

# Education Matters

FHML 2015-2016

*“This is it!”*

Mark Spigt talks about  
Constructive Alignment

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Student Yuhan Tan  
*went to the  
Olympics*

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*Femke Jongen*

is the new head  
of the Skillslab

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**A BRAND NEW  
BACHELOR'S  
PROGRAM IN  
*Biomedical  
Sciences***

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## Colophon

Education Matters is an annual publication of the Institute for Education, Faculty of Health, Medicine and Life Sciences, Maastricht University.

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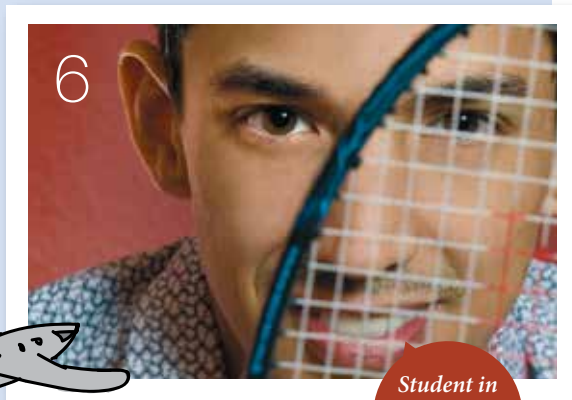
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Why go to a student advisor?



Student in the picture: Yuhan Tan



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Steps for a study exchange abroad



Welcome to the office of Jan and Toine

# Exciting times

**A**fter the successful launch of *Education Matters* last year, evoking many positive reactions, we have now decided to continue and publish this magazine annually, at the end of each academic year.

We are in the middle of an exciting and challenging era, especially in the healthcare and biomedical arena. New scientific developments are exploding and healthcare professionals are facing changing demands of patients and society. Of course, our students have to be prepared to deal with such dynamic circumstances. They have to become independent, lifelong learners, that keep their knowledge and skills up-to-date during and -even more important- also after their study career. On top of that, they have to become flexible, creative and reflective professionals. It is up to us, as educators, to also stimulate the development of these generic competences. UM's teaching philosophy, problem-based learning, offers many opportunities to address all these topics. On top of that, our FHML programs pay more and more attention to the development of communication and collaboration skills and professional behavior, in new longitudinal lines of education. In this magazine you can read about the approach chosen in the revised bachelor Biomedical Sciences. Educational innovations like these will certainly add to the employability of our students after graduation.

It goes without saying that it is an enormous challenge for our scientific and support staff to ensure high quality education in such a dynamic environment. Over the past few years we have witnessed a growing student population at FHML, and this growth appears to continue. Currently, our total student number approaches 5000! Therefore, community building is another important goal to achieve. Students should not feel part of a faceless crowd. For this purpose, we have now implemented mentorships in our largest curricula with more than 250 students per cohort. A mentor guides a small group of students during their first year or even during the entire curriculum. Mentor and students meet several times a year, as a group and individually. As a result, the mentor gets to know his or her students, and will be able to advise and help them in their educational career and sometimes also in more personal matters. Students appreciate this personal approach and find it easier to ask for support when needed.

The increase in absolute student numbers comes together with an increasing diversity; our current student population comprises 71 nationalities! Being part of such an international population will help



## *Community building is an important goal to achieve*

our students to prepare for a future in a globalizing world. They learn how to communicate and collaborate with colleagues from different countries and cultures. Parallel to this development, we are aiming to increase the international content of our curricula. The Platform Internationalization is actively advising management teams to mold the internationalization of their programs. On top of that, we are already number one in the Netherlands in offering international internships to our medical and European public health students, and we are now in the middle of increasing such opportunities for health sciences and biomedical students as well. Of course, these developments also ask for increased attention for staff development concerning cultural awareness and English proficiency. First activities have already been started to make this possible.

Enjoy reading this second edition of *Education Matters*!

**Mirjam oude Egbrink**

*Scientific director of the Institute for Education FHML*

# THE BRAND NEW BACHELOR'S PROGRAM IN *Biomedical Sciences*

**During their very first course at Maastricht University, Biomedical Sciences students are instructed to measure the length of their ring and index fingers. Later in the year, they'll work with these data during a statistics course. According to director of education in Biomedical Sciences professor Hans Savelberg, it's a perfect example of what the new bachelor's program in Biomedical Sciences looks like in practice.**

"From the onset of their studies, students will be acquainted with conducting research," Savelberg states. "For, if you want to know the length of your fingers, what exactly do you need to measure, and how are you going to do this? These are the basic questions of any biomedical research. Next to that, we've sought to create a coherent curriculum by constantly referring back to what has been studied - or, in this case, measured - in prior courses."

