



ANNUAL  
REPORT  
2020



# Introduction

**I proudly present the School of Health Professions Education (SHE) Annual Report for 2020. The year 2020 was a year full of change, adaptations, challenges and successes.**

First and foremost, the COVID-19 pandemic changed the way in which we all worked, our ability to connect to people personally and to jointly study, educate, innovate and improve health professions education. COVID-19 highlighted how important healthcare is and how vital well-trained healthcare professionals are. It also exposed shortcoming in the healthcare system and in the way in which we prepare healthcare professionals for practice. Now, well into the second year of the COVID-19 pandemic, it is apparent that its impact will be felt on many aspects of our work at SHE now and in the future.

Adapting and responding to change is what healthy organizations do. And hence I am proud to present in this Annual Report 2020, an overview of the activities, outputs and impact that SHE has generated in 2020. SHE continues to be a global leader in researching pressing questions in health professions education and to connect its research findings to educational programmes and educational change projects.

New in this Annual Report is also that I am writing this introduction. In September 2020, I took over the role of Scientific Director of SHE from Cees van der Vleuten and Jeroen van Merriënboer. Cees led SHE since its inception in 2005 as scientific director. Jeroen joined in 2009 as SHE's research director. Together, they have led SHE to many successes and worldwide recognition as a leading global institute in health professions education. I want to sincerely thank them for their leadership. The work presented in this Annual Report and many to come builds on the foundations that they have laid.



A handwritten signature in black ink, appearing to read 'Pim Teunissen', with a long horizontal line extending to the right.

**Pim Teunissen**

*Scientific Director of the School of Health Professions Education*

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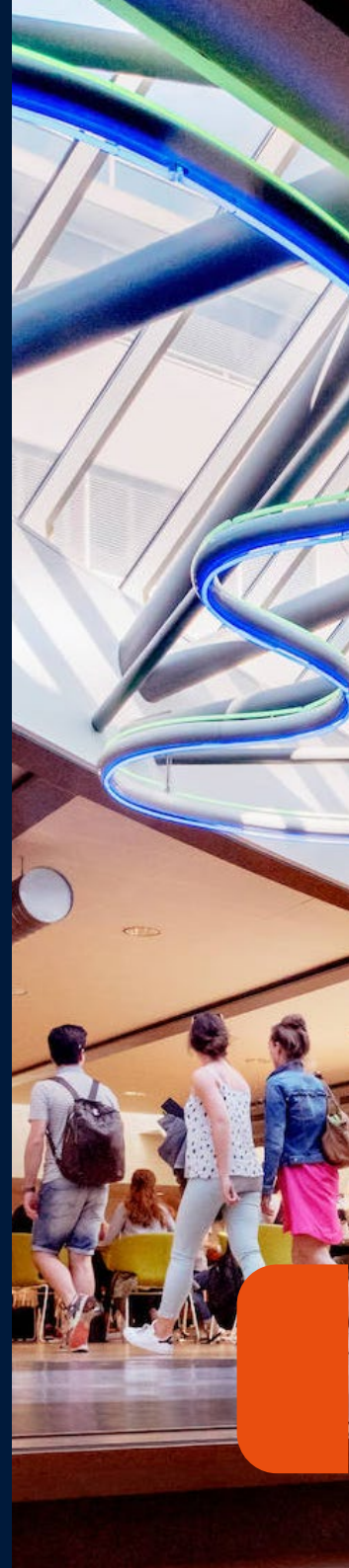
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Staff and Project Managers  
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## **Future of SHE**

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Making the difference



# SHE in 2020

## Organizational change

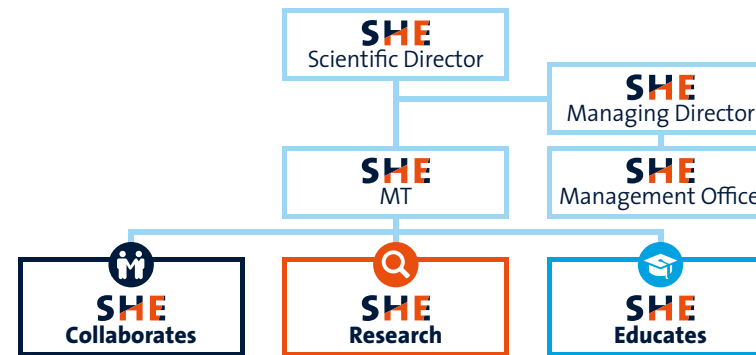
**The organizational structure of SHE follows its main activities. The three core activity domains of SHE are called *SHE Research*, *SHE Educates*, and *SHE Collaborates*. These activities are coordinated by the SHE Management Team.**

Up until 2020, leadership of SHE was shared between Prof. Cees van der Vleuten and Prof. Jeroen van Merriënboer. In his capacity of Scientific Director, Prof. Cees van der Vleuten was responsible for the overall management and scientific quality of the work conducted within the school and chaired the SHE management team. Prof. Jeroen van Merriënboer, in his capacity of Research Director, was responsible for the SHE Research and PhD programme. He was Vice-Chair of the management team and represented SHE in the FHML Board of Directors.

In September 2020, Prof. Pim Teunissen took over from both of them as SHE Director. He combines the roles and responsibilities that Cees van der Vleuten and Jeroen van Merriënboer previously shared. Some tasks, mainly with regard to the daily operations of the SHE Research and PhD programme have gone to other researchers within the team.

The arrival of a new SHE Director has led to changes in SHE's Management Team. Each SHE core activity is represented. Prof. Anique de Bruin represents SHE Research and is vice-director of SHE. Dr. Danielle Versteegen represents SHE Educates and Geraldine Beaujean represents SHE Collaborates. Sabina Bulic started in 2019 as SHE's Managing Director and is also part of the SHE MT. Nicky Verleng is the Office Manager of SHE. Prof. Pim Teunissen chairs the Management Team.

### *The Organizational structure of SHE*



### *Organizational dynamics of SHE*



## Vision

**SHE is a graduate school for research, education, and innovation in health professions education (HPE)**

→ [www.maastrichtuniversity.nl/she](http://www.maastrichtuniversity.nl/she)

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. In 2020, the renewed SHE Management Team emphasized SHE's ambitions by capturing our vision 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.”*

## Mission and Values

As a result of conversations within the Management Team that started in 2020, a new mission was defined which was further shared and discussed at a SHE Staff meeting in January 2021. The mission of SHE has been redefined as follows:

*“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.”*

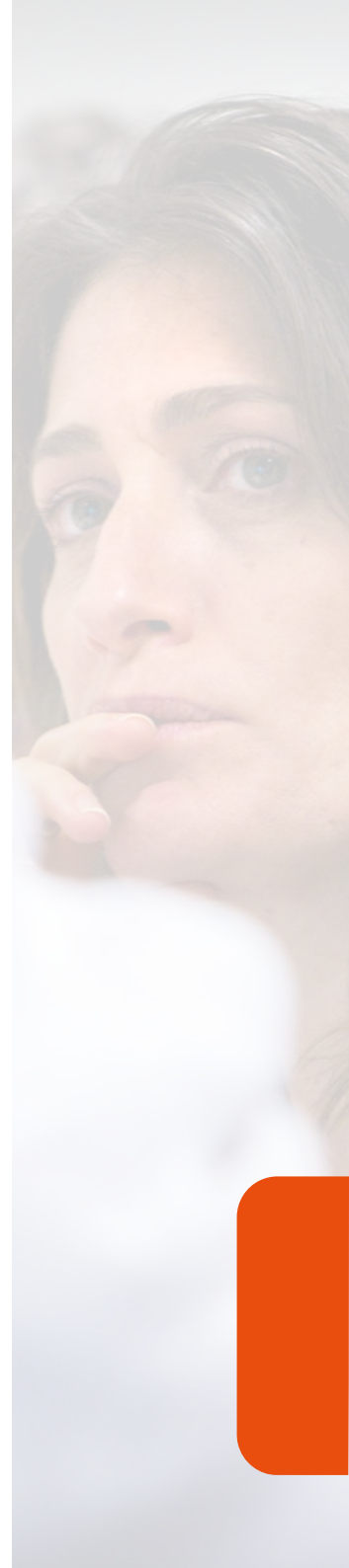
The updated mission emphasizes that SHE is the hub in a broad and global network of healthcare practitioners, researchers, educationalists and policy developers who share a passion of the development of HPE. Moreover, the second sentence helps to focus on the synergistic value of connecting theory, research and practice to move the field of HPE forward. The values that characterize SHE have now been explicitly stated, they are 'open, inquisitive, socially responsible, collaborative, innovative and ambitious'. These values are important for our discussion below of our academic culture, approach to talent development and PhD training and open science.



