

WRITING A PHD RESEARCH PROPOSAL



Blended: face-to-face education
and partly online



‘This course offers unique opportunities to refine your research questions under extensive coaching of highly qualified supervisors.’ - Pascal van Gerven PhD, Course coordinator

Fast facts

- **Date: 31 March - 4 April, 2025.** Application deadline: 15 January, 2025.
- Learn how to write a high quality PhD research proposal consisting of a series of studies.
- Guided and strongly supported by feedback from personal SHE supervisors.
- **Course fee:** The course fee is €5.300,-.

Programme information

The course consists of a campus-based module of 5 days in Maastricht, a distance-based module of around 6 months and the opportunity to present the research proposal either on campus in Maastricht or online.

The goal is for participants to 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. Participants will acquire the relevant knowledge and skills to conduct an in-depth literature study on a subject in a relevant domain of health professions education. Participants will also learn to formulate research questions and to choose an appropriate research methodology.

A blended learning opportunity in three stages:

- A campus-based five-day module in Maastricht.
- Distance-based module of around 6 months: you refine and improve your preliminary PhD proposal, with online guidance.
- Present your PhD research proposal on campus or online to the SHE research community and finalise your proposal. The proposal will have reached the stage where it is ready to be submitted and reviewed for admittance to the SHE PhD program.

After completing the full course, participants can apply for admittance to the international SHE PhD programme.

Objectives

- Part one: skills to conduct an in-depth literature study on a subject in a relevant domain of health professions education, how to formulate research questions, and to choose an appropriate research methodology.
- After 8 weeks, a binding advice will be given specifying whether the participant may continue or should stop participating in the course
- Part two of the course is distance-based. You complete, refine, and improve your preliminary PhD proposal, supported by feedback from personal supervisors, an independent expert, and a peer.
- Part three is either on campus or online: you present your PhD research proposal to the SHE research community and finalize your proposal.

Student profile

Doctoral dissertations begin with writing a research proposal. This advanced course teaches you all the insights about how to progress toward becoming a PhD candidate. Are you planning a PhD in health professions education research and want to take the first step? Do you have a special interest in research in medical or health sciences education? Do you want to write a doctoral dissertation in this field and obtain a PhD degree after your master's degree? The course offers you opportunities to connect with the SHE research programme and the SHE research community.

Note: The PhD programme requires expertise in the area of medical education. A theoretical basis comparable with a master in health professions education is required.

Faculty

Highly experienced and internationally acknowledged researchers provide supervision. You will be assigned to two personal supervisors of the School of Health Professions Education, helping you to focus on and define your research plans. Supervisors provide feedback and coaching during the whole course.

The SHE experience of Dan Schumacher: 'The combination of world class work and down to earth people at she is very powerful'.

'As a pediatric emergency medicine physician from the United States, I have been interested in medical education since early in my medical training. At SHE, they are not just talented researchers but also talented educators. I have found that this combination is less common among individuals in medical education, so possessing these characteristics across a group of individuals at SHE is truly impressive.

Finally, I was struck by how timely my personal supervisors are in the ongoing development and discussions for my thesis. I often receive meaningful feedback within 24 hours of sending them something. This is a very tangible example of just how invested they are in their work and students. Coming full circle, after this PhD writing course I decided to leave my role as an associate program director and pursued a PhD at SHE'.

MD, Med, Assistant Professor, Paediatric Emergency Medicine Cincinnati Children's Hospital Medical Centre, USA

[More information and registration](#)



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