

PhD student regula- tion

caphri

School for Public Health
and Primary Care

Contents

01	Introduction	3
01.1	The School CAPHRI	4
01.2	CAPHRI's research area	4
01.3	The organisational structure of CAPHRI	5
01.4	CAPHRI's Research Structure - clusters and programmes	5
02	PhD students	6
02.1	Supervision of PhD students by CAPHRI researchers	7
02.2	Number of CAPHRI PhD students	8
02.3	How to become a CAPHRI PhD candidate	8
02.4	Registration of CAPHRI PhD students	9
02.5	End-terms for acquiring the PhD title	9
02.6	Career perspectives for CAPHRI PhD graduates	9
03	CAPHRI's support facilities for PhD students	10
03.1	CAPHRI PhD student Quality and Monitoring system	11
03.2	The CAPHRI PhD student database 'TRACK'	13
03.3	Annual Questionnaire on the progress of the project and feedback on the quality of the supervision	13
04	Development of PhD candidates	14
04.1	PhD education and training	15
04.2	Personal budget for visiting conferences and courses / workshops	15
05	Admission to the defence	16
06	Untimely termination of the PhD trajectory	17
07	CAPHRI contact persons and useful links	18
Annex A	The CAPHRI Programme structure 2010	21
Annex B	Regulation: Personal CAPHRI PhD student budget for courses, workshops, conferences and related travel expenses	22
Annex C	The PhD training programme for CAPHRI PhD students (1-6)	24

01

Introduction



'CAPHRI aims to create an atmosphere where PhD students blossom and develop their talents.'

Prof. Onno van Schayck,
Scientific Director CAPHRI

01.1

The School CAPHRI

The School for Public Health and Primary Care CAPHRI focuses its research on improving public health and primary care. The aim of CAPHRI is: 'to provide high-quality research and teaching focused on health care innovation, ranging from prevention to rehabilitation and leading to improvement of the population's health'.

In 2007, an external mid-term review committee of national experts assessed CAPHRI's scientific quality. The overall score was 'very good to excellent'. The Primary Care cluster scored 'excellent' on nearly all fronts, which is why Maastricht University invested nearly €4 million to establish an international Centre of Excellence in the area of Primary Care. These funds are primarily used for CAPHRI's breeding ground policy. Very recently, in December 2010, an external review committee (ERC) of international experts visited CAPHRI and qualified the School as 'Excellent' in all aspects; it was rated a 5, on a scale of 1-5. In the concluding session of this visit, the ERC stated that CAPHRI's work is 'at the forefront internationally and has an important and substantial scientific and societal impact in the Public Health and Primary Care field. The School is considered an international leader'.

CAPHRI has a two-year Health Sciences Research Master (HSRM) that has existed since 2005, and is acknowledged by the NVAO. The HSRM has three distinctive profiles: Clinical Epidemiology, Social Sciences, and Health Technology Assessment (HTA). In the special Elsevier issue 'Studeren' (2009), the HSRM was ranked first, with a score of 8.2, which is the highest scoring Research Master in this field in the Netherlands. Additionally, the 'Keuzegids 2011 Masters', specifically recommends the Health Sciences Research Master because of its specialisation and small-scale education.

01.2

CAPHRI's research area

CAPHRI has an extremely active research programme which covers many topics, brought together in three clusters: Primary Care, Innovation of Care and Public Health. Consistent with the School's mission of improving health, CAPHRI's staff and students are engaged in research and education. The findings of high-quality, often ground breaking, research provide an empirical foundation from which to build and enhance (public) health practices and policies. Furthermore, the latest research findings are translated into educational practice, ensuring that the highest quality standards for (research) Master's and PhD education are met.

Health care is an exceptionally broad concept in our society. It takes place in hospitals, health care organisations and primary care, but also in the workplace and at home. When described in a model, health care can be imagined as a chain. This chain takes us from the prevention of illness, through diagnosis and care, to cure and maintenance of good health. Each stage is linked to the next. CAPHRI focuses its research on each of the stages in the chain of care, but, more specifically, looks at the synergies between the stages and at integrated care pathways. This broad range of research topics requires both basic and applied research, as well as the development of new theoretical frameworks and designs to meet the complexities of primary care and public health practice.

01.3

The organisational structure of CAPHRI

CAPHRI is the largest of five Schools in the Faculty of Health, Medicine & Life Sciences (FHML) in the Maastricht University Medical Centre+ (MUMC+). CAPHRI co-ordinates research, PhD training and Master's education. The researchers and teachers are based at eleven FHML Departments: General Practice; Epidemiology; Health Promotion; Health Organisation, Policy and Economics; Health Ethics and Society; Nursing and Care; Methodology and Statistics; Orthopaedics; Rehabilitation; Social Medicine; and International Health. The School also frequently collaborates with staff of other UMC+ Departments, especially of the Academic Hospital Maastricht.

The Scientific Director of the School is Prof. Onno van Schayck. He carries the final responsibility for policy setting, execution, and accountability of the school. CAPHRI's management office, headed by a managing director, and consisting of controllers, assistant controllers and secretaries, deals with financial and economic affairs, as well as managerially preparatory, and executive duties. Furthermore, the Scientific Director is assisted by a policy advisor, PhD co-ordinator, and PR and Communications Officer, who join the scientific and managing director in the weekly CAPHRI board meetings.