## Strategy; changes and development

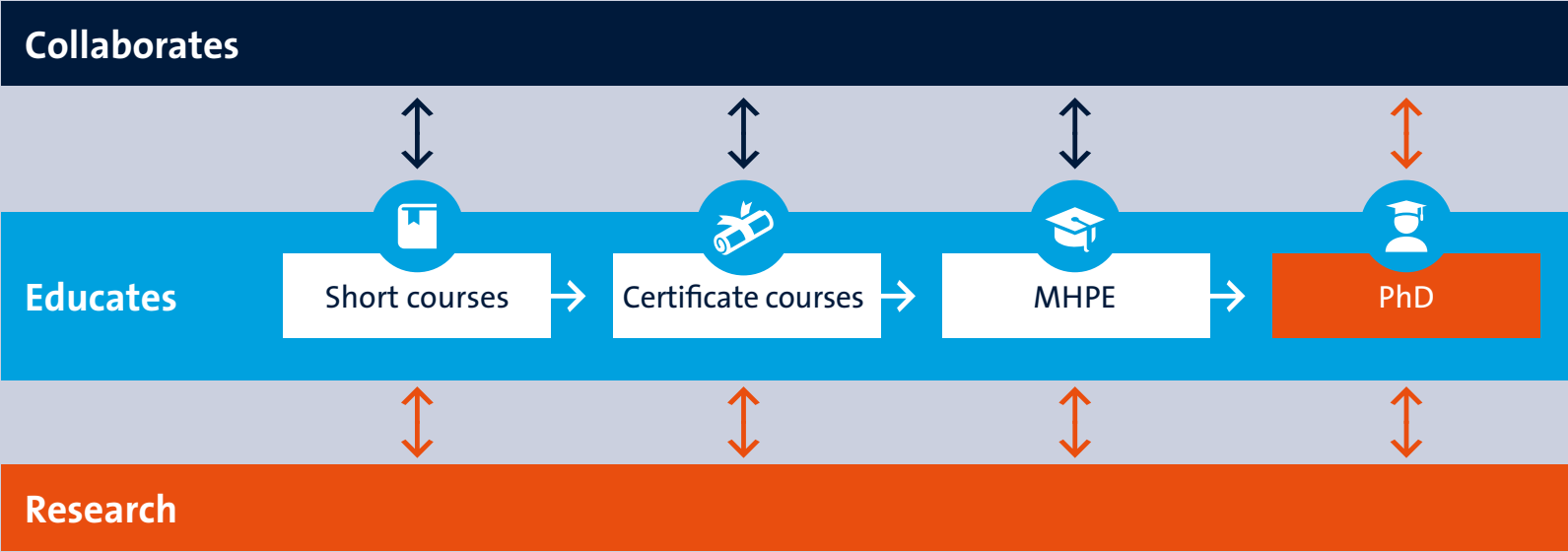
The vision and mission of SHE, combined with these values, inform our strategy and strategic choices. An important objective is to make sure our research informs our educational practice and vice-versa. As an example, in 2018 SHE decided to revise the Master of Health Professions Education and to align its instructional design with the state of science in HPE. This effort has been led by Dr. Daniëlle Versteegen. The result is a much more flexible programme based on individualized guidance and feedback that has started with the first cohort of students in May 2021. To further increase synergy between SHE core activities, the SHE Management Team has recently started a process in which all SHE staff will be involved, that focuses on further developing a shared identity, shared goals and providing guiding principles based on SHE's vision, mission and strategy. This process is the basis for recognizing opportunities in line with our vision and mission, strengthening collaborations within and outside the School connecting SHE activities to FHML, Maastricht University and Maastricht UMC+ educational programmes. Next to that, the SHE Management Team expects that this process will enable SHE to continue to play a leading role globally in developing the field of HPE. These changes clearly focus on keeping up the high standard of research

quality and ensuring impact and societal relevance by integrally connecting practice and research through SHE. Strategic choices that remain a strong foundation for SHE are the double-chain approach. The first chain concerns the connection between research and impact. Starting with application-oriented educational research is essential for finding new and better ways to educate health professionals. The findings of this research consequently feed into the educational activities of SHE. The chain is completed when the research findings and related educational activities impact the quality and innovation in educational institutes and healthcare organizations, opening up new opportunities for research. The second chain focuses on impact on individuals and teams. This starts with short courses for participants who want to become familiar with health professions education. Next in the chain are certificate courses for participants who want to learn more about particular topics in health professions education, followed by the MHPE programme for participants who want to become academic educators, leaders or researchers of health professionals. Ending the chain is a PhD programme for participants who want to further develop as 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.



### Double chain approach of SHE

Another important strategic instrument is SHE’s research programme. The focus in our 2018-2023 programme of research, called ‘Task-centered learning environments in the health professions’ is on problems that have both theoretical and practical relevance.



## Management Team SHE

### **Pim Teunissen, PhD, MD**

#### *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.



### **Sabina Bulić, L.L.M.**

#### *Managing Director SHE*

Sabina Bulić studied Dutch Law (Master Private Law) at the Faculty of Law at Maastricht University. During her education, she started working at Maastricht University as a Project Manager and was appointed as the Managing Director of SHE in November 2019. In her role as Managing Director, she is responsible for the accounting within the school and she is the head of the Management Office of SHE.



### **Anique de Bruin, PhD**

#### *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.





### **Geraldine Beaujean, MD, MHPE**

#### *Director of SHE Collaborates*

Geraldine Beaujean studied Medicine at the Medical Faculty of Maastricht University and is thus trained as a medical professional in an innovative educational manner (e.g. by Problem Based Learning and Early Clinical Exposure). After graduation, she worked a few years in regional health centers and hospitals, gaining experience in medical practice. Subsequently, she turned to medical education in the context of developing countries. She lived and worked in Kenia and Sudan for several years. In 2002 she returned to Maastricht University and since 2011 she is the director of SHE Collaborates, the international collaboration office of SHE. Her team engages in long term collaborations worldwide to support higher education in the area of health.



### **Daniëlle Verstegen, PhD**

#### *Head of SHE Educates, Programme Director Master of Health Professions Education*

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 programme director of the MHPE programme in January 2018 and 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.



### **Nicky Verleng**




#### *Office Manager SHE*

Nicky Verleng has started working at Maastricht University in 2009 and has been a dedicated Office Manager of SHE since 2019. In her role, she assists the Management Team and is responsible for the PhD secretariat in which she is responsible for the administrative procedures regarding the PhD candidates of SHE.



## Facts and figures

School	N/FTE 2020
Scientific staff FHML	39 / 10,4fte
Collaborates Staff	8 / 5,65fte
Postdocs	7 / 2,4fte
Internal PhD-students	11 / 9,4fte
<b>Total research staff</b>	<b>65 / 27,85fte</b>
Support staff ( <i>research</i> )	1 / 1fte
Support staff ( <i>managerial</i> )	7 / 2,74fte
<b>Total support staff</b>	<b>8 / 3,74fte</b>
<hr/>	
<b>Total staff</b>	<b>73 / 31,59fte</b>

External PhD students	 80
Honorary professor	 1
Visiting fellows/professors	 9

Turnover 2020 (x€1000)	€	%
Government funding ( <i>direct</i> )	1.541	28,3%
Revenues contract education	1.360	25%
KNAW/NWO/ZonMw ( <i>Indirect government funding</i> )	562	10,3%
Other research revenues ( <i>Third party funding</i> )	1.414	26%
Other revenues	208	4%
Internal settlements	350	6,4%
<hr/>		
<b>Total</b>	<b>5.435</b>	<b>100%</b>

Funding	Fte	%
Direct Funding	14,35	51,53%
Research grants	5,10	18,31%
Contract research	4,71	16,92%
Other	3,69	13,24%
<hr/>		
<b>Total</b>	<b>27,85</b>	<b>100%</b>



# 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. In 2020 all courses had to go fully online because of the COVID-19 pandemic.

## Programmes and Courses

### Introductory course (on site)

- SHE Summer Course - Cancelled in 2020

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-centred curricula.

### MSc Certificate Courses (online)

- Curriculum and Instruction
- Organization and Leadership
- Assessment and Evaluation

The SHE Certificate Courses offer the opportunity to acquire knowledge and skills related to major topics in health professions education. All three 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.

### MSC+ Courses (online)

- Critical choices in Qualitative Research

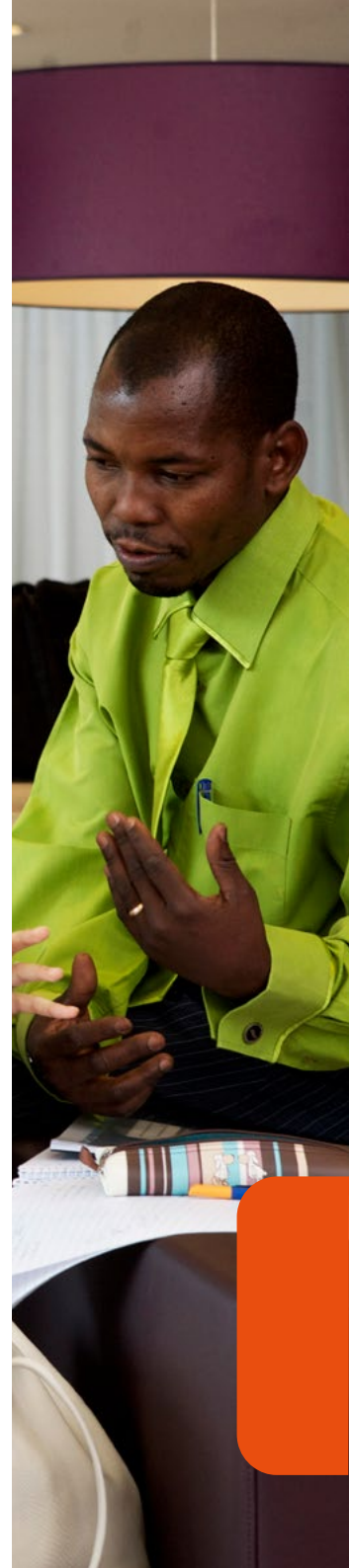
This advanced course focuses on core concepts and practices in qualitative research. Participants discuss essential choices in the qualitative research process. They bring in their own project and work on designing their study and/or analyzing their own data.

