Annual scientific report 2016
Lifelong Learning, Education & Assessment Research Network (LEARN)

Research Institute SHARE
UMCG Graduate School of Medical Sciences
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Introduction

The Lifelong Learning, Education & Assessment Research Network, commonly known as LEARN, is a research programme that participates in the research Institute School of Health Research (SHARE) and the Graduate School of Medical Sciences (GSMS) of the University Medical Center Groningen (UMCG). LEARN was founded in June 2016 as a result of the initiative of Professor Debbie Jaarsma. Under her guidance, the research group has established an extensive network of collaborating scientists at an institutional, national and international level.

The mission of LEARN

The mission of LEARN is to contribute to excellent and safe healthcare by improving and advancing health professions education across the continuum of education and practice from first-year (medical) students to experienced healthcare professionals in the final stage of their careers. Central to this mission is high quality multidisciplinary research and teaching within the broad domain of health professions education, ranging from undergraduate programmes in medicine, dentistry, pharmacy and nursing through PhD programmes, to workplace-based learning for all kinds of health professionals. Since LEARN is strongly linked to both undergraduate and postgraduate activities, it serves as a resource to support best practice in educational programme design and delivery including assessment, within the UMCG and its affiliated teaching hospitals. The LEARN programme nourishes the concept of lifelong learning. LEARN views the concept of lifelong learning as being integrated in a learning culture or learning organization, serving as a basis for continuously improving quality and safety in health care.

LEARN will help shape theories, learning activities and learning culture in the domain of health professions education by (1) creating new knowledge through research and informed innovation; (2) building scholarly capacity through faculty development and mentorship activities; and (3) fostering a culture of collaboration and scholarly thinking in health professions education.

Continuous educational innovation is a core component of the missions of the Research Institute SHARE, the University Medical Center Groningen and the University of Groningen. Educational research is essential for finding new and better ways to educate health professionals and prepare them to fulfill the UMCG Healthy Ageing mission. The relevance of the LEARN research programme and its members’ expertise for Healthy Ageing is threefold. By educating health professionals in the best possible way, supported by the best available scientific evidence, we strive to prepare (future) health professionals who are able to work and learn in alignment with the UMCG Healthy Ageing mission. It is becoming increasingly clear that medical care for elderly people should focus on person-centred instead of disease-centred care, medical-technical care. This insight not only requires a paradigm shift in the training of healthcare students and the house staff of a hospital, but also indicates a need for the existing faculty to engage in lifelong learning activities in order to accommodate both patients and learners with new needs.

The LEARN programme

Research in health professions education aims to deepen and enrich the understanding of teaching and learning practices and culture. The scope of research ranges from the processes of admission into a health professions programme to the development and maintenance of competence and continuing professional development and identity processes engaged throughout a professional’s career.

The LEARN research programme is currently in the developmental phase. There are three main themes which are closely aligned with educational development within the undergraduate and postgraduate medicine and health professions curricula:

1. Lifelong Learning, Learning Environments and Assessment
   The first theme is concerned with research of learning environments and culture and assessment practices that challenge learners to become active, self-directed/self-regulated learners throughout their professional careers (lifelong learning). It also covers the impact of the educational environment on the learners’ wellbeing and the mutual relationship between educational climate and faculty wellbeing and development. This also involves developing a learning culture in which striving for continuously improving quality and safety of healthcare is a central theme.

2. Medical Skills Acquisition, Simulation and (Team)training
   The second theme focuses on researching professionals’ skills acquisition, simulation and training, such as:
   - instructional design for skills training and development of simulation/games.
   - health care professional-patient communication, with a focus on patient-centred communication, person-centred care and patient safety and interprofessional collaboration.

3. Curriculum Development, Implementation and Evaluation
   The third research theme is concerned with the (decision-making) change processes related to innovation and development of curricula, curriculum
implementation and quality assurance and evaluation. Studies within this theme typically focus on:

- leadership in educational change projects
- specific innovations, such as programmatic assessment, longitudinal professional development courses, learning communities.

