

Annual report 2025



Maastricht University



Maastricht UMC+

Introduction

It is an honor to present the School of Health Professions Education (SHE) Annual Report for 2025 to you for the first time as scientific director. Our annual report highlights key activities, achievements, and the impact SHE has made over the past year. 2025 was a year of growth, connection, and continued innovation for SHE. Throughout the year, our community contributed to advancing health professions education through research, education, and the exchange of ideas across disciplines and borders. New colleagues brought fresh perspectives, partnerships created opportunities for shared learning, and a diverse range of activities strengthened our local and international networks.

The pages that follow offer insights into the people, projects, and achievements that shaped the past year. Together, they reflect SHE's ongoing commitment to fostering excellence in health professions education and to creating meaningful impact for learners, educators, researchers, and healthcare professionals. As we move forward, we do so with enthusiasm for the opportunities and challenges that lie ahead.

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.

SHE also continued to work on further implementation of the 2024-2030 Research Programme. In 2025, we used the Research Programme to frame conversations in our Special Interest Groups (SIGs), during staff meetings, and research grant meetings.

In 2025, the external review of SHE also took place. An international review committee conducted a research assessment of SHE and 8 other research institutes in educational and pedagogical sciences in the Netherlands. SHE prepared a self-evaluation report and many colleagues within SHE met with the review committee to discuss the report and any upcoming themes.

We are very proud to share that the review committee evaluated that SHE maintains a strong reputation, both nationally and internationally. The committee also noted that the societal impact of SHE research is evident through its application in training in a wide range of healthcare professions, and through the activities of SHE Educates and SHE Collaborates. The committee also mentioned several recommendations to work on in the near future, e.g., to strategically develop new research areas such as AI and XR, and to continue to develop mentorship regarding career choices.

The SHE Management team has developed an action plan in response to these recommendations that will be implemented in the years to come. The SHE self-evaluation report and the assessment report of the review committee can be found on [our website](#).

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.

Anique de Bruin

Scientific Director of the

School of Health Professions Education



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SHE in 2025

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 have been clear and consistently focused on creating 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 diverse and global network of healthcare practitioners, researchers, educationalists and policy developers who share a passion for 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 2025 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 2025 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. Anique de Bruin leads SHE. She is the scientific director and chairs SHE's Management Team. In the SHE Management Team each core activity domain is represented. Prof. Anique de Bruin represents SHE Research. Dr. Danielle Verstegen represents SHE Educates and Dr. Emmaline Brouwer represents SHE Collaborates. Sandy Quaden is SHE's Managing Director and also part of the SHE MT.