The need for a new and improved curriculum was felt because of disappointing rankings, as well as students' remarks about gaps and duplications. "We started from scratch, thereby taking into account the changing demands of society," associate professor Eleonore Köhler says. Together with Savel-



**STUDENTS START  
WORKING ON THEIR  
COMPETENCES  
FROM DAY ONE**

berg, she has been driving force behind the new bachelor's program. "Nowadays, employers are looking for internationally-oriented graduates with expert knowledge, skills, and competences. For that reason, the new program is taught in English." Savelberg: "Naturally, we also hope to attract international students from different cultural backgrounds. Diversity, after all, is what makes Problem-Based Learning flourish."

## *Competences*

Assistant professor Roger Godschalk accepted the challenge of designing the first course of the first year, which he titled *The Lego bricks of life*. "Lego bricks are building blocks," he explains, "ranging from molecules, to organs, to human beings and eventually the whole population. The nice thing about this course is its general character. It covers a wide variety of topics from a multidisciplinary point of view. What I find very important, besides, is that students start working on their competences from day one, which is a process that continues throughout their studies."

"We know from experience that every student benefits from some form of social control," Köhler adds. "Being invisible doesn't further your development; instead, you need

PASSION FOR  
YOUR SUBJECT,  
THAT'S WHAT IT  
IS ALL ABOUT

to be seen by your tutors as well as your fellow students. Therefore, we've introduced a mentoring system." Each mentor is responsible for twelve students and together they work on competences such as professional behavior, collaboration, writing, and presenting. At the end of each course, students receive feedback from their tutors and peers. By means of a portfolio they keep track of their progress.

Student representative Lana Selhorst, who as a member of the Curriculum Committee helped outlining the new curriculum, is convinced of its benefits. "It's a coherent whole, and I think it will be challenging for students," she says. "I experienced that it took quite some time to get a good idea of the practical applications of what I was studying. Only in my third year, I discovered that research is what I want to do. This has changed, I believe, and that's an improvement in itself." Already in their first course, first-year students get the opportunity to attend so-called mini-lectures by researchers working at FHML. "In this manner, we want to show them what we're doing here, and why conducting research can be a lot of fun," Savelberg states. "Passion for your subject, that's what it is all about. And the earlier you discover that, the better."



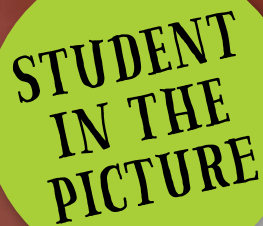
Eleonore Köhler, Hans Savelberg, Roger  
Godschalk. Missing in picture: Lana Selhorst

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**“It has been a good year.  
I graduated and I went to  
the Olympics.”**

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STUDENT  
IN THE  
PICTURE

# Yuhan Tan

*One day after obtaining his master's degree in Medicine, Yuhan Tan (29) boarded a plane to Rio de Janeiro to participate in the Summer Olympics. Although the nine-time Belgian badminton champion did not bring any medals home, he has reason to be proud. "I have shown that it's possible to combine studying with a top level sports career. It's hard work, but definitely worth it."*

**Y**uhan looks back on the Olympics with mixed feelings. "I played two matches," he says, "one of which I knew was going to be really difficult since my opponent is ranked number six in the world. The other match I competed against an Israeli athlete whom I had defeated five times before." Unfortunately, the strong wind gave him a hard time and it didn't work out the way it should have; he lost twice. Yuhan: "Of course that's a big disappointment. As an athlete you always want to win. But it's all part of the game."

Qualifying for the Olympic Games is an achievement in itself, especially when you're in the final year of your master's. "That's what I have to keep in mind," Yuhan laughs. Just to illustrate: in the months leading up to the Olympics, he had to get up at 4:45 a.m. to complete a training session before heading to the hospital for his internship. At the end of the day, another training session was scheduled. "In that sense, I have done everything in my power to prepare myself for the challenge ahead," he admits. "It has been a good year in a lot of ways. I defeated a top ten badminton player in March and finished in the top eight during the European Championships in April. I graduated and I went to the Olympics. I should be satisfied."

## **Orthopedic surgeon**

Now he has completed his studies at Maastricht University, Yuhan's top level sports career seems to have come to an end. He recently started his orthopedic surgery residency program in Brussels and is determined to make the most of it. "I have a lot of responsibilities now, and it won't be possible anymore for me to attend all the international tournaments," he explains. "What I do hope, however, is that my experiences as an athlete will help me become a good doctor. For I know how to be self-disciplined, push myself beyond my limits, and strive for the best."

Having started a new chapter, will Yuhan miss being a top badminton player? "I'm definitely going to miss it, I think I already do," he says. "It's a fantastic way of life. You work hard, it's an emotional rollercoaster, but the reward is immense. The past year, I played twenty-three tournaments all over the world. As a student I didn't go out a lot, and I know nothing about movies or television series. But I experienced a lot of different things. So yes, it's a pity that it ends here, and that these have been my last Olympics - as an athlete, at least. Perhaps I will go there again, as an orthopedic surgeon. That would be great, actually."

