Kleijnen, J.C.B.M.
Internal quality management and organizational values in higher education
Date of defence: March 21, 2012

Marjolein Persoon, M.C.
Learning in Urology: The influence of simulators and human factors
Date of defence: January 19, 2012

PhD dissertation defended in 2012 at other university than Maastricht University
1

Michel Westerman, Vrije Universiteit Amsterdam
Mind the gap; the transition to hospital consultant
Date of defence: December 19, 2012

PhD projects started in 2012

Mohamed M. Al-Eraky, Egypt
Faculty Development for Learning and Teaching Medical Professionalism in Arabian Context

Mary Jeanette Ignacio, Singapore
Integration of an Emotional Training Strategy in a Simulation-Based Education Programme to Enhance Clinical Performance during a Crisis Event

Makoto Kikukawa, Japan
Evaluation of Clinical Teaching in Japanese Clinical Educational Context

Endang Lestari, Indonesia
Collaborative Knowledge Construction in PBL Interprofessional

Jette Led Sorensen, Denmark
How Can We Optimize Learning in Obstetric Emergencies through Simulation-based Training?

Samuel Yanofsky, USA
Influence of Rater Characteristics on Rater Performance in Workplace-based Assessment

Michaela Wagner-Menghin, Austria
Can We Improve Medical Students’ Ability to Identify Strengths and Weaknesses in Communicating with Patients Through Self-Reflection?

Publication Output
Top 5 SHE Publications

Cilliers, F.J., Schuwirth, L. W. T., & van der Vleuten, C. P. M. (2012). Modelling the pre-assessment learning effects of assessment: evidence in the validity chain. Medical Education, 46(11), 1087-1098. We previously developed a model of the pre-assessment learning effects of consequential assessment. The model comprises assessment factors, mechanism factors, and learning effects. The purpose of this study was to continue the validation process. Methods: A cross-sectional survey of 361 senior medical students at one medical school was undertaken using a purpose-made questionnaire based on a grounded theory and comprising pairs of written situational tests. In each pair, the manifestation of an assessment factor was varied. The frequencies at which learning effects were selected were compared for each item pair, using an adjusted alpha to assign significance. The frequencies at which mechanism factors were selected were calculated. Results: There were significant differences in the learning effect selected between the two scenarios of an item pair for 13 of this subset of 21 uncommon associations, even when a p-value of < 0.00625 was considered to indicate significance. Three mechanism factors were operational in most scenarios: agency, response efficacy, and response value.
Conclusions: Results illustrate how factors not typically included in studies of the learning effects of assessment could confound the results of interventions aimed at using assessment to influence learning.


Patient safety has become an important topic over the last decade and has also been increasingly implemented in the undergraduate curriculum. However, the best timing and method of teaching still remains to be decided. Aims: To develop and evaluate a patient safety course for final-year students. The course is based on reflective learning and personal experiences to improve the transfer of theory into practice. Methods: We performed a mixed method evaluation study of the course. An evaluation questionnaire and the number of completed incident report cards were analyzed using descriptive statistics. Focus groups, organized two and four weeks after the course, were analyzed using template analysis; the Theory of Planned Behaviour (TPB) was used to interpret the results. Results: Students found the course overall instructive and reacted positively towards many elements of the course. Focus group analysis showed that an increase in knowledge about patient safety topics resulted in a change of attitudes towards these subjects and in an increase in awareness of patient safety. This influenced students’ behavioral intention and their behavior. Conclusions: A course based on students’ personal experiences enables them to transfer theory on patient safety issues into their own practice and has an effect on their awareness, attitudes and behavior.


Lack of published studies on students’ practice behavior of physical examination skills outside timetabled training sessions inspired this study into what activities medical students undertake to improve their skills and factors influencing this. Six focus groups of a total of 52 students from Years 1-3 using a pre-established interview guide. The interview guide was based on questionnaire results; overall response rate for Years 1-3 was 90% (n = 875). On average, students devote 20% of self-study time to skill training with Year 1 students practicing significantly more than Year 3 students. Practice patterns shift from just-in-time learning to a longitudinal self-directed approach. Factors influencing this change are assessment methods and simulated/real patients. Practicing skills on fellow students happens at university rooms or at home. Also family and friends were mentioned to help. Simulated/real patients stimulated students to practice physical examination skills, initially causing confusion and anxiety about skill performance but leading to increased feelings of competence. OSCE assessment does have influence, but learning takes place also when there is no upcoming assessment. Simulated and real patients provide strong incentives to work on skills. Early patient contacts make students feel more prepared for clinical practice.


Comparison learning is a promising approach for learning complex real-life visual tasks. When medical students study radiological appearances of diseases, comparison of images showing diseases with images showing no abnormalities could help them learn to discriminate relevant, disease-related information. Medical students studied 12 diseases on chest x-ray images. They were randomly assigned to a group (n = 31) that compared radiographs of diseases with normal images and a group (n = 30) that only studied radiographs of diseases. On a visual diagnosis test, students who compared with normal images during study were better able to diagnose focal diseases (i.e., lesions at one location) than students who could not compare, but for the diagnosis of diffuse diseases (i.e., involving both lungs) there was no significant difference between groups. Results show that comparison with normal images made it easier to discriminate relevant information for focal diseases.