The following advisory bodies play an important part in CAPHRI's research and teaching policy:

- The School Council, consisting of the CAPHRI programme leaders, heads of Departments, cluster leaders, scientific director and CAPHRI management, meets bi-monthly and provides advice on research policy and other school-related matters;
- The Advisory Council acts as a sounding board for the scientific director and has 6 external (inter)national experts as members;
- The Scientific Committee is a crucial element in the quality assurance process. This internal committee, consisting of 10 CAPHRI researchers, has specifically been requested to safeguard the scientific quality of grant applications being submitted for prestigious research funding;
- The Board of Education focuses on policy and quality management of PhD students. This committee meets every three months and consists of the scientific director, PhD co-ordinator, confidential PhD advisor, and 3 PhD student representatives.

01.4

CAPHRI's Research Structure - clusters and programmes

CAPHRI's research is organised in research programmes. In each programme, a total of 15-30 senior investigators, post-docs, PhD students and support staff work closely together on related multidisciplinary research projects. The programme leaders are responsible for the development of each research programme, the lines of research within the programme, and the projects belonging to the programme. Research programmes that are closely related in terms of subject matter, conceptual framework, study population, type of intervention or research methodology are grouped together in three clusters: Primary Care, Innovation of Care, and Public Health. The Primary Care Cluster currently includes 7 programmes, while the Innovation of Care Cluster has 4, and the Public Health Cluster 6. There is considerable interaction between the programmes. For an overview of the CAPHRI programme structure 2010, see Annex A (page 21).

02

PhD students



'A PhD trajectory at CAPHRI provides you with an excellent foundation for a career as researcher.'

Vivian Bruls,
PhD student Dept. Epidemiology

02.0

PhD students

The School for Public Health and Primary Care CAPHRI facilitates talented Master graduates to obtain a PhD by offering high-quality supervision by expert senior researchers of CAPHRI. The research trajectory results in a PhD thesis and is awarded with a PhD degree from Maastricht University. CAPHRI produces 30 PhD theses on average per year, and was as high as 48 in 2008.

CAPHRI PhD students work alongside research staff and are supervised by a team of excellent researchers. They are trained to look across traditional boundaries and to make use of various scientific perspectives by learning from other departments, disciplines, institutes, universities and international scholars. In CAPHRI, there is an ingrained culture of collaboration both within and between departments, and cooperation with international scholars is highly encouraged and facilitated. In all its activities, CAPHRI provides both intellectual and social contacts between graduates of different disciplines and with different international and cultural backgrounds.

A PhD co-ordinator is available, dr. Hannerieke van der Boom, for all questions, advice and problems (for example, those related to the progress of the project, supervision, personal problems) and confidential matters can be discussed with CAPHRI's confidential advisor, Prof. Trudy van der Weijden. CAPHRI has two PhD student representatives and one PhD student representative in the Interfaculty PhD student committee (IPC), who communicate with all CAPHRI PhD students on a regular basis. They act as a low-threshold contact for PhD students, spread relevant information, organise meetings (the Spring and Fall meetings), and act as a sounding board for potential improvements of CAPHRI regarding the PhD students. Every three months, they discuss matters that are relevant for PhD students with CAPHRI's Scientific Director, PhD co-ordinator and confidential advisor in the Board of Education.

02.1

Supervision of PhD students by CAPHRI researchers

During all steps of the PhD trajectory, supervision will be provided by expert CAPHRI researchers. This support consists of, for example, feedback during the writing process and methodological advice on data analysis. In case of external PhD candidates, those from abroad in particular, communication mainly takes place from a distance via email, Skype, and telephone.

Based on the interdisciplinary perspectives in CAPHRI's primary care research, the supervisors preferably work at different departments, the Academic hospital, or research institutes elsewhere in the Netherlands or abroad, for example associated with the institute where the PhD candidate is employed. The minimum requirement for an external supervisor is a doctorate degree.

In total, a maximum of three supervisors is currently allowed by the Faculty. In specific cases, more than 3 (co-)promoters are accepted, but only on official request to the Dean of the Faculty. Every year, PhD students can nominate a supervisor for the CAPHRI Supervisor's Award, which is granted on the annual CAPHRI Research Day.

02.2

Number of CAPHRI PhD students

As of January 2011, 145 internal PhD students are employed at CAPHRI (118 as PhD student, among which several combining a thesis with a GP specialisation (AIOTHO), and 27 as researchers with the intention to graduate). In addition, 119 people are registered as external PhD candidates, who are working at institutions in the Netherlands and abroad, and conduct research under CAPHRI's authority and supervision. The latter fund their PhD trajectory themselves or via a Scholarship (Nuffic, government, industry or other). Almost 40% of all CAPHRI PhD students have an international background.

02.3

How to become a CAPHRI PhD candidate

In general, internal PhD students are selected through open competition when there is a vacancy. In addition, CAPHRI aims to create possibilities for students to write their own research plan (facilities supporting this are the Health Sciences Research Master and the Faculty Kootstra Fellowship) and, on occasion, also allows junior researchers to follow a PhD trajectory. External Master's graduates can apply for admission as a PhD candidate by finding a promoter (for example, through the PhD co-ordinator or the Scientific Director) who is willing to supervise them after having assessed the quality of their research proposal and CV.

All PhD candidates (internal and external) are obliged to complete a Training and Supervision Plan (TSP) within three months of their appointment, available via the HR officer or the PhD co-ordinator. The TSP is considered as a tailored and flexible plan that can be adapted during the PhD trajectory, according to the needs of the PhD student and the skills needed for the project. In the first three months, the PhD candidate writes a project plan, including a sound publication plan and time schedule. The CAPHRI promoter (and co-promoter) assess the scientific quality and feasibility of the project plan. Based on this plan, participants perform research under guidance of their supervisor(s), and report the results in peer reviewed international journals of the highest possible impact in their field of study.

