



ANNUAL
REPORT
2024



INTRODUCTION

I am proud to present the School of Health Professions Education (SHE) Annual Report for 2024. This report highlights key activities, achievements, and the impact SHE has made over the past year. In 2024, we continued to advance health professions education through innovative projects, meaningful collaborations, and high-quality research. We celebrated new partnerships, welcomed talented colleagues, and organized events that brought together experts from around the world. As we reflect on this dynamic year, we look forward to building on these successes and shaping the future of health professions education together.

SHE continued to focus on four strategic priorities:

- invest in synergy between SHE Research, Educates and Collaborates activities;
- create more support for professional development of all SHE staff;
- renew our communication and marketing strategies and activities; and
- develop a strategy for local, national and international collaborations.

At the end of 2023 SHE launched its 2024-2030 Research Program. In 2024 we started using the Research Program to frame conversations in our Special Interest Groups (SIGs), during staff meetings and research grant meetings.

We also included the new 2024-2030 Research Program in the self-evaluation report that we prepared for the 2018-2023 external review that SHE participates in. The review meeting with a panel of internal experts took place early in 2025. The outcome of this process will surely feature in our 2025 annual report.

I hope this Annual Report serves as an invitation to (continue to) engage with people from the SHE Community. Together, we can work towards a world in which all healthcare professionals are well educated and in the best position to contribute to high quality care.

Pim Teunissen
*Scientific Director of the
School of Health Professions
Education*



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Future of SHE

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SHE IN 2024

Vision, mission and values

SHE is a graduate school for research, education, and innovation in health professions education (HPE). Since its inception, the vision and mission of SHE has been clear and consistently focused on a global impact on healthcare through investment in research of healthcare education and the translation of research insights to education and innovation in HPE. Research quality, societal relevance and a continuing focus on viability are the focus of SHE's Management Team. SHE's vision is captured in the following two sentences:

Excellent healthcare requires evidence-informed models for the education of future and current healthcare professionals. Through research, education, and innovation, SHE works towards a world in which all healthcare professionals are well educated and in the best position to contribute to high quality care.

The **mission** of SHE:

SHE aims to be a leading hub for research and innovation of HPE worldwide. SHE connects HPE research to educational activities, consultancy, innovation and impactful global projects.

This mission emphasizes that SHE is the hub in a broad and global network of healthcare practitioners, researchers, educationalists and policy developers who share a passion of the development of HPE. Moreover, the second sentence helps to focus on the synergistic value of connecting theory, research and practice to move the field of HPE forward. In 2021 SHE has continued work in line with this mission, exemplified by the various activities and achievements that are described in this annual report. The leading hub role of SHE is expressed in our intellectual, physical and digital presence in the global field of health professions education.

The **values** that characterize SHE are '**open, inquisitive, socially responsible, collaborative, innovative and ambitious**'. These values are recognizable in our work and in how we work together with a variety of local to global partners. In meetings throughout 2021 with SHE staff, project collaborators, and SHE (PhD) students these values have been repeatedly emphasized.

SHE organization

The organizational structure of SHE follows its main activities. The three core activity domains of SHE are SHE Research, SHE Educates, and SHE Collaborates. These activities are coordinated by the SHE Management Team.

Prof. Pim Teunissen leads SHE. He is the scientific director and chairs SHE's Management Team. He combines his work as SHE director with clinical work as a gynecologist at Maastricht University Medical Center (MUMC+). In the SHE Management Team each

core activity domain is represented. Prof. Anique de Bruin represents SHE Research and is vice-director of SHE. Dr. Danielle Versteegen represents SHE Educates and Dr. Emmaline Brouwer represents SHE Collaborates. Sandy Quaden is SHE's Managing Director and also part of the SHE MT.

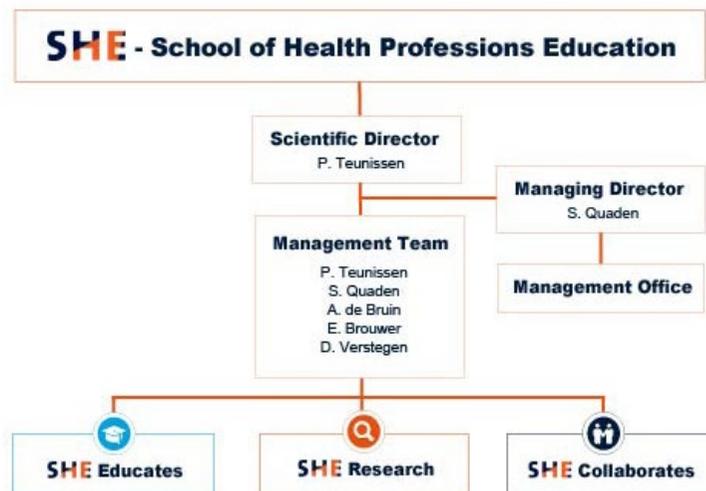


Figure 1. Organizational structure of SHE (organogram)

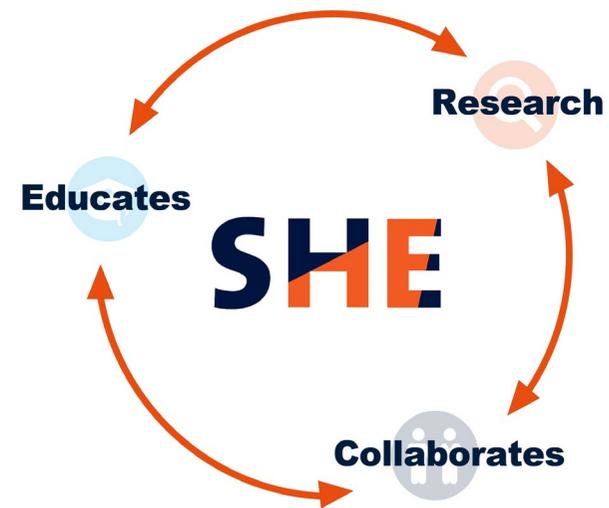


Figure 2. Organizational dynamics of SHE

Strategy; changes and development

SHE's vision, mission, and values shape its strategy. An important strategic goal is to **increase synergy between SHE core activities** and to support that our research informs educational practice and vice-versa. Starting in 2021, the SHE Management Team initiated various activities involving all SHE staff, that focus on further developing a shared identity, shared goals and providing guiding principles based on SHE's vision, mission and strategy. This process has been the basis for recognizing opportunities in line with our vision and mission, strengthening collaborations within and outside the research institute connecting SHE activities to FHML, Maastricht University and Maastricht UMC+ educational programmes. An example of synergy is the revised Master of Health Professions Education (MHPE), led by Dr. Daniëlle Verstege. The program, influenced by insights from SHE's research activities on programmatic assessment, authentic learning tasks and self-regulated learning, is now more flexible and based on individualized guidance and feedback. It launched with its first cohort in May 2021 and received a very positive review from the Accreditation Organization of the Netherlands and Flanders in 2023.

