School of Health Professions Education

Self-evaluation report 2018-2023

Preamble

SHE has engaged in a six-year review process for the years 2012-2017, which led to valuable feedback and concrete actions. Although not mandatory, SHE decided to conduct a mid-term review in 2021, including a virtual site visit, by a review committee on the years 2018-2020. The reasons for organizing a mid-term review were the opportunities it offers to engage in a productive conversation about our research impact and future aims, both within our own organization and with a review committee. Building on the experience and outcomes of the 2018-2020 mid-term review, SHE is excited to engage with the 2018-2023 external review committee to help promote the quality and societal relevance of our research and related activities.

In this self-evaluation report, we have integrated the recommendations of the 2012-2017 full-term review process and that of the 2018-2020 mid-term review. Next to that, SHE's research quality, societal relevance and viability are described and illustrated in line with the SEP 2021-2027 guidelines.

Pim Teunissen
Scientific Director School of Health Professions Education
September 2024

Appendix 2. Case studies

We present 5 case studies that highlight different activities of the School of Health Professions Education (SHE) and its scientific and societal relevance and impact.

1. SHE Master of Health Professions Education
2. Programmatic Assessment
3. Study Smart
4. Pasemeco: Improving palliative care education for our future doctors
5. SHE Collaborates Project – Mozambique

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1. SHE Master of Health Professions Education
Practice what you preach

The MHPE is an accredited Master of Science with an intake of 50-55 students per year. The programme is part-time and largely online. The programme has been running since 1992 and attracts a global audience of healthcare professionals who are involved in teaching in their own domain. The target group is interprofessional and international, and diverse in background, needs and aims.

EDUCATIONAL DESIGNER   **EDUCATIONAL LEADER**   **EDUCATIONAL RESEARCHER**

MHPE Mission and Vision
Our mission is to prepare participants to be innovative, educational professionals. Our vision is to practice what we preach:
*- Student-centered learning*
- Authentic learning tasks
- Programmatic assessment
- Flexibility in time and content
- Interprofessional and International learning

Redesigning the curriculum: Why?
Regular curriculum revision is good practice. And although student evaluations remained very positive over the years, it was also clear more flexibility was necessary to serve the diverse student population. At the same time, our own vision on education had changed based on new insights from SHE research.

Redesigning the curriculum: How?
The new curriculum is fully competency-based, uses programmatic assessment and is built around learning tasks derived from authentic practice in health professions education. They address the roles of Educational Designer, Educational Leader and Educational Researcher. Around 60% of the curriculum consists of electives and students can balance their workload by choosing how many electives they take on. Students are guided by an individual coach that they meet 4-5 times a year.
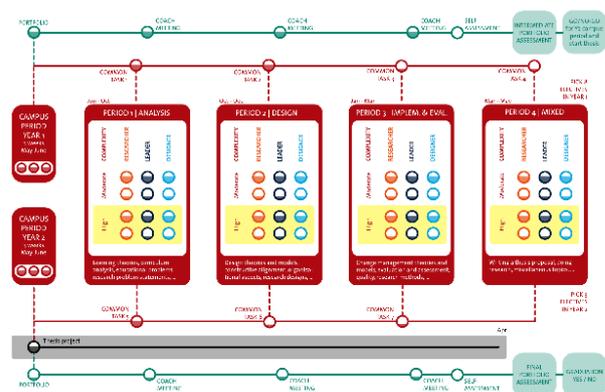
Completing the circle: Researching the new curriculum

Ongoing research by PhD Xian Liu focuses on how programmatic assessment affects self-regulated learning in this online program for a diverse target group. The studies focus on:
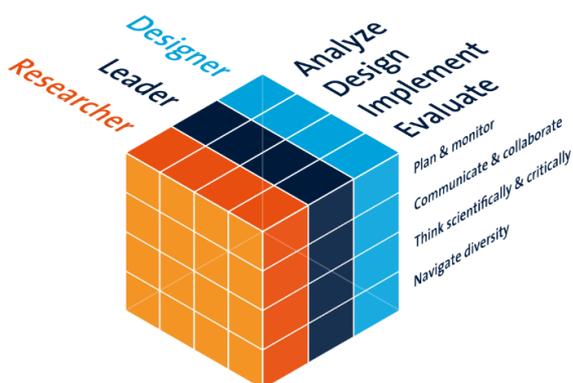
- Students' perceptions of programmatic assessment and impact on Self-Regulated Learning;
- Teachers' perceptions of feedback and coaching as enhancing/ hindering Self-Regulated Learning;
- How to train MHPE teachers in providing feedback, and (competency-oriented) feed up & feed forward;
- How to train students in aggregating feedback to monitor and reflect on their competency development.