02.4

Registration of CAPHRI PhD students

PhD students are registered fully with CAPHRI only when the following documents are received by the PhD co-ordinator:

- A registration form;
- A CV, showing a sufficient education to start a PhD trajectory (i.e. a suitable Master's degree);
- A research proposal of good quality, which is approved by the promoter and supervision team;
- The Training and Supervision plan, agreed upon by the PhD student and (co-)promoters within the first three months of the PhD trajectory, and approved by the PhD co-ordinator;
- A sound and feasible project plan, including a publication plan and time schedule, to be regularly updated by the PhD student and (co-)promoters, drawn up in the first three months of the trajectory.

02.5

End-terms for acquiring the PhD title

The aim of writing a PhD thesis is to develop oneself into a well-equipped researcher and to learn to conduct high-quality health care research. The PhD thesis should be in English, as well as all submitted papers and work-in-progress. Therefore, candidates must demonstrate a sufficient proficiency of English. For PhD students employed at Maastricht University, language courses are offered by the Faculty and the Language Centre. End-terms are clear from the start of the PhD trajectory and are communicated to the PhD student by the (co-)promoters and the PhD co-ordinator. Each CAPHRI PhD thesis consists of at least 5 high quality papers, of which the PhD student is the first author, that have been submitted to international scientific journals. At least 3 papers must have been accepted for publication. In addition, the PhD thesis includes an introductory chapter and a conclusion/discussion chapter. Apart from a successful defence of the PhD thesis, the Training and Supervision Plan has to have been completed successfully to show that the PhD candidate has become a well-equipped researcher. In the first pages of the thesis, the School CAPHRI has to be mentioned (for the exact formulation, see CAPHRI's website).

02.6

Career perspectives for CAPHRI PhD graduates

All CAPHRI PhD graduates are closely monitored at the departmental and programme level. In general, there is virtually no unemployment amongst CAPHRI PhD graduates. Of all PhD students who graduated from 2002 to 2010, 70% are still working as researchers in the academic world (often combined with policy, care or teaching). Of the remaining 30%, 10% currently have a policy job, 15% works in the health care sector and a small percentage (1-2%) works in trade and industry (or other).

03

Support facilities



‘CAPHRI offers PhD students that nurturing environment where the beginning researcher acquires not only the skills of a good and competent scientist but also a wide-eyed inquisitiveness and critical objectivity to approaching the world.’

Gerald Ramos,
PhD student Dept. General Practice

03.0

CAPHRI's support facilities for PhD students

CAPHRI considers it very important that PhD students are enabled to go through their PhD trajectory in a successful way. For this, good supervision by the (co-) promoters is essential, as well as support by CAPHRI. CAPHRI has implemented a sound quality system to actively monitor the progress of PhD students and the quality of the supervision by promoters and co-promoters, supported by the PhD monitoring system 'TRACK'. Once a person is accepted as a PhD candidate within CAPHRI, s/he will be evaluated twice a year by the supervision team, within the TRACK system. The aims of this PhD student quality system are to support PhD students during their trajectories, optimise their working circumstances, enable timely detection of problems and increase the quality of the coaching and supervision. The PhD co-ordinator, dr. Hannerieke van der Boom, functions as a low-threshold contact for PhD students and is responsible for monitoring and supporting the CAPHRI PhD students in a qualitative and quantitative way. In addition, PhD students can approach the confidential advisor, Prof. Trudy van der Weijden. These safety nets result in the early detection of problems and allow CAPHRI to act timely.

03.1

CAPHRI PhD student Quality and Monitoring system

The current CAPHRI PhD quality and monitoring system consists of the following 10 elements:

One

A CAPHRI dossier of each PhD student (CV, appointment letter, project description, including publication plan and time frame, supervisors, Training and Supervision Plan);

Two

An acquaintance meeting of the PhD student with the PhD co-ordinator at the start of the appointment;

Three

A Training and Supervision Plan (TSP), compulsory for all PhD students. The TSP is signed by the PhD student, co-promoter, promoter and HR officer, and should be approved by the PhD co-ordinator, within three months of appointment. The TSP is discussed in the annual meeting with the PhD co-ordinator. The TSP states that 200 working days (max.) are available for training and supervision, divided over participation in PhD courses; at least 40 days of supervision by the daily supervisor; and participation in conferences and workshops. A maximum of 10% may be spent on teaching;

Four

An assessment appointment, taking place 2 months before the end of the first year, with the (co-) promoter and the HR officer, on the basis of which it is decided whether to continue or end the PhD track ('go / no-go decision'). If the promoter wishes to end the contract, this request is put before the PhD co-ordinator and the Scientific Director of CAPHRI. The latter decides, in consultation with the promoter, on extension or termination of the contract of the PhD student. The PhD student can also request to terminate the contract;

Five

An 'Annual Questionnaire on the progress and feedback on the quality of the supervision'. The PhD student is invited by the TRACK monitoring system each year to fill out a lengthy questionnaire about the progress of the project, possible delay and the causes behind this, and to provide extensive feedback on the quality of the supervision by all (co-)promoters involved in the project.
→

The feedback on supervisors is a confidential part which can only be seen by the PhD student and the PhD co-ordinator, the progress part can be seen by all people involved in the project;

Six

At least twice a year, the promoter(s) should log into the TRACK system to mark the progress of the PhD project (red – serious problems regarding progress; orange – some problems; and green – progress is good). This can be done more frequently in case of serious worries. Under each coloured period, the (co-)promoter(s) can make explanatory notes;

Seven

Every PhD student has an annual appointment with the PhD co-ordinator to discuss the progress of their project, the quality of the supervision and any personal circumstances. Concerns or problems highlighted in this meeting are discussed with the Scientific Director and possible solutions are sought in consultation with those involved. At the end of the contract of each PhD student, and in rare cases of early termination of a contract, an exit talk is held to gain information on the student's experiences with the supervision during the project;