The LEARN team

The LEARN team is multidisciplinary in composition and includes (medical) educationalists, medical specialists, nurses, social scientists (psychology, sociology, business and economics), linguists, basic and applied health scientists, teachers and students. Professionals of different departments and faculties participate in the team to collaborate across areas. Both the total program and the team members maintain close links with the educational organizations within the UMCG and the affiliated teaching hospitals. Besides, links are established and maintained with health care practices (departments, care trajectories) within the UMCG. These collaborations will strengthen educational exchanges in both the undergraduate and postgraduate settings and provide routes for the implementation of research findings into practice. In particular, most research is explicitly undertaken in collaboration with the educational organizations and the affiliated teaching hospitals and, therefore, often initiated and informed by (medical) practice.

The LEARN team has several related responsibilities, such as: providing guidance, information and recommendations with respect to educational development and quality, quality of care and conducting research; developing positive academic mindsets among staff members of the UMCG and its affiliated hospitals; and increasing the reputation and international visibility of LEARN in the field of research in (health sciences) education.

Programme leader of LEARN is professor dr. Debbie Jaarsma. The team consists of:

- Fourteen professors: prof.dr.ir. Kees Ahaus (PI); prof.dr. Jan Borleffs; prof.dr. Nico Bos; prof.dr. Paul Brand (PI); prof.dr. Rijk Gans (PI); prof.dr. Erik Heineman (PI); prof.dr. Debbie Jaarsma (PI); prof.dr. Jan Kuks (PI); prof.dr. Jan ter Maaten; prof.dr. Jean-Pierre Pierie (PI); prof.dr. Petrie Roodbol (PI); prof.dr. Sophia de Rooij (PI); prof.dr. Jaap Tulleken; and prof.dr. Harry van de Wiel (PI).
- 32 PhD students: Marieke Adema; Robbert Bosker; Dario Cecilio Fernandes; Ids Dijkstra; Anne van Gaalen; Wieke van der Goot; Petra van Heugten; Yvonne ten Hoeve; Marianne van Houten-Schat; Petra Huizinga-de Jong; Lisanne Hut-Mossel; Mirjam Kajser; Tamara Köhler; Kelvin Kramp; Luppo Kuilman; Derek Kuipers; Nico Leenstra; Jolise ‘t Mannetje; Patrick Nieboer; Fundhy Prihatanto; Nienke Renting; Laura Smids; Lodewijk Schmit Jongbloed; Nienke Schripsema; Kiki Spanjers; Yoyo Suhoyo; Gepke Veenstra; Floor Velthuis; Stefan van Vendeloo; Martha van der Wal; Yan Zhou and Tom van Zwieten.
- One manager & information specialist: Tineke Bouwkamp-Timmer.

Fostering academic mindsets

LEARN has a focus on developing academic thinking among its members as well as the teaching staff of the UMCG and its affiliated hospitals. LEARN aims to bring communities together and create a platform to share knowledge, expertise, experience, research findings and to learn from each other.

To that end, we have the following initiatives:

- Establishing and maintaining a co-workspace with a library, flex-desks and informal meeting facilities for researchers and teaching staff. The library contains medical education books, theses and journals (coordinator: Tineke Bouwkamp-Timmer)
- Six times a year, LEARN organises 3-hour seminar sessions on a broad range of topics related to the research themes and beyond. The seminars are open for all interested in (evidence-based) education (in the UMCG and the affiliated hospitals) to attend.
- Twice a year, all PI’s and senior researchers gather for a half-day meeting, chaired by the programme leaders, in order to review research progress, anticipate submitting collaborative grant applications and network.
- Once a year, a LEARN symposium is organized where the entire group of PI’s, senior researchers, PhD students and collaborating researchers meet to share ideas and to engage in constructive controversy to stimulate creativity and innovation. This year, the first LEARN symposium was organized (see: Launch of LEARN).
- Every month, subgroups of LEARN organize research meetings in which PhD students and their supervisors discuss their work and relevant topics in the field of interest.
- Membership of the Dutch Medical Education Association (NVMO) and participation in special interest workgroups on different medical education topics. The NVMO has an institutional membership of the Association for Medical Education in Europe (AMEE), which includes all its members.
Launch of LEARN