2. Programmatic Assessment

What is programmatic assessment?

Programmatic assessment is an assessment approach that optimizes the learning and decision function of assessment in programmatic assessment, individual feedback and assessment information, called data points, are used to inform learning, not to pass or fail a student. A continuous dialogue with a coach about the data points stimulates the learning process. Decisions are made only after sufficient information has been gathered about the student based on several data points from a deliberate mix of assessment tools. There is a proportional relationship between the number of datapoints and the stakes of a decision. High-stakes decision-making is typically done by an (independent) group of examiners.

Who is using programmatic assessment?

Since Schuwirth & Van der Vleuten's seminal publication in 2011, numerous schools and organizations have adopted programmatic assessment. Maastricht University, where this assessment model was conceptualized, has been among the first to implement it, first in its Master of Medicine programmes (2007 and 2013). These implementations were a stepping stone for implementation of programmatic assessment or related principles of longitudinal assessment in other Maastricht University programmes: Bachelor Biomedical Sciences (2016), Master Health Professions Education (2021), Bachelor Medicine (2022) and Master Health Promotion Innovation Management (2024). A number of Universities of Applied Sciences in The Netherlands have also implemented programmatic assessment. A user group has been formed and a website has been set up: www.programmatischtoetsen.nl with all kinds of supporting information. The user group meets regularly and exchanges experiences and best practices. A Dutch book has been published in 2020, in which nine different programs are reported as case studies on programmatic assessment, followed by a conceptual evaluation. In 2024, an update of the book appears. The conclusion from these proceedings is that programmatic assessment is an attractive and meaningful conceptual view on assessment and that it can be designed as fit-for-purpose in various contexts. Internationally, programmatic assessment is adopted in training programs in the United States, United Kingdom, Switzerland, Canada, Australia and New Zealand. Programmatic assessment is also abundantly used in postgraduate medical training programs, both in The Netherlands and internationally.

A special interest group has started under the umbrella of the European Board of Medical Assessors (EBMA) and regular meetings are being held. The Association of Medical Education in

Europe (AMEE) publishes so-called "Consensus Papers". In 2021 they published the "Ottawa 2020 consensus statement for programmatic assessment – 1. Agreement on the principles" (Heeneman et al., 2021) and "Ottawa 2020 consensus statement for programmatic assessment – 2. Implementation and practice" (Torre et al., 2021). The second paper surveyed 15 medical training programs around the world to identify implementation enablers and barriers.
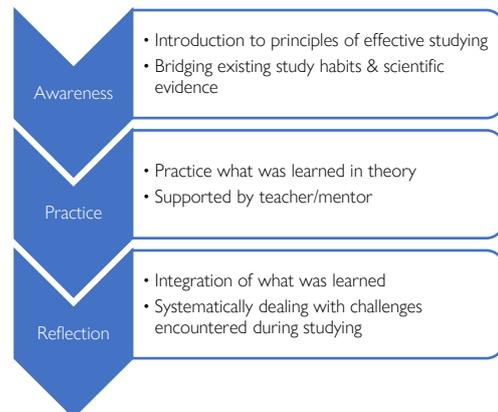
Finally, programmatic assessment has fuelled a lot of research over time since its inception. In 2020 the first literature review of this research has been published (Schut et al., 2020). The conclusion is that programmatic assessment can effectively work, but that certain conditions need to be fulfilled. Successful implementation requires for example engagement of all stakeholders in a curriculum reform process (Torre et al., 2022). Research and practice continue to inform each other and programmatic assessment is increasingly used in higher education. Recently, Baartman and Quilan argued (2024) that programmatic assessment helps to transform higher education because it creates a feedback culture that combines a focus on learning, with assuring standards, and helps students to be better prepared to manage their employability by focusing on aggregating evidence about their own competence development.