Eight

An annual report written by the PhD co-ordinator with an overview of the results of the questionnaires on the progress and quality of the supervision. This is discussed in the CAPHRI Board of Education, consisting of the Scientific Director, the PhD co-ordinator, the confidential advisor, and the CAPHRI PhD representatives;

Nine

In individual cases, the PhD student and/or (co-)promoters are invited by the Scientific Director to discuss the progress and supervision and to make agreements about improvements or the possible change of supervisor(s). In case of very serious issues, the question of whether to terminate the trajectory will be addressed. Reports of the talks are signed by the discussion partners and will be filed in the CAPHRI dossier of the PhD student;

Ten

In the fourth year, the PhD student is coached intensively to come to the completion and submission of the manuscript and the realisation of the doctoral degree. Halfway through this year, the PhD student, in consultation with the (co-)promoter, makes an end report of the progress and assessment as to whether the manuscript will be completed and submitted on time (in accordance with the agreed date). In case the trajectory is not attainable, this needs to be reported in time to the PhD co-ordinator and the management office of CAPHRI. The Scientific Director then discusses this delay with the responsible programme leader.

The CAPHRI PhD student database 'TRACK'

In May 2010, CAPHRI started the PhD student database 'TRACK', which was specifically built for CAPHRI by a specialised ICT company in the Netherlands. It is a web-based application, where data are securely and centrally stored and accessible via the Internet. The four main tasks of this system are to register all CAPHRI PhD students, offer transparent ways of communication between PhD students and their supervisors, to monitor the progress of PhD projects, and to monitor the quality of the supervision. All PhD students are registered in TRACK, including their contract date, name of the project, etc. The PhD co-ordinator manages the system and has full access to all components. PhD students only have access to their individual data via a secured link on the CAPHRI website. They can fill out their Training and Supervision Plan digitally, and attach documents (e.g. articles, their preliminary thesis) to create a portfolio, and make agreements with their supervisors. They also complete the Annual Questionnaire via the TRACK system. Supervisors also sign in via the CAPHRI website. They have access to the general data of their own PhD students and their annual progress reports. They cannot access the confidential section in which feedback is given by the PhD student on their supervision. At least twice a year, the promoter(s) should mark the progress of the project of each of their PhD students with a colour and evaluative comments (see step 6 above). The aim of this database is to support CAPHRI by signalling problems in the project, the supervision or the performance of the PhD student at an early stage, and to provide adequate support by making agreements for improvements with the PhD student and/or the supervisor(s).

Annual Questionnaire on the progress of the project and feedback on the quality of the supervision

CAPHRI considers feedback on the experiences of each PhD student of great importance. Step 5 and 8 of the Quality and Monitoring system concern the annual CAPHRI PhD Questionnaire on Progress and Supervision. Annually, starting 9 months after the start of the PhD project, every PhD student is invited by an email from the TRACK system to provide CAPHRI with valuable information regarding the progress of the research project and the quality of the supervision that is provided by the team of promoters and co-promoters. The questionnaire consists of three parts: 1) general questions; 2) questions on the progress of the PhD project; and 3) questions on the coaching and supervision by the (co-)promoters, where PhD students are asked to provide lengthy feedback on each of the supervisors. CAPHRI values and ensures the confidentiality of part 3: co-promoters and promoters who log into the TRACK system only have access to part 1 and 2; the TRACK system will never reveal the results of part 3 to supervisors. Thus, none of the supervisors will be able to see the scores on their performance given by individual PhD students; these are only to be accessed by CAPHRI's PhD co-ordinator. Every year, the PhD co-ordinator analyses the data from this questionnaire and writes an overview report of the aggregated results. This report is discussed with the CAPHRI board of education. The data in this report will never be traceable to individual scores. When insufficient progress of the project or insufficient supervision is reported, the PhD co-ordinator will inform the Scientific Director (step 9).

04

Development of PhD candidates



‘PhD representatives act as a low-threshold contact for PhD students, spreading relevant information, organising meetings and acting as a sounding board.’

Marla Woolderink (Dept. HOPE) and Katarina Putnik (Dept. Social Medicine), PhD representatives 2010-2011

04.1

PhD education and training

PhD candidates are encouraged to attend international conferences on research in their field and to preferably present papers or posters on the research, as this provides excellent opportunities for contacts with other researchers. PhD candidates are also encouraged to follow courses to develop into all-round researchers. The national Research School CaRe, presided by CAPHRI, is responsible for organising the PhD education and training programme in the area of primary care and public health (see www.researchschoolcare.nl). The aim of CaRe is to develop PhD students into highly qualified, independent and critical researchers. CAPHRI PhD students are free to choose CaRe courses that fit their specific educational background and work experiences, and which offer the theory and skills needed in their research project. CAPHRI finds it undesirable to oblige all PhD students to follow a prefixed set of courses due to the diversity of PhD students and projects. Each PhD student lists the CaRe courses s/he plans to follow in the Training and Supervision Plan. In addition, CAPHRI PhD students can follow courses offered by the FHML, the Department of Education Development and Education Research, the UM Career Centre, and the UM Language Centre. Finally, they can follow additional courses organised by CAPHRI (e.g. debating, thesis lay-out) and courses offered by other research institutes. CAPHRI supports the education of PhD candidates by a Personal PhD student budget (except for those appointed as a Researcher). For a full overview of course options for CAPHRI PhD students, see Annex C (page 24).