A second strategic choice is to **improve HPE by investing in the interaction between impactful research and the practice of education**. This is exemplified by what is called SHE's double-chain approach (Figure 3). The first chain connects research

and impact: research covers the spectrum from application-oriented educational research to conceptual contributions to relevant (educational) theories in HPE. These research findings then not only inform SHE's educational activities, but also improve quality and innovation at FHML/MUMC+. SHE Collaborates is vital to help other educational institutes and healthcare organizations apply this knowledge too and, in the process, create new research opportunities. The second chain focuses on impacting individuals and teams: beginning with short courses for those new to HPE, followed by certificate courses on specific topics, then the MHPE program for aspiring academic educators, leaders, or researchers, and culminating in a PhD program for those aiming to become scholars in health professions education. It is not uncommon for students to first take a short course and end up doing research in the PhD programme.



Figure 3. Double Chain approach of SHE

A crucial third aspect to SHE's strategy is the ***focus of the content of our research activities***. SHE's 2018-2023 research programme was called 'Task-centered learning environments in the health professions' and covered the breadth of topics being studied by SHE researchers. Late 2021, the SHE Research management team started the process of developing SHE's new research program. This was deliberately started early and as a collaborative process so that the activities resulting in SHE's future research program would also feed into the abovementioned goal of further developing a shared identity and shared goals. The process itself and the various stakeholders involved, are outlined in the research program which is available [online](#). In December 2023, SHE launched its Research Program 2024-2030. The essence of SHE's Research Program 2024-2030 is encapsulated in the acronym H-P-E:

- **Healthcare environments that foster learning**
We aim to create knowledge that enables healthcare environments to support learning and ongoing development of healthcare teams and individual professionals. Research in different areas of health professions education needs to come together to develop theory-based models for fostering learning in healthcare environments. Research lines that are part of this aim focus on how educational approaches, such as curriculum design models, assessment approaches or intercultural education, can optimally support learning from and for practice.

- **Professionals that are sustainably competent**
We aim to enhance understanding of how to prepare future professionals to be(come) competent in line with the specific needs of their work context, and how they can remain so throughout their career. This covers research on how to enable learners to make best use of room for personalized learning plans and the role teachers, coaches, supervisors and peers play in that process. Research is also needed to uncover how, after finishing their formal education, healthcare professionals can be supported to continue ongoing professional and personal development.

- **Education that is designed for context**
We aim to further insights in which educational designs work for which goal, and in which context. Research can help to see how learners can be supported in learning across educational, professional, social, and cultural contexts. Unravelling the essential elements of contexts that ask for adaptation in the design of education, and can be used to adapt or co-create designs with all stakeholders involved, are part of this aim.

The intentional complementarity of the three research aims enables a holistic approach to tackling the globally shared challenge of optimally educating all healthcare professionals. These research aims offer a framework for research-, collaboration-, and policy decisions and as an inspiration for (new) cross-linkages between people, ideas, and investments.

Management team SHE



Pim Teunissen, PhD, MD

Role: Scientific Director SHE

Pim Teunissen was trained as a Medical Doctor (M.D.) and earned his PhD in medical education at VU University Amsterdam. He is working clinically as a Gynaecologist and maternal fetal medicine specialist at the Maastricht University Medical Center (MUMC+). In 2017 he was appointed Professor of Work-based learning in Healthcare at the Faculty of Health, Medicine and Life Sciences. In 2020 he was appointed as the Scientific Director of SHE. His area of expertise is on workplace learning, the interaction between curriculum design and educational practice, transitions and learner well-being.



Sandy Quaden, S.C.H.M.

Role: Managing Director SHE

Sandy Quaden studied Business Economics at the H.E.A.O. Limburg. After her education, she started working at Maastricht University as controller for several departments and was appointed managing director of SHE in April 2023. In her role as managing director, she is responsible for accounting within the school and she is the head of SHE's Management Office.



Anique de Bruin, PhD

Role: Vice-Director SHE

Anique de Bruin was trained as a psychologist and earned her PhD in 2006 at the Erasmus University Rotterdam. In February 2019 she was appointed Professor Self-regulation in Higher Education at the Faculty of Health, Medicine and Life Sciences. Her area of expertise is (the linkage between) metacognition, supporting learning strategies, self-regulated learning and clinical reasoning. Anique de Bruin represents SHE Research in the Management Team of SHE and is involved as the Vice-Director of SHE.



Emmaline Brouwer

Role: Director of SHE Collaborates

Emmaline Brouwer was trained as a medical doctor (MD) at Maastricht University and obtained an MSc in Public Health from the London School of Hygiene and Tropical Medicine (2012). She earned her PhD in Medical Education at SHE in 2022. Emmaline joined SHE in 2012 as a project manager for SHE Collaborates, SHE's office for international collaborations in educational development. She has since worked as a project coordinator and educational consultant in Africa, Asia, Europe and the Middle East. She was appointed as SHE Collaborates Director in January 2023. Her professional interests include globalization and diversity in health professions education.



Daniëlle Verstegen, PhD

Role: Director of SHE Educates, Programme Director Master of Health Professions Education

Daniëlle Verstegen has a background in learning psychology and cognitive Science and holds a PhD in Instructional Design. She joined Maastricht University and SHE in 2008, where she currently is associate professor and director of the MHPE programme. Her expertise lies in instructional design and innovation in student-centred learning, onsite and online, focusing on the relation between instructional design and context.

Facts & Figures

STAFF AT SCHOOL LEVEL (NUMBER AND FTE)		FUNDING		
School	N/FTE 2024	Funding 2024	Fte	%
Scientific staff FHML	40 / 10,45 fte	(1) Direct funding	21,30	63,77%
Scientific staff academic hospital	0 / 0 fte	(2) Research grants	6,20	18,56%
Postdocs	7 / 2,0 fte	(3) Contract research	0,90	2,69%
Internal PhD-students	19 / 16,2 fte	(4) Other	11,45	34,28%
<i>Total research staff</i>	<i>66 / 28,65 fte</i>	<i>Total</i>	<i>39,85</i>	<i>100,0%</i>
Support staff (research)	5 / 2,00 fte	TURNOVER		
Support staff (managerial)	9 / 4,84 fte	Turnover 2024 (x1000)	€	%
<i>Total support staff</i>	<i>14 / 6,84 fte</i>	Government funding (direct)	2.293	41%
<i>Total staff incl. academic hospital</i>	<i>80 / 35,49 fte</i>	Revenues contract education	1.929	34%
<i>Total staff excl. academic hospital</i>	<i>80 / 35,49 fte</i>	KNAW/NWO/ZonMw (indirect government funding)	643	11%
SHE Collaborates	9 / 6,6 fte	Other research revenues (Third party funding)	68	1%
SHE Educates	62 / 4,6 fte	Other revenues	471	8%
<i>Total FTE excl support Research, Collaborates and Educates staff</i>	<i>39,85 fte</i>	Internal settlements	296	5%
External PhD students	120	<i>Total</i>	<i>5.701</i>	<i>100%</i>
Honorary professor	8			
Visiting fellows/professors	nb			

SHE EDUCATES

SHE has more than 40-years of experience in implementing student-centered learning. Our courses are designed to innovate health professions education worldwide and range from a short onsite summer school or online course to a full Master of Science degree programme.

Courses

Introductory course

SHE Summer Course

The SHE Summer Course is a one week on-site course that offers an introduction and global overview of the Maastricht approach: theoretical insights and experiences in managing and assessing student learning in student-centered curricula.

