Rogano 2018, Basel
Profiles Supervisor Cast

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Rogano 2018:
Friday August 24th and Saturday August 25th
Postdocs

**Name:** Julie Ash  
**Job description:** Senior Lecturer, Higher Degree Research Coordinator  
**Institution/Country:** Prideaux Centre for Research in Health Professions Education, Flinders University  
**Field of expertise and interest:** Clinical education, educational change (PhD focused on change in clinical education), research methods in clinical education (focus of my teaching role)  
**Your favourite publication in general:** Too many to mention! The most recent paper I have recommend to others and have personally found relevant to thinking about clinical education is; Steven J. Durning & Anthony R. Artino (2011) Situativity theory: A perspective on how participants and the environment can interact: AMEE Guide no. 52, Medical Teacher, 33:3, 188-199, DOI:10.3109/0142159X.2011.550965  
**What drives your medical education engine?**  
Optimising the clinical learning experience for students.

**Name:** Marco Antonio de Carvalho Filho  
**Job description:** Associate Professor - School of Medical Sciences - University of Campinas / Research Fellow - University of Groningen  
**Institution/Country:** University of Campinas, Brazil / University of Groningen, The Netherlands  
**Field of expertise and interest:** Professional Identity / Communities of Practice / Teaching Innovations  
**Last paper published:** "Speed up"! The influences of the Hidden Curriculum on the professional identity development of medical students." In press - Health Professions Education  
**Your favourite publication in general:** The impact of simulated medical consultations on the empathy levels of students at one medical school. Schweller M, Costa FO, Antônio MÂ, Amaral EM, de Carvalho-Filho MA. Acad Med. 2014 Apr;89(4):632-7  
**What drives your medical education engine?**  
Understand how medical schools culture and environment influence the professional identity development of medical students and residents. Develop new strategies to scaffold students’ technical and emotional development.

**Name:** Stefanie Hautz  
**Job description:** Post-doc  
**Institution/Country:** (1) Inselspital, University hospital Berne, Emergency Department, Berne (2) Medical Education Consultation Berne, Switzerland.  
**Field of expertise and interest:** I hold a PhD in Medical Education, a Master in Education and currently I am working on my master thesis for my Master in Medical Education. I am an educationalist by training, quite familiar with qualitative research. My field of interest lays within the postgraduate education, focusing on team performance. Here, I am working together with a research team performing studies on diagnostic error and it’s team factors. My last data collection was on leadership styles in ad-hoc teams.  
**Last paper published:** Hautz WE, Kämmer JE, Hautz SC. How thinking about groups is different from groupthink. Medical Education, 2016  
**What drives your medical education engine?**  
Learning to understand-right now the "mechanisms" of teamwork and their effects on medical outcome (diagnostic or action wise).
**Name:** Anneke van der Niet  
**Job description:** Assistant Professor  
**Institution/Country:** School of Health Professions Education, Maastricht University, the Netherlands  
**Field of expertise and interest:** Human movement sciences and anthropology. My research interests include perceptual learning, workplace based learning and the anthropology of learning.  
**Last paper published:** Van der Niet, A.G. When I say affordance perception. Medical Education 2018; 52(4): 362-363.  
**What drives your medical education engine?** A passion to understand perceptual learning, and the need to call attention to the role of the body in medical education.

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**Name:** Veronica O’Carroll  
**Job description:** I am currently a Lecturer in an undergraduate medical education programme. I also work with the Centre for Advancement of Interprofessional Education (CAIPE) as a Board member and Chair of the CAIPE research group. My healthcare background is nursing. I have worked in areas of general medicine, surgical, renal and telehealth.  
**Institution/Country:** School of Medicine, University of St Andrews, Scotland, UK  
**Field of expertise and interest:** Interprofessional education, interprofessional collaboration in practice  
**Your favourite publication in general:** West, M.A., & Lyubovnikova. (2013). Illusions of team working in healthcare. Journal of Health Organisation and Management, 27,1, 134 -142  
**What drives your medical education engine?** Good healthcare education can empower learners to influence practice and really make a difference!