04.2

Personal budget for visiting conferences and courses/workshops

In addition to project funds, CAPHRI offers a personal budget to PhD students of €4,100 for the duration of the PhD trajectory. This personal budget supports the education of PhD students, to develop into well-equipped researchers, and can be used for courses, conferences, workshops, and the related travel costs. For the exact regulation and conditions, see Annex B (page 22), or download it from CAPHRI's website.

05

Admission to the defence

Once the team of promoters is of the opinion that the PhD thesis is of sufficient quality, it will be presented to a review committee consisting of several independent and external assessors, assembled by the promoter. This review committee will assess the quality of the thesis and will decide whether it is of sufficient quality to be defended at Maastricht University. For the exact admission procedure for defence of the thesis, see 'Attainment of doctoral degrees' at www.promotiewijzer.nl. The whole approval procedure, starting with submission of the thesis to the review committee and ending with the PhD defence ceremony, takes at least 20 weeks. The estimated costs for printing the dissertation in the Netherlands is €2,000, but PhD candidates are free to choose where they have their dissertation printed.

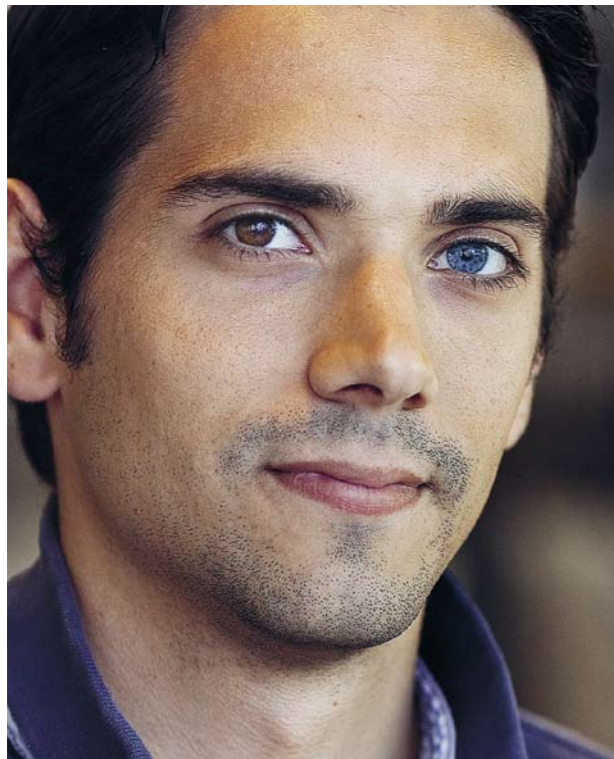
06

Untimely termination of the PhD trajectory

When a PhD candidate decides to end the PhD trajectory or the team of supervisors decides that the work of the candidate is of too low quality or shows too little progress, the Scientific Director and/or PhD co-ordinator has to be informed. In case of untimely termination of the PhD trajectory, agreements between CAPHRI's management office, the promoter, and the former PhD candidate should be made regarding the costs spent on PhD courses and/or conferences.

07

Contact persons



'CAPHRI not only offers PhD researchers the opportunity to discuss their own work with other PhD candidates, but also organises meetings to discuss the research with prominent experts in this particular field.'

Faro Sobczak,
Dept. Health Ethics & Society

07.0

CAPHRI contact persons and useful links

Postal address

School CAPHRI
Maastricht University
PO Box 616, 6200 MD Maastricht
The Netherlands

Scientific Director

Prof. Onno van Schayck

Secretary's office

T +31 (0)43 388 24 46
F +31 (0)43 388 42 25

PhD co-ordinator

Hannerieke van der Boom
h.vanderboom@maastrichtuniversity.nl
T +31 (0)43 388 29 20

Manager of the PhD student budget

Margareth Stevens
m.stevens@maastrichtuniversity.nl
T +31 (0)43 388 24 90

Management Office

Astrid Frissen (managing director)
a.frissen@maastrichtuniversity.nl
T +31 (0)43 388 10 54
Erie van den Heuvel (project manager)
e.vandenheuvel@maastrichtuniversity.nl
T +31 (0)43 388 28 22
Anton Janssen (financial controller)
a.janssen@maastrichtuniversity.nl
T +31 (0)43 388 17 20

PR and Communications

Tanja de Bruijn
Tanja.deBruijn@maastrichtuniversity.nl
T +31 (0)43 388 28 38

Confidential advisor

Prof. Trudy van der Weijden
trudy.vanderweijden@maastrichtuniversity.nl
T +31 (0)43 388 28 77

PhD representatives

Two to three PhD students are alternating every two years. For the current PhD representatives, see:
<http://www.caphri.nl/en/algemeen/phd-representatives-caphri.aspx>

CaRe

Care-secretariaat@maastrichtuniversity.nl

Useful links

www.caphri.nl
www.hsrn.nl
www.researchschoolcare.nl
www.phdacademy.sohosted.com
www.provum.nl
www.hetpnn.nl

A

Annex



‘Acceptation of your paper makes the effort worthwhile. Nothing more encouraging than your article in print with your name on it!’