*“When I first read his book, I knew: this is it. I was so excited I couldn’t sleep.” It would be an understatement to say that associate professor Mark Spigt is enthusiastic about constructive alignment, an approach to teaching and learning developed by the Australian educationalist John Biggs. From this academic year onwards, constructive alignment will be an indispensable part of the Health Sciences curriculum at FHML.*

# Constructive alignment: INNOVATING EDUCATION AT FHML



Mark Spigt, Nynke de Jong and  
Anique de Bruin



“Imagine you’d be enrolled in a wine course,” Spigt says, “which you’d complete by passing a multiple choice exam. Would you afterwards be able to purchase wine for a restaurant, or work as a sommelier? I doubt it, for all you’ve learned is how to successfully answer a set of multiple choice questions.” There exist, in short, different levels of knowledge - and that’s what constructive alignment is all about.

Spigt: “At the university, we want our students to reach a deeper understanding of the topics they’re studying, which goes beyond reproducing what’s in their textbooks. Instead, we want them to think independently, be critical, and develop their own ideas.” What the work of John Biggs shows is that they need an incentive to do so, as most students are likely to study only that what’s required to pass their exams. The challenge for Spigt: to find out how to get students to this point.

### Training and assessment

“Together with the course coordinators of the Biology and Health track, which I’m coordinating, I started out by defining the final attainment levels of the entire Biology and Health curriculum,” he says. “We asked ourselves what types of training and assessment are necessary to teach students how to give an excellent presentation, write a good academic article, or work independently in a laboratory; for that, eventually, is what our graduates should be capable of.”

Since the beginning of this academic year, each course within the Biology and Health track therefore consists of two elements. Basic

*EDLAB is Maastricht University’s institute for education innovation and works together with all faculties and service centers on e.g. improving the quality of education, enhancing employability, training staff and exploring innovative in-class teaching concepts*

knowledge continues to be assessed by means of multiple choice tests. What’s new, however, is the introduction of more complex tasks that give students the opportunity to actively work with the knowledge they’ve gained. “We ask them, for instance, to delve into the most recent scientific literature about a certain topic, which then also will be graded,” Spigt explains.

Next to that, students are continuously trained and assessed in order to enhance their presentation, writing, and experimental skills. Spigt: “Here, it’s of key importance to clearly define what’s expected from them. What, for example, makes a good presentation? In collaboration with the people from EDLAB, the university’s institute for educational innovation, I’ve put a lot of thought into questions like this. It’s up to us to give students the time and opportunity to get the best out of themselves. That will make studying a more challenging, rewarding, and fun experience, I believe.”



### **Nynke de Jong, assistant professor / liaison EDLAB**

“Together with my colleague Anique de Bruin, I’m the liaison between FHML and EDLAB. One of the great advantages of working together with staff members from different faculties is the fact that we are aware now of what happens elsewhere. One doesn’t always have to reinvent the wheel; instead, we can learn from each other.”

### **Anique de Bruin\*, associate professor / liaison EDLAB**

“EDLAB crosslinks educational innovation across faculties and schools, leading to curriculum changes, such as implementation of constructive alignment, that far transcend regular curriculum updates. The collaboration between faculties has ignited out-of-the-box brainstorming and the identification of innovation topics that would possibly have gone unidentified within single faculties.”

\* Dominique Waterval took over Anique’s role as liaison in september 2016.

# News in brief



**UNS60 RESTYLED**  
 Making the education building more attractive to students and staff.

## NEWS FROM THE PLATFORM INTERNATIONALIZATION

Over the last year, the Platform Internationalization took up its task to support and promote internationalization in all FHML educational programs. FHML's mission on internationalization is to prepare FHML students for a future in which they can successfully function in a globalizing society and labor market. Based on the starting point that preparing students for a globalizing society will look different in different programs, the Platform adopted a bottom up approach. It decided to make an inventory of the activities, experiences, best practices, challenges and needs regarding internationalization, and to conduct interviews with representatives of all FHML programs (first phase) and of relevant supporting departments and committees (second phase). The first phase has been finalized, and interviews have been held with coordinators, staff members and students of 4 bachelor and 15 master programs. The Platform wants to thank all interviewees for their informative insights and the enjoyable discussions.



