

## Call for the special issue

### *Mentoring, coaching and counselling of students*

Guest Editors: David Taylor (University of Liverpool), Richard Marz (Medical University of Vienna) and Dieter Euler (University St. Gallen)

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## On the call

Following implementation of the Bologna reform, students express considerable demand for support on issues apart from their daily studies. Universities react to these demands on different levels: They introduce mentoring and coaching programs and provide different kinds of counseling. This covers the whole range of academic disciplines and faculties.

Some universities are developing university-wide approaches across all subjects and departments. Other cases are confined to certain fields of study, e.g. medicine. For example, the World Federation for Medical Education (2003) and other regional regulatory bodies (e.g. General Medical Council, 2009) put great emphasis upon the provision of a system of mentoring medical students. Being a medical student is perceived as stressful (DAHLIN, JONEBORG & RUNESON, 2005) at least in part because it means that one has to cross the threshold (LAND, MEYER & SMITH, 2008) and enter a new community of practice (WENGER, 1998) with its own outlook and priorities.

Apart from these references to Medical Education, we explicitly would like to invite contributions from other disciplines. Disciplines other than medicine have indeed embraced similar approaches along the lines of mentoring, coaching and counseling (e.g. the CBM project of the University of Vienna, 2008). From a bird's eye view, one can see a whole range of different models and approaches, in most cases requiring a considerable investment in time and expertise, to serve the needs and achieve the expected outcomes. Correspondingly, there is a large body of research, or at least reflected experience, which needs to be considered.

This volume of the journal will publish research-based findings and experiences from all areas of Higher Education. In particular, we are seeking submissions addressing at least one of the following questions:

- What concepts and approaches of mentoring, coaching and counseling can be identified? How do they relate to the studies the students have to accomplish?
- From the perspective of the university, to what extent are these offerings part of the culture and brand of the faculty or university?
- What objectives do these concepts follow, and how are their impact and outcome evaluated?
- How are the concepts governed by needs analysis thus reflecting articulated demand?
- Who is offering mentoring, coaching or counseling programs? What role do student tutors play in that context?
- What are the major challenges in offering such programs?

We encourage authors to submit conceptual and empirical contributions. Such contributions may be submitted either in English or German. Title, abstract, and keywords should be both in English and German.

## References

**CBM, University of Vienna** (2008). Retrieved 29 June 2012 from <http://www.univie.ac.at/cbm.psychologie/index.php>

**Dahlin, M., Joneborg, N. & Runeson, B.** (2005). Stress and depression among medical students: a cross-sectional study. *Medical Education*, 39(6), 594-604.

**General Medical Council** (2009). *Tomorrow's Doctors*. Retrieved 29 June 2012 from [http://www.gmc-uk.org/education/undergraduate/tomorrows\\_doctors\\_2009.asp](http://www.gmc-uk.org/education/undergraduate/tomorrows_doctors_2009.asp)

**Land, R., Meyer, J. H. F. & Smith, J.** (2008). *Threshold concepts within the disciplines*. Rotterdam and Taipei: Sense Publishers.

**World Federation for Medical Education** (2003). *Basic Medical Education: WFME Global Standards for Quality Improvement*. Retrieved 29th June 2012 from <http://www.wfme.org/standards/bme>

## On the Journal

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## Types of contribution

Contributions may be submitted in two different formats (in German or English):

### Scientific papers should

- provide innovative perspectives, arguments and analyses
- concentrate on one topic of this call
- provide gain in relation to existing knowledge
- describe methods of analyses properly
- follow APA-citation style
- have about 12 pages (+/-2 pages, 2400 characters per page)

### Practitioner reports should

- demonstrate potential for knowledge transfer
- elaborate generalizable aspects
- be written in a systematic, transparent and intuitive way
- have about 7 pages (+/-2 pages, 2400 characters per page)

## Submission

Please upload your (anonymised) articles using the ZFHE's online journal system (<http://www.zfhe.at>); first, you will have to register as author there.

It is advisable to use the ZFHE's template available at [http://www.zfhe.at/userupload/ZFHE\\_9-1\\_TEMPLATE.docx](http://www.zfhe.at/userupload/ZFHE_9-1_TEMPLATE.docx)

**Review**

Each contribution will be subjected to double blind review by independent reviewers with academic experience in the topic of the contribution. In case of differing reviews, the editors of the issue at stake decide on the acceptance of the paper.

**Questions?**

For questions regarding the topic of this issue, please contact the guest editors, David Taylor ([dcmt@liverpool.ac.uk](mailto:dcmt@liverpool.ac.uk)), Richard Marz ([richard.maerz@meduniwien.ac.at](mailto:richard.maerz@meduniwien.ac.at)) or Dieter Euler ([dieter.euler@unisg.ch](mailto:dieter.euler@unisg.ch)).

For technical and organizational questions, please contact Michael Raunig ([office@zfhe.at](mailto:office@zfhe.at)).

**Time schedule**

- 13 September, 2013 – Deadline for submitting full papers
- 15 November, 2013 – Notification/Review
- 13 December, 2013 – Deadline for revisions
- 24 January, 2014 – Publication

We are looking forward to your contribution!

**The editors**

**David Taylor (University of Liverpool), Richard Marz (Medical University of Vienna) and Dieter Euler (University St. Gallen)**