### 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. The course consists of two full-time weeks (usually onsite, but online in 2020) with an online part in between. 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.

### 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.



## MSc Certificate Courses

### Curriculum and instruction

The Netherlands	1
Canada	4
Denmark	2
United States	1
Switzerland	1
Portugal	1

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**Participants 10**

### Organization and Leadership

The Netherlands	1
Singapore	1
Canada	1
Estonia	1

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**Participants 4**

### Assessment and Evaluation

Canada	2
Spain	1
Iceland	1
Estonia	1

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**Participants 5**

## MSc+ Courses October session

*March session cancelled due to COVID-19*

### Writing a PhD Research Proposal

The Netherlands	2
China	2
Singapore	3
United States of America	2
Canada	2
Pakistan	2

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**Participants 13**

### Critical Choices in Qualitative Research

The Netherlands	14
India	1
Qatar	1
Thailand	1
Germany	1
Russia	1
Zimbabwe	1
Oman	1
Colombia	1
Canada	1
Belgium	1
Chile	1

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**Participants 25**

## JMHPE

### Joint online HPE Programme with Suez Canal University Egypt

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**Enrolled participants in 2020 13**

### Graduates of JMHPE in 2020

Ahmed Samir Mohammed Tawfeek Sally  
 Amin Mohamed Abdulrab  
 Ashgan Abdelaal Alghobashy  
 Farah Marwan Abu-Hijleh  
 Inayatullah Karim Memon  
 Mahmoud Abderahman Abderahman Hammouda  
 Mahmoud Essamuldin Yahia Elrggal  
 Mariam Asaad Amin Ibrahim  
 Mohamed Yasser Ibrahim Mohamed Ibrahim Daoud  
 Ossama Mohamed Zakaria Mohmoud  
 Reem Omar Ahmed Al Nawajha  
 Sufyan Muhmmmed Akram  
 Zaynab Mohammed Elsayed Mohammed

## Master of Health Professions Education

The Master of Health Professions Education (MHPE) is a two year, 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 distinction for internationalisation (CeQuint).

The MHPE programme is provided largely online. Usually, MHPE students are on campus in Maastricht or at one of our partner sites for three weeks at the beginning of their programme and again mid-way.

In 2020 these ‘campus units’ were provided online as well. In 2020 the MHPE staff also finalised the design of an entirely new MHPE curriculum: an innovative competency-based curriculum centred around authentic learning tasks (60% electives) and programmatic assessment. Implementation of the new curriculum has started in May 2021.

### MHPE Cohort 2019

<b>Maastricht</b>	19
Australia, Canada, India, Japan, Malaysia, Thailand, Singapore The Netherlands	
<b>Canada</b>	10
<b>New York</b>	6
<b>Singapore</b>	7

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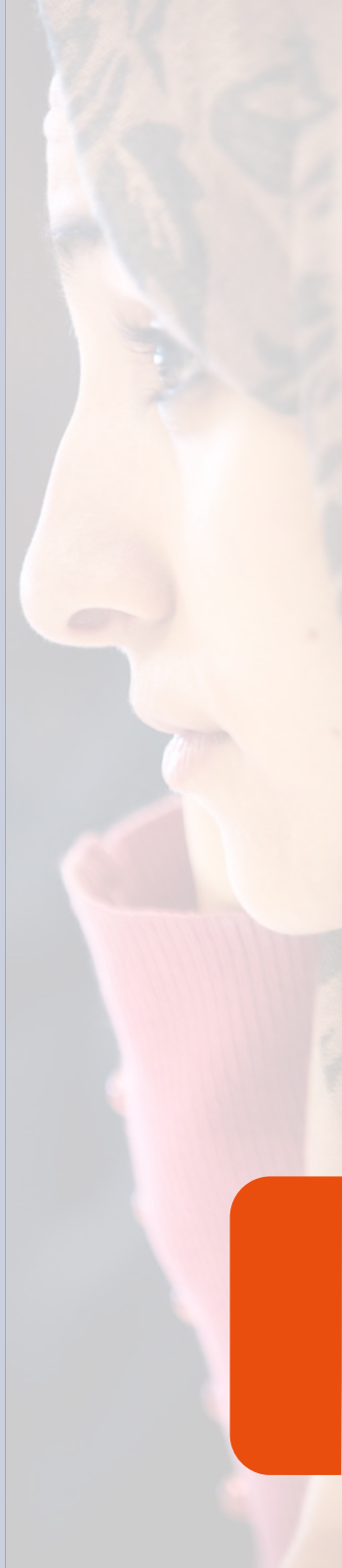
**Participants** **42**

### MHPE Cohort 2020

<b>Maastricht</b>	25
Germany, Cambodia, Canada, Dubai, Japan, Kenya, Malaysia, Mexico, Saudi Arabia, Sudan, Switzerland, United Kingdom, United States of America, The Netherlands,	
<b>Canada</b>	9
<b>New York</b>	9
<b>Singapore</b>	9

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**Participants** **52**

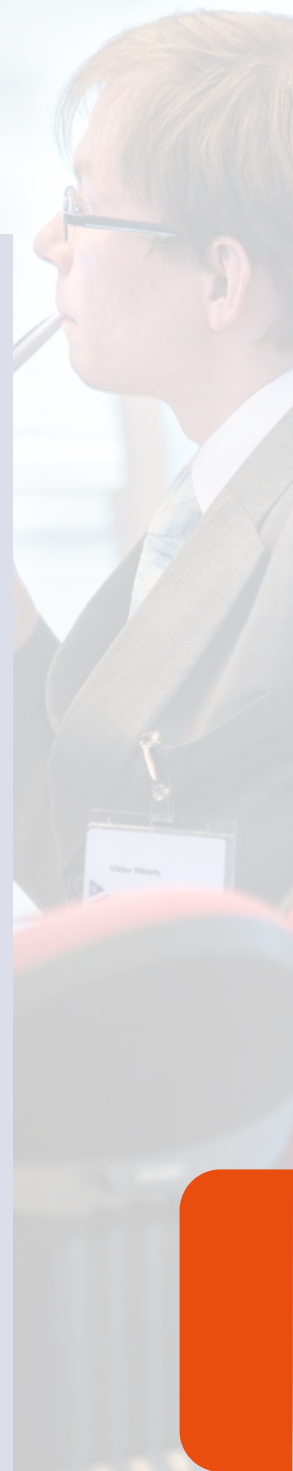


## Presenters and topics of the MHPE Master Theses 2020

- Exploring the variability of ‘influential’ intraoperative supervisory practices | *Aaron Grant*
- Nursing students’ perceptions of a renewed bachelor curriculum: An exploratory mixed-methods study | *Ad van Outvorst*
- A curriculum incorporating desirable difficulty strategies can improve residents’ medical knowledge | *Adin Nelson*
- Looks great on paper, but what’s the perception of trainees? A study of the Kuwait Institute for Medical Specialization/ Royal College-Canada cross-border educational reform | *Ahmad Bushehri*
- Development and validation of a list of clinically grounded Entrustable Professional Activities (EPAs) for postgraduate anaesthesiology training base on a job analysis | *Amaury Govaerts*
- How do trainees use EPAs to regulate their learning in the clinical environment? A grounded theory study | *Bart Thoonen*
- Teaching medical undergraduates skills for eye examination: is flipped classroom with mental rehearsal as effective as face-to-face teaching? | *Chee Chew Yip*
- Have we been missing an opportunity to improve surgical training? An exploration of preoperative preparation opportunities and challenges experienced by senior surgical residents | *Danielle Cadieux*
- Perceptions of evaluation of clinical medical teachers in a collectivist society | *David Buchanen*
- *David Weng*
- Skills teaching based on principles of cognitive apprenticeship: The views of experienced pharmacy skills tutors | *Kwai Chong*
- Motivation in medical education: A contemporary descriptive and comparative analysis | *Fabian Dupont*
- Ethics and the clinician: The theory of planned behaviour | *Gene Chan*
- Influencing factors of feedback on performance evaluation using Mini-CEX in clinical settings in Saudi Arabia: trainer and trainee perspectives | *Hossam Khleif*
- Are foreign-trained doctors welcome in Canada? Who apply? Who is selected? | *Inge Schabort*
- How do medical students perceive peer feedback and self-reflection of their video-recorded student-patient interviews? | *Inta Rudaks*