## Exposition FHML

Since 2009, the Institute for Education FHML represented by the 'art club' (Jolanda Koetsier, Sabine Claessens and Mariska Berends) exposes works of art made by students. The exposition is realized in cooperation with Arjen van Prooijen, artist and teacher at the Bachelor Fine Art and Design in Education (FADE)/Hogeschool ZUYD Maastricht. This year, students of the bachelor FADE contributed their work to the exposition. On June 30, Ineke Wolfhagen formally opened the exposition on behalf of the Board of Directors of the Institute for Education FHML. The students, Arjen van Prooijen and other employees were present. The works of art will be exposed during during the entire academic year at the Institute for Education (UNS60, second and third floor). You are welcome to come and take a look!

### *Education Seminar*

## Problem based learning: How to improve current practice

The education seminar on April 13 of this year was about challenges of Problem-Based Learning in current practice. The goal of this education seminar was to critically analyze the current practice of PBL and to inspire all people involved to find solutions and new opportunities to improve current practice. It was organized by all FHML educational committees.

Various workshops and lectures took place:

- Problem-based learning: Confused history, promising findings and bright prospects (Henk Schmidt)
- Self-study: The blind spot in PBL? (Anique de Bruin)
- Optimizing deep learning (Diana Dolmans and Francine Schneider)
- Student evaluations: Useful or frightful? (Mark Spigt)
- Are lectures dying a slow death? (Klasien Horstman)



## MASTERCLASS PROFESSOR FRANS DE WAAL

Frans de Waal ('s Hertogenbosch, 1948) is a Dutch primatologist and ethologist. In 2005 he was the holder of the annually rotating Eugène Dubois Chair, hosted by UM's medicine and psychology faculties. In November 2015 he gave a series of lectures at UM as well as a masterclass hosted by UM's FHML and FPN for second year honors students. Also several high school students attended the masterclass about his studies of chimpanzees. De Waal started his career at the Arnhem Zoo, where he studied the world's largest captive colony of chimpanzees. This six-

year project resulted in scientific papers and his first book, *Chimpanzee Politics* (1982). De Waal, who moved to the United States in 1981, gained renown for attributing emotions and intentions to primates who in his view show empathic, cooperative, reconciliatory and fair behavior. This led him to conclude that there are no sharp boundaries between apes and humans. De Waal has been a professor at Emory University in Atlanta since 1991. Time Magazine listed him as one of the hundred most influential people in the world in 2007.





Maarten Verwijnen

Becoming a medical doctor doesn't happen overnight; it's a process of developing both knowledge and skills. The latter is exactly what happens in the Skillslab, which has recently moved into a new building and welcomed a new head. Please meet Maarten Verwijnen, who has been the head of the Skillslab since 1999, and his successor Femke Jongen, who took the helm the first of September, 2016.



Femke Jongen

# The future of the Skillslab

“It’s a time full of transitions,” Verwijnen says, “and in a sense it’s a pity that I’ll leave before the end goal is reached. But I’m sure it will work out fantastic.” What he’s referring to is not only the Skillslab’s move into the UNS 5 building, but also a new approach to assessment which is currently being implemented. The past months, Verwijnen and Jongen have jointly been working on these matters, and they’ll continue to do so till the end of the year.

Verwijnen: “In recent years, we have abolished the annual skills exam at the end of the first and

second year of the bachelor’s program, and replaced it with a rather programmatic form of assessment. Previously, students had only one opportunity to perform well, which was highly stressful for them.”


The big advantage of the new approach, according to Jongen, is not only that students regularly get to practice and show their skills, but also receive a lot of feedback. “By means of teacher-feedback sessions, we monitor their progress,” she says. “This enables us to intervene when problems are experienced. The introduction of a skills-coach, who supports a relatively small group of students throughout their bachelor’s phase, is another improvement. It’s great that students and teachers can energize and learn from each other.”

## SUCCESSOR

From this academic year onwards, the annual skills exam at the end of the third year will be replaced with a new

clinical skills exam, the content of which will be closely tailored to the master’s program. “As you can see, we’re still in the process of shifting,” Verwijnen states. “It’s an ongoing development. I’m sure Femke will do a great job once I’m gone. We share our passion for medical education, and what I find very important is that she has a lot of experience in the field of e-learning. Innovation is needed here, and Femke has the expertise to bring a change about.”

It was, after all, Verwijnen himself who designated her as his ideal successor. Jongen, who studied Medicine at Maastricht University



and worked at the Department of Clinical Skills Education at UMC Utrecht, wasn't actively looking for a job - but soon realized that this was a once in a lifetime opportunity. Jongen: "I feel very comfortable around here and I'm convinced I can make a valuable contribution to the team. Moreover, it's great to have the chance to work alongside Maarten for this period of time. So yes, I'm very enthusiastic."

When it comes to his own career, Verwijnen looks back with satisfaction. "Since I have always been a facilitator, working with students and supporting them in their learning processes is what I have enjoyed the most," he says. "Besides, I'm very proud of my colleagues at the Skillslab, who all are very passionate about what they're doing. It has been a lot of fun to be part of such a motivated team." Jongen: "That's definitely something I want to maintain."