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**Name:** Lindsey Pope  
**Job description:** Director of Community Based Medical Education  
**Institution/Country:** University of Glasgow, Scotland  
**Field of expertise and interest:** Family medicine education and careers, Activity System Analysis  
**Your favourite publication in general:** Regehr, G. (2010) It’s NOT rocket science: Rethinking our metaphors for research in health professions education. Medical Education, 44(1), 31-39  
**What drives your medical education engine?** The desire to invest as much in learning about learning as I have (and still do) in learning how to be a clinician. My pet hate is people who assume because you are a doctor that you automatically know how to teach!
Name: David Rojas  
**Job description:** Postdoctoral Fellow  
**Institution/Country:** University of Toronto, Canada.  
**Field of expertise and interest:** Program Evaluation - Hidden Curriculum - Systems Thinking  
**Last paper published:**  
**What drives your medical education engine?**  
I am an engineer who works to translate engineering frameworks and principles to account for the complexity of educational programs when determining their effectiveness and value.

Name: Milou Silkens  
**Job description:** Scientific researcher (postdoc)  
**Institution/Country:** Amsterdam UMC (location AMC) / Amsterdam  
**Field of expertise and interest:** Postgraduate medical education (specific interest: learning climate)  
**Last paper published:**  
The relationship between the learning and patient safety climates of clinical departments and residents' patient safety behaviors (Academic Medicine, 2018).  
**Your favorite publication in general:**  
**What drives your medical education engine?**  
Researching postgraduate medical education in such a way that we can improve residency training as well as the patient care provided by residents.

Name: Anna Vnuk  
**Job description:** Associate Professor Clinical Skills, Deputy Director Medical Program  
**Institution/Country:** Flinders University, Australia  
**Field of expertise and interest:** The student experience of learning  
**Last paper published:**  
**Your favorite publication in general:**  
**What drives your medical education engine?**  
Working towards better educational outcomes for students and therefore better health outcomes for patients.
Principal Investigators

**Name:** Klara Bolander Laksov  
**Job description:** I am the Director of the Centre for the Advancement of University Teaching and an associate professor in higher education  
**Institution/Country:** Stockholm University/ Karolinska Institutet, Sweden

**Field of expertise and interest:**  
I work in the two areas of general higher education and medical education. In both areas I am interested in how teachers and students interact with or engage with the practice in which they are working and how they (or don't) integrate theory and practice. Lately my interest has become more focused on issues of academic development in terms of how academics create identity and communities in academic practice. Key words for my research are Practice theory; Academic development; Integration of theory and practice; Leadership and change in academic organisations

**Last paper published:**  

**Your favorite publication in general:**  

**What drives your medical education engine?**  
The great thing with medical education research is that it gathers people from many different backgrounds to explore a breadth of issues related to the medical/health professions context. Increasingly over the years, I have seen an openness to new perspectives, and theory as well as practice has the possibility of being acknowledged as important for our learning. Medical education has the possibility of taking the best of several 'worlds' as an innovative and open space for exploration and critical discussion but it also runs the risk of becoming a mish mash of everything and not getting anywhere.

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**Name:** Mark Goldszmidt  
**Job description:** research scientist and associate director, Centre for education research and innovation  
**Institution/Country:** Schulich school of medicine and dentistry, University of Western Ontario/Canada

**Field of expertise and interest:** Rhetorical genre studies and sociomateriality theories with an interest in practice variability and how communication genres and other materials shape variability.

**Last paper published:**  
What trainees grapple with: a study of threshold concepts on the medicine ward. C Bhat, S Burm, T Mohan, S Chahine, M Goldszmidt - Medical education, 2018

**Your favorite publication in general:**  

**What drives your medical education engine?**  
The need to improve clinical learning environments
Name: Esther Helmich
Job description: Senior Researcher
Institution/Country: University of Groningen, the Netherlands
Field of expertise and interest:
Being an elderly care physician, clinical supervisor, and medical educator, I have developed a research line in the domain of medical education with a main focus on the emotional and professional development of undergraduate and postgraduate trainees in healthcare. My main areas of interest and expertise are: emotional development and professional identity formation, global & cross-cultural health professions education, workplace learning of health professionals, and qualitative research methodology (including grounded theory, phenomenology and discourse analysis, and the use of novel visual methods to support data collection.

Last paper published:
Bolier M, Doulougeri M, De Vries IM, Helmich E. “You put up a certain attitude”: A 6-year qualitative study of emotional socialization. Medical Education 2018, in press

Your favorite publication in general:
Helmich E, Diachun L, Joseph R, LaDonna K, Noeverman-Poel N, Lingard L, Cristancho S. ‘Oh my God, I can't handle this!’: trainees’ emotional responses to complex situations. Medical Education 2018;52(2):206-215

Email address: e.helmich@umcg.nl

Name: Derek Jones
Job description: PhD Clinical Education: Programme Director (Acting)
Institution/Country: University of Edinburgh; Edinburgh Medical School: Medical Education.
Field of expertise and interest:
Sociology; pain education
Last paper published:

Your favorite publication in general:

What drives your medical education engine?
Curiosity

Name: Leila Niemi-Murola
Job description: Associate professor, AFAMEE, Member of Teachers’ Academy
Institution/Country: University of Helsinki, Finland
Field of expertise and interest:
Assessment of clinical skills, interprofessional simulation, competency-based medical education
Last paper published:

Your favourite publications in general:
The one above.