- Perceptions of near-peer feedback and assessment in internal medicine: Entrustable professional activities as a model | *James Rassos*
- Unmasking a hidden challenge: Exploring residents' perceptions of complexity in clinical medical practice | *Jennifer Elisabeth Thain*
- I don't think you can do everything and have everything. Developing an identity as a community surgeon | *Jolie Pun*
- Demographic and application factors influence Canadian medical students' success in the residency match | *Joshua Lakoff*
- Supporting medical trainees in understanding the effect of illness and treatment beliefs on quality of life and therapeutic decision making in patients with end-stage renal disease | *Juliya Hemmett*
- Trainers' beliefs and perceptions as a facilitator during simulation-based training - An explorative research | *Junichi Fukamizu*
- Smartphone use during clinical clerkship in a resource limited setting subtitle: Qualitative study from Beira-Mozambique | *Konrad Steidel*
- One-minute preceptor model: An ideal teaching tool for nurse preceptors? | *Lei Liu*
- Authentic engagement in clinical care prompts identification of knowledge and skills gaps in internal medicine post graduate trainees | *Margaret Horlick*
- Elements of learning culture affecting feedback provision in the clinical area | *Minnie Koh*
- Decreasing burnout and increasing resilience among residents: A randomised controlled trial with a mindfulness training program | *Sally Ho Chih Wei*
- Anything but cookbook medicine: Exploring the influence of Supervisor practice variability on resident learning in Thrombosis Medicine | *Siraj Mithoowani*
- Learning curves: Identifying learning trajectories of individual residents in a surgical residency program and the impact of gaps in surgical practice | *Stephanie Scott*
- A qualitative study exploring emergency physicians' perceptions of critical appraisal skills | *Sumintra Wood*
- Training residents in advance care planning: a task-based needs assessment using the 4-component instructional design | *Thomas Fassier*
- Nurse teachers' perceptions of interprofessional education for health professions students | *Yu Ting Kathlyn Wang*



# SHE Research

## SHE Research Programme

### Looking towards the future

The focus in our 2018-2023 programme of research, called 'Task-centered learning environments in the health professions' (see appendix 2g) is on problems that have both theoretical and practical relevance. In terms of research methods, researchers at SHE use all methods that may help to answer relevant research questions, ranging from descriptive-qualitative studies and experimental-quantitative studies, through narrative reviews and statistical meta-analyses, to short intervention studies and longitudinal design-based research projects.

The research programme spans four interrelated themes:

#### 1. Goals, values, and approaches to evaluation.

Health professions education aims to train healthcare professionals to contribute to excellent care within the dynamic context of healthcare. This requires an understanding of which competences can best be trained, how education can contribute to improving the quality of care, and how health professions education can best be evaluated.

#### 2. Approaches to instruction.

In education, there are no instructional approaches that always work: particular methods support

particular goals under particular conditions. Healthcare education in particular covers a great diversity of contexts, from classroom settings within medical schools through public health information sessions provided in the community, to tertiary care hospitals and solo practices in remote areas.

#### 3. Approaches to assessment.

Research findings consistently indicate that assessment design and assessment practices always and inevitably need compromising and that any single assessment is bound to be flawed. High-quality assessment therefore involves a combination of carefully selected assessment methods in a programme of assessment that is fit for purpose and optimally aligned with intended learning outcomes and approaches to instruction.

#### 4. Approaches to Implementation.

The effects of approaches to evaluation, instruction, and assessment are always mediated by perceptions and expectations of students, teachers, and other stakeholders. Furthermore, each local context will differ to some extent from the context in which the approach was developed and/or in which prior research was conducted, which poses many challenges to successful implementation.





The research programme was designed to cover a period of 6 years, from 2018-2023. This research programme is serving SHE well in terms of organizing and focusing on main research lines. To keep our research programme up-to-date and in line with current and anticipated developments in our field, SHE aims to start the collaborative process of jointly developing our research foci for the next 5-10 years by the end of 2021 or early 2022. Starting well before 2023 with engaging various stakeholders in the ongoing development of our research programme will contribute to the quality of the next iteration of our research programme.

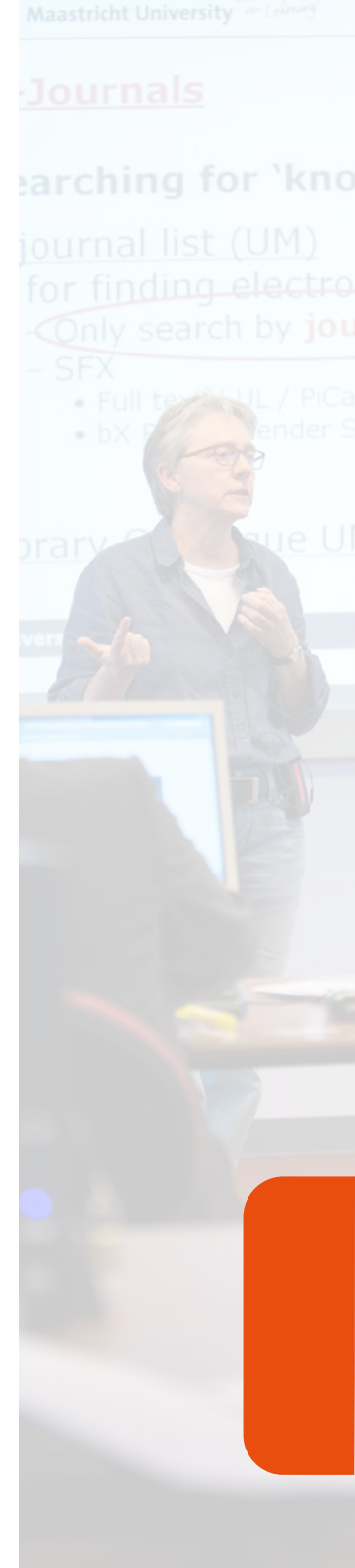
The SHE Research team has taken the lead in this process. The process of developing our future research agenda aligns with our approach to deliberately reflect on why we do research, how and where we achieve impact through our research, and enable SHE staff to make decisions in line with our shared ambitions and goals.

## PhD Programme

Due to the COVID-19 pandemic, many PhD candidates faced circumstances in 2020 that threatened their project progress. Balancing clinical work, demanding family situations and PhD research, and facing delays in data collection due to lockdown and other regulations are some of the issues they struggled with. Notwithstanding these challenges, many candidates successfully managed to redesign their projects to match the new situation.

One advantage that the crisis brought for external candidates was the increased online offer of SHE events and courses. On August 28, many SHE PhD candidates, alumni and SHE staff came together at Mini SHE Academy 2020. This event is usually organized at the AMEE conference, but moved online this year. The event focused on the Do's, Don'ts and Don't Knows of Going Digital in health professions education academia.

At the end of the event, the nominees and winner of the SHE Dissertation Award 2019 were announced. Congratulations to Martina Kelly and Kyle Wilby for their nomination, and Adam Szulewski as the winner of this award!



## PhD Dissertations

*Completed in 2020 at Maastricht University*

- **All stakeholders matter in faculty development: Designing entrustable professional activities for small group facilitation** | *Iqbal, Z.*  
*Date of defense: December 15, 2020 | Supervisors: J.J.G. van Merriënboer, K.D. Könings, M. Al-Eraky*
- **Nationwide implementation of medical skills training laboratories in a developing country: studies from Vietnam** | *Tran, QT.*  
*Date of defense: December 9, 2020 | Supervisors: A.J.J.A. Scherpbier, J. van Dalen, E.P. Wright*
- **Making the Implicit Explicit: Uncovering the Role of the Conceptions of Teaching and Learning and the Perceptions of the Learning Climate in Postgraduate Medical Training** | *Pacifico, J.*  
*Date of defense: November 30, 2020 | Supervisors: C.P.M. van der Vleuten, S. Heeneman*
- **Why do doctors work for patients? Medical professionalism in the era of neoliberalism** | *Nishigori, H.*  
*Date of defense: November 17, 2020 | Supervisors: T. Dornan, J.O. Busari*
- **Competency-based portfolio assessment - Unraveling stakeholder perspectives and assessment practices** | *Oudkerk Pool, A.*  
*Date of defense: November 6, 2020 | Supervisors: E.W. Driessen, A.D.C. Jaarsma, M.J.B. Govaerts*
- **Lifelong learning in radiology: all eyes on visual expertise** | *Geel van, K.*  
*Date of defense: November 5, 2020 | Supervisors: J.J.G. van Merriënboer, S.G.F. Robben, E.M. Kok*
- **Pursuing - High-Value, Cost-Conscious Care - The Role of Medical Education** | *Stammen, L.*  
*Date of defense: October 16, 2020 | Supervisors: L.P.S. Stassen, F. Scheele, E.W. Driessen, R.E. Stalmeijer*
- **Assessment of physicians' professional performance using questionnaire-based tools** | *Meulen van der, M.*  
*Date of defense: October 15, 2020 | Supervisors: M.G.A. Oude Egbrink, M.J.M.H. Lombarts, S. Heeneman, C.P.M. van der Vleuten*
- **Contextual attributes fostering self-regulated learning in a teacher-centered culture: learner's professional identity formation is a trigger** | *Matsuyama, Y.*  
*Date of defense: October 5, 2020 | Supervisors: C.P.M. van der Vleuten, J. Leppink*