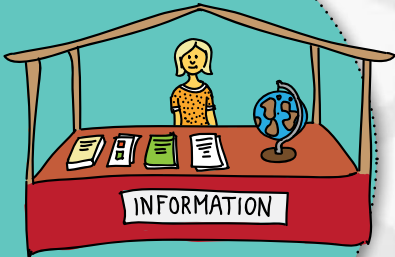
*A big advantage of the new approach is that students receive a lot of feedback.*



from  
*Maastricht*  
University  
to the  
*world*

STEPS FOR A STUDY EXCHANGE ABROAD

1



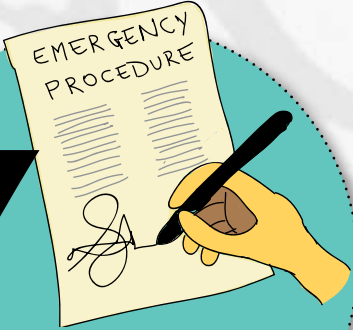
INFORMATION SESSION

8



GRANT APPLICATION

7




SIGNING OF POLICY  
IN CASE OF  
EMERGENCY

6



A

9



CONTENT-RELATED  
PREPARATION

10



DEPARTURE

11




PARTIC  
IN EDU

2



MAKE A CHOICE

3



DISCUSSION AND DECISION

4



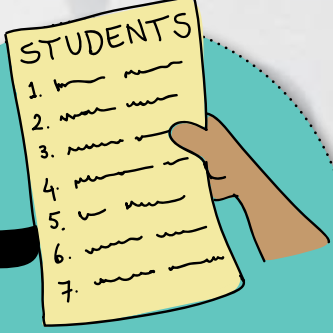
ARRANGING HOUSING ETC. ABROAD

5



PRE-DEPARTURE TRAINING

6




INFORMING PARTNER INSTITUTION

7



PARTICIPATION AND EVALUATION

8



REPORT AND EVALUATION WITH LOCAL SUPERVISOR

9



RETURNING TO MAASTRICHT

# “Education is

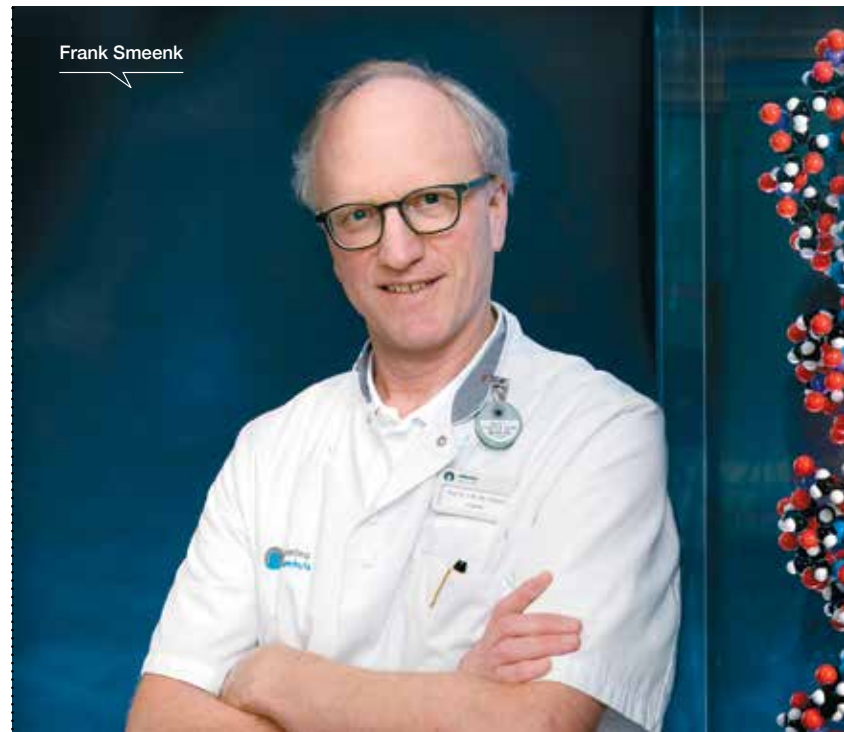
*During their respective careers, they have already supported dozens of students on their way to becoming a medical doctor. For orthopedic surgeon Ide Heyligers and pulmonologist Frank Smeenk, educating future doctors is not just part of the job; it’s a passion they share.*

**S**tudents enrolled in the FHML master’s program in Medicine participate as interns in various clinical rotations, which take place mainly in regional hospitals. At the Catharina Hospital in Eindhoven, they may very well run into Frank Smeenk. At the Zuyderland Hospital (Heerlen, Sittard and Brunssum), there’s the chance to meet Ide Heyligers.