The launch of LEARN involved a full-day symposium discussing various health sciences education topics from different perspectives. On 16 December 2016, the first Lifelong Learning, Education & Assessment Research Network (LEARN) symposium took place in the UMCG Education Center. The goal of the symposium was twofold. First, to present our research work to a broader audience. Second, to create a platform to share knowledge, expertise, experience, research findings, experiences with evidence-based education and to learn from each other. We invited all interested in medical and health professions education to participate. Swedish and Belgian delegations from our U4 partners the universities of Uppsala and Ghent also attended the symposium.

We were honoured to welcome the keynote speakers: prof. dr. Ralph MacKinnon from the Manchester Children’s Hospital and prof. dr. Paul Brand from Isala, Zwolle. The number of attendees was 132.
All workshops were hands-on and interactive. The LEARN members presented their research through quick and short communications (5 and 15 minutes per presentation to discuss research that is still in progress and completed studies, respectively).

Evaluations of the symposium revealed that the attendees appreciated the content of the active program, the keynotes and the enthusiastic keynote speakers, the interdisciplinary character, the variety of topics, the networking possibilities, the workshops, the informative character of the short and quick communication sessions, the positive atmosphere and the good organization. Also some suggestions for future symposia were given, like the timing of the symposium, defining a theme for the next symposium and scheduling more workshops in a carrousel. The feedback encourages us to continue organizing similar symposia. We thank all the attendees for making the first LEARN symposium a real success!
PhD research

PhD student: Bosker RJI (Robbert)
Implementation of laparoscopic colon surgery in daily practice (Teaching/Learning)
PhD position: 2009-
Supervisors: - prof.dr. J PEN Pierie
- prof.dr. RJ Ploeg

PhD student: Yoyo Suhoyo
Providing feedback in clerkships: the role of culture
PhD position: 2010-2017
Supervisors: - (emeritus) prof.dr. J Cohen-Schotanus
- prof.dr. JBM Kuks
Co-supervisors: - dr. J Schönrock-Adema
- dr. EA van Hell
- prof.dr. Ova Emilia

PhD student: Wal MA van der (Martha)
Leadership in residency training
PhD position: 2011-2016
Supervisors: - (emeritus) prof.dr. J Cohen-Schotanus
- prof.dr. ADC Jaarsma
- prof.dr. F Scheele
Co-supervisor: - dr. J Schönrock-Adema

PhD student: Dijkstra IS (Ids)
Preparedness for practice after postgraduate medical education
PhD position: 2012-2016
Supervisors: - prof.dr. PLP Brand
- prof.dr. ADC Jaarsma
Co-supervisor: - dr. J Pols

PhD student: Huizinga-de Jong P (Petra)
Learned and perceived professional roles of a new type of nurse specialized in gerontology and geriatrics
PhD position: 2012-2017
Supervisor: - prof.dr. PF Roodbol
Co-supervisor: - dr. E Finnema

PhD student: Hoeve Y ten (Yvonne)
Shaping of professional identity of nurses
PhD position: 2012-2017
Supervisor: - prof.dr. PF Roodbol
Co-supervisors: - dr. GJ Jansen
- dr. S Castelein

PhD student: Renting N (Nienke)
CanMEDS roles in residency training
PhD position: 2012-2016
Supervisors: - prof.dr. ADC Jaarsma
- prof.dr. ROB Gans
- prof.dr. JCC Borleffs