- **Growing knowledge, supporting students' self-regulation in problem-based learning** | *Rovers, S.*  
*Date of defense: September 16, 2020 | Supervisors: J.J.G. van Merriënboer, A.B.H. de Bruin, H.H.C.M. Savelberg*
- **Conceptualizations of remediation for practicing physicians** | *Bourgeois-Law, G.*  
*Date of defense: September 3, 2020 | Supervisors: P.W. Teunissen, G. Regehr, L.V. Varpio*
- **A Critical Review of Global Curriculum Development, Content and Implementation in Oncology** | *Giuliani, M.*  
*Date of defense: May 19, 2020 | Supervisors: E.W. Driessen, J. Frambach, T. Martimianakis*
- **Selection for medical school; the quest for validity** | *Schreurs, S.*  
*Date of defense: March 20, 2020 | Supervisors: M.G.A. Oude Egbrink, J.A. Cleland, C.B.J.M. Cleutjens*
- **Resident Sensitive Quality Measures: Defining the Future of Patient-Focused Assessment** | *Schumacher, D.*  
*Date of defense: March 19, 2020 | Supervisors: C.P.M. van der Vleuten, J.O. Busari, C.L. Carraccio, E. Holmboe*
- **To be continued.... Supporting physicians' lifelong learning** | *Sehlbach, C.*  
*Date of defense: February 21, 2020 | Supervisors: E.W. Driessen, G.G.U. Rohde, F.W.J.M. Smeenk, M.J.B. Govaerts*

### *Completed in 2020 at other universities*

- **Anchoring the design process - A framework to make the designerly way of thinking explicit in architectural design education** | *Van Dooren, E.*  
*Date of defense: October 15, 2020 | Supervisors: M.F. Asselbergs, M.J. van Dorst, H.P.A. Boshuizen, J.J.G. van Merriënboer*
- **Professionalism and Teaching Clinical Reasoning in Medical Education** | *Rumayyan, A.*  
*Date of defense: August 27, 2020, University of Rotterdam | Supervisors: H. Schmidt, W. van Mook, S. Mamede*
- **What Do I Know and Where Do I Go? The Effects of Guidance on Task Selection** | *Nugteren, M.*  
*Date of defense: June 12, 2020, Utrecht University | Supervisors: L. Kester, H. Jarodzka, J.J.G. van Merriënboer*
- **Improving obstetrical care by multidisciplinary team training for patient referral situations. The LOCOMOTIVE Study: Local Obstetrical Collaboration Multidisciplinary On-site Teamtraining effectIVENess Study** | *Romijn, A.*  
*Date of defense: March 27, 2020, VU University Amsterdam | Supervisors: M. de Bruijne, P.W. Teunissen, C.J.M. de Groot, C. Wagner*

## PhD Projects SHE

### *Started in 2020*

- What Are the Challenges Faced by Residents in Developing Self-Regulated Learning Strategies for Life-Long Learning | *Indra Ganesan*
- Understanding and Facilitating Near-Peer-Teaching in Ultrasound Education | *Roman Hari*
- Evaluation of the implementation of a national bronchoscopy simulation training for pulmonology residents in the Netherlands | *Eveline Gerretsen*
- Palliative Care Education for Health Professions Students: An Interprofessional Shared Decision-Making Approach | *Lama Sultan*
- Task Centred Learning That Intertwines Teaching of Ultrasound Guided Peripheral Vascular Access in Children with Deliberate Practice Skills | *Martien Humblet*
- The influence of open-ended tasks, study peers, and cognitive feedback on intrinsic motivation in whole-task learning environments | *Hao Yu*
- Development of the caudal part of the human embryo | *Nuthmethee Kruepunga*
- Beyond Competence: Preparing Doctors for the Real World of Practice | *Hannah Gillespie*
- Understanding How Organizational Conditions Enable and Inhibit Interprofessional Collaborative Practice in Primary Care Settings | *Maria Levis-Peralta*
- Unraveling Professional Identity Formation in Surgical Residency | *Jeroen Bransen*
- The Role of Clinical Competency Committees (CCCs) in Assessment for Learning | *Andem Ekpenyong*
- Reading the brain waves: designing an electroencephalography (EEG) eLearning environment through cognitive apprenticeship | *Andres Fernandez*
- Closing the Feedback Loop in Workplace-Based Learning in Undergraduate Health Profession Education | *Javiera Fuentes Cimma*
- Developing the Attributes of Cultural Humility in the Context of Cross-Cultural Medical Education and Health Care Service Delivery in a Cohort of Undergraduate Students | *Gerda Botha*



- Physician Leadership Development in Rural and Remote Areas of Indonesia: Developing, Implementing, and Evaluating an Educational Intervention | *Fury Maulina*
- Anatomy: Achieving Deep Learning and Transfer of Knowledge with Limited Educational Resources | *Clovis Paulin Baramburiye*
- Designing virtual patients in dental education based on the 4C/ID model | *Fatemeh Janesarvatan*
- Educational Strategies Using Cues to Improve 'Comfort with Uncertainty' in Clinical Decision Making | *Colin McMahon*
- Boosting and evaluating autonomous motivation with Learning and Teaching Community | *Yuanyuan Zhu*
- Hidden Doubles in Healthcare | *Katie Walker*
- Recognising and Fostering Self-Regulated Learning | *Jeroen van der Linden*
- Enabling Participation of Children with Special Educational Needs in Dutch Primary Schools Applying an Integrated, Collaborative Intervention Between Teachers and Occupational Therapists | *Sarah Meuser*
- Managing Complexity in Undergraduate Medical Education: A Whole-Task Learning Approach Applied to an EPAs-Based Curriculum | *Julio García*



## SHE Projects Output and impact in the spotlight

### Pasemeco

#### Improving palliative care education for our future doctors

Pasemeco was a national project aimed at improving palliative care education in undergraduate medical curricula in the Netherlands. The Pasemeco project ran from 2016 to 2020 and was funded by ZonMw, as part of the National Programme Palliative Care. All eight universities in the Netherlands that offer undergraduate medical curricula have committed to this project. During the entire project, Pasemeco supported teachers of all eight medical schools in the Netherlands to implement new education about palliative care in their curriculum. Changes ranged from very small, e.g. replacing an example or a patient case in existing education, to substantial efforts to design and implement new workshops, learning tasks or courses.

The Pasemeco project collected educational materials about palliative care in the Pasemeco toolbox, that contains small assets, such as video clips and patient cases, as well as elaborated lessons, learning tasks or modules with teacher and student instructions. The toolbox allows teachers to search for materials and use them or adapt them to their needs. The Pasemeco

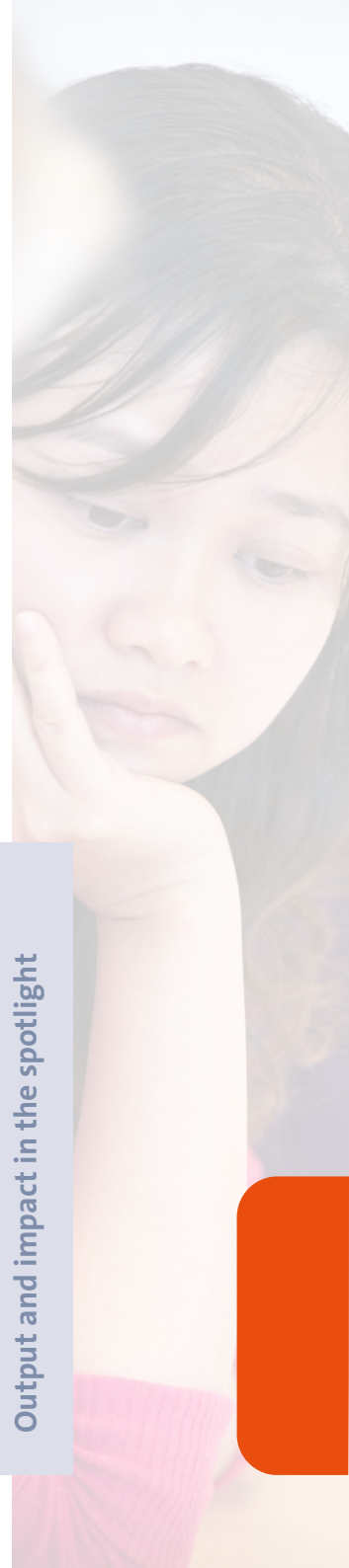
# pasemeco

palliatieve zorg  
in medisch onderwijs

team also developed new materials for topics that were not sufficiently covered yet: 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. Two of these were evaluated in scientific studies.