“Both Frank and I have plenty experience in the field of educating and training medical specialists, residents, as well as interns,” Heyligers says. “Next to that, we are both attached to SHE, the Maastricht School of Health Professions Education.” Heyligers is a professor of education and training in the teaching hospital; Smeenk is a professor of quality improvement in residency training.

## Interns

Since a few years, a new and innovative medical master’s program has been implemented at FHML. According to Smeenk, one of the biggest improvements of the current system is the fact that interns work for a longer period of time at the various hospital departments.



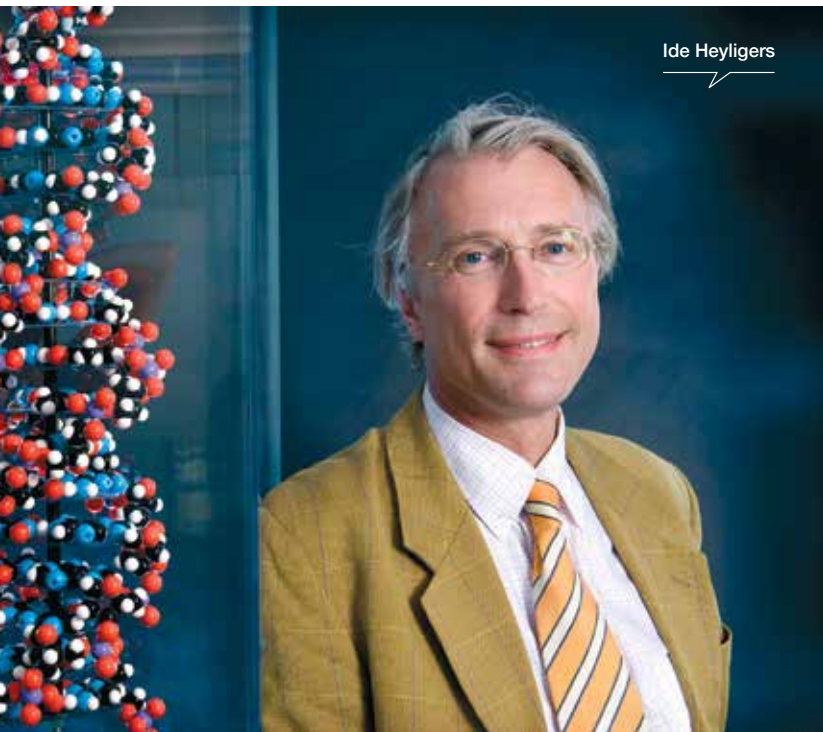
Frank Smeenk

**TAKING RESPONSIBILITY IS WHAT THIS PROFESSION IS ALL ABOUT, AND WE CANNOT START TOO SOON WITH TEACHING OUR INTERNS HOW TO DO THIS**





# *in our DNA”*



Ide Heyligers

“This gives them the opportunity to become part of the team, which is very important” he states. “Since they feel that their contribution is appreciated, it’s easier for them to make their voice heard.”

“Taking responsibility is what this profession is all about, and we cannot start too soon with teaching our interns how to do this,” Heyligers finds. “Therefore, we are planning to divide certain clinical tasks - drafting letters, making an ECG, or performing a puncture - among those people who can learn the most from it. Naturally, this will happen in a safe and careful way. An intern will always be supervised by a resident, which again will be supervised by us.”

By gradually expanding the interns’ responsibilities, a smooth transition to the life as a medical doctor should be ensured. “What also helps, in this respect, is the use of a portfolio in which they keep track of their own development,” Smeenk says. “In general, interns are very aware of their strengths and weaknesses, which is exactly what you’d expect of a medical specialist.”

## **Fresh and sharp**

Patient care, education, and research are for Heyligers and Smeenk like a holy trinity: these activities go hand in hand and strengthen each other. “Basically, I believe that every human being likes to teach,” Heyligers states. “We also educate our children, it’s in our DNA. As for me, I really enjoy working with interns since they are enthusiastic and eager to learn. Besides, as they have such a different perspective on things, I also learn a lot from them.”

“Working with young people is what keeps us fresh and sharp,” Smeenk laughs. “You just cannot sit back and relax.” When it comes to research in the field of education, both men agree that there still is a lot to be gained from the presence of SHE. Smeenk: “Maastricht University is internationally renowned for its research in medical education. We are working on furthering the integration of theory and practice, in order to educate our interns even better.”



# Facts & figures

ACADEMIC YEAR 2015-2016

**4836** STUDENTS  
male: 1518 and female: 3318

students from **71** different countries  
of origin

**884** bachelors new intake

NEW INTAKE MASTERS: **886**

**1078** international exchanges  
and internships

EDUCATIONAL STAFF: **265** FTE (full time equivalent)  
and over 2000 staff members

DEGREES: **1464** 680 bachelors  
and 784 masters\*

staff with University  
Teaching Qualification  
(BKO):

**534**

\* Degrees issued in 2014-2015. The data for the academic year 2015-2016 are not final yet.