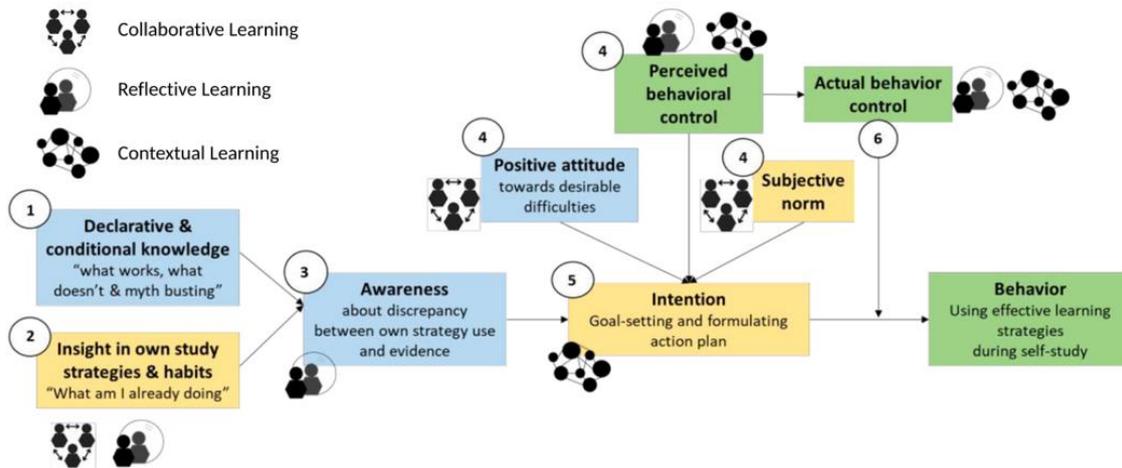## 3. Study Smart

SCAN ME

Or visit: StudySmartPBL.com

Study Smart is an evidence-informed training program designed to support students in developing effective learning skills. Founded at Maastricht University in 2017, the program was designed by an interdisciplinary team of educators, scientists, student advisers, and students, with SHE researchers Prof. dr. Anique de Bruin, Dr. Felicitas Biwer, and Niklas Wenzel MSc, at the core. Based on scientific principles of effective learning, Study Smart has been implemented and tested in various contexts, spanning different study programs, universities, and continents. At its core, it consists of three training sessions: 1) Awareness, 2) Practice, and 3) Reflection. Each session comes with its own slide deck, tutor manuals, and student workbook and is accompanied by short instructional videos.

Awareness
- Introduction to principles of effective studying
- Bridging existing study habits & scientific evidence

Practice
- Practice what was learned in theory
- Supported by teacher/mentor

Reflection
- Integration of what was learned
- Systematically dealing with challenges encountered during studying

Evidence-Informed
The development of Study Smart is grounded in rigorous research. Dr. Felicitas Biwer's PhD dissertation, awarded with the Impact Prize of Maastricht University in 2023, serves as a cornerstone of the program. The research highlights key design principles which are translated to the Study Smart Model. See, for instance, Biwer, F., & Bruin, A. B. H. (2023). Teaching students

to 'Study Smart'– A training program based on the science of learning, in 'Society for the Teaching of Psychology': https://teachpsych.org/ebooks/itow. The Study Smart Model describes students' learning strategy change process:

Impact

Study Smart bridges educational innovation and research. It has been developed through implementation and iterative improvement, informed by scientific design principles. The program's implementation has had significant societal impact by cross-linking research and educational innovation. Study Smart has been implemented in various forms to fit different contexts and educational approaches at all faculties of Maastricht University and by several universities around the world (see Table).

In the Netherlands	International
Erasmus University Rotterdam	Binus University (Indonesia)
Hogeschool van Amsterdam	Hasselt Univesity (Belgium)
Hogeschool Utrecht	Massey University (New Zealand)
Hogeschool Zuyd	Ross University (Barbados)
Leiden University	University Aveiro (Portugal)
MBO Rijn IJssel	
Tilburg University	
Amsterdam UMC	
University of Amsterdam	
Utrecht University	

4. Pasemeco: Improving palliative care education for our future doctors

The Pasemeco project (2016-2020) aimed at improving palliative care education in the undergraduate curriculum in the Netherlands. A SHE team collaborated with palliative care experts and reached out to all eight medical faculties in the Netherlands. The project was funded by ZonMw, as part of the National Programme Palliative Care.