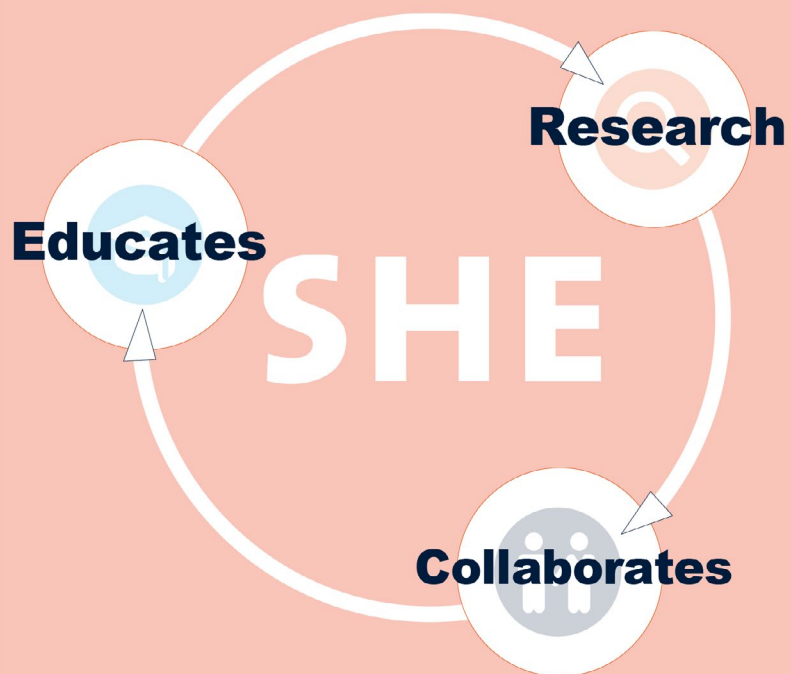


Figure 1. Organizational dynamics of SHE

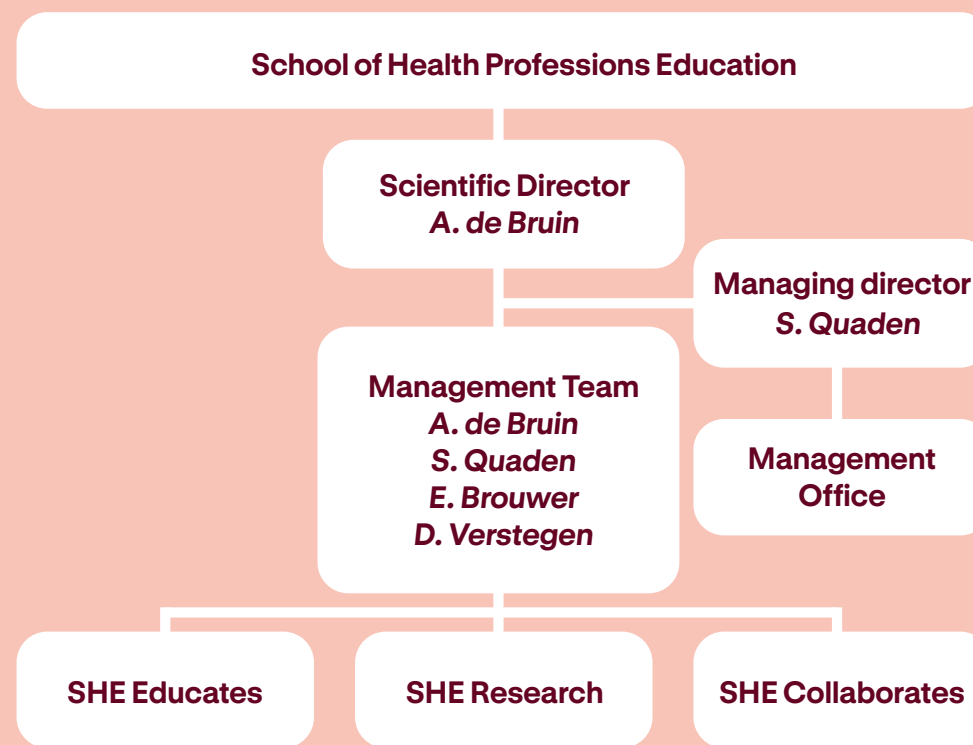


Figure 2. Organizational structure of SHE

Strategy; changes and development

At SHE, our vision, mission, and values provide the foundation for everything we do. Over recent years, we have continued to invest in strengthening the connections between our research, educational activities, and collaborative partnerships, with the aim of creating meaningful impact across the field of health professions education.

A central focus has been **fostering a shared sense of purpose within our community by encouraging synergy across SHE Research, SHE Educates, and SHE Collaborates activities.**

By bringing together diverse expertise and perspectives, we have been able to identify new opportunities, deepen existing partnerships, and further integrate our activities with those of the Faculty of Health, Medicine and Life Sciences, Maastricht University, and Maastricht UMC+.

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 Master of

Health Professions Education (MHPE) programme for aspiring academic educators, leaders, or researchers, and culminating in a PhD programme 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.

A defining characteristic of SHE is the close integration of research, education, and practice. Rather than viewing these activities as separate domains, we see them as mutually reinforcing elements of a shared mission: advancing health professions education and creating meaningful impact for learners, educators, researchers, and healthcare organizations.

Our research generates new insights into educational theory and practice, while our educational programmes provide opportunities to translate those insights into real-world contexts. Through collaborations with educational institutions and healthcare organizations, we support the implementation of evidence-informed innovations and, in turn, identify new questions and challenges that inspire future research. This continuous exchange between discovery, application, and partnership is central to how SHE creates impact.



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. In December 2023, SHE launched its Research Programme 2024-2030. The essence of SHE's Research Programme 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.

Together, our research aims provide a coherent foundation for understanding and improving the education and training of healthcare professionals. By addressing complementary questions and perspectives, they encourage a broad and integrated approach to advancing health professions education. The research aims not only guide our scholarly work, but also inform strategic priorities, foster new collaborations, and create opportunities for connecting expertise, initiatives, and resources across disciplines and contexts.

Management team SHE



Anique de Bruin, PhD

Role: Scientific 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 is scientific director of SHE and represents SHE Research in the Management Team of SHE.



Sandy Quaden

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 institute and she is the head of SHE's Management Office.



Emmaline Brouwer, PhD

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

Daniëlle Verstegen has a background in learning psychology and cognitive Science and earned a PhD in Educational Sciences. She worked for several research institutes and started at Maastricht University in 2008, in the e-learning task force of the Faculty Health, Medicine and Life Sciences. She was appointed as lead for SHE Educates in November 2020. Her area of expertise is instructional design for student-centered learning in e-learning, blended and online learning.

Facts & Figures

Staff at school level

School	N/FTE 2025
Scientific staff FHML	41 / 10.45 fte
Scientific staff academic hospital	0 / 0 fte
Postdocs	8 / 3.05 fte
Internal PhD-students	19 / 17.3 fte
Total research staff	68 / 30.8 fte
Support staff (research)	4 / 1.75 fte
Support staff (managerial)	10 / 4.6 fte
Total support staff	14 / 6.39 fte
Total staff incl. academic hospital	82 / 37.19 fte
Total staff excl. academic hospital	82 / 37.19 fte
SHE Collaborates	9 / 5.9 fte
SHE Educates	61 / 4.7 fte
Total FTE excl support Research, Collaborates and Educates staff	41.1 fte
External PhD students	125
Honorary professor	5
Visiting fellows/professors	nb

Funding

Funding 2025	Fte	%
(1) Direct funding	22.5	54,74%
(2) Research grants	5.35	13,02%
(3) Contract research	0.85	2,07%
(4) Other	12.4	30,17%
Total	41.1	100,0%

Turnover

Turnover 2025 (x1000)	€	%
Government funding (direct)	2.575	42%
Revenues contract education	2.005	33%
KNAW/NWO/ZonMw (indirect government funding)	592	10%
Other research revenues (Third party funding)	358	6%
Other revenues	285	5%
Internal settlements	259	4%
Total	6.074	100%

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. New in 2025 is that we offer a number of courses on demand for interested groups of participants: Study Smart, SHE Summer Course, Certificate Courses and a 3-day SHE visitor's workshop.

Besides those, we still offer our range of planned courses open for individual subscription. In 2026 we will introduce a new 3-day onsite workshop for those interested in a first visit to SHE: The heart and core of learning: Students at the centre!

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. In future the SHE Summer Course will be offered on demand.