This review examines the extent to which undergraduate prescribing education prepares graduates for the complexities of prescribing in the workplace context. Fifteen empirical studies met our inclusion criteria and were reviewed in detail. All the studies were conducted between 2002 and 2010, six were controlled trials, six were before and after studies and three were prospective observational studies. We found that most studies focused on improving and evaluating students’ knowledge and skills, although they used different approaches to doing so. These aspects of prescribing only constitute a small part of our theoretical model of prescribing expertise. Other important components, such as social context, metacognition and training transfer, were neglected. We suggest that educational interventions need to account for the integrated nature of learning to prescribe and take a more contextualized approach which considers the task as a whole, rather than isolated constituent parts. In doing so, prescribing education could equip graduates with the necessary expertise to judge and respond to situations, enabling them to prescribe safely, or seek the help to do so, in the unpredictable and complex context of workplaces.
Overview Publications

For an overview of all the publications in 2012, visit our website: www.maastrichtuniversity.nl/she

Publication Output 2012

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<th>2006</th>
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*The Thomson Reuters list of 2009 is used to determine the category of the articles.*

Publication Output Research of Education

(Number of articles)

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Annual report 2012 | School of Health Professions Education | Faculty of Health, Medicine and Life Sciences
International Activities and Collaboration

SHE Collaborates - a newly structured initiative by SHE
SHE started in 2012 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
The already existing projects in the Qassim Region of Saudi Arabia were continued in 2012 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 2012 and was a great success.

Qassim University, Qassim, Kingdom of Saudi Arabia
Project period: 2012-2013. Project manager: Bill Wrigley / Bert Schutte, supported by Dominique Waterval
Another project with the University of Qassim (same city, but different university) continued in 2012 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 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: 2012-2015. 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: 2012-2014. 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, a first activity has been held in conjunction to the AMEE conference in 2012. 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. In 2012 Rogano members and SHE alumni joined together the SHEILA workshop at AMEE in Lyon.

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 Hageschool Zuyd (Faculty of Midwifery Education and Studies and Faculty of Nursing) and with Management for Development Foundation (MDF)
Project period: September 2012-September 2015
Project manager: Mike Robertson

Summary of the Medical Education Project with the University for Development Studies, Tamale, Ghana.
The University for Development Studies (UDS) was established in 1992, headquartered in Tamale in the Northern region of Ghana. Until recently (May 2008), training in the medical program could only be provided for students for the first three theoretical years in basic sciences; after which students were transferred to sister universities in the South for their clerkship years. As a consequence, very few doctors (including those from the catchment area) would return after graduation to execute their profession in the deprived North; notwithstanding the fact these deprived areas in the North are where the doctors’ services are critically needed. These four Northern regions of nearly 5.1 million inhabitants covers two third of the country and have a total of only 150 doctors to serve the communities. Since 2004, UDS/SMHS together with Maastricht University, has been working on capacity building to improve teaching and learning at SMHS and to implement a PBL curriculum. The current project that is coordinated by SHE Collaborates, focuses on the development of a student centred method for teaching in the clinical phase of the medical curriculum.

Students in a PBL Classroom in Tamale, Ghana
Appointments

In 2012 the following staff members were appointed:
Carlos Collares, SHE Collaborates
Mohammed Meziani, SHE Collaborates
Emmaline Brouwers, SHE Collaborates
Evert Koldewijn, SHE Staff

Distinctive Academic Items

C.P.M. van der Vleuten  
Received the 2012 Karolinska Institutet Prize for Research in Medical Education for his research in evaluation and assessment of medical competences, especially for improving the way that assessment is used in medical education.

M.J.B. Govaerts  
Received the NVMO-prize for best thesis 2012. Her PhD thesis called: ‘Climbing the pyramid: towards understanding performance assessment’ received the predicate Cum Laude.
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.

SHEILA learns @ AMEE, the interactive workshop

2012 was a celebration for SHE alumni: the fifth SHEILA @ AMEE was held. SHEILA’s annual workshop at the AMEE conference in Lyon, France had a distinctively festive touch: two experts in medical education (Professors Tim Dornan and Fedde Scheele) were clearly enjoying a leisurely afternoon under their parasols. It turned out that their children were contemplating a career in health professions education and soon they engaged into addressing the professional future in this field. Some thirty participants quickly took over the discussion and contributed their opinions and predictions. The future of medical education was seen to hold promise for those who will include the context of learning into their programmes. The current learning climates were not seen as very contributing to optimal learning, and we don’t prepare students for a number of responsibilities they bear when graduated, like social accountability and care for learners in their field.

SHEILA teamed with Rogano

This year SHEILA @ AMEE pre-conference workshop was teamed with the preceding Rogano-meeting. The workshop was open for Rogano participants. The teaming of the two initiatives (Rogano and SHEILA) proved successful in widening the horizon for all participants.

SHEILA rendez-vous in Lyon

The yearly informal SHEILA get together on one of the evenings at the AMEE conference was an outdoors event in a park in Lyon. Kicked off with congratulations for Cees van der Vleuten on winning the Karolinska Award, some 60 SHEILA participants joined the wonderful Southern French summer evening. Many old friends found each other again and many new friends were found, across continents and language barriers.

Finally next year’s workshop SHEILA@AMEE 2013 comes up in Prague, Czech Republic and will involve around “Workplace-Based Assessment: strengths and weaknesses of a model based on direct observation and effective feedback”.

SHEILA: SHE International League of Alumni
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.

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