Short Courses

Writing a PhD Research proposal

In this advanced course participants learn how to write a high quality PhD research proposal consisting of a series of studies that are expected to be of interest to international peer-reviewed journals. In 2024 we introduced a new format, consisting of one onsite week, followed by online workshops that are partly mandatory and partly electives. What has remained is the intensive individual coaching by SHE staff members. At the end of the course, students are expected to have developed a complete PhD proposal, to that they can start collecting data for their first study in their own educational setting.

Critical choices in Qualitative Research

This advanced course focuses on core concepts and practices in qualitative research. Participants discuss essential choices in the

qualitative research process. They bring in their own project and work on designing their study and/or analyzing their own data. The course is provided fully online in sessions spread out over four weeks.

Certificate Courses

The SHE Certificate Courses offer the opportunity to acquire knowledge and skills related to major topics in health professions education. The Certificate Courses are equivalent to specific sections of our Master of Health Professions Education (MHPE) and credits can be transferred for those who opt for the full programme later. The SHE Certificate Courses are provided fully online. The Certificate Courses are undergoing revision and will be offered in a slightly different format in 2025.

Training and Using Simulated Patients for Teaching and Assessment

This new 3-day onsite course focuses on developing an educational programme with simulated patients. Topics range from developing formats and writing cases to recruiting and training people to act as simulated patients.

JMHPE (online)

The JMHPE is a joint health professions education programme that SHE offers in collaboration with Suez Canal University in Egypt. JMHPE is a one year programme, conducted completely through distance learning and guided by staff of both institutions. Upon completion of the programme participants receive a certificate from Suez Canal University, with recognition of UM contributions.



Courses **JMHE - Joint online HPE programme with Suez Canal University Egypt**

**Summer course (June 2024)
Cancelled**

Brazil	1
Canada	2
Georgia	2

**Writing a PhD Research Proposal -
twice (March and October 2024)**

March session 2024

Bahrain	1
Canada	1
India	1
Netherlands	3
USA	2
<i>Total number in March</i>	9

October session 2024

Netherlands	5
Oman	1
Pakistan	1
USA	2
<i>Total number in October</i>	9

Total number of participants **18**

**Training and using Simulated Patients for
teaching and assessment (April 2024)**

Belgium	1
France	1
Ireland	2
Portugal	1
Spain	1
Turkey	1
Switzerland	2
<i>Total number of participants</i>	9

**Critical Choices in Qualitative
Research (October-December 2024)**

Belgium	2
Brazil	1
Kenya	1
Netherlands	23
Austria	3
Saudi Arabia	1
UAE	1
<i>Total number of participants</i>	32

**Certificate Course
Organization & Leadership (2024)**

Participants from Slovakia,
Canada, and Austria.

Total number of participants **4**

**Certificate Course
Curriculum & Instruction (2024)**

Participants from Barbados, Canada,
Austria, USA and The Netherlands.

Total number of participants **5**

Enrolled participants in 2024 **6**

Graduates of JMHE in 2024 **17**

- Abdullah Mohammed Dafer Alshahrani
- Amar Ibrahim Omer Yahia
- Aya Samir Abdallah Abdelhameed
- Ayat Abdelaty Hemeda Abdelhafeth
- Azza Hussein Ali Hammouda
- Basma Osman Ibrahim Sultan Elgouhari
- Ghada El-Saeed Mashaly
- Ghada Mohamed Moneir Helal
- Lamees Rami Jalal Yaghan
- Lubna Tarek Khalifa Elsayed
- Maha Ayman Mohamed Abd El Mageed
- Mohammed Alaaeldin Saad Abdelhamid
- Nassar Eldin Suleiman Elhag Ibrahim
- Rania Hamed Shalaby
- Rania Ibraheim Al-Hawry
- Seham kamel Mohamed Abounasef
- Sudi Juma Nzuki

Master of Health Professions Education

The Master of Health Professions Education (MHPE) is a part-time and blended learning programme for teachers, designers and leaders in initial and workplace-based education in the health professions. MHPE is an accredited Master of Science programme with a special attention for international and interprofessional learning.

Since 2021, the MHPE programme is a fully competency-based curriculum centred around authentic learning tasks and programmatic assessment. With intensive coaching students plan their own learning journey and build their portfolio. The MHPE curriculum offers flexibility in content (60% electives) and time. The programme can be completed in two years (half-time) or spread out over a longer period of time. The MHPE curriculum includes a research-based thesis project.

MHPE Cohort 2024

Maastricht

Canada
The Netherlands
Singapore
Switzerland
Saudi Arabia
Japan
Israel
Denmark
Pakistan
Germany
China
Italy
Australia
Qatar
Thailand
Total

Canada

11 participants

New York

8 participants

Total number of participants

52

33



Presenters and topics of the MHPE Master Theses 2024

Aggie Paulus

Costs and efficiency of health professions education: A scoping review. Supervisor: Mirjam Oude Egbrink (MHPE Maastricht).

Alfarazdeg Mohammedali

The Impact of Peer Observation and Feedback on Tutor Performance in a PBL Context. Supervisor: Boukje Compen (MHPE Maastricht).

Andrea Larson

International Medical Graduates' Experiences of Psychological Safety. Supervisor: Laura Nimmon (MHPE Canada).

Anjalee Vacharaksa

Predictive Validity of an Entrance Selection for Dental Students. Supervisor: Cees van der Vleuten (MHPE Maastricht).

Boon Jia Lau

Can We Trust You? Exploring Enablers and Barriers to Grasping the Entrustment Concept During Faculty Development Program for Entrustable Professional Activities Using the Consolidated Framework for Implementation Research 2.0 Supervisor: Sylvia Heeneman (MHPE Maastricht).

Carlos Eduardo Solarte Thomas

Beyond the Eye: Unveiling Residents' Insights on Feedback within Ophthalmology EPAs. Supervisor: Emmaline Brouwer (MHPE Maastricht).

Caroline Chua

Exploring how sociocultural factors in the workplace interact with sociodynamics in coaching. Supervisor: Boukje Compen (MHPE Singapore).

Dana Thomsen

Managing Professional and Personal Boundaries: Investigating Experiences of Family Medicine Residents during Rural Training. Supervisor: Andrea Gingerich (MHPE Canada).

Daniel Quek

Evaluating reflective thinking of undergraduate medical students in an emergence medicine posting. Supervisor: Diana Dolmans (MHPE Maastricht).

Elske Aarts-Venema

Optimizing assessment design: understanding the impact of autonomy, extraneous load, and assessment for learning effect. A qualitative study related to location- and time-independent formative progress test. Supervisor: Sylvia Heeneman (MHPE Maastricht).

Eyman Abdalla

Impaction of IPE on Health interprofessional Identity Formation; A Qualitative Study. Supervisor: Jascha de Nooijer (MHPE Maastricht).

Florence Morriello

Feedback literacy among residents in Hong Kong. Supervisor: Diana Dolmans (MHPE Maastricht).

Gonnie Klabbers

Understanding coloniality in global health education: a qualitative analysis. Supervisor: Anja Krumeich (MHPE Maastricht).

Ha Minh Thuy

Examining dimensions of career intentions: insights from medical and nursing students at a private medical school in Vietnam. Supervisor: Pascal van Gerven (MHPE Maastricht).