PhD student: Schmit Jongbloed LJ (Lodewijk)
Physicians’ job satisfaction throughout their career
PhD position: 2012-2017
Supervisors: - (emeritus) prof.dr. J Cohen-Schotanus
- prof.dr. JCC Borleffs
Co-supervisor: - dr. J Schönrock-Adema

PhD student: Schripsema NR (Nienke)
From lottery-based admissions to selection: what does it add?
PhD position: 2012-2017
Supervisors: - (emeritus) prof.dr. J Cohen-Schotanus
- prof.dr. JCC Borleffs
Co-supervisor: - dr. AM van Trigt

PhD student: Cecilio Fernandes D (Dario)
Medical knowledge and skills development from a cognitive perspective
PhD position: 2013-2017
Supervisor: - prof.dr. ADC Jaarsma
Co-supervisors: - dr. RA Tio
- dr. F Cnossen

PhD student: Kuilman L (Luppo)
Ethical decision making among Physician assistants
PhD position: 2013-
Supervisors: - prof.dr. PF Roodbol
- prof.dr. FA Hindriks
Co-supervisors: - dr. GJ Jansen
- dr. LJ Middel
PhD student: Kuipers DA (Derek)
Serious gaming in medical education (Teaching/Learning)
PhD position: 2013-
Supervisor: - prof.dr. JPEN Pierie
Co-supervisor: - dr. J Prins

PhD student: Leenstra NF (Nico)
Human factors in trauma care and ICU handovers
PhD position: 2013-
Supervisors: - prof.dr. JE Tulleken
- prof.dr. A Johnson
Co-supervisor: - dr. O Jung

PhD student: Fundhy Prihatanto
Students’ self-directed learning development in the Indonesian context
PhD position: 2014-2018
Supervisors: - (emeritus) prof.dr. J Cohen-Schotanus
- prof.dr. ADC Jaarsma
Co-supervisors: - dr. RA Tio
- prof.dr. NM Rehatta

PhD student: Heugten PAM van (Petra)
Honours programs for highly talented international business students
PhD position: 2014-2018
Supervisor: - prof.dr. ADC Jaarsma
Co-supervisors: - dr. MVC Wolfensberger
- dr. M Heijne-Penninga

PhD student: Köhler TC (Tamara)
Development and socialization of the pharmacy technician
PhD position: 2014-2018
Supervisor: - prof.dr ADC Jaarsma
Co-supervisor: - dr. M Westerman

PhD student: Adema M (Marieke)
Professional identity formation of clinical clerkship students
PhD position: 2015-2019
Supervisors: - prof.dr. ADC Jaarsma
- prof.dr. DHJM Dolmans
- prof.dr. F Scheele
Co-supervisor: - dr. E Helmich

PhD student: Velthuis F (Floor)
The complexity of medical curriculum renewal in practice; a change agent perspective
PhD position: 2015-2019
Supervisor: - prof.dr. ADC Jaarsma
Co-supervisor: - dr. H Dekker
- dr. L Varpio

PhD student: Vendeloo S van (Stefan)
Educational climate, burnout and quality of life among medical residents
PhD position: 2015-2019
Supervisors: - prof.dr. PLP Brand
- prof.dr. SK Bultstra
Co-supervisor: - dr. CCPM Verheyen

PhD student: Spanjers KR (Kiki)
Educational climate, burnout and quality of life among medical residents
PhD position: 2015-2019
Supervisor: - prof.dr. SEJA de Rooij

PhD student: Nieboer P (Patrick)
Task complexity and operation theatre dynamics between surgeons and assistants / supervisors
PhD position: 2016-2020
Supervisors: - prof.dr. ADC Jaarsma
- prof.dr. SK Bulstra
Co-supervisors: - dr. F Cnossen
- dr. M Huiskens
- dr. M Stevens