Gonnie Klabbers,
4th year PhD student Dept. Social Medicine

Annex A

The CAPHRI Programme structure 2010

Cluster 1 : Primary Care

Programme 1	Programme 2	Programme 3	Programme 4	Programme 5	Programme 6	Programme 7
R. de Bie L. van Rhijn	G.J. Dinant M. vd Akker	S. vd Linden R. Landewé	M. Prins	G.J. Wesseling J. Muris	C. Bruggeman	R. Smeets
Epidemiology of musculoskeletal disorders	Diagnostic and treatment of frequently occurring diseases in primary care	Effectiveness of Diagnosis and Intervention in patients with Rheumatic Diseases	Clinical Epidemiology	Asthma and COPD	Infections and antibiotic resistance in primary care	Rehabilitation Medicine

Cluster 2 : Innovation of Care

Programme 1	Programme 2	Programme 3	Programme 4
J. Hamers R Kempen	B. Vrijhoef N. Schaper	S. Evers	T. vd Weijden
Innovations in Health Care for the elderly	Redesigning Health Care	Health Technology Assessment	Implementation of Evidence

Cluster 3 : Public Health

Programme 1	Programme 2	Programme 3	Programme 4	Programme 5	Programme 6
M. Berger G. van Breukelen	I.J. Kant	K. Horstman	N. de Vries H. de Vries	H. Brand	A. Brand
Design and analysis of studies in health sciences	Occupational Health Epidemiology	Health Ethics and Society	Health Communication & Theory and Practice in Health Promotion	Comparative Health	Public Health Genomics

Regulation: Personal CAPHRI PhD student budget for courses, workshops, conferences and related travel expenses¹

Aim

The aim of this regulation is to offer a basic personal budget for the development of CAPHRI PhD students into well-equipped researchers, in addition to the possibilities for development that can be offered in projects. This regulation supports the Training and Supervision Plan.

Target group

The budget regulation is intended for PhD candidates who are fully registered in the staff administration under the School CAPHRI (see: Requirements), graduating as PhD with CAPHRI, and meet the following criteria:

- Internal PhD students with an appointment as Promovendus / PhD candidate, according to the University Job Classification (UFO Profile);
- External PhD students with a zero/honorary appointment at the Faculty FHML of Maastricht University who are supervised by a CAPHRI promoter;
- External PhD students without a zero appointment who are supervised by a CAPHRI promoter.

NB Exception: the regulation does NOT apply to researchers who intend to do a PhD and are appointed as Onderzoeker-3, Onderzoeker-4 / (Junior) Research Fellow according to the University Job Classification (UFO-Profile).

Requirements

Several requirements have to be met before PhD students can ask for the reimbursement of costs from the CAPHRI PhD student budget. The PhD student needs to be fully registered with CAPHRI. This is the case when the following documents are received by the PhD co-ordinator:

- A registration form;
- The appointment letter of the FHML (except for external PhD students without an appointment);
- A CV, showing a sufficient education and background to start a PhD trajectory (i.e. a suitable Master's degree);
- A research proposal of good quality, which is approved by the CAPHRI promoter (and if applicable: by the other (co-)promoters involved);

¹ Valid per 01-01-2011 and replacing the previous regulation

- A Training and Supervision Plan, agreed upon by the PhD student and (co-)promoters within the first three months of the PhD trajectory, and approved by the PhD co-ordinator;
- A sound and feasible project plan, including a publication plan and time schedule, drawn up in the first three months of the trajectory and to be regularly updated by the PhD student and (co-)promoters.

The required forms can be requested from the PhD co-ordinator. When all requirements have been met, the PhD co-ordinator and management office will register the person as CAPHRI PhD candidate and will enter him/her in the CAPHRI PhD TRACK system with which PhD students are monitored and PhD candidates can make use of CAPHRI's support facilities (see www.caphri.nl).

Financial regulation

- Only PhD students fully meeting the above-described criteria can make use of the personal CAPHRI PhD student budget;
- Amount: a maximum of € 4,100 for the duration of the PhD trajectory;
- The budget can only be spent on courses, workshops, and conferences and related travel expenses that are required for the development of the PhD candidate and agreed upon by the CAPHRI supervisor;
- The budget is personal and not transferable;
- The budget will not be paid out to the PhD candidate but managed by CAPHRI's management office;
- Costs will be registered on a central budget number of CAPHRI. The management of CAPHRI is responsible and the management office is authorised to sign the request;
- The supervisor of the PhD student is responsible for the proper use of the budget by the PhD candidate. Costs will only be registered by the management office of CAPHRI when the supervisor has approved them. If the budget is overspent, the difference will be settled using a project budget or the department number of the supervisor;
- Any remaining money after graduation or termination will not be paid out.

Procedure

- Costs for which the personal budget is used have to be announced beforehand. The PhD student should send an email with an overview of the expected costs to Margareth Stevens or Erie van den Heuvel of CAPHRI. They will check whether the dossier of the PhD students is complete, whether there is still sufficient personal budget available, and will then approve or disapprove of reimbursement of the costs from the personal budget afterwards. When approved, the PhD student can go to the course or conference.
- After the course or conference took place, PhD candidates can submit a request to CAPHRI for the reimbursement of the costs that were spent according to the standard Maastricht University procedures. Declaration forms of the Administrative Service Centre, including the signature of the supervisor, and original financial documents, should be sent to CAPHRI, who will settle the costs and reimburse the PhD candidate.

In case of termination of the PhD trajectory

There are no financial consequences when an internal PhD candidate terminates the trajectory. When an external PhD student decides to end the PhD trajectory without having obtained the PhD degree, the project leader / programme leader guarantees that the financial means spent are repaid to CAPHRI.

Contact persons for the PhD budget

- Margareth Stevens
(M.Stevens@maastrichtuniversity.nl)
- Erie van den Heuvel
(E.vandenHeuvel@maastrichtuniversity.nl)
- Hannerieke van der Boom, PhD co-ordinator
(H.vanderBoom@maastrichtuniversity.nl)

The PhD training programme for CAPHRI PhD students (1 – 6)

1

The PhD Training Programme of CaRe (Netherlands School of Primary Care Research)

CaRe, The Netherlands School of Primary Care Research, was established as a research school, and recognised by the Royal Netherlands Academy of Arts and Sciences, in 1995. CaRe provides the education of PhD students from the following participating institutes: the School for Public Health and Primary Care (CAPHRI) of Maastricht University, the Centre for Evidence Based Practice (NCEBP) of the University Medical Centre Radboud in Nijmegen, the EMGO Institute for Health and Care Research (EMGO+) of the VU Medical Centre in Amsterdam, and the Netherlands Institute for Health Services Research (NIVEL) in Utrecht. The mission of CaRe is the development of scientific evidence-based knowledge in the field of primary health care and the implementation of this knowledge as evidence-based practice.