Hamdi Almaramhy

Measuring the Efficacy of Spirally Integrated Curriculum Through Program Learning Outcomes Assessment. Supervisor: Cees van der Vleuten (MHPE Maastricht).

Haslene Binte Hassan

Nurses' Experiences towards Real-Life Resuscitation, Post Simulated Training – An Exploratory Qualitative Study. Supervisor: Sanne Rovers (MHPE Singapore).

Ida Liebe Felsted

Developing leadership through talk: how small group reflections enhance leadership competence. Supervisor: Stephanie Meeuwissen (MHPE Maastricht).

Inge van der Putten

Enabling district nurses to provide high-value, cost-conscious care:

A nominal group technique study. Supervisor: Karen D. Könings (MHPE Maastricht).

Isabella Albanese

Faculty Perspectives on Supervising Endocrinology Residents in the Longitudinal Clinic Setting. Supervisor: Diana Dolmans (MHPE Maastricht).

Jason Chan

Exploring reflective thinking behaviour in Anaesthesiology Residents in Singapore. Supervisor: Herma Roebertsen (MHPE Singapore).

Jayendra Bajracharya

Shifting the Focus: Follower Enablement in Resuscitation Education - A Randomized Study. Supervisor: Stephanie Meeuwissen (MHPE Maastricht).

Joanne Shi Hui Low

Transitioning from junior clinical radiographer to clinical educator: unravelling the developmental journey. Supervisor: Stephanie Meeuwissen (MHPE Singapore).

Joel Lumpre

Partners in education (PIE): an updated approach to faculty development in a nonacademic medical center. Supervisor: Herma Roebertsen (MHPE Maastricht).

Johanna Riesel

Identifying the Surgeon's Saber-tooth Tigers:

Understanding

surgeon fear in the operating room through a constructivist grounded theory approach.

Supervisor: Sondra Zabar (MHPE New York).

Joshua Jauregui

You Get What You Reward: A Qualitative Study Exploring Medical Student Engagement in Two Different Sociocultural Assessment. Supervisor: Sylvia Heeneman (MHPE Maastricht).

Julius Josef Kaminski

Internal-structure validity evidence for the use of the Diagnostic Thinking Inventory and the General Decision Makign Scale in undergraduate medical students. Supervisor: Anique de Bruin (MHPE Maastricht).

Justin Cloutier

Bridging the Gap: Exploring the Impact of Entrustable Professional Activities on Educational Alliances in Competency-Based Medical Education. Supervisor: Marjan Govaerts (MHPE Maastricht).

Kristy Fu Xinghan

Beyond the Medical Curriculum... Exploring the Impact of Student Extra-Curricular Activities on Professional Identity Formation. Supervisor: Renée Stalmeijer (MHPE Maastricht).

Latifa Lachker

Why does the current PBL practice of basis sciences in a Midwifery curriculum not reach its goal of deep learning? Using DBR to explore the learning and teaching problems and

possible solutions. Supervisor: Judith Sieben (MHPE Maastricht).

Laura Chiel

Promotion with a Decline in Competence: A Qualitative Study on How Pediatric Subspecialty Fellows Develop Competence on Transition From Residency. Supervisor: Erik Driessen (MHPE Maastricht).

Lauren Columbus

"Nothing comes to mind...": Challenges with identifying one's own role in preventable poor outcomes and behaviour in birthing unit teams. Supervisor: Taryn Taylor (MHPE Canada).

Lindsey Gerstein

Multi-stakeholder perspectives on key contents and characteristics of specialized perioperative medicine training. Supervisor: Joyce Moonen-van Loon (MHPE Maastricht).

Liselot Valkenburg-van Iersel

Exploring professional competence development in postgraduate medical education for physicians in medical assistance in dying (MAID) in The Netherlands. Supervisor: Juliet Beuken (MHPE Maastricht).

Lucas Streith

It's All About the Anatomy: An Initial Exploration of the Role of Anatomy in Acute-Care Surgical Practice. Supervisor: Faizal Haji (MHPE Canada).

Mads Leth

Exploring trainee's perceptions of psychiatry specific barriers and facilitators for direct

observation. Supervisor: Erik Driessen (MHPE Maastricht).

Magdalena Robak

Defining Intellectual Humility in Medicine: A Constructivist Grounded Theory Study. Supervisor: David Stern (MHPE New York).

Matthew Magyar

The role of online learning in professional identity formation of residents. Supervisor: Boukje Compen (MHPE Maastricht).

Michael Scott

“I really wish we had a talk on advocacy that wasn’t boring”: Toward a health advocacy curriculum that meets the needs of Canadian hematology residents. Supervisor: Francine Schneider (MHPE Maastricht).

Michelle Ryan

Boosting neonatal resuscitation skills: comparing video-based and simulation-based interventions for NICU nurses. Supervisor: Jimmy Frerejean (MHPE Maastricht).

Natasja Dors

Unveiling educational needs for timely childhood cancer recognition among pediatricians following centralization of care: a qualitative study in the Netherlands. Supervisor: Jimmy Frerejean (MHPE Maastricht).

Paul Stewart

Navigating the Paradox: Collegiality as a Values-Driven Ideal in a Complacent System.

Supervisor: Chris Watling (MHPE Canada).

Red Mendoza

Understanding how e-portfolios assist in student learning: A qualitative study. Supervisor: Maryam Asoodar (MHPE Maastricht).

Robin Mackin

Deciphering Signals: Exploring how learner mindset is influenced by preceptor behaviours. Supervisor: Chris Watling (MHPE Canada).

Sahil Koppikar

Exploring the validity and reliability of the 4C/ID Teacher-Designer Questionnaire for evaluating clinician-teachers’ instructional design practices. Supervisor: Willem de Grave (MHPE Maastricht).

Sara Emilie Poulsen

Exploring the willingness to engage in supervisor evaluation and upward feedback in departments with one-on-one supervision. Supervisor: Karen D. Könings (MHPE Maastricht).

Sarah Montreuil

Internal Medicine Residents’ Competence Gaps in Assessing and Managing Older Patients: Insights from the Geriatric 5Ms Framework. Supervisor: Pascal van Gerven (MHPE Maastricht).

Shayla Ann Duley

How do learners describe cognitive overload during a simulation? Supervisor: Faizal Haji (MHPE Canada).

Sonali Chonkar

Navigating Intimate Physical Examination:

A Qualitative Study of Resident Doctor’s Experiences on Supervising Medical Students Performing Pelvic Examinations on Patients. Supervisor: Janneke Frambach (MHPE Singapore).

Vidya Sharma

Competency to Confidence: A story of junior OBGYN physicians’ surgical practice. Supervisor: Sandy Zabar/Abigail Winkel (MHPE New York).

Vijaya Ramanathan

Connotation and perception of stakeholders on peer assessment in undergraduate medical education - a study from South India. Supervisor: Danielle Verstegen (MHPE Maastricht).

Vincent Wong

How do community family physician preceptors develop their teacher identity? A qualitative study on how the unique family practice training and practice contexts influence teacher identity formation. Supervisor: Sandra Jarvis-Selinger (MHPE Canada).

Weida Lau

Communication Skills in the Urology Operation Theatre: An Asian context. Supervisor: Jeroen Donkers (MHPE Singapore).

Zahra Merali

Sailing an Uncharted Sea: The Experiences of Canadian-Born International Medical Graduates in Internal Medicine Residency. Supervisor: Jacqueline Torti (MHPE Canada).