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 the new format this course consist 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, so 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 in Health Professions Education

The SHE Certificate Courses offer the opportunity to acquire knowledge and skills related to major topics in health professions education. In the new set-up participants have more flexibility to choose a track that fits their needs and interests. Five tracks are offered in the first run starting mid August and four tracks in the second run starting mid October.

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.

Training and Using Simulated Patients for Teaching and Assessment

This 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. The JMHPE is undergoing curriculum revision and has, therefore, temporarily stopped student intake. We expect to open up the revised curriculum early 2027.

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.

In September 2025 the MHPE Management transferred to a new team with familiar faces: Renée Stalmeijer (Programme Director), Boukje Compen (Programme Vice-Director) and Jimmy Frèrejean (Member of the management team). Members of the previous team have taken up different positions as MHPE Assessment Coordinator and MHPE Thesis Coordinator.

MHPE in 2025

Maastricht: 18 participants

Thailand	Singapore	Canada
Germany	The Netherlands	India
Switzerland	Columbia	USA

Canada: 9 participants

New York: 6 participants

Total number of participants: 33

Short courses in 2025

Summer course (June 2025)

Poland	9
Canada	1

Writing a PhD Research Proposal - twice (March and October 2025)

March 2025	
Canada	1
Germany	1
Netherlands	1
Pakistan	1
USA	2
Vietnam	1
Total number in March	7

October 2025	
Canada	2
Germany	1
United Kingdom	1
Thailand	1
USA	1
Total number in October	6

Training and using Simulated Patients for teaching and assessment (cancelled)

Ireland	2
Libya	1
Ghana	1
Türkiye	1

Critical Choices in Qualitative Research

Ethiopia	1
India	2
Indonesia	1
Liberia	1
Malaysia	1
Netherlands	19
Nigeria	1
Pakistan	1
Saudi Arabia	2
United Kingdom	1
Total number of participants	30

Certificate Courses (July and October 2025)

July 2025	
Sweden	1
Canada	1

October 2025	
The Netherlands	3
Estonia	1
Ireland	1
Pakistan	2

JMHPE - Joint online HPE programme with Suez Canal University Egypt

Enrolled participants in 2025 **12**

Graduates of JMHPE in 2025 **10**

Abdullah Mohammed S. Alshahrani
Ahmad Yassin Bashir
Awad Mohammed Jabir Al-Herashi Al-Qahtani
Ayman Raouf Ahmed Ali Khalifa
Hebatalla Mohamed Aly Mohamed
Hella Othman Al-Othman
Iman Abdalhameed Mohamed Ewais
Iman Omar Mohamed Sherif
Merna Mohamed Abdelhamied Regal
Osama Mahmoud Bendari Yakout

Presenters and topics of the MHPE Master theses 2025

Abel Delangre

Exploring relational coordination as a formative assessment tool in undergraduate interprofessional simulation-based education. Supervisor: Jimmy Frèrejean (MHPE Maastricht).

Alyssa Lip

Just a physician?: A thematic analysis of identity diversification among early career physicians. Supervisor: Rabia Khan (MHPE Canada).

Amanda Hempel

Growth mindset cannot overcome poor quality feedback in the utilization of entrustable professional activities. Supervisors: Anique de Bruin/Shiphra Ginsburg (MHPE Maastricht).

Anthony Sandre

Teaching internal medicine residents cardiovascular issues in transgender health. A qualitative study using a Queer Theory lens. Supervisor: Janneke Frambach (MHPE Maastricht).

Atar Ben Shmuel

What are women gynecologist researchers' perceptions regarding their academic careers? What do they describe as having enabled their research career? Supervisor: Renée Stalmeier (MHPE Maastricht).

Audrey Tran

Entrustment scores and narrative themes in faculty-triggered versus learner-triggered workplace-based assessments. Supervisor: Jeroen Donkers (MHPE Maastricht).

Bryan Johnston

Reaching for our knapsacks: How medical students perceive and navigate health systems problems. Supervisor: David Stern (MHPE New York).

Carne Noguera

Can a micro-level intervention help medical students to learn about empathy and trust? Supervisor: Daniëlle Verstegen (MHPE Maastricht).

Claudia Arenas Ponce

Understanding the cognitive processes of trauma surgeons when facing nonroutine situations intraoperatively. A qualitative study. Supervisor: Boukje Compen (MHPE Maastricht).

Edward Rooke

Harnessing discomfort for lifelong learning: Exploring how nonIndigenous physician educators pursue Indigenous cultural safety, cultural humility, and anti-racism proficiency. Supervisor: Andrea Gingerich (MHPE Canada).

Emily Quick

Providing feedback on feedback: The current quality and patterns of feedback content in Canadian residency entrustable professional activities. Supervisor: Niels van der Baan (MHPE Maastricht).

Enrico Paolo Banzuela

How near-peer mentoring influences self-regulated learning strategies among medical graduates in high-stakes exams. Supervisor: Felicitas Biber (MHPE Maastricht).

Faiza Khokhar

The perspective of stakeholders on readiness for and use of social media-based knowledge translation in medicine. Supervisors: Anique de Bruin/Teresa Chan (MHPE Maastricht).

Giovanni Rojas Pérez

Empathy in medical students: An analysis of the role of clinical exposure during adolescence. Supervisor: Karin Konings (MHPE Maastricht).

Gousia Dhar

Resident perception of stakes in seeking formative assessments in competency based medical education. Supervisor: Pim Teunissen (MHPE Maastricht).