#### 4 BACHELORS:

- B.Sc. Biomedical Sciences
- B.Sc. European Public Health
- B.Sc. Health Sciences
- B.Sc. Medicine (including the International Track in Medicine)

#### 16 MASTERS:

- M.Sc. Affective Neuroscience
- M.Sc. Biomedical Sciences
- M.Sc. Epidemiology
- M.Sc. Governance and Leadership in European Public Health
- M.Sc. Global Health
- M.Sc. Health and Food Innovation Management
- M.Sc. Health Education and Promotion
- M.Sc. Health Professions Education
- M.Sc. Health Sciences Research (research master)
- M.Sc. Healthcare Policy, Innovation and Management
- M.Sc. Human Movement Sciences
- M.Sc. International Medicine for Saudi Arabian Scholarship Students
- M.Sc. Medicine
- M.Sc. Mental Health
- M.Sc. Physician-Clinical Investigator (research master)
- M.Sc. Work, Health and Career

# Prizes



Guido Haenen



Nynke de Jong

## FHML EDUCATION PRIZES 2015

On November 4, 2015, the Institute for Education awarded the annual FHML Education Prizes. With these prizes the Institute for Education seeks to recognize staff members who excel in educational roles and who make a relevant contribution to the development of education within FHML.

Prizes were awarded to: Muriel Filliers, Chris van der Grinten, Judith Sluimer (Medicine). Latifa Abidi, David Townend (Health).

Thamar Bovend'Eerdt, Tom Melai (Biomedical Sciences).

Two Great Education Prizes were awarded to Nynke de Jong (Health) and Guido Haenen (Biomedical Sciences) to recognize the fact that they perform consistently well in the field of education and thus play exemplary roles. The next award ceremony will be on November 9, 2016, in the presence of UM's newly appointed Rector Magnificus professor Rianne Letschert.

## SWUM Prizes

On January 11, 2016, at the Dies Natalis of Maastricht University, the Foundation Wetenschapsbeoefening UM awarded student prizes for an academic achievement (a research report, internship report, bachelor's or master's thesis). The FHML Prize winners were:

- Arjan Verhaeg (Master Medicine)
- Milou Meeuse (Master Biomedical Sciences)
- Thomas Avery (Bachelor Biomedical Sciences)
- Kim Worseling (Bachelor European Public Health)
- Vera Habraken (Bachelor Medicine)
- Lotte Prevo (Bachelor Health Sciences).





## Rusprix Award for Double Degree master UM and Tomsk State University

The TOMA (Tomsk-Maastricht) Double Degree Master Program (DDP) of Maastricht University and Tomsk State University (Russia) has been awarded the Rusprix Award. The two universities have developed and implemented the TOMA DDP in 2015.

The Award is granted for the associated outstanding contribution to the development of Russian-Dutch cooperation in education. The Awards ceremony took place on June 24, 2016, in the Palace Hotel in Noordwijk aan Zee.

## Student Research Award



Guna Schwanen receives the Student Research Award.

During the annual Student Research Conference (SRC) organized by the VSNU on November 11 2015 Health Sciences student Guna Schwanen received the Student Research Award, worth € 1500, in the category Law, Economics & Society. She was awarded for her bachelor research "Being kind to my to my socially anxious mind; a study of the relationship between self-compassion and social anxiety".

## CATHARINA PIJLS INCENTIVE PRIZE

The Board of the Catharina Pijls Foundation has decided to award the 2015 Incentive Prize, amounting to € 2000, to Ingrid Kremer (Health Sciences Research Master) for her thesis entitled "Identification and prioritization of attributes of disease modifying drugs in decision making among patients with multiple sclerosis".

On an annual basis the Catharina Pijls Incentive Prize is awarded to a recent FHML graduate as a token of appreciation for an excellent master's thesis. The thesis of the prize winner is selected based on its excellence (a very high grade), innovativeness and the distinctive character of the performed research.

A second criterion for the selection is that the performed research has a typical health sciences character and is in line with the the purpose of the Catharina Pijls Foundation.



*Without Jan van Emmerik and Toine Volckerick, things wouldn't run as smoothly at the Institute for Education. They're there to tackle any IT problem with a cool head and a smile. What they have in common, among other things, is their enthusiasm. "We enjoy going to work every day."*



WELCOME TO THE OFFICE OF...

# Jan & Toine

## COLLABORATION

Jan and Toine have been working together for more than ten years and their collaboration has proven to be a success. "We each have our own specialisation," Jan explains. "Toine is more familiar with the academic structure, whereas I'm into programming." Toine: "It's actually great to have our own IT developer here. When the software system doesn't do what we want it to do, Jan makes it happen anyway. He's always up for a challenge."