SHE RESEARCH

SHE Research Program: H-P-E

In 2023 SHE launched its 2024-2030 Research Program. This research program offers a succinct description of the main aims our research activities contribute to. It is a program that delineates our focus of attention, offers directions for future research, and provides a framework for synthesis of research findings around divergent topics.

Our research program is vital to achieve our mission. It is a clear indication of what we consider to be the main challenges for the future of health professions education. These challenges are related to professional learning environments, (future) professionals in all stages of their development, and the search for deliberate, feasible, and sensitive alignment between education and its contexts. Preparing (future) healthcare professionals for the dynamics of their work in healthcare requires integrating scientific insights around the following three research aims. We use our research aims as a framework for research, collaborations, and policy decisions. The research aims are intended to inspire (new) cross-linkages between people, ideas, and investments, as well as to unearth contradictions in viewpoints and to continue bridging the science and practice of HPE.

In this process, SHE builds on the expertise it has developed in areas like student-centered and self-regulated learning, instructional design, participatory design, workplace-based learning and assessment, programmatic assessment, interprofessional education, internationalization, and contextualization of education.

SHE's research aims are:

Healthcare environments that foster learning: We aim to create knowledge that enables healthcare environments to support the learning and ongoing development of healthcare teams and individual professionals. Research in different areas of health professions education needs to come together to develop theory-based models for fostering learning in healthcare environments. Research lines that are part of this aim focus on how educational approaches, such as curriculum design models, assessment approaches or intercultural education, can optimally support learning from practice.

Professionals that are sustainably competent: We aim to enhance understanding of how to prepare future professionals to be(come) competent in line

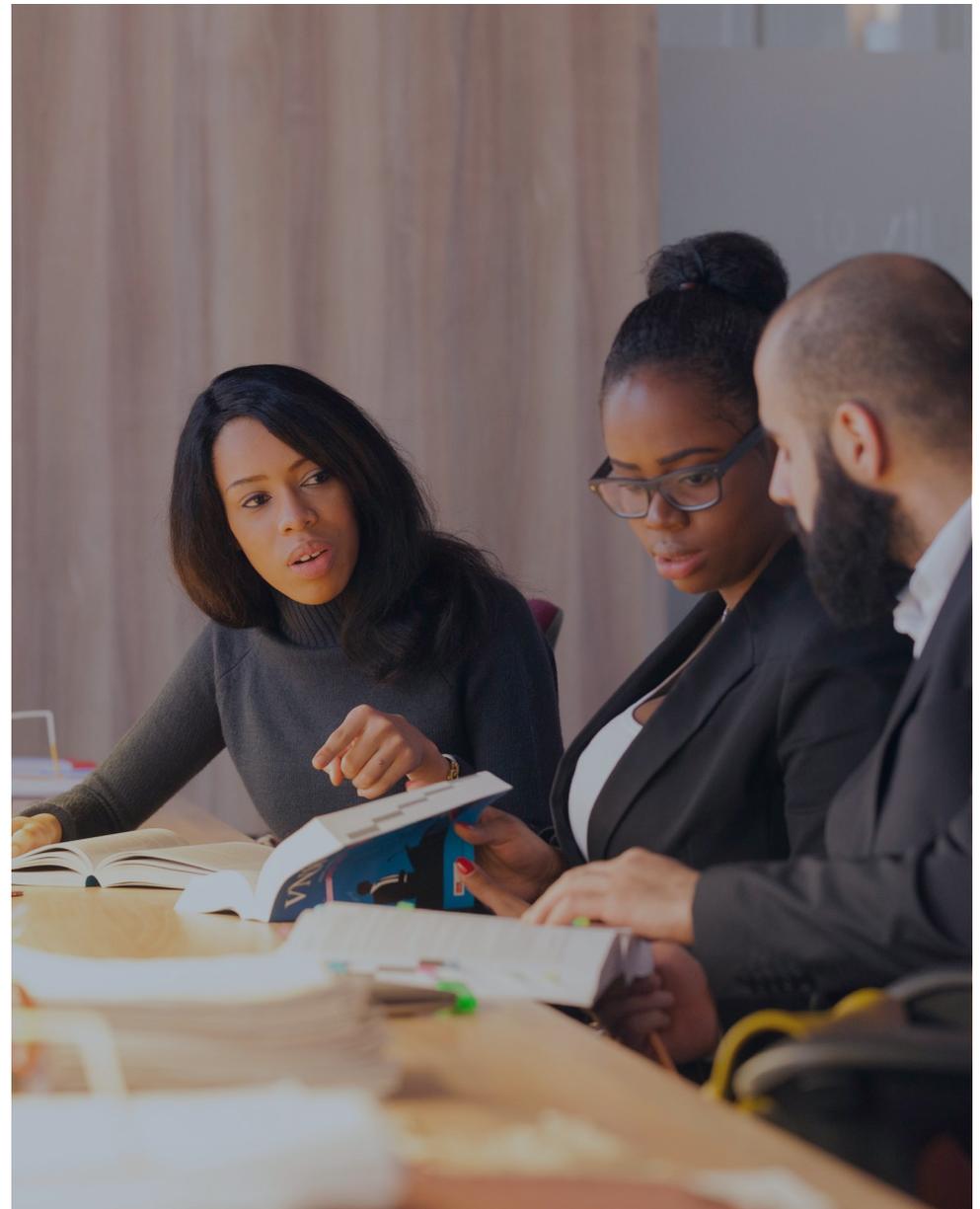
with the specific needs of their work context, and how they can remain so throughout their career. This covers research on how to enable learners to make best use of room for personalized learning plans and the role teachers, coaches, supervisors and peers play in that process. Research is also needed on how, after finishing their formal education, healthcare professionals can be supported to continue ongoing professional and personal development.

Education that is designed for context: We aim to further insights in which educational designs work for which goal, and in which context. Moreover, research can help to see how can learners be supported in learning across educational, professional, social, and cultural contexts. Unraveling the essential elements of contexts that ask for adaptation in the design of education, and consequently how to adapt or co-create designs with all stakeholders involved, are part of this aim.

To read more about these aims and our 2024-2030 Research Program, [please have a look at our website](#).

PhD Programme

In 2024, we welcomed 28 new PhD students who work on a variety of pressing issues in health professions education.