Harpreet Pangli

Where did you learn that? Exploring where, how and from whom residents learn to demonstrate entrustability. Supervisor: Faizal Haji (MHPE Canada).

Hernan Dario Franco Lopez

Navigating CBME implementation and development in subspecialty training through co-design: A design-based research approach. Supervisors: Mary Ott/Mark Goldszmidt (MHPE Maastricht).

Jessica Trier

When safety cultures collide: Residents' experiences of interpersonal risk-taking in training. Supervisor: Christopher Watling (MHPE Canada).

Jonathan Lim

Entrusting, fast and slow: How internal medicine hospital medicine supervising physicians make entrustment decisions. Supervisor: David Stern (MHPE New York).

Joo Wei Chua

Exploring the impact of interprofessional co-teaching of inhaler therapy among medical students. Supervisor: Jascha de Nooijer (MHPE Maastricht).

Jorge Carrillo

Clinically assessing pelvic pain: An experiential learning approach to entrustment. Supervisor: Pascal van Gerven (MHPE Maastricht).

Joyce Yap

Expert physicians provide more fluent, flexible, and expansive management scripts than novice doctors. Supervisor: Pascal van Gerven (MHPE Singapore).

Julie Montreuil

Psychometric validation of the Laval Developmental Assessment for Undergraduate Medical Education (LDA-UME). Supervisor: Sanne Rovers (MHPE Maastricht).

Kimberly Stewart

Transitioning to practice: exploring how new surgeons balance their dual roles of attending surgeon and surgical educator in the operating room. Supervisor: Kevin Eva (MHPE Canada).

Mariana Cunha

How do health professions educators experience collaborative learning with peers from different disciplines in faculty development? Supervisor: Boukje Compen (MHPE Maastricht).

Mariana Lema Velez

What does self-regulated learning mean? Insights from undergraduate pre-clinical medical students. Supervisor: Felicitas Biwer (MHPE Maastricht).

Natasha Nathoo

Preparedness for and transition to independent practice: An interpretive description of early-career Obstetric Medicine physicians' experiences. Supervisor: Eric Driessen (MHPE Maastricht).

Nathaalie Buu

Interprofessional workplace learning and guidance within fluid teams in the perioperative setting – Perspectives from postgraduate medical trainees. Supervisor: Renée Stalmeijer (MHPE Maastricht).

Nusrat Bano

Experiences of non-physician leaders in physician dominated educational spaces. Supervisor: Lorelei Lingard (MHPE Canada).

Osaree Akaraborworn

Perceptions of surgical residents on cognitive apprenticeship teaching methods and learning climate during clinical workplace learning. Supervisor: Diana Dolmans (MHPE Maastricht).

Shannon Wong

'A sense of peace': Residents' experiences shifting identity from curer to healer. Supervisor: Laura Nimmon (MHPE Canada).

Siti Nasriah Binti Yusri

Evaluating nurse performance through self-regulated learning after an emergency medical trauma course. Supervisor: Pascal van Gerven (MHPE Singapore).

Stefanie Amend

Preceptors' and learners' perceptions of in-the-moment feedback in preclinical simulation-based dental education. Supervisor: Karin Konings (MHPE Maastricht).

Suresh Pillai

How can online simulation complement traditional onsite simulation in developing inter-professional teamwork skills in Emergency Medicine? Supervisor: Daniëlle Verstegen (MHPE Singapore).

Tariq Al Fanna

Evaluating fitness for purpose of ACGME-I residency programs in Oman: Supervisors' perspectives. Supervisor: Carolin Sehlbach (MHPE Maastricht).

Techit Leelasesatporn

From on-call to insight: How orthopedic residents make sense of their learning in daily 15-minute morning reports. Supervisor: Maryam Asoodar (MHPE Maastricht).

Thanapob Bumphenkiatikul

Being yourself while becoming a doctor: Intersecting identities among Thai transgender and gender nonbinary (TNB) medical students. Supervisor: Emmaline Brouwer (MHPE Maastricht).

Tim Nguyen

Teaching in the dark: Exploring clinical teacher's adaptive practices to informal teaching of residents. Supervisor: Christopher Watling (MHPE Canada).

Tracey Dyer

How transgender bias is hiding in the curriculum: Preclinical medical teachers' awareness and understanding of transgender implicit bias in medical education. Supervisor: Janneke Frambach (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).

Virginie Vallée-Guignard

Medical oncology residents' perception of their role in addressing the social determinants of health using the Figured World Theory. Supervisor: Pim Teunissen (MHPE Maastricht).



SHE Research

SHE Research Programme: H-P-E

The launch of SHE's 2024–2030 Research Programme marked an important milestone in articulating our shared vision for the future of health professions education. The programme brings together the themes, questions, and ambitions that guide our research, while providing a foundation for future collaborations, scholarly development, and innovation. SHE's research aims are:

Healthcare environments that foster learning
Professionals that are sustainably competent
Education that is designed for context

At its core, the programme reflects SHE's commitment to addressing some of the most pressing challenges facing health professions education today. These include understanding how learning takes place within increasingly complex professional environments, supporting the development of healthcare professionals throughout their careers, and exploring how

educational practices can remain responsive to the diverse contexts in which they are embedded.

The programme serves as a catalyst for connecting people, ideas, and perspectives across disciplines and settings. By encouraging dialogue between research and practice, it helps us generate knowledge that is both scientifically rigorous and relevant to the realities of education and healthcare. In doing so, SHE continues to build on its longstanding expertise in areas such as instructional design, workplace-based learning, programmatic assessment, self-regulated learning, interprofessional education, internationalization, and contextualized approaches to learning.