What drives your medical education engine?
Collaboration with my enthusiastic colleagues and especially the students, who always surprise me with their fresh views and perspectives.
Name: Eeva Pyörälä
Job description: Senior Lecturer in University Pedagogy, Associate Professor, Expert Member of Teachers’ Academy at the University of Helsinki (UH), Fellow of Association for Medical Education in Europe (AMEE)
Institution/Country: Faculty of Medicine, Center of University Teaching and Learning, University of Helsinki, Finland
Field of expertise and interest:
I have a background in social and behavioural sciences but have worked for 27 years in medical education. I am passionate about qualitative research methodology. I lead a longitudinal research project on mobile learning and am a senior researcher in projects on communication skills, the Scholarship of Teaching and Learning, online assessment and students’ stress and wellbeing. I have developed communication skills studies and promoted active learning methods and new technologies in medical education for over 25 years.
Last paper published:
My favourite publication from my own research:
Your favourite publications in general:
What drives your medical education engine?
I am devoted to promoting the Scholarship of Teaching and Learning and interdisciplinary research in medical education. I look forward to the inspiring interdisciplinary and intergenerational interaction and collaboration with scholars, teachers, PhD students and degree students at the Rogano 2018 seminar.
E-mail: eeva.pyorala@helsinki.fi

Name: Paula Rowland, PhD
Job description: Assistant Professor and Scientist
Institution/Country: University of Toronto and Wilson Centre
Field of expertise and interest:
Organizational studies; organizational learning; patient engagement and patient safety/quality improvement
Last paper published:
Favorite publication in general:
What drives your medical education engine?:
I am really interested in how we try to change healthcare institutions. In particular, I want to understand the intersections between professional learning and organizational learning during these change efforts. These interactions between learning, education, practice, institutions, and organizations – and the impacts they have on the ways in which we provide care – provide the fuel for almost all of my research questions. Ultimately, I want my research to contribute to a well-grounded, contextually nuanced, and sociologically-informed understanding of how we provide compassionate care that is also of the highest quality. I see concepts of learning – uniprofessional learning, interprofessional learning, learning from patients, learning from mistakes, organizational learning – as central to this understanding. This focus on learning drives my health professions education engine.
Name: Lisa Schmidt  
**Job description:** Dean (Education) of the College of Medicine and Public Health 
**Institution/Country:** Flinders University/Australia  
**Field of expertise and interest:** Design for learning  
**Last paper published:**  
[10.15694/mep.2017.000061] [Web Link]  
**Your favorite publication in general:**  
Making Things Hard on Yourself, But in a Good Way: Creating Desirable Difficulties to Enhance Learning. Elizabeth Ligon Bjork and Robert A. Bjork  
**What drives your medical education engine?**  
Trying to teach in a way that truly works for our students.

Name: Taryn Taylor  
**Job description:** Assistant Professor, Obstetrics & Gynaecology; Scientist, Centre for Education Research & Innovation 
**Institution/Country:** Western University, Centre for Education Research & Innovation, Canada  
**Field of expertise and interest**  
I am a qualitative researcher with an interest in medical education research that challenges assumptions about “what it takes” to be a good physician. This has led me to explore workplace related issues of fatigue and, more recently, the role of clinical uncertainty in professional identity formation.  
**Last paper published:**  
**Your favorite publication in general:**  
**What drives your medical education engine?**  
I'm intrigued by social processes and dogma within medical education. Recently, I completed a fellowship in Simulation Education which has inspired me to find creative ways of integrating my qualitative research experience with this novel educational tool.
Professors

Name: Paul Brand
Job description: Dean of Medical Education & Faculty Development (Isala Hospital), and professor of Clinical Medical Education (UMCG)
Institution/Country: Isala Hospital, Zwolle, and University Medical Centre, Groningen, the Netherlands
Field of expertise and interest: Patient-centred medicine and shared decision making; learning evidence based medicine and medical communication skills; impact of the learning environment on learner wellbeing; continuous professional development
Your favorite publication in general: Ericsson KA. Deliberate practice and the acquisition and maintenance of expert performance in medicine and related domains. Acad Med 2004;79 (10 Suppl):S70-81