Alsulaiman, Aminah Expanding the educational Alliance theory in postgraduate medical education

Ali, Asma Fostering students' engagement in the online component of blended learning: The role of student-teacher co-creation of learning pedagogy in undergraduate health professions education

Bajracharya, Jayendra (Scholarship) Followership in resuscitation teams: explorations and applications from an educational perspective

Beaujean, Geraldine Understanding Collaboration Dynamics in International Project Management Teams in Health Professions Education

Brinker, Dustin Avery When Patients Read What Physicians Write: Clinical Documentation in the Age of Open Notes

Chiel, Laura Everyone is gossiping but no one is talking about it: the role of gossip in shaping resident development

Darley, Hedwig Future proof flexible higher education healthcare programs that motivate students

Dijk van, Nathalie Organ donation after euthanasia: exploring preliminary professional practice experiences

Elhassan, Yasir Development of a Staged-Release Model of Problem-Based Learning as an Intervention to Improve Medical Students' Clinical Reasoning Skills and Motivation to Learn

Fretz, Klaas Understanding and preventing resident dropout in Dutch medical specialist training

Gillet, Marie Supporting Reflective Practice in Continuing Professional Development for Health Professions Educators

Godschalk, Joost Assessment Systems in Secondary Education

Kondo, Takeshi Exploring the Synergy Between Human and Large Language Models to Cultivate Feedback Literacy

Lambaart, Femke van Promoting Collaborative Learning in Interprofessional Teams

Le Roy, Anne Introducing a framework of Entrustable Professional Activities in a competency-naïve environment

Mantelaers, Marjolein The effects of prior experiences, knowledge, skills and attitudes of second-career teachers on their self-efficacy in pedagogical didactic actions

Martinino, Alessandro Investigating and Understanding Predatory Publishing and Its Consequences for Medical Education

Mascarenhas, Sharon Looking into a mirror through a mirror: Reflections on simulation debrief design

Omega, Andy Developing competence in crisis management of airway-related cases by anesthesiology residents: to learn clinical reasoning and non-technical skills

Pai, Shika The Role of Educators in Fostering Identity Safety in HPE

Preti, Beatrice To Thine Own Self Be...How True?

Pronk, Sebastiaan Online professionalism: from the educational continuum to clinical practice

Reynolds, Rachel Supporting teachers and students in self-regulated learning (SRL)

Sawatsky, Adam Characterizing the conceptual underpinnings of identity struggle and exploring the role of identity struggle within physician professional identity formation

Shariff, Mansoor The Pursuit of Excellence: Assessing and Enhancing Quality Culture in Health Professional Education Through Instructional Design

Sternschein, Rebecca Exploring Interprofessional Learning in the ICU

Streith, Lucas The Role of Anatomy in the Development of Decision-Making for Surgical Residents

Taban, Gabriel Teaching Problem Solving with the Use of Effective Learning Strategies

In August 2024 we announced the winner of the Jeroen van Merriënboer SHE PhD award 2023. Congratulations to Pongtong Puranitee for winning the award! (Supervisors: W. van Mook, O.J. Busari, S. Heeneman.)

PhD Dissertations completed in 2024 at Maastricht University

Behrens, C.

Medical students' emotions in complex simulation

Date of defense: 31-01-2024

Supervisors: D.H.J.M. Dolmans, E. Driessen, G. Gormley

Klasen, J.

Allowing Failure as an Unspoken Pedagogy in Residency Training

Date of defense: 02-05-2024

Supervisors: E.W. Driessen, P.W. Teunissen, L. Lingard

Bossen, J.

Shared Decision Making in Orthopaedic Surgery: Implementation of tools and training in clinical practice

Date of defense: 16-05-2024

Supervisors: I.C. Heyligers, J. Jansen

Wu, J.

Sitting Smartly in Tertiary Education Exploring Strategies to Tackle Sedentary Behavior for Student's Cognitive and Physical Well-being

Date of defense: 24-06-2024

Supervisors: H.H.C.M. Savelberg, P.W.M. van Gerven, R.H.M. de Groot, B. Op 't Eijnde

Maulina, F.

Developing Physician Leadership in Indonesia's Rural and Remote Contexts: Culture Matters

Date of defense: 06-09-2024

Supervisors: J.O. Busari, F. Scheele

Wisener, K.

From Incentive Schemes to Feedback Processes: On the challenges of recruiting, supporting, and retaining clinical educators

Date of defense: 24-09-2024

Supervisors: E.W. Driessen, K.W. Eva

Smeets, H.

Beyond the silos: Design guidelines for interprofessional assessment in higher healthcare education

Date of defense: 04-10-2024

Supervisors: P.W. Teunissen, J. G. van Merriënboer, D.M.A. Sluijsmans, A. Moser, L.E.C. Delnoij

Linden van der, J.

Learning Beyond Assessment Compliance. The conundrum of self-regulated learning in the context of summative assessment

Date of defense: 14-10-2024

Supervisors: C.P.M. van der Vleuten, L. Nieuwenhuis, T. Van Schilt-Mol

Barry, E.

Leadership and Followership within Healthcare Teams: Exploring the roles and collaborative dynamics in interprofessional teams

Date of defense: 20-11-2024

Supervisors: P.W. Teunissen, L. Varpio

McDonald, J.

Collections for reflection: the transformative potential of portfolios in medical education

Date of defense: 28-11-2024

Supervisors: S. Heeneman, W. Hu

Shimizu, I.

Social interdependence in collaborative learning

Date of defense: 18-12-2024

Supervisors: C.P.M. van der Vleuten, R.J. Duivier

Onan, E.

Promoting the self-regulated use of desirable difficulties: The case of Interleaved Practice

Date of defense: 20-12-2024

Supervisors: A.B.H de Bruin, F. Biwer, W. Wiradhany

Dissertations at other universities

Braumann, S.

Improving self-monitoring of text comprehension: Effects of generic and adaptive feedback

Date of defense: 27-10-2024

Supervisors: T. van Gog, J. van de Pol, M. van Wermeskerken, A.B.H. de Bruin

SHE HIGHLIGHTS - OUTPUT AND IMPACT

Articles

- [A Cognitive Load Theory Approach to Understanding Expert Scaffolding of Visual Problem-Solving Tasks: A Scoping Review](#). van Nooijen, C. C. A., de Koning, B. B., Brammer, W. M., Isahakyan, A., Asoodar, M., Kok, E., van Merriënboer, J. J. G. & Paas, F., 1 Mar 2024, In: Educational Psychology Review. 36, 1, 42 p., 12.
- [A scoping review of artificial intelligence in medical education: BEME Guide No. 84](#) Gordon, M., Daniel, M., Ajiboye, A., Uraiby, H., Xu, N. Y., Bartlett, R., Hanson, J., Haas, M., Spadafore, M., Grafton-Clarke, C., Gasiea, R. Y., Michie, C., Corral, J., Kwan, B., Dolmans, D. & Thammasitboon, S., 2024, In: Medical Teacher. 46, 4, p. 446-470
- [Enhancing teachers' instruction on how to study: an exploration of the effectiveness of learning strategies for particular secondary school subjects](#). Langbroek, S., Duchatelet, D., Joosten-ten Brinke, D. & Camp, G., 1 Feb 2024, In: Frontiers in Education. 9, 16 p., 1340120.
- [Improving the Use of Retrieval Practice for Both Easy and Difficult Materials: The Effect of an Instructional Intervention](#). Fan, T., Hui, L., Luo, L. & de Bruin, A. B. H., 1 Dec 2024, In: Educational Psychology Review. 36, 4, 35 p., 115.
- [The challenge of change: understanding the role of habits in university students' self-regulated learning](#)
- David, L., Biber, F., Crutzen, R. & de Bruin, A., Nov 2024, In: Higher Education. 88, 5, p. 2037-2055 19 p
- ['Yourself in all your forms': A grounded theory exploration of identity safety in medical students](#) Bullock, J. L., Sukhera, J., del Pino-Jones, A., Dyster, T. G., Ilgen, J. S., Lockspeiser, T. M., Teunissen, P. W. & Hauer, K. E., Mar 2024, In: Medical Education. 58, 3, p. 327-337 11 p.