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



New PhD students in 2025

Doorn, Anna van - The relationship between digital media use and the cognitive development of adolescents

Lensen-Botter, Jannie - Holistic validation of work experience of long-time students

Weiss, Anna - Exploring the role of psychological safety in Graduate Medical Education (GME) workplace learning

Lundberg-van Bergen, Céline - DIOBA - Digitale Innovatie Opleiding Bedrijfsarts

Althawadi, Noof - Enhancing radiographers practice in interventional cardiology

Taks, Nadieh - From curative to preventive care: Aligning the scope of practice of public health physicians with education and training, competencies, and collaborative care

Klarenbeek, Claudia - 'Sustainable employability: From exploration to reality' develop yourself with a digital skills passport

Mehboob, Bushra - Cultural adaptability of undergraduate medical education accreditation system in Pakistan as a decolonization strategy: From challenge to praxis

Sriranga, Jyotsna - The ripple effect: Community-based education and its role in dental student growth

Ali, Rahila - Enhancing pre-class preparation in a flipped classroom: Roles of students, educators, and curriculum designers

Congdon, Morgan - Exploring pediatric physicians' roles in medical education: Role tensions, identity challenges, social contexts, and future directions

Yetter, Elizabeth - Barriers and motivators for high versus low utilizers of Point-of-Care Ultrasound (POCUS)

Feher, Meity - The power of distributed leadership: Development of distributed leadership in teacher education innovations

Han, Siew Ping - Changed by co-creation: From individuals to implementation

Beulen, Vera - Care for caregivers: Unravelling supportive access to medical care for hospital employees

Jakobs, Linda - Using assessment information to foster teachers' professional learning: Design-based research on the evaluation function of assessment in primary education

Korb, Pearce - How can we improve brain health if we are afraid of it?: Understanding and addressing neurophobia with a novel model

Liebisch, Marie - Enhancing reflective practice in health professions education

Abdellatif, Mohamed - From grades to growth

In August 2025 we announced the winner of the Jeroen van Merriënboer award 2024: congratulations to Hester Smeets (and supervisors Dominique Sluijsmans, Laurie Delnoij, Pim Teunissen, Albine Moser, Jeroen van Merriënboer) with her thesis 'Beyond the silos: Design guidelines for interprofessional assessment in higher healthcare education'.

PhD dissertations completed in 2025 at Maastricht University

Suliman, S.

Learners' mental health and challenging transitions: The Added Value of Co-Creation
Date of defense: 27-01-2025
Supervisors: K.D. Könings, M.E. Allen

Kolm, A.

Transcending time, space, and culture: International online collaboration competencies in health professions education
Date of defense: 24-03-2025
Supervisors: J.M. de Nooijer, J. Frambach

Bock, L.

Exploring value-based healthcare decision-making in postgraduate medical education: A focus on medical residents' perspectives
Date of defense: 25-04-2025
Supervisors: W.N.K.A. van Mook, B.A.B. Essers, C. Noben

Wijbenga, M.

Challenges, pitfalls and opportunities: Workplace learning during healthcare placement
Date of defense: 19-05-2025
Supervisors: E.W. Driessen, R. Duvivier, S.P.J. Ramaekers, P.W. Teunissen

Zhu, Y.

Driven to learn: Understanding and supporting student autonomous motivation in health professions education
Date of defense: 28-05-2025
Supervisors: H.H.C.M. Savelberg, D.H.J.M. Dolmans, S.E. Köhler, R.A. Kusurkar

Tan, E.

Beyond hogwarts and sorting hats: How a house system shapes medical student support
Date of defense: 10-06-2025
Supervisors: E.W. Driessen, J.M. Frambach, G. Kearney, J. Cleland

Janesarvatan, F.

Rooted In reality: Virtual patient simulations in dental education
Date of defense: 13-06-2025
Supervisors: P.M. van Rosmalen, J.J.F.A. Frèrejean

Kinnear, B.

From evidence to argument: Bringing validity to life in health professions education assessment
Date of defense: 19-06-2025
Supervisors: E.W. Driessen, D.J. Schumacher, L.V. Varpio

Leatemala, L.D.

Strengthening student-centeredness in teachers in problem-based learning
Date of defense: 26-06-2025
Supervisors: D.H.J.M. Dolmans, B.C.M. Compen, A. Susilo

Hari, R.

Near-peer-teaching in undergraduate skills training exploring teaching strategies and implementation

Date of defense: 05-09-2025

Supervisors: D.H.J.M. Dolmans, R.E. Stalmeijer, S. Huwendiek

Yu, H.

Mastering medical communication: A journey through language, motivation, and feedback

Date of defense: 11-09-2025

Supervisors: S.E. Köhler, M. Asoodar, Jeroen J. G. van Merriënboert

Anderson, H.K.

Exploring equity in workplace-based assessment: A justice-oriented approach

Date of defense: 18-09-2025

Supervisors: D.F. Balmer, J.O. Busari, M.J.B. Govaerts

Steen van der, J.

Formative assessment plans for better informed decision-making. Educational design research in secondary education

Date of defense: 26-09-2025

Supervisors: D. Joosten-ten Brinke, C. van der Vleuten, T. van Schilt-Mol

Martinino, A.

Predatory publishing impacts on medicine and educational interventions for scholarly integrity

Date of defense: 03-10-2025

Supervisors: F.W.J.M. Smeenk, J.H. Pouwels

Gerretsen, E.C.F

Learning to navigate the bronchial tree: Considerations for simulation-based bronchoscopy training

Date of defense: 06-10-2025

Supervisors: F.W.J.M. Smeenk, J.T.A. Annema, E.H.F.M. van der Heijden, M. Groenier

Keulen, M.H.F.