Courses offered

- B01 CaRe Introduction
- B02 CaRe Refresher Meeting
- B03 Annual CaRe Meeting
- B04 Writing Scientific English
- B05 Presenting in English
- B06 How to Review a Manuscript
- B07 Ethics of Health Care Research
- B08 Epidemiologic Research: Design and Interpretation
- B09 Introduction to SPSS
- B10 Principles of Epidemiologic Data Analysis
- E01 Clinimetrics: Assessing Measurement Properties of Health Measurement Instruments
- E02 Multilevel Analysis
- E03 Longitudinal Data Analysis
- E04 The Strategy of Data Analysis in Epidemiologic and Public Health Research
- E05 Advanced Diagnostic Research
- E06 Advanced Prognostic Research
- E07 Repeated Measurements in Clinical Studies
- E08 Advanced Topics in Decision Making in Medicine
- E09 Analysis of Correlated Data
- E10 Patient Safety Research: Theory and Practice
- E11 Multilevel Analysis of Longitudinal Data
- S01 International Comparison of Health Service Systems
- S02 Health Services: Research and Practice
- S03 Designing Theory and Evidence Based Intervention
- S04 Evidence and Theory Driven Intervention
- S05 Health Technology Assessment: Evaluation of the Efficiency of Medical Interventions
- S06 Health Education and Health Promotion: Theory and Practice
- S08 Qualitative Research Methods in Health Care. Introduction
- S09 Systematic Reviews and Meta-Analysis: Theory and Practice
- S11 Ethics of Care and Health
- C01 Theoretical Foundations and Methodological Challenges in Health Technology Assessment
- C02 Trial Based Economic Evaluation
- C03 Cost-Effectiveness in Modelling Methods
- C04 Process Evaluation
- C05 Designing and Conducting Qualitative Research

New courses and Master classes, starting 2011:

- Effective writing and publishing scientific papers
- Research with data of Electronic Patient Dossiers
- Qualitative research in health care practices
- Gender medicine
- Master class: National Programme Elderly Care
- Master class Mixed methods

General remarks

- After the successful completion of a course, a certificate and ECTS points are given. CaRe considers the appropriate study load to be equivalent to at least 11.4 ECTS. CAPHRI, however, has not defined a minimum/maximum of ECTS for its PhD students.
- B01 is compulsory for (internal) CAPHRI PhD students, as it gives a broad introduction to the fields of CAPHRI.
- B02 is highly recommended for PhD students, as this day provides ample opportunities for PhD students of the same cohort to exchange experiences with colleagues from around the country.
- B03 is recommended for PhD students as well as for CAPHRI research staff, to network, and exchange research experiences.
- The codes of each course are referring to the formerly used profiles (Epidemiologic profile (E-profile), Social Science Profile (S-profile), Health CaRe Professionals Profile (P-profile). A new division is being developed now, distinguishing general courses, epidemiological/quantitative courses, qualitative courses, and domain-specific courses.

2

Courses organised by CAPHRI

CAPHRI organises additional courses with changing themes, according to the needs of, or ideas from, PhD students, such as 'Lay-out of the thesis', 'Career planning', 'Debating skills', and 'Writing a grant research proposal'.

3

Generic PhD courses offered via UM Career Services (free for UM staff)

- Self-management for PhD trajectories (recommended for first year's)
- Career management for PhD students (recommended for last year's)
- Assertiveness
- Time management
- Project management & project control
- Project Start Up
- Project based work
- Writing about science
- Presentation skills (in Dutch and English)
- Communication skills
- Working effectively
- Annual appraisal and personal development plan
- Acquisition power for researchers (at the Centre for Contract Research)
- Dealing with diversity

4

PhD courses offered by the Faculty FHML (free for PhD students)

Statistics

- Statistics part 1: Introduction
- Statistics part 2: Regression analysis and SPSS
- Analysis of Longitudinal data
- Survival analysis
- LISREL
- Meta Analysis

Research methods

- Qualitative research methods

Communication in scientific English

- Writing skills English, part 1
- Writing skills English, part 2
- Presentations in English

→

Biomedical skills

- Laboratory animal sciences
- Radiation hygiene 5b
- Safe microbiological techniques
- Immune assays
- Cell interactions

5

Professionalisation of teachers (free for FHML PhD students and staff)

The Department of Education Development and Education Research offers the following courses for staff of the FHML for the execution of educational activities (in Dutch and English):

Short tracks: Aimed at educational development

- Course design and constructing problems
- General introduction to student assessment and test construction
- Psychometrics and standard setting (quality assurance)
- Constructing test items
- Constructing and conducting oral examinations
- Assessment of written papers (thesis)
- The construction of test stations
- Interactive lecturing
- Alternative methods within Problem-Based Learning (PBL)
- Introduction to Problem-Based Learning and the role of the tutor (compulsory for all teachers)
- Acting techniques for lectures and presenting
- Guiding Thesis circles

Short tracks: Aimed at teaching and tutoring in the medical curriculum in particular