Innovative designs (instructional or educational)

- Beuken, J., Hulsman, C., & Verstegen, D. Wat niet weet, wat wel deert. Met goede interprofessionele communicatie en samenwerking werken aan veiligheid voor patiënt en professional. Materials of the Compass-project in Edusources. <https://edusources.nl/materials/4c2fa256-cae3-4c77-b37f-ff013f35615e/wat-niet-weet-wat-wel-deert>
- Wenzel, N. Implementation of the Whisper Library by OpenAI + Tutorial for how to install and use this library: <https://github.com/nk-w/EasyWhisper>

Invited lectures for scientific audiences

- **Busari, J. (2024, August)**. Who is Aristotle, and what do his teachings have to do with social justice and the (un)hidden prejudices in health profession education (HPE)? Keynote lecture at the International Association for Health Professions Education (AMEE). Basel, Switzerland.
- **Schreurs, S., Cleutjens, K. B. (2024, May)**. Evalueren van selectie. Keynote lecture at the 'association of colleges' (Vereniging Hogescholen). Utrecht.
- **Teunissen, P. (2024, November)**. "Making Research Matter." Keynote lecture at the annual 'Researching Medical Education' meeting of the Association for the study of Medical Education (ASME), London, United Kingdom.
- **Frerejean, J. (2024, May)**, SimNEXT: Lifelong Learning for Simulation Educators. Invited lecture MedSim Norge Netwerkconferansen 2024, Bergen, Norway.
- **Stalmeijer, R.E. (2024, September)**. Fostering a Quality Culture in Medical Education. Invited keynote, presented at Symposium on the 30th anniversary of the Unit of Development and Research in Medical Education, University of Geneva, Geneva, Switzerland.

Awards , grants, AMEE Guides and other

- ZonMw grant (project # 11200012410002)
A project with the Netherlands School of Public and Occupational Health (NSPOH) and other non-academic partners aimed at Digital Innovation of the Training of Occupational Physicians (DIOBA). (Project lead: dr. Erik Noordik, PI: prof. dr. P. Teunissen, Maastricht University)
Total €999.914
UM part €285.146
- Beuken, J., & Verstegen, D. (2024), partner in Compas project with lead partner Universitätsklinikum Aachen AöR (Interreg). Value for SHE: 508.725 euros
- Lorena Isbej. Best Researcher Award 2024. School of Dentistry, Faculty of Medicine, Pontificia Universidad Católica de Chile.
- Stalmeijer, R.E., de Grave, W.S., Smeenk, F., Varpio, L. (2024). AMEE Research Paper Award for 'Guiding Residents' Workplace Learning for Interprofessional Collaboration – Looking to Physicians or Seeing Nurses? Research Paper presented at AMEE 2024, Basel, Switzerland'

Examples of use of research

- Contribution to ZonMW booklet 'Praktische tools voor hulp bij palliatieve zorg' (pasemeco-producten). Shared via Linked-In postings and downloaded digitally via: <https://www.zonmw.nl/sites/zonmw/files/2024-06/030624-Praktische-tools-voor-hulp-bij-goede-palliatieve-zorg---digitaal.pdf>
- Use of research findings published in 'Stalmeijer, R.E., Brown, M.E.L, O'Brien, B.C. (2024). How to discuss transferability of qualitative research in Health Professions Education. Clinical Teacher' for workshop 'O'Brien, B. Brown, M., Stalmeijer, R.E. (2024) Transferability in Three Dimensions (3D): A workshop presenting strategies to discuss the transferability of your qualitative research. Pre-conference workshop at AMEE 2024, Basel, Switzerland.'



SHE COLLABORATES

SHE Collaborates is the international collaboration office of the School of Health Professions Education (SHE) at Maastricht University. In 2024, we continued our mission to strengthen health professions education worldwide through strategic collaboration and capacity building projects. Our team continued to work across borders and contexts, launching new initiatives, deepening existing partnerships, and proactively responding to a changing funding landscape.

Alongside our international work, we remained closely engaged in education and research activities within Maastricht University. We contributed in various teaching roles in BSc and MSc curricula in FHML including in the SHE Educates programs. Our involvement with SHE Research continued through shared projects and the co-leadership of the Special Interest Group on Globalization & Diversity. In line with our broader ambitions, we expanded our external communications and visibility, and began refining our strategic focus to ensure continued relevance and impact in a shifting international landscape.

SHE Collaborates staff and Project Managers in 2024

Geraldine Beaujean, Marlieke Bouwmans, Emmaline Brouwer (Director), Yoka Cerfontaine, Joyce Grul, Marijke Kruithof, Mohammed Meziani, Rikus Nieuwenhuis, Tchitula Teuns, Hennie Sijen (Secretariat)

New projects and initiatives in 2024

Indonesia – Interprofessional Education

In October 2024, SHE Collaborates launched a one-year project in Indonesia focused on strengthening interprofessional education (IPE) and competency-based training in nursing and allied health. Funded by the Netherlands Enterprise Agency (RVO) and supported by the Indonesian Ministry of Health (Kemenkes), the project brings together local partners - Poltekkes Denpasar, Surakarta, and Kupang - and Dutch collaborators including Zuyd University of Applied Sciences.

The initiative aims to reinforce Indonesia's healthcare education system in alignment with international standards while supporting bilateral exchange between Dutch and Indonesian institutions.

Key components include:

- **Interprofessional Collaboration:** Building shared understanding of interprofessional collaboration (IPC) among professionals at Poltekkes and Puskesmas (primary care centres), based on the European Interprofessional Education Network (EIPEN) framework.
- **Competency-Based Education:** Developing materials around core competencies such as teamwork, interprofessional communication, and patient-centred care.
- **Strengthening the Nursing Process:** Clarifying professional roles and improving collaboration within healthcare teams, fostering trust and autonomy in nursing practice.

This initiative contributes to SDG 3 (Good Health and Well-being) and enhances local and international capacity in health professions education.

Expanding the Global Footprint of 'Enabling Learning'

Our signature Enabling Learning programme, designed to help educators become true enablers of meaningful learning, expanded its reach in 2024 to include new cohorts in Sierra Leone, Mozambique, Indonesia, and a geographically mixed group in Maastricht. The course is mostly delivered in institutional teams to promote local ownership and sustainable capacity building and varies from one week 'executive' immersion to a comprehensive 9 month blended programme. Participants engage with five core pillars - preparing, planning, facilitating, and assessing learning, as well as course evaluation - and work on applying them directly to their own teaching context. New formats were piloted in several countries, including an intensive version co-developed with partners in Kenya. The programme continues to evolve into a cornerstone of our global faculty development efforts.



Making together, learning together: Exploring DIY in clinical skills education

In partnership with FASoS, SHE Collaborates initiated a research and innovation project under the EdLab grant scheme to explore sustainable, low-cost alternatives to high-fidelity clinical teaching

tools. The project challenges the growing dependence on expensive digital materials by studying the educational value of collaboratively creating analogue and openly shared teaching aids.

The end result will be a curated catalogue of practical, context-sensitive learning materials, made available both digitally and in print as part of Maastricht University's open educational resources. The project also explores the overlooked pedagogical potential of the co-creation process itself as a powerful learning experience.