Outpatient hip and knee arthroplasty: Advancing the optimization of care pathways

Date of defense: 30-10-2025

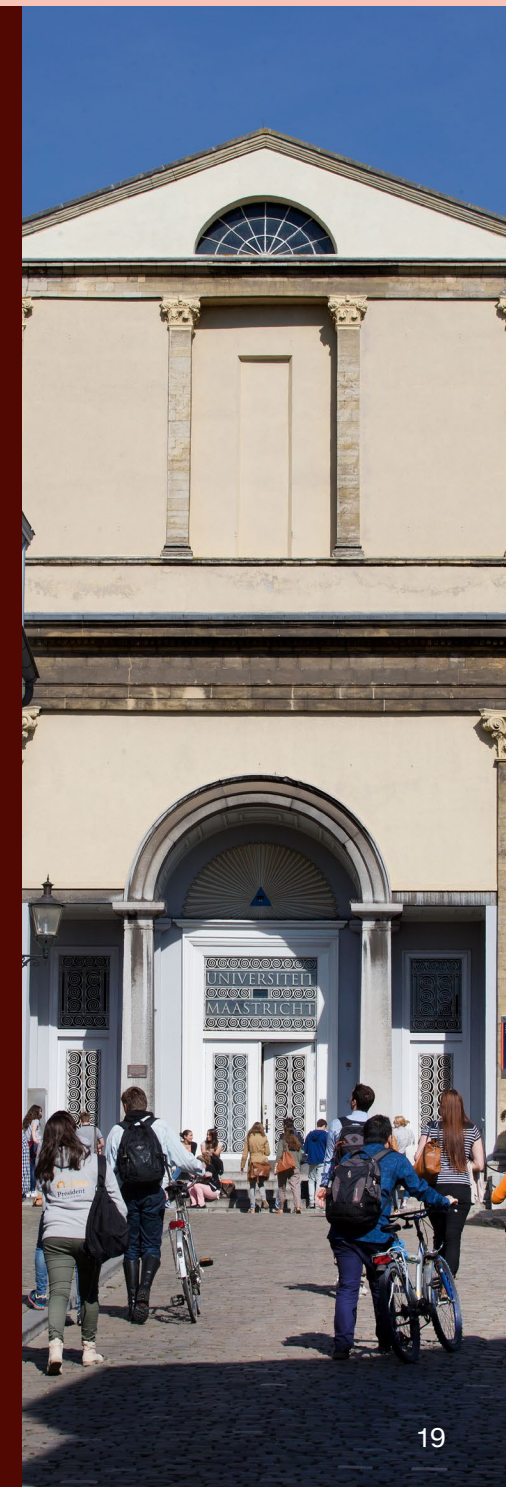
Supervisors: I.C. Heyligers, B. Boonen, M.G.M. Schotanus

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

- Boyle, J. P., & Bullock, J. L. (2025). When language engenders discomfort. *Medical Education*, 59(3), 261. [DOI: 10.1111/medu.15598](https://doi.org/10.1111/medu.15598)
- Brouwer, E. E., Frambach, J. M., Driessen, E. W., & Martimianakis, M. A. (2025). Discursive (mis) alignments in internationalization: The case of International Medical Programmes. *Medical Teacher*, 47(5), 865-871. <https://doi.org/10.1080/0142159X.2024.2382852>
- Behrens, C. C., Dolmans, D. H., Driessen, E. W., & Gormley, G. J. (2025). 'Dancing with emotions': An Interpretive Descriptive study of facilitators recognition and response to students' emotions during simulation. *Medical Education*, 59(4), 439-448. <https://doi.org/10.1111/medu.15554>
- Miller, K. A., Ilgen, J. S., de Bruin, A. B., Pusic, M. V., & Stalmeijer, R. E. (2025). Physician development through interprofessional workplace interactions: A critical review. *Medical Education*, 59(5), 484-493. <https://doi.org/10.1111/medu.15564>
- Frèrejean, J., Walker, K., Symon, B., & Eppich, W. (2025). Insights from 40 years of educational research: honoring Jeroen van Merriënboer. *Advances in Simulation*, 10(1), 11. <https://doi.org/10.1186/s41077-025-00332-8>
- Thomas, D. C., Frambach, J. M., Teunissen, P. W., Smeenk, F. W., & Torre, D. (2025). Enhancing learning in outpatient care training: Theory can inform the practice of graduate medical education. *Perspectives on Medical Education*, 14(1), 162. [DOI: 10.5334/pme.1576](https://doi.org/10.5334/pme.1576)
- Suliman, S., Iqbal, M. Z., Bishawi, A. H., Allen, M., & Könings, K. D. (2025). Fueling inner resources through co-creation: a scoping review on the impact of co-creation of education on learners' well-being. *Perspectives on Medical Education*, 14(1), 129. [DOI: 10.5334/pme.1726](https://doi.org/10.5334/pme.1726)

Invited lectures for scientific audiences

- De Bruin, A.B.H. (2025). Moeilijk dus mijden? Studenten helpen desirable difficulties te omarmen. Invited Keynote Congres Toetsrevolutie.
- Driessen, E. (2025). Key insights from educational research that drive future medical education. Invited keynote lecture. International Medical Education Congress (UTEK 2025), Istanbul, Turkey.
- Frambach, J. (2025). The internationalisation cookbook: Combining ingredients to serve healthy and tasty education. Invited keynote, presented at the International conference edUNITA, Timisoara, Romania.
- Lee Bunting, K. (2025). Redefining health professions education at its roots: Love's radical potential. Invited keynote, Convergence 2.0 Education Hybrid Event, University Health Network, Toronto, Canada.
- De Jong, N. (2025). 360° Videos in Healthcare Education at Maastricht University. Online VR presentation: King's College London.
- Stalmeijer, R.E. (2025). Do you see what I see? Challenging intraprofessional workplace-based education norms. Invited keynote, presented at the International Clinical Skills Conference 2025, Prato, Italy.