PhD student: Smids LR (Laura)
Honours students: preferences for autonomy and structure
PhD position: 2016-2020
Supervisor: - prof.dr. ADC Jaarsma
Co-supervisors: - dr. J Schönrock-Adema
- dr. JM van der Mark-van der Wouden

PhD student: Kaijser (Mirjam)
Learning and teaching in bariatric surgery
PhD position: 2016-2020
Supervisor: - prof.dr. JPEN Pierie
Co-supervisor: - dr. B van Wagensveld
Co-supervisor: - dr. G van Ramshorst
PhD student: Zwieten T van (Tom)
Independence-scaled procedural assessment of surgical skills: why, when and how
PhD position: 2016-2020
Supervisor: - prof.dr. JPEN Pierie
Co-supervisor: - dr. MJ van Det

PhD student: Houten-Schat M van (Marianne)
Family practice residents’ self-regulated learning
PhD position (aiotho): 2016-2022
Supervisors: - prof.dr. ADC Jaarsma
- prof.dr. MY Berger
Co-supervisor: - dr. A Diemers

PhD student: t Mannetje JEMM (Jolise)
Personal resources in honours students
PhD position: 2016-2020
Supervisor: - prof.dr. ADC Jaarsma
Co-supervisor: - dr. M Heijne Penninga
- dr. MVC Wolfensberger
- dr. M Gellevij

PhD student: Hut-Mossel PA (Lisanne)
Effectiveness of clinical audits
PhD position: 2015-2018
Supervisors: - prof.dr. ROB Gans
- prof.dr.ir. CTB Ahaus
Co-supervisor: - dr. GA Welker

PhD student: Veenstra GL (Gepke)
Clinical governance & motivation
PhD position: 2015-2018
Supervisors: - prof.dr. E Heineman
- prof.dr. HBM Mollemen
Co-supervisor: - dr. GA Welker

PhD student: Zhou Y (Yan)
The contribution of learning communities to transformative learning, identity formation and profiling future health professionals
PhD position: 2016-2020
Supervisors: - prof.dr. NA Bos
- prof.dr. ADC Jaarsma

PhD student: Gaalen AEJ van (Anne)
Education in the dissection room
PhD position: 2016-2020
Supervisor: - prof.dr. ADC Jaarsma
Co-supervisor: - dr. JO Georgiadis

PhD student: Goot WE van der (Wieke)
The context of PGME - the complex social environment and its influence on resident motivation
PhD position: 2016-2020
Supervisor: - prof.dr. ADC Jaarsma
Co-supervisor: - dr. E Helmich

Prospective PhD students:
- Liesbeth Kool - Evelyn Schaaafsma
- Tineke Kingma - Pauline Bakker
- Eelco Draaisma
Next to the PhD projects, several (collaborative) research initiatives have been established within the LEARN community:

Brand PLP, Schönrock-Adema J  
**How to measure the quality of the educational environment in (postgraduate) medical education**

Fleer J, Jaarsma ADC, Schönrock-Adema J  
**Juggle study: a longitudinal prospective cohort study on goals, well-being and academic performance of medical students**

Helmich E, in collaboration with: dr. Sayra Christiano, dr. Laura Diachun, prof. dr. Lorelei Lingard, Schulich School of Medicine & Dentistry, Western University, Ontario Canada  
**Facing complexity in medical education**

Venhorst V, van den Berg A, ter Beek FAJM, Pols J  
**The spatial mobility of medical students, post graduate trainees and medical specialists**

Versluijs MAC, Tio RA, Muntinghe FLH, Horst JCC van der  
**Assessment of the CanMEDS competencies scholar and communication using a standardized approach**

Welker GA  
**The role of change agents in continuous quality improvement**
LEARN PI’s and senior researchers are also supervising undergraduate students’ research projects:

Student: Melissa Bolier, Medicine (AMC)
Emotional development throughout medical school: a longitudinal qualitative study
Supervisor: dr. E Helmich