### Output and impact in 2020: [www.pasemeco.nl](http://www.pasemeco.nl)

- *The Pasemeco Toolbox was merged with the Edupal toolbox and moved to Palliaweb at 1-6-2020: <https://palliaweb.nl/onderwijsmaterialen>*
- *Symposium HOOP: Hulp bij Onderwijs over Palliatieve Zorg (October 8, 2020)*
- *Pieters, J., Dolmans, D. H. J. M., van den Beuken-van Everdingen, M. H. J., Warmenhoven, F. C., Westen, J. H. & Verstegen, D. M. L., A National, Palliative Care Competency Framework for Undergraduate Medical Curricula. *International Journal of Environmental Research and Public Health*. 2020:17, 7, 9 p., 2396.*





## SafePat

### Excellence in patient safety in cross-border regions

In border-regions in the European Union, patients as well as healthcare providers cross borders more and more. This can be advantageous when care is more specialized, cheaper or more readily available in a neighboring country. However, fragmentation of care and disconnection between healthcare systems could amplify patient safety risks. Critical moments in the chain of patient safety are the patient's admission to hospital, transfer within or between hospitals, and discharge from the hospital to other healthcare providers like general practitioners, also known as handovers. Handover is a risky event. It is associated with medication errors, increased length of stay, increased in-hospital complications and decreased patient satisfaction. The Euregion Meuse-Rhine (EMR) is an example of an area where international healthcare is a topic of focus. In this region, Belgium, Germany and the Netherlands form a border triangle. Healthcare institutions in this area deal with additional challenges related to, for example, difference in system, culture and language. Obtaining a better understanding of the challenges related to international healthcare and patient safety enables supporting stakeholders involved in it to overcome these challenges. The SafePat project worked on overcoming these challenges with specific interventions, e.g. training and community building. A total of six hospitals and educational

institutions in the region formed the SafePAT consortium. The SafePAT project ran from 2014 to 2020, was supported by Interreg and co-financed by the regional provinces and all partner institutions.

### Output and impact in 2020: [www.safepat.eu](http://www.safepat.eu)

- *Beuken, J. A., Verstegen, D. M. L., Dolmans, D. H. J. M., Van Kersbergen, L., Losfeld, X., Sopka, S., Vogt, L. & Bouwmans, M. E. J., Going the extra mile - cross-border patient handover in a European border region: qualitative study of healthcare professionals' perspectives. BMJ Quality & Safety. 2020:29, 12, p. 980-987 8 p.*
- *Beuken, J., Bouwmans, M. Vogt, L., Dolmans, D., Daniëlle Verstegen, Hoven, M. (2020). Knowing me, knowing you. - Establishing shared mental models to support health-care professionals in cross-border collaboration in a European border-region. AMEE 2020 The Virtual Conference (p. 260)*
- *Use of research findings (Beuken et al., 2020) for a workshop to MUMC+ physicians in training, on June 25<sup>th</sup> and November 26<sup>th</sup>. Beuken, J. A., Verstegen, D. M., Dolmans, D. H., Van Kersbergen, L., Losfeld, X., Sopka, S., Vogt L., & Bouwmans, M. E. (2020). Going the extra mile-cross-border patient handover in a European border region: qualitative study of healthcare professionals' perspectives. BMJ quality & safety, 29(12), 980-987.*



## Study Smart

The Study Smart programme is a learning strategy training for first-year students, aiming to create awareness of, practice with, and reflection on effective learning strategies with the ultimate goal to sustainably increase students' use of these strategies and improve their learning. Its vision is to reduce differences between students and create equal chances of study success and life-long learning for all students. To support students' use of effective learning strategies and translate empirical evidence to students' practice, the Study Smart programme was developed at Maastricht University in 2017. The Study Smart project is an EDLAB innovation project, led by a team of project members (one from each UM faculty), and chaired by Prof. Anique de Bruin (FHML). It was partially funded by a Comenius Teaching Fellowship from the Dutch Ministry of Education and ran from 2017-2020. The Study Smart project team provides train-the-trainer sessions to all teachers, tutors, or mentors who then provide the training to their students. In two 2-hour sessions, the future Study Smart trainers become acquainted with the Study Smart training, learn about relevant background theory and experience the training themselves. Based on insights during the training sessions and feedback, the Study Smart training is subject of constant evaluation, analysis and redesign to improve and update the programme continuously. The Study Smart programme has been implemented at all faculties of UM and is also implemented outside of UM at universities (of applied sciences) nationally and internationally (e.g., Portugal, US, Barbados).

### Output and impact in 2020: [www.studysmartpbl.com](http://www.studysmartpbl.com)

- Biwer, F., de Bruin, A. B. H., Schreurs, S., & oude Egbrink, M. G. A. (2020). *Future Steps in Teaching Desirably Difficult Learning Strategies: Reflections from the Study Smart Program*. *Journal of Applied Research in Memory and Cognition*, 9(4), 439-446. doi: <https://doi.org/10.1016/j.jarmac.2020.07.006>
- Biwer, F., oude Egbrink, M. G. A., Aalten, P., & de Bruin, A. B. H. (2020). *Fostering Effective Learning Strategies in Higher Education-A Mixed-Methods Study*. *Journal of Applied Research in Memory and Cognition*. doi: <https://doi.org/10.1016/j.jarmac.2020.03.004>
- Biwer, F. (2020, Apr 17 - 21). *How to Study Smart: Insights from an Evidence-Based Learning Strategy Intervention [Paper Session]*. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/vl6ycfx>
- Biwer, F. and Schreurs, S. (2020). *Online Lunch Lecture "The Study Smart program"*, Department of Educational Development and Research, FHML
- Biwer, F., oude Egbrink, M., Schreurs, S., & de Bruin, Anique (2020). *Zeven Tips om Effectieve Leerstrategieën te Leren [Praktijk Paper]*. NVMO conference online.
- Biwer: Nomination for the Best Practice Paper award at NVMO 2020 for the paper 'Zeven Tips om Effectieve Leerstrategieën te Leren'



- Biwer, F. (2020). *Study Smart - the art of effective learning strategies* [online interactive lecture]. Wellbeing Week 2020, Maastricht University, [www.aanmelder.nl/wellbeingweek2020/wiki/563291/events](http://www.aanmelder.nl/wellbeingweek2020/wiki/563291/events)
- The Learning Scientists (2020, August 21). Bite size research - Learning Strategy Intervention [Vlog post]. Retrieved from [www.learningscientists.org/blog/2020/8/20-1](http://www.learningscientists.org/blog/2020/8/20-1)
- The Effortful Educator (2020, May 22). Desiring Difficulties [Blog post]. Retrieved from <https://theeffortfuleducator.com/2020/05/22/desiring-difficulties>
- De Bruin, A.B.H. (2020). *Study Smart. Effectieve leerstrategieën om leerresultaten te verbeteren*. Invited webinar for Hogeschool Zuyd, Heerlen, The Netherlands.

## Selection of other output and impact in 2020

### Articles

- Paas, F. & van Merriënboer, J. J. G., *Cognitive-Load Theory: Methods to Manage Working Memory Load in the Learning of Complex Tasks*. Aug 2020, In: *Current Directions in Psychological Science*. 29, 4, p. 394-398 5 p., 0963721420922183.
- Brown, J., Reid, H., Dornan, T., & Nestel, D. (2020). *Becoming a clinician: Trainee identity formation within the general practice supervisory relationship*. *Medical Education*, 54(11), 993-1005. <https://doi.org/10.1111/medu.14203>
- Salim, S. Y., Govaerts, M., & White, J. (2020). *The Construction of Surgical Trust: How Surgeons Judge Residents' Readiness for Operative Independence*. *Annals of Surgery*, 271(2), 391-398. <https://doi.org/10.1097/SLA.0000000000003125>

### Invited lectures for scientific audiences

- Lianne M. Loosveld, Pascal W.M. Van Gerven (2020, November). *The how, what and why of mentoring*. Invited webinar, presented online at AMEE fall Webinar series.
- Meeuwissen, S.N.E. (2020, June). *Multiple-role mentoring: mentors' conceptualizations, enactment and role conflicts*. Invited webinar, national forum on coaching and feedback in CBME by the Royal College of Physicians and Surgeons of Canada
- De Bruin, A.B.H. (2020, November). *Grenzen aan het zelf in zelf-regulatie*. Invited keynote at the NVMO conference, Leiden, The Netherlands.
- Heeneman S (2020, November) 'Programmatic assessment - Principles and Implementations worldwide' Invited Keynote at Ribeirão Preto International Conference on Assessment in Health Professions Education (Brasil).
- Innovative designs (instructional or educational) Dolmans, D.H.J.M. - *Problem-based learning - Four learning principles* - [www.maastrichtuniversity.nl/four-modern-learning-principles-pbl](http://www.maastrichtuniversity.nl/four-modern-learning-principles-pbl)
- Revised MHPE curriculum - <https://she.mumc.maastrichtuniversity.nl/mhpe-programme-structure-and-academic-calendar-2021-2022>