- Consultation and Reflection (CORE) workshops
- Cluster Coaches in year 3
- Conducting admission interviews (AKO)
- Meetings for (new) mentors in year 1 and 5
- Assessing professional behaviour by tutors
- Basic Training in Clinical Teaching (BCT)
- Basic Training in Workplace Assessment (BTT)
- 360 degree feedback (workplace assessment)
- Portfolio (workplace assessment)
- Mini Clinical Evaluation Exercise

Short tracks: Aimed at evaluating Education

- Internal Quality Improvement: a prerequisite for educational quality

Online modules

- Measuring knowledge and understanding/assessment
- Distance Education
- Collaborative Knowledge Building for Problem Based learning
- Moderating/Training in an online environment/Distance Education within the UM

Longitudinal tracks

- Basic Teaching Qualification (BKO track)
- Sessions for BKO coaches
- MHPE courses (Master of Health Professions Education)

6

Courses offered by the UM Language Centre (some are free for UM staff)

PhD students can also follow courses at the UM Language Centre. Employees with a UM contract can be eligible for funding of one course in Dutch or English, paid by the trade union.

Colophon

CAPHRI

School for Public Health and Primary Care
Faculty of Health, Medicine and Life Sciences
Maastricht University Medical Centre+

Postal address

School CAPHRI
Maastricht University
PO Box 616, 6200 MD Maastricht
The Netherlands

Visiting address

Universiteitssingel 40, 6229 ER Maastricht
The Netherlands
T +31 (0)43 388 24 46
F +31 (0)43 388 42 25

www.caphri.nl

Edited by

dr. Hannerieke van der Boom
PhD co-ordinator CAPHRI

Design

Zuiderlicht, Maastricht

Printing

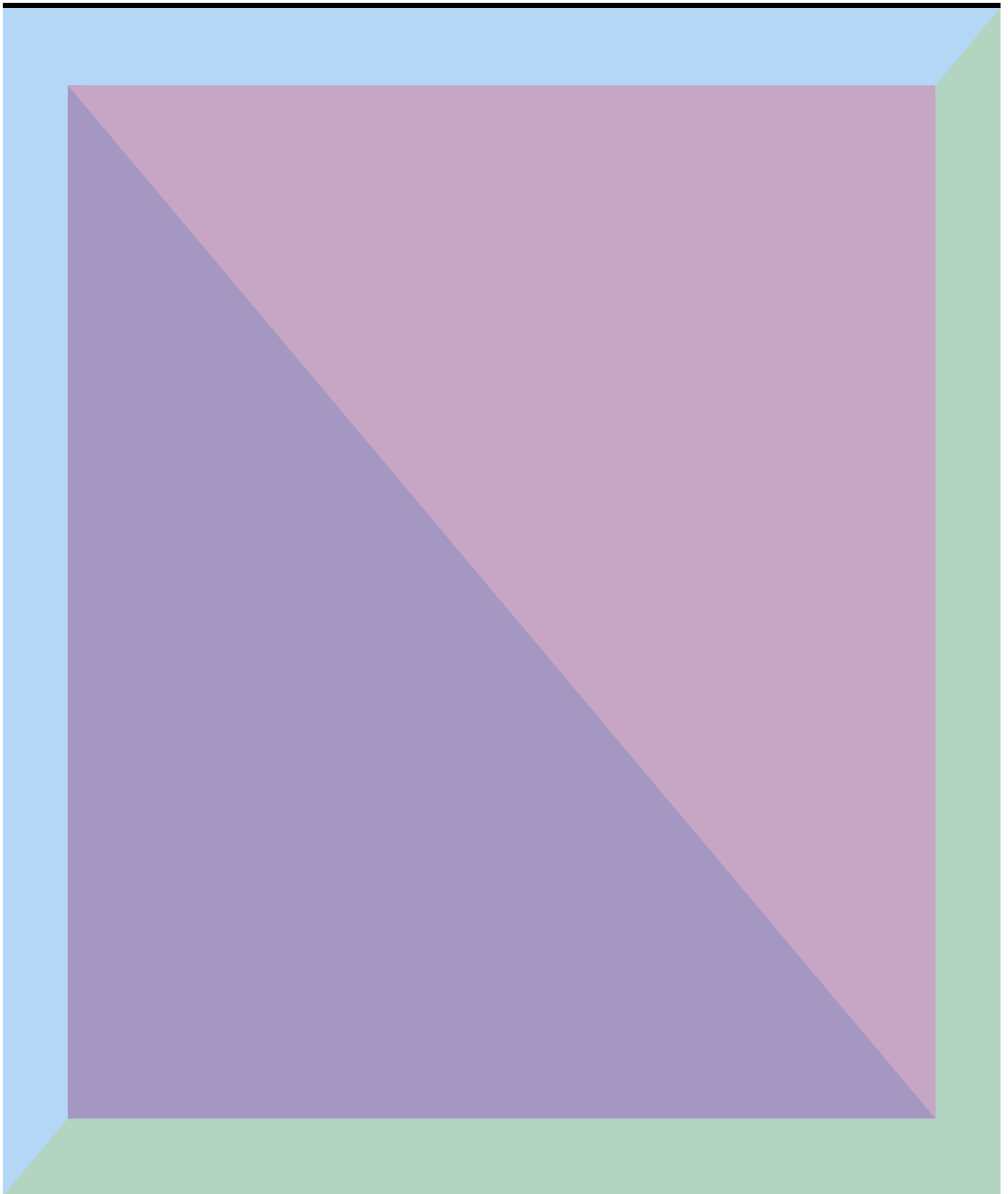
Schrijen-Lippertz, Voerendaal - Stein

© CAPHRI, Maastricht 2011



‘CAPHRI supports and cherishes its PhD students and has a breeding ground policy to develop them into future top-researchers.’

Hannerieke van der Boom, PhD co-ordinator



Maastricht UMC+