Name: Jennifer Cleland
Job Description: Which job? John Simpson Chair of Medical Education Research, Director of the Centre for Healthcare Education Research and Innovation (CHERI, University of Aberdeen, Former Chair of ASME, Lead for AMEE Research Committee.
Institution/Country: University of Aberdeen, UK
Field of expertise and interest: A psychologist by background, I am comfortable working with both quantitative and qualitative approaches and data collection methods to research topics of interest in medical education. At any one time, I will be supervising big number-crunching projects, at the same time as studies using interesting qualitative theories and approaches. I am currently having fun exploring and examining the nuances of clinical learning environments, particularly in surgical settings.
Last paper published: at the time of completing this biography, my own last paper – as opposed to a paper from one of my PhD students – was an invited commentary for Academic Medicine on selection into medical school (Cleland JA. Selection to medical school and health inequality. Academic Medicine 2018 ;93: 972–974).
Most favourite publication: It is a tie between my first (Moore K, Cleland JA, McGrew WC. Visual encounters between families of cotton-top tamarins. Primates, 1991; 3: 8-20) and a paper which won the Inaugural CAMES (Copenhagen Academy of Medical Education in Simulation) Award for Best Research in Medical Simulation (Cleland JA, Walker K, Gale M, Nicol LJ. Simulation-based education: Understanding the complexity of a surgical training "Boot Camp". Medical Education, 2016: 50: 829–841).
What drives your medical education engine? Good question. Probably wine, although this is counter-balanced by lots of exercise particularly of the road biking variety. More seriously, curiosity. I love finding out more about phenomena, people and places, and want to do research which has both academic and practical benefits.
Email address: jen.cleland@abdn.ac.uk
Name: Erik Driessen  
Job description: Chair  
Institution/Country: Maastricht University, the Netherlands  
Field of expertise and interest: Workplace based learning and assessment  
Last paper published:  
Your favorite publication in general:  
Life and fate from Vasily Grossman  
What drives your medical education engine?  
Coffee and the hope to change the world.

Name: Steven J Durning  
Job description: Professor and Director, Graduate Programs in HPE  
Institution/Country: Uniformed Services University of the Health Sciences/USA  
Field of expertise and interest: Clinical reasoning, assessment of learners, evaluation of programs, learning  
Last paper published:  
Your favorite publication in general:  
Publications that challenge our assumptions (new ways of approaching problems and/or changing our thinking about problems).  
What drives your medical education engine?  
Mentoring the up and coming generation of scholars. Work that seeks to improve health care. Trying to link biology and education (e.g. educational neuroscience).

Name: Shiphra Ginsburg  
Job description: Physician (Internal Medicine/Respirology); Scientist, Wilson Centre  
Institution/Country: University of Toronto, Canada  
Field of expertise and interest: Qualitative assessment, professionalism  
Last paper published:  
Assessment, feedback and the alchemy of learning. Watling CJ, Ginsburg S. Medical Education (epub ahead of print) /doi.org/10.1111/medu.13645  
Your favorite publication in general:  
Too many to list!  
What drives your medical education engine?  
Curiosity.
**Name:** Debbie Jaarsma  
**Position:** Full Professor Research and Innovation in Medical Education Director Center for Education Development & Research in Health Professions (CEDAR)  
**Institution:** University Medical Centre Groningen  
**Country:** The Netherlands  
**Field of expertise and interest:**  
LEARN's (Lifelong learning, Education and Assessment Research Network) research programme focuses on three main themes:  
1) Non-technical competency development and the relation to CBE and workplace-based learning  
2) Motivation, well-being and performance of (future) healthcare workers/adaptation to and prevention of stress  
3) Innovative and transformed educational design and the complexities of curriculum change  
I am interested in a variety of topics in the broad domain of health professions education, which makes me a generalist! Some of the more recent projects I supervise are on: curriculum change processes, work-engagement and burnout, students’ self-regulated/self-directed learning and professional identity development in the clinical context, honours students and their psychological and educational needs, evaluation and assessment in the clinical workplace, decision making and learning in the operating theatre and many more.  
**Last paper published:**  
**Your favorite publication (from your own research):**  
**What drives your medical education engine?**  
In essence I am a teacher and therefore I love the role of supervising and guiding other researchers in our domain. To be able to do so we, in Groningen, established a great multidisciplinary research group called LEARN. The mission of LEARN is to impact on healthcare delivery through innovative and transformed healthcare education, clinical practice, and research. By solving real-world problems that are of concern to stakeholders such as educators, clinicians, students, and patients alike. We work together with a lot of fun and engagement. And that is really what gets me to work every day!!  
**Email address:** a.d.c.jaarsma@umcg.nl