What is palliative care?

Palliative care is an approach that improves the quality of life of patients and their families facing a life-threatening illness, through the prevention and relief of suffering by means of early identification and impeccable assessment and treatment of pain and other problems, of a physical, psychosocial and/or spiritual nature.

(From: WHO definition of palliative care)

Palliative care in the undergraduate curriculum

Key in the Pasemeco vision is to view palliative care as normal care and to integrate palliative care education systematically and longitudinally in the entire undergraduate medical curriculum. A survey among medical students, interviews with stakeholders and an analysis of Dutch undergraduate curricula showed that this is currently not the case: attention for palliative care is fragmented and suboptimal.

Combining research and practice

Literature research, a survey amongst medical students, interviews with caregivers, and a Delphi-study resulted in a framework of competencies palliative care that should be covered in the undergraduate medical curriculum. Further research studies focused on new implementations of palliative care education. The Pasemeco research resulted in a SHE PhD thesis by Dr. Jolien Pieters and presentations at national and international conferences.

Concurrently, the Pasemeco team supported teachers of all eight medical schools in the Netherlands to implement new education about palliative care in their curriculum. Educational materials about palliative care were collected in the Pasemeco toolbox, ranging from video clips and patient cases to elaborated lessons and entire modules. The toolbox allows teachers to search for materials and use them or adapt them to their needs. The toolbox will remain freely accessibly after the end of the Pasemeco project at: https://palliaweb.nl/onderwijsmaterialen

The Pasemeco team also developed new materials for underserved topics: a set of learning tasks on Communication and the spiritual dimension of care, a set of learning tasks on Advance care planning, a set of learning tasks on Care around the patient's death, and a short movie of five palliative patients sharing their views on the four dimensions of care.

5. Project Mozambique

Capacity building for innovative education and services on sexual and reproductive health and rights in Mozambique

Since 2017, SHE Collaborates has worked with Universidade Católica de Moçambique (UCM), the Instituto Superior de Ciências de Saúde (ISCISA) and Coalizão da Juventude Moçambicana (COALIZÃO) in Mozambique, in the area of sexual and reproductive health and rights (SRHR). The project consortium included three Dutch organisations; Maastricht University through SHE Collaborates, the Royal Tropical Institute (KIT) and Aidsfund.

Capacity building

A series of projects, subsidized by the Dutch government through the Ministry of Foreign Affairs, aimed to improve SRHR services and campaigns. Initial activities addressed students and staff of at both institutions. University teachers received training in topics such as health promotion, gender equality, dealing with sexual harassment. A university wide 'life skills course' has reached over 50,000 UCM students and 2,300 ISCISA students and helped them develop the skills that are needed to deal with challenges and stress of everyday life, with a focus on sexual and reproductive health issues.

Through follow-up projects, Vibraçoes (https://www.vibracoes.co.mz/) has been developed as a SRHR website for young people in Mozambique, based on the Stepped Care Model. Since its launch in December 2022, the website has had over 55.000 page views from more than 21.000 visitors. Via outreach activities alongside all projects, our team has built strong links to other education institutions, policy makers and communities in Mozambique and Southern Africa.

Crowd funding

When cyclone Idai hit Mozambique in March 2019, SHE Collaborates in collaboration with the SWOL University fund, led a Maastricht University wide crowd funding initiative to support the rebuilding of teaching facilities and student accommodation at UCM.

Ongoing spin-offs of the project include two Mozambican PhD candidates in Health Promotion and Sexual and Reproductive Health, and one MSc candidate in Public Health. Maastricht University MSc students in Global Health have conducted field work and thesis projects in the partnership context, most recently exploring the opportunities and challenges for scaling up the Vibraçoes initiative.

Selection of media exposure
https://www.limburger.nl/cnt/dmf20190328_00098739
Care for Beira - all under one roof! (umcrowd.nl)
Keihard Abbey Road van The Beatles tegen de angst > Observant Online
UM-start-inzamelingsactie-voor-Mozambikaanse-universiteit