Innovative designs (instructional or educational)

- A. Paulus. Redesign of assessment towards Programmatic Assessment in master Healthcare Policy, Innovation and Management.
- A. Timmerman & M. Kools (2025). Projectteam Innovation Family Medicine Programme: Zelfsturend leren huisartsopleiding. <https://www.zelfsturendleren-huisartsopleiding.nl/>

Examples of use of research

- J. Beuken (2025). Use of research insights from CAREMORE-project in workshop “Interprofessionele perspectieven op veerkracht in de zorg” at IMS Congres, Utrecht.
- The 4C/ID model is used as the central approach for designing simulation-based educational modules in the national DUTCH project (www.dutch.technology).

Awards, grants, AMEE Guides and other

- M. Bosveld (2025). Best practice award ‘Academie voor Zelfzorg’ in the category “Optimale inzet van medewerkers in samenspel met technologie en informele zorg”. Ministerie van Volksgezondheid, Welzijn en Sport (minister Agema).
- L. Isbej (2025). Women’s Leadership Award. School of Dentistry, Pontificia Universidad Católica of Chile.
- L. Loosveld (2025). Annual “Doctoral Report Award” at AMEE 2025, Barcelona, Spain.
- A. Sawatsky (2025). The Internal Medicine Residents’ Teacher of the Year Award for Inpatient General Medicine. Mayo Clinic, Rochester, Minnesota, US.
- R. Stalmeijer (2025). Karolinska Institutet Prize for Medical Education Fellowship, Stockholm, Sweden.



SHE Collaborates

SHE Collaborates, the international collaboration office of the School of Health Professions Education (SHE) at Maastricht University, further consolidated its role as a connector between global HPE capacity building and local academic practice in 2025. Throughout the year, we contributed to advancing health professions education worldwide by initiating new collaborations, strengthening long-term partnerships, and adapting proactively to an evolving funding environment.

At the same time, our work remained closely embedded within Maastricht University. Team members contributed actively to teaching across FHML's BSc and MSc programmes, including the SHE Educates portfolio, while maintaining strong engagement in research through joint projects and co-leadership of the Special Interest Group on Globalization & Diversity. Efforts to enhance external communication and visibility were intensified, alongside a continued refinement of our strategic priorities to sustain relevance and maximise impact in a changing international context. The examples below highlight how these ambitions translated into concrete collaborations and activities during 2025.

SHE Collaborates staff and project managers in 2025

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

Selected New Projects in 2025

Brazil – Expanding student centred education to veterinary medicine and dentistry at UNIFACISA

Building on a successful four-year partnership with UNIFACISA in Campina Grande, Brazil, SHE Collaborates launched a new three-year project in September 2025 focused on transforming the veterinary medicine and dentistry

programmes. The collaboration builds on the approach used in the ongoing medical curriculum redesign, introducing integrated and student centred education, mentoring, portfolio based assessment, and progress testing to these two additional programmes.

The project started with an on-site needs assessment in September 2025, mapping current educational practices and identifying priorities for curriculum innovation in both programmes. The SHE Collaborates team will visit UNIFACISA three times per year to provide educational expertise and targeted training. The focus is on building local capacity among teaching staff to design, implement, and sustain student-centred approaches tailored to their institutional context.

This new initiative runs in parallel with the project on curriculum reform in medicine, which is now entering its fourth year. Together, the three projects signal a broader institutional shift at UNIFACISA towards student centred education across its health professions programmes.

Saudi Arabia – Equipping the next generation of enablers of learning

At the start of the academic year 2025/2026, SHE Collaborates invited by Batterjee Medical College in Jeddah, Saudi Arabia, facilitated SHE Collaborates's "Executive Course Enabling Learning".

Over the course of a week, 22 participants from 10 different study programmes engaged themselves in student-centred and competency-based education. Together they explored what it means to be a teacher in this context, through group activities, individual assignments, interactive lectures, and even a hackathon. In other words, we practiced what we preach.

What do shoe sizes have to do with health professions education?

Participants were pushed beyond their comfort zones with exercises designed for reflection, such as delivering a lecture to themselves in a mirror. At the same time, lighter energizers helped build connection and teamwork. One memorable example: participants lined up in order of increasing shoe size, without saying a word.

This simple activity shows the spirit of the course: learning by doing, thinking differently, and tailoring approaches to fit. After all, just like shoes, effective education is not "one size fits all."

Out of this group staff has since been selected to become trainers of this course under the guidance of SHE Collaborates in the course of 2026. These activities are part of a new multi-year collaboration with SHE Collaborates aiming at developing a centre of excellence in Health Professions Education at BMC.



The Netherlands – Strengthening self-regulated learning in medical education

In 2025, SHE Collaborates initiated a collaboration with Leiden University Medical Center to support the implementation of the Study Smart programme within the renewed Bachelor of Medicine curriculum. As part of a broader curriculum reform, the programme introduced principles of student-centred learning and increased emphasis on student responsibility for the learning process. During the first phase of implementation, it became clear that many students experienced challenges in adapting to this more self-regulated approach to learning.