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**Name:** Susan Jamieson  
**Job description:** Professor of Health Profession Education  
**Institution/Country:** University of Glasgow, United Kingdom  
**Field of expertise and interest:**  
I'm particularly interested in critical thinking, and especially socio-constructivist perspectives on this; but also in problem-based learning, the health professions curriculum & basic sciences in medical education.  
**Last paper published:**  
**Your favorite publication in general:**  
**Email address:** susan.jamieson@glasgow.ac.uk
**Name:** Kiki Lombarts  
**Job description:** Professor Professional Performance  
**Institution/Country:** Amsterdam UMC, Netherlands  
**Field of expertise and interest:**  
My experience is in the field of performance management of medical specialists, including themes as performance assessment, feedback, professionalism, well-being and compassionate care.  
**Last paper published:**  
**Your favorite publication in general:**  
**What drives your medical education engine?**  
My ambition to contribute to high quality patient care for all, by training doctors who are warm hearted & cool headed. For me this translates doctors who are committed to the 3 pillars of professional performance: the pursuit for excellence, humanistic practice and accountability.

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**Name:** Lauren Maggio  
**Job description:** Associate Professor of Medicine  
**Institution/Country:** Uniformed Services University / USA  
**Field of expertise and interest:**  
I'm interested in research on research (aka meta-research). For me this has meant studying knowledge syntheses, questionable research practices, altmetrics, open access, and the creation and dissemination of health information for clinicians and the public.  
**Last paper published:**  
**Your favorite publication in general:**  
Educating Physicians by Cooke, O'Brien and Irby  
**What drives your medical education engine?**  
I'm driven in medical education by the opportunity to collaborate with talented learners and colleagues.
**Name:** Jeroen van Merriënboer  
**Job description:** Research director  
**Institution/Country:** SHE  
**Field of expertise and interest:** Course and curriculum development, problem solving, complex learning, use of ICT in education  
**What drives your medical education engine?** My fascination about different forms of human problem solving (e.g., clinical reasoning, decision making in medical emergency situations, visual diagnosis) and how to teach it.

**Name:** Teresa Pawlikowska  
**Job description:** Inaugural Professor and Director of the Health Professions Education Centre  
**Institution/Country:** Royal College of Surgeons in Ireland, Dublin  
**Field of expertise and interest:** Consultation quality (definition, teaching, learning), methodology, BEME reviews  
**What drives your medical education engine?** Stimulating change -personal or institutional

**Name:** Stella Ng  
**Job description:** Director of Research, Centre for Faculty Development; Scientist, The Wilson Centre; Assistant Professor, Speech-Language Pathology; Arrell Family Chair in Health Professions Teaching  
**Institution/Country:** St. Michael's Hospital and University of Toronto, Toronto Canada  
**Field of expertise and interest:** (critical) reflection and (critically) reflective practice - what are these concepts, why/when are they engaged in practice, and how to teach and assess for them  
**What drives your medical education engine?** The desire to help every patient feel well-cared for and cared about, even when proven medical solutions cannot be found or applied given complex circumstances. And the fact that I've humbly witnessed this as a possibility.
Name: Lara Varpio  
Job description: Professor, department of medicine; associate director of research, graduate programs in Health Professions Education  
Institution/Country: Uniformed Services University of the Health Sciences, USA  
Field of expertise and interest: Collaboration and engagements between individuals and larger structures (e.g. research groups, interprofessional health care teams, etc.)  
Last paper published: Sentinel emotional events: the nature, triggers, and effects of shame experiences in medical residents. William E. Bynum IV, MD; Anthony R. Artino, Jr., PhD; Sebastian Uijtdehaage, PhD; Allison M.B. Webb, MD; Lara Varpio, PhD  
Your favorite publication in general: Anything, written by either of my sons!  
My favourite publication from my own research: Varpio, L., St.-Onge, C., Young, M.E. (2016). Academic Promotion Packages: Crafting Connotative Frames. Perspectives on Medical Education. 5, 354-357.  
What drives your medical education engine? Collaborations that turn into friendships! I only work with people I really like.