Student: Naomi Boyd, Medicine (RUG)
Cross-cultural differences in self-regulated learning
Supervisors: prof. dr. ADC Jaarsma & dr. E Helmich

Student: Kristel van den Eerenbeemt
Een kwalitatieve studie over de meningen van huisartsen in opleiding over hun kennisverwerving in de opleidingspraktijk.
Supervisor: dr. AD Diemers

Student: Myrna Molema, Sociology (RUG)
The role of being trained in a profession on the collaboration between doctors and nurses
Supervisors: dr. D van Tol & dr. J Pols

Student: Wendy Olsder, MSc Industrial Engineering and Management (RUG)
Optimizing the scheduling of resident and patient care programs in radiology
Supervisors: dr. DJ van der Zee & T Hoogstins/dr. J Pols

Student: Eva Schaafsma, Onderwijskunde (RUG)
First-year residents’ tasks: how they are mastered
Supervisors: dr. J van der Linden & dr. J Pols

Student: Lonne Milou Stegeman, HRM (Hanzehogeschool)
Influence of the nursing and medical curricula on collaboration between doctors and nurses
Supervisors: prof. dr. F Rink & dr. J Pols

Student: Lieke Stokkers, Sociology (RUG)
Societal factors influencing questions from patients during outpatient visits

Student: Pieter Walstock, Medicine (RUG)
Entertrustable Professional Activities (EPAs) in undergraduate education: how supervisors make entrustment decisions about medical students
Supervisor: prof. dr. ADC Jaarsma

Student: Eline Wijnhoud, Strategisch Human Resource Management (Universiteit Utrecht)
First-year residents’ tasks: how stressful the learning process is experienced
Grants

2017  **Prof.dr. PLP Brand**
Training for doctors and nurses in shared decision making: effect on patient safety (‘Scholing van artsen en verpleegkundigen in gedeelde besluitvorming: effect op patiënttevredenheid’). Vereniging Nederlandse Ziekenhuizen in het kader van het Beslist Samen! Project € 55.000,-

2017  **Prof.dr. PLP Brand**
Shared decision making in medical practice: effect on patient motivation and outcomes (‘Gedeelde besluitvorming in de praktijk: effect op patiëntenmotivatie en –uitkomsten’) Innovatie- en Wetenschapsfonds Isala € 174.850,-

2017  **Dr. J Schönrock-Adema & dr. JM van der Mark van der Wouden**
Development, implementation and evaluation of an intervention to optimize the quality of both supervision and the learning climate in JSM Pilot Projects Fellowship for Innovation of Teaching (FIT) € 3.500,-

2016-2018  **Prof.dr. PLP Brand & dr. J Schönrock-Adema**
Development of a brief instrument to assess teacher and supervisor performance in postgraduate medical education (‘Ontwikkeling van een opleiders- en supervisorenthermometer voor medische vervolgopleidingen’). Regiofondssubsidie van de Regionale Centrale Opleidings commissie(ReCOc) OOR Noord&Oost € 50.000,-

2016-2018  **Prof.dr. H van der Wiel & dr. JKG Wietasch**
Evaluation of a training program fostering resilience for anesthesiology residence (‘Evaluatie van cursorisch onderwijs aan AIOS Anesthesiologie ter bevordering van mentale weerbaarheid’). Regiofondssubsidie van de Regionale Centrale Opleidings commissie (ReCOc) OOR Noord&Oost € 35.000,-

2016-2017  **Dr. J Pols & A van den Berg**
The spatial (im)mobility of physicians (‘De regionale mobiliteit en gebondenheid van artsen’). Regiofondssubsidie van de Regionale Centrale Opleidings commissie (ReCOc) OOR Noord&Oost €47.4887,-

2016  **Prof.dr. PLP Brand**
Learning complex EBM skills through deliberate practice. Regiofonds subsidie OOR Noord en Oost € 50.000,- Zorginstituut Nederland € 50.000,- and Innovatie- en Wetenschapsfonds Isala € 5000,-