### Examples of use of research

- Sehbach, C, Dolmans, D. (2020, January). *Workshops: Principles of PBL & The role of the tutor*, United Arab Emirates University, Al Ain, United Arab Emirates
- Teunissen, P.W., *Research is currently being used in the development of a new national residency program for obstetrics & gynecology in The Netherlands*. More information available at [www.nvog.nl/organisatie/koepel-opleiding/landelijk-opleidingsplan-gynaecologie-en-obstetrie-logo](http://www.nvog.nl/organisatie/koepel-opleiding/landelijk-opleidingsplan-gynaecologie-en-obstetrie-logo)
- Dolmans D. *Podcast: Problem-based learning and Team-based learning: Your new educational super strategy*. Podcast, June 5, 2020. Mayo Clinic Educator's Central Podcast. Mayo Clinic USA. <https://mayocliniceducatorscentral.blubrry.net/2020/06/05/problem-based-learning-and-team-based-learning-your-new-educational-super-strategy-ep16/>
- Bransen, D (2020, March 16). *Beyond the self: the role of co-regulation in medical students' selfregulated learning*. <https://medicaleducation.podbean.com/e/beyond-the-self-the-role-of-coregulation-in-medical-students-selfregulated-learning-interview-with-derk-bransen>

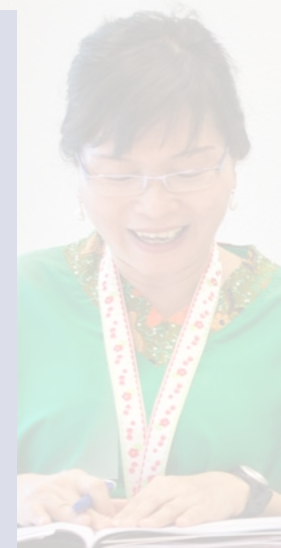


### Awards, grants, AMEE Guides and other

- *Pijera-Díaz, H. J. (2020, March). Best Programme Committee Member Award of the 10th International Learning Analytics and Knowledge Conference (LAK20).*
- *Regehr G. (2020, October). Awarded Karolinska Institutet Prize for Research in Medical Education (75,000 Euro associated with Prize).*
- *Bourgeois-Law, G, Teunissen P, Regehr G, Varpio L (2020, November). Best Paper award at Meeting of the Association of American Medical Colleges Research in Medical Education.*
- *Dolmans, D. Listed as top 2% scientist, including all scientists within the top 2% of scientists of their main subfield discipline assessing scientists for career-long citation impact up until the end of 2019. Ioannidis, J. P., Boyack, K. W., & Baas, J. (2020). Updated science-wide author databases of standardized citation indicators. PLoS Biology, 18(10), e3000918.*
- *Meeuwissen, S.N.E. (2020, november). Marijke Sterman Prijs, Nederlandse Vereniging Medisch Onderwijs. Award for societal engagement, altruism and being a connector of people both within and outside doctoral research.*
- *Comenius Senior Fellowship: To kill two birds with one stone: Learning and Teaching Communities to support autonomous related and competent students and teachers. Comenius project. NWO-NRO, project number*

*405.19865.483 Comenius by Hans Savelberg, Diana Dolmans, Leo Koehler and Piet Leroy. 2019-2021; 1-5-2019 t/m 31-10-2021, NWO -NRO Grant - Comenius Beurs Senior Fellow Project coordinator: Maastricht University. Total sum: € 100.000,-*

- *Atherley, A., Hu, W., Teunissen, P. W., Hegazi, I., & Dolmans, D. (2020). Appraising the use of smartphones and apps when conducting qualitative medical education research: AMEE Guide No. 130. Medical Teacher, 1-7.*
- *Schreurs, S (2020, April). Interview entitled “Selectie op competenties werkt wel” in ScienceGuide (21.4.2020)*
- *Sehlbach, C. (2020). Top 5 Best Doctoral Reports at AMEE 2020. Certificate of Achievement for Doctoral Report at AMEE 2020.*
- *Biwer, F (2020). KNAW Face of Science - [www.knaw.nl/nl/actueel/nieuws/faces-of-science-breidt-uit-twaalf-nieuwe-onderzoekers-gaan-bloggen-over-hun-leven-in-de-wetenschap-3](http://www.knaw.nl/nl/actueel/nieuws/faces-of-science-breidt-uit-twaalf-nieuwe-onderzoekers-gaan-bloggen-over-hun-leven-in-de-wetenschap-3)*



# SHE Collaborates

## Staff and Project Managers

Geraldine Beaujean, Emmaline Brouwer, Marlieke Bouwmans, Rikus Nieuwenhuijs, Marijke Kruithof, Mohammed Meziani, Tchitula Teuns, Yoka Cerfontaine, Hennie Sijen

## Examples of partnerships and ongoing projects in 2020

### Moi University - Kenya

#### Follow-up Support of Training Programme in Bachelor of Science in Medical Psychology in Kenya

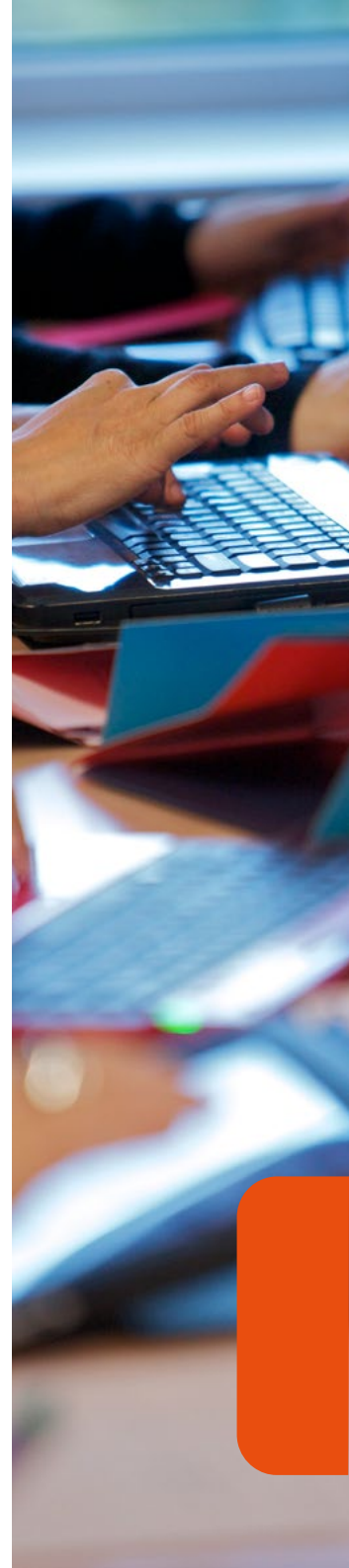
Moi University and Maastricht University are partners since the 90s. A new collaboration was set up to support staff development and curriculum development (including a research component) in the areas of medical psychology and education necessary for the successful continuation of the newly implemented Bachelor in Medical Psychology programme. The first project (2015-2017), funded by Diorapthe Foundation, focused on assistance in the development of curriculum content and implementation, train-the-trainer activities, and purchase of teaching equipment. The follow-up project (2018-2020), also supported by Diorapthe, had three top priorities: 1) Expanding the

core group of teaching staff in the Department of Behavioural Sciences to coordinate and deliver the bachelor programme, 2) Further development and implementation of course guides for staff and students, including alignment with skills education, and 3) Expanding efforts to increase awareness about the role of medical psychologists in the healthcare system and to create job opportunities for graduates. Today, the skills laboratory offers specific practical skill training, it is a firmly established part of medical education offering the possibility of training clinical/psychological procedures in a safe and fault-forging environment prior to real life application in the clinical rotations, practicum, or at the workplace.

### Maastricht University - the Netherlands

#### International Project Development

At SHE Collaborates we were inundated by requests for extra-curricular training on health projects related work. We received questions from both students and staff such as “What is the reality in the field?”, “How do we conceptualize and capture an idea so that it can be implemented in practice?”, and “How does the world of project funding work?”. In response, SHE Collaborates designed and implemented the extra-curricular 14-week course, International Project Development, which simulates conditions in the realm



of global health funding and projects. The pilot took place in the academic year 2019-2020 with a cohort of 14 FHML students. It turned out to be a great success, which secured support for a second run in the year 2020-2021. During the second run, the student responses were overwhelming, and competition was fierce; numerous applications were whittled down to a final 21. As was the case in the previous year, the students did not disappoint. Steered by the SHE Collaborates coaches, these future change-makers dared to dream, share, learn and produce creative proposals.