The project focuses on supporting students in developing the study strategies and self-regulated learning skills needed to succeed within a student-centred curriculum. To this end, an integrated approach was developed consisting of online learning modules for students, complementary workshops, and faculty development activities aimed at supporting self-directed learning. In addition, the project includes the development of an internal trainer pool within LUMC to support sustainable continuation of the programme beyond the initial implementation phase.

Throughout the project, ongoing monitoring and evaluation activities are conducted to assess the effectiveness of the approach and support its long-term integration within the curriculum. Through this collaboration, SHE Collaborates and LUMC jointly contribute to the continued development of future-oriented and student-centred medical education.

Somalia – Curious by design, collaborative by practice

In 2025, SHE Collaborates was awarded its first Erasmus+ Capacity Building in Higher Education (CBHE) grant for the project CURIOUS – Capacity bUilding for higher educatIOn institUtions in Somalia. This milestone reflects the continued expansion of our fundraising efforts and the broadening scope of our international engagement. It marks an important step in strengthening our position within large-scale, externally funded capacity development initiatives in health professions education.

CURIOUS is implemented in partnership with Somali National University (Mogadishu), East Africa University (Puntland), and Karolinska Institutet (Stockholm, Sweden), and aims to strengthen health professions education in Somalia. The project focuses on curriculum modernisation, capacity

development for academic and institutional staff, and improvements to digital and physical learning environments. Through a co-creation approach and close collaboration with local stakeholders, CURIOUS seeks to enhance the quality, relevance, and accessibility of education, contributing to a stronger and more responsive health workforce.

Strategic engagement and business development

Alongside project implementation, 2025 also marked an important year for broader strategic and business development activities. In 2025, SHE Collaborates further invested in communication, visibility, and relationship-building activities aimed at strengthening internal and external networks and exploring new opportunities for collaboration and business development.

A key internal engagement initiative was the organisation of a SHE Collaborates Lunch Event at Maastricht University Medical Center+ in January 2025. This informal networking event introduced healthcare professionals from MUMC+ to SHE Collaborates' international projects and partnerships. The lunch created space for dialogue on health professions education, international collaboration, and mutual learning, while also strengthening connections between SHE Collaborates, Maastricht University, and clinical partners within MUMC+.

In March 2025, SHE Collaborates further expanded its international engagement through participation in the Times Higher Education Africa Universities Summit 2025. The summit focused on themes including equitable partnerships, sustainability, digital transformation, and future workforce development in Africa. Participation aligned closely with SHE

Collaborates' ongoing focus on international partnership development and capacity building in health and higher education contexts.

As part of its external engagement and visibility efforts, SHE Collaborates participated in the World of Health Care 2025 in September 2025, the flagship international event for the Dutch Life Sciences & Health sector. Participation in WoHC increased SHE Collaborates' visibility within international health and education networks and provided opportunities to connect with governmental, academic, and industry partners around themes including healthy ageing, digital transformation, healthcare infrastructure, and cross-sector collaboration.

In October 2025, SHE Collaborates also contributed to international knowledge exchange and partnership development through participation in the WINNER2025 Conference. During the online session "Teaching Interprofessional Collaboration: Promoting Ambassadors to Advance IPE across Indonesia", colleagues from SHE Collaborates, together with partners from Indonesia and Zuyd University of Applied Sciences, explored how interprofessional education can strengthen collaboration among future health professionals. The session highlighted the implementation of the IPE ambassador model across several Indonesian regions and underscored SHE Collaborates' focus on collaborative and context-sensitive approaches to health professions education.

In November 2025, SHE Collaborates further strengthened internal Maastricht University collaboration through participation in the AU–EU Business Forum 2025 together with Maastricht School of Management. The forum, organised

alongside the AU–EU Summit and aligned with the EU Global Gateway initiative, brought together stakeholders from government, business, finance, and education sectors to explore sustainable collaboration opportunities between Africa and Europe. During the event, SHE Collaborates engaged with organisations, institutions, and representatives from the Dutch Embassy in Angola to explore future partnerships related to capacity building, skills training, and health systems strengthening. The collaboration with MSM highlighted the complementary expertise of both institutions in connecting educational development, entrepreneurship, and sustainable human capital development.

Together, these activities contributed to increasing SHE Collaborates' visibility, strengthening relationships with internal and external partners, and identifying new opportunities for collaboration, funding, and business development within global health and higher education networks.





The activities and achievements presented in this report reflect another year of growth, collaboration, and innovation at SHE. Across research, education, and collaboration activities, our community has continued to contribute to the advancement of health professions education, both within Maastricht University and far beyond. Together, these efforts demonstrate the value of connecting science, educational practice, and professional development in pursuit of meaningful and sustainable impact.

Throughout the year, we continued to strengthen the links between our research, educational programmes, and collaborative initiatives. Guided by the ambitions outlined in our 2024–2030 Research Programme, we further explored key questions facing health professions education while creating opportunities for knowledge exchange and shared learning across contexts and communities.

As we look ahead, we remain committed to investing in people, ideas, and partnerships that advance our mission. By fostering collaboration, supporting emerging and established talent, and maintaining a strong connection between research and practice, SHE will continue to contribute to the development of health professions education and the healthcare professionals it serves.



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Pictures by Ruben Beeckman (p. 12,15, 16, 21), Harry Heuts (p. 1, 27), Philip Driessen (p. 18), Jonathan Vos (p. 26)

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