2015-2019  **Prof.dr. ADC Jaarsma, dr. J Schönrock-Adema & dr. JM van der Mark van der Wouden**
The project Practice-oriented research on excellence in institutions of further and higher education (Praktijkgericht onderzoek Excellentie MBO & HO: ‘Excellentie door doceerstrategie: vrijheid en structuur in balans voor elke student’). Partners: UMCG/RUG, Hanzehogeschool Groningen, Windesheim Zwolle and Utrecht University. Netherlands Initiative for Education Research (NRO) € 625.144,-

2014-2020  **Dr. E Helmich**
Tinkering supervision, patient safety and quality of care in general practice and elderly care medicine residency training. ZonMW funding: € 194.853,-

2014-2018  **Dr. E Helmich**
Cross-cultural differences in professional identity development of medical students. AMEE Research Grant: € 10.632,40.
International publications 2016


National publications 2016

Books & book chapters


Report


Articles


Major national and international collaborations 2016

In line with the mission of LEARN to bring communities together and serve as a resource to support best practice in educational program design and delivery, the LEARN team collaborates with researchers and educationalists from many departments of the UMCG and its affiliated teaching hospitals.

Current collaborations outside the UMCG are related to supervising PhD students with colleagues from other faculties of the University of Groningen or from other universities:

Close collaborations with faculties and platforms of the University of Groningen are, among others, with the Faculty of Arts; the Centre of Expertise Healthwise, Faculty of Economics and Business; the University College; the Faculty of Behavioural and Social Sciences; the Faculty of Science and Engineering; and the Health Communication Platform of the University of Groningen.

On a national level, close collaborations with other universities are, among others, with the Faculty of Health Medicine and Life Sciences, Maastricht University Medical Center; the Academic Medical Center of the University of Amsterdam; the Free Medical Center, Free University Amsterdam; Utrecht University; Leiden University Medical Center; Faculty of Medical Sciences, Radboud University Nijmegen; and the Applied Universities Hanze Hogeschool, Saxxion and Windesheim.

Collaboration at an international level includes Ghent University, Belgium; University of Göttingen, Germany; Carl von Ossietzky University, Oldenburg, Germany; University of Uppsala, Sweden; Stockholm University, Sweden; University Hospitals of Leicester, UK; University of Aberdeen, Scotland, UK; Queens University, Belfast, Ireland; McGill University, Montreal, Canada; McMaster University, Hamilton, Canada; Schulich School of Medicine & Dentistry, Western University, Ontario, Canada; Uniformed Services University of the Health Sciences (USU), Maryland, USA; Campinas University, Brazil; and National Taiwan University, Taipei, Taiwan.

PhD students from abroad are also supervised in close collaboration with supervisors from their home university Airlangga University, Surabaya, Indonesia and Gadjah Mada University, Yogyakarta, Indonesia.

Furthermore, PI’s of LEARN work closely and lead projects with the following organisations:
- NFU (dedicated schakeljaar, admission/selection, consortium on Quality and Safety in Healthcare)
- National Health Care Institute (Zorginstituut Nederland – ihb Kwaliteitsinstituut)
- The Netherlands Organisation for Health Research and Development (ZonMw)
- IQ Healthcare – Radboudmc; and the Institute of Health Policy & Management (iBMG) – Erasmus University Rotterdam.

Faculty development initiatives are local (Teach the Teacher programmes), national (Dutch Association for Medical Education) and international (AMEE, Ottawa conferences, Leadership in Medical Education for U4 partners).

Delegations of U4 partners from the Universities of Ghent and Uppsala who visited the UMCG and attended the LEARN symposium together with a delegation of the UMCG
Website

https://www.umcg.nl/EN/Research/InstitutesProgrammes/SARE/Shares/Programmes/Paginas/LEARN.aspx

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