New Collaborations in Indonesia, Poland, Saudi Arabia and South Africa

Throughout the year, we initiated new partnerships with institutions in Indonesia, Poland, Saudi Arabia and South Africa, ranging from short-term faculty development workshops to longer-term advisory support and curriculum development. These engagements reflect our responsive, co-creative approach to collaboration and underscore the continued relevance of our expertise in a variety of educational and cultural contexts.



Strategic Engagement and Global Presence

In 2024, SHE Collaborates continued to engage actively with academic and community partners worldwide, while also strategically repositioning its work in response to a shifting funding landscape.

Our long-standing collaborations, including those in Brazil, Indonesia, Kenya, Mozambique, Portugal, Sierra Leone and South Africa, remained central to our work. We also deepened collaboration with Maastricht University partners, including MUNDO, UNU-MERIT, MSM, and the FHML International Relations Office (IRO); and external organizations including Philips, Aidsfonds / SOA Aids NL, and the World Physiotherapy Foundation.

In parallel, we initiated a strategic shift in response to evolving external funding landscapes. The team explored new directions in acquisition and visibility through:

- Strengthened grant-writing and international tendering efforts
- Expanded outreach and communications, including targeted LinkedIn engagement
- A renewed emphasis on educational innovation and cross-cultural learning design

Our academic engagement remained strong throughout the year. Team members contributed to several major conferences, sharing insights and practices from our work:

- At the NVMO conference in May, we presented on cross-border faculty development and on our extracurricular course International Project Development.
- At AMEE2024 in Basel, Switzerland, in August, we co-led a symposium on transnational medical education and a workshop

with the AMEE Aspire team on international collaborations.

- At The Network/TUFH conference in South Africa in September, we delivered a workshop focused on “Enabling Learning” and global capacity-building strategies in health professions education.
- At SIMEC 2024 hosted by Jazan University in Saudi Arabia in December, SHE Collaborates participated in a hybrid pre-conference workshop, sharing insights on interprofessional education and collaborative practice. The session welcomed participants from across the region, including Yemen, Sudan, Oman, and Pakistan, and deepened our long-standing engagement with Maastricht alumni in the Middle East.



To support these academic and strategic goals, the team also invested in targeted marketing and communication efforts. Our LinkedIn presence grew significantly in both volume and reach, with a steady stream of posts highlighting projects, events, and collaborations. We launched a new one pager and a [comprehensive brochure](#) (both online and in print) that outlines SHE Collaborates' expertise and offerings. In addition to maintaining strong conference visibility, we worked closely with the communication teams at SHE, FHML, and the SWOL university fund to align messaging and reach broader internal and external audiences. These efforts strengthen our ability to connect with partners, funders, and the global health education community in meaningful and consistent ways.

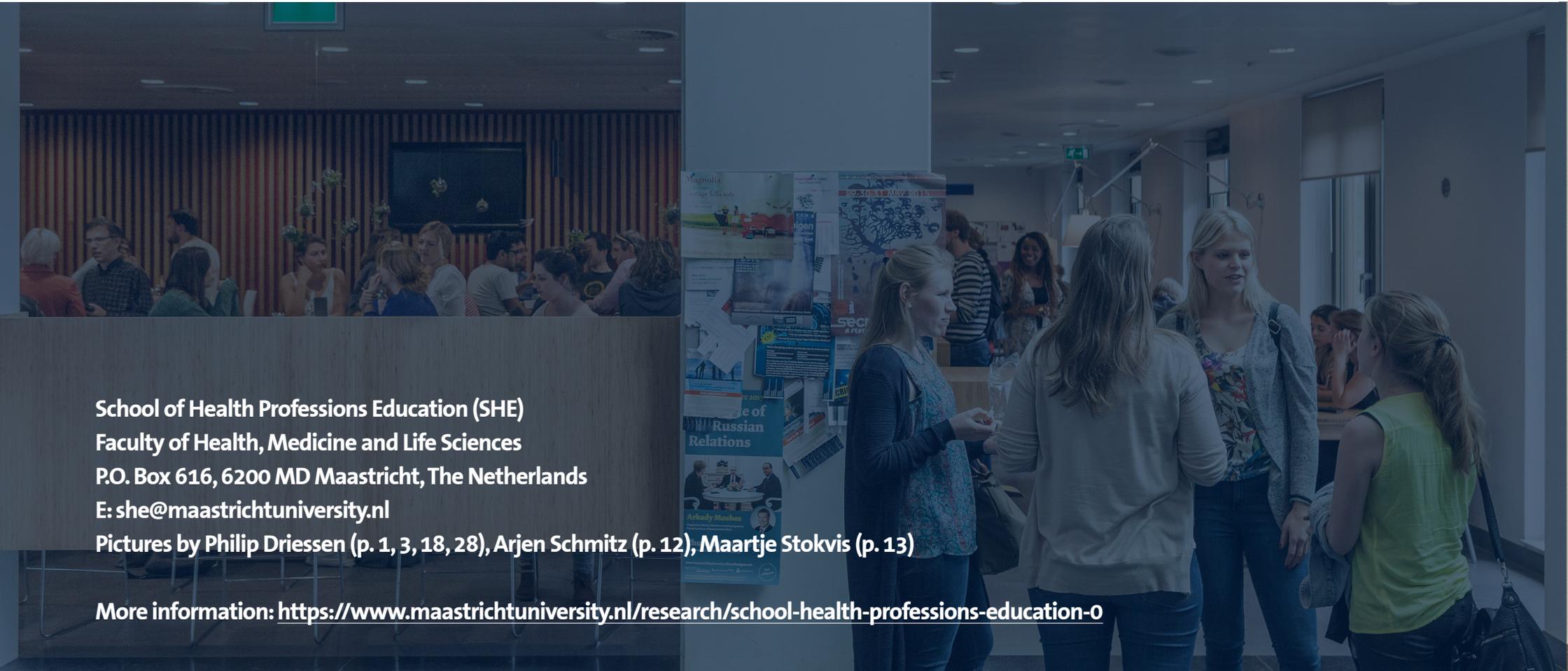


FUTURE OF SHE

The Annual Report of 2024 highlights the continued impact of the School of Health Professions Education (SHE) at Maastricht University on the global landscape of healthcare education. Through a dynamic combination of research, education, and innovation, SHE remains at the forefront of the field, with both qualitative and quantitative assessments demonstrating its influence. As we reflect on the achievements of this past year and look ahead, SHE remains committed to driving meaningful progress in healthcare education. By further integrating research, education, and innovation, we are well-positioned to expand our impact in the years to come.

SHE continues to strengthen the synergy between its core activity domains: SHE Research, SHE Collaborates, and SHE Educates. The implementation of our 2024-2030 Research Program allows us to prioritize key topics that require further exploration, advancing health professions education research and practice. Our dedication to bridging theory, research, and practice extends across borders, fostering improvements in healthcare education at local, national, and global levels. Moving forward, we will continue investing in our people, supporting talent, and cultivating collaborations aligned with our strategic priorities. This unwavering commitment ensures that SHE remains a driving force in shaping the future of healthcare education and empowering the next generation of healthcare professionals.





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Pictures by Philip Driessen (p. 1, 3, 18, 28), Arjen Schmitz (p. 12), Maartje Stokvis (p. 13)

More information: <https://www.maastrichtuniversity.nl/research/school-health-professions-education-0>