*Members of the Behavioural Sciences Department and Moi Teaching and Referral Hospital Psychology Department, workshop 18 Oct 2020*

### **Universidade Católica de Moçambique (UCM) and the Instituto Superior de Ciências de Saúde (ISCISA) - Mozambique**

#### **Capacity building for innovative interventions and services on sexual and reproductive health and rights**

From 2017 onwards SHE Collaborates cooperates with Universidade Católica de Moçambique (UCM) and the Instituto Superior de Ciências de Saúde (ISCISA) in Mozambique in the area of sexual and reproductive health and rights. The programme is funded by the Dutch Ministry of Foreign Affairs through Nuffic. University students are at increased risk of contracting a sexually transmitted disease (incl. HIV) because of risk-taking sexual behaviour in a new and liberal living environment. Within this project, there is a focus on improving SRHR services and campaigns for students and staff. Via outreach activities, the scope of the project will be extended to other educational institutions, policymakers, and communities.

#### **Care for Beira - all under one roof!**

A humanitarian disaster happened in Mozambique. Thursday evening, 14 March 2019, cyclone Idai made landfall in the port city of Beira. The tropical storm raged over the country for two days. Heavy rainfall and strong winds left widespread devastation. Beira in particular was hit hard. 90% of the city was damaged



or destroyed. Around 483,000 people lost their homes as a result of the disaster, which also hit neighbouring Zimbabwe and Malawi.

Universidade Católica de Moçambique (UCM) in Beira, a collaboration partner of the School of Health Professions Education of Maastricht University, had been hit hard and could no longer function. For 30 years, UM (SHE Collaborates and MUNDO) has been working together on projects related to the development of the health and medical faculty of the university in Beira. This includes faculty development, curriculum revision, staff training, educational innovations, and more generally, health promotion in Mozambique. Maastricht University immediately came into action to help by organising a campaign Care for Beira - all under one roof! ([www.umcrowd.nl](http://www.umcrowd.nl)), which collected € 39.515,48 in 2020 for the recovery of the roofs of UCM buildings.



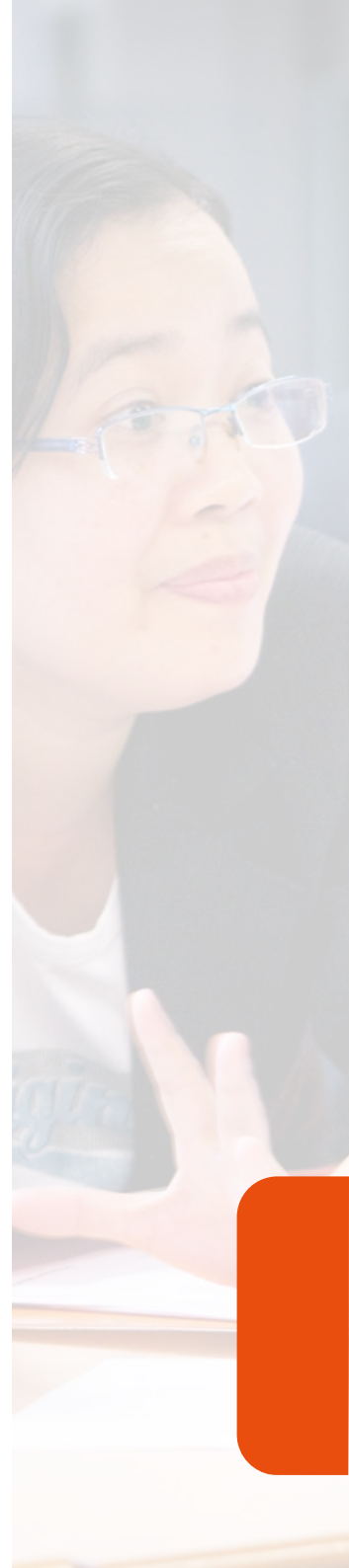
*Winning proposal: Improving women's health and education equality in Ilula region, Tanzania.*

## New projects in 2020

### **University of the Philippines College of Medicine and University of the Philippines School of Health Sciences - the Philippines**

#### **Social Innovation for Sexual and Reproductive Health and Rights**

This one-year project, started January 1, 2020, concerns the strengthening of the Sexual Reproductive Health and Rights (SRHR) capacity of the SIHI Philippines Hub and University of the Philippines SHS and College of Medicine. The SIHI Philippines Hub, as part of the University of the Philippines, has knowledge and skills on social innovation and experience in community health practices and interventions aimed at behavior change. This project aims to capacitate staff of the project partners to serve as trainers to health professionals and community health workers by using a participatory approach and in the broader topic of sexual and reproductive health and rights and gender. Additionally, the members of the SIHI Philippines Hub will support community SRHR initiatives into effective interventions aimed at changing towards healthier sexual and reproductive behavior. Thus far, staff has been trained in Intervention Mapping, Community Engagement, and Introduction to SHRH. Due to the Covid-19 Pandemic, all trainings were online, and the project has been delayed for one year.



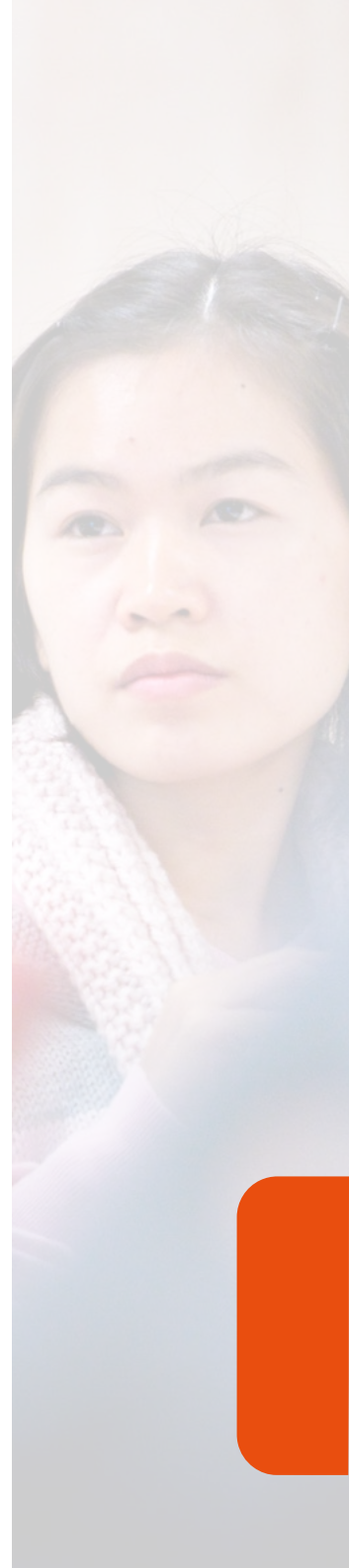
**University of Makeni (UNIMAK) and School of Midwifery Makeni (SoMM) - Republic of Sierra Leone**  
**Improving quality of Health Profession educators, by offering a specialization track in the Bachelor of Education'**

The University of Makeni (UNIMAK) and the School of Midwifery Makeni (SoMM) want to develop a specialization track in Health Professions Education (HPE), as part of the Bachelor in Education. This track is aimed at (health) professionals involved in the teaching of future health professionals. SoMM and UNIMAK currently lack the expertise to set up this specialization track and this project will support the development of the required expertise including curriculum design, enabling learning in students, student-centered teaching designs, interactive teaching skills, and assessment in health professions education.

**EDU - Malta**

**EDU Medical and Maastricht University cooperate on quality of teaching**

In 2020, EDU (Europe's first digital institution of higher education offering a medical degree), and Maastricht University/SHE Collaborates have started a collaboration. This partnership is aimed at ensuring the quality of teaching medicine at EDU. Currently, EDU has approximately 60 students in their bachelor programme and is in the process of developing the master programme in Human medicine as well. The full programme will last 5 years. SHE Collaborates manages the project, in which experts from Maastricht University will assist EDU in their mandate to offer a high-quality educational programme through curriculum review. Visits to observe the teaching practice in the affiliated hospitals are also part of the collaboration. The evaluation is intended to comment on the quality of teaching concerning meaningful, relevant, and measurable learning outcomes.



# Future of SHE

The activities and output presented in this Annual Report 2020 show the diverse ways in which SHE makes impact. We will continue to make a difference in health professions education through the connection of research, education and innovation. In the short term, we plan to learn from a mid-term review in 2021.

The School of Health Professions Education (SHE) has engaged in a six-year review process of the years 2012-2017. In between six-yearly reviews, a mid-term review can be organized. SHE has decided to conduct a mid-term review including a virtual site visit by a review committee in 2021 on the years 2018-2020. The reasons for organizing a mid-term review are 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.

In the long term, SHE will focus on further increasing the impact of its activities internationally and loco-regionally. Building on our ongoing investment in a healthy academic culture, research ethics, and an open and inclusive workplace we strive to create the foundation for impactful research and innovation in the domain of health professions education.

A further development of the research programme is planned to start at the end of 2021 or the beginning of 2022. That will enable choices on topics that need additional attention to further improve HPE. Finally, SHE invests in strengthening the synergy between its three core activity domains; SHE Research, SHE Collaborates, SHE Educates.





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