## SOFTWARE

"Both Jan and I are key users of SAP Student Lifecycle Management," Toine says. "This education management software is used throughout the university to keep track of student records, financials, admission, academic structure, class scheduling, and so on. It's a rather complex system, which is used by virtually all staff members. As you can imagine, problems are encountered on a very regular basis. It's our job to fix these."





### COFFEE AND MUSIC

For Jan and Toine, a working day is not complete without coffee and music. "We don't take coffee breaks, we drink coffee all day long," Jan laughs. "And we like the same kind of music. The first thing we do in the morning is switch on the radio." Toine: "From Monday till Thursday we listen to classic rock. On Fridays, we prefer disco classics. That is when we turn on the disco lights."



### OPEN DOOR POLICY

Jan: "One of the nice things about this job is that we get to work with everybody. For our colleagues it's a good feeling to know that they can turn to us for help and support. That's why we always keep our door open." Toine: "Everyone is welcome here, and if someone has a pressing question, we'll try to start working on it immediately. That's the mentality we have."



### LOVE YOUR JOB

"I always tell my children that one of the most important things in life is that you enjoy what you're doing," Jan states. "I have been working here for more than thirty years and I still find it fantastic. My work is challenging and dynamic. This afternoon, for instance, I'll have to crack the department's safe, for its combination has been lost." Toine: "What I like is the fact that each academic year is different. Since September, two new curricula have been implemented. It's great when you're able to fit these changes into the system." Jan: "And did we already mention that almost all our colleagues are women? We're pampered!"



# *FHML's student advisors* **LEND A LISTENING EAR** *to students*

*In need of an extra challenge, or encountering problems of any kind? At Maastricht University, students are not left to their own devices. Please meet FHML's student advisors: always there to listen and to help figure out which course of action to take.*

**'S**tudents approach us with all sorts of questions, ranging from physical, psychological, and family issues to questions about study delay, study skills and career planning," student advisor Cécile Hayen says. "There's this idea that we are there only for those students who are experiencing serious trouble, but that's not the whole picture. Everyone is welcome. Students who want to go the extra mile, for instance, can count on our support as well."

## **A BRAND NEW TEAM**

Until September 2014, the student advisors at FHML were working in two separate teams; one for the program in Medicine, the other for the programs in Health Sciences, Biomedical Sciences, and European Public Health. "Since we have joined forces and moved together, our team consists of nine people," student advisor Henry Peeters explains. "It has been quite a change, and in the past two years we have invested a lot of time and effort in fine-tuning our working methods."

"All in all, it has been a very positive experience," Hayen adds. "We have been forced to critically

**MORE THAN 40 PERCENT OF THE FIRST-YEAR STUDENTS VISIT A STUDENT ADVISOR AT LEAST ONCE.**



assess the way we function, thereby learning from each other's best practices. Besides, we have recently welcomed two new study advisors who work for all programs that are being taught at FHML. Not hindered by old habits, they bring in a fresh perspective."

## **CONVERSATIONS**

The student advisors' core business, nonetheless, remains the same: talking to individual students and, if necessary, referring them to an expert like a career counsellor or psychologist. More than 40 percent of the first-year students visit a student advisor at least once. Everything that's discussed during their conversations remains confidential. "For many students, we function as the link between this big university and their own lives, especially in the first year," Peeters states. Normally, it's up to the students to take the initiative to make an appointment with a student advisor. If their exam results are poor, they're invited for a talk.

"What we see is that we receive a lot of questions when changes have been made to the curriculum or the examination regulations," Hayen remarks. "It's our task then to help looking for



solutions, explain the changes etc., in close contact with the Institute for Education or the Board of Examiners.” Peeters: “Also when the student loan system was introduced, we witnessed a rapid increase in questions from students. As studying has become more expensive, they feel the pressure to obtain their degree as quickly as possible. At the same time, they ought to travel, have a nice side job, a lot of friends, and be member of a student association. These are a lot of expectations to live up to.”

As a student, you’re an adult and for that matter responsible for yourself. Nevertheless, Hayen, Peeters, and their fellow student advisors are always there to support you. “What I like about this job is the fact that it’s result-orientated,” Peeters says. “It’s very nice to see that students are relieved after having talked to you.” Hayen: “Sometimes, after graduating, they drop by our office with a cake or a little present. It’s just great to be able to help students, even in the smallest way, to make a difference.”



First row, left to right: Marjo Boumans, Myriam de Ruijter and Cecile Hayen

Back row, left to right: Henny Peeters, Pauline Aalten, Monique Priem, Ben van Steenkiste, Annie van Eijs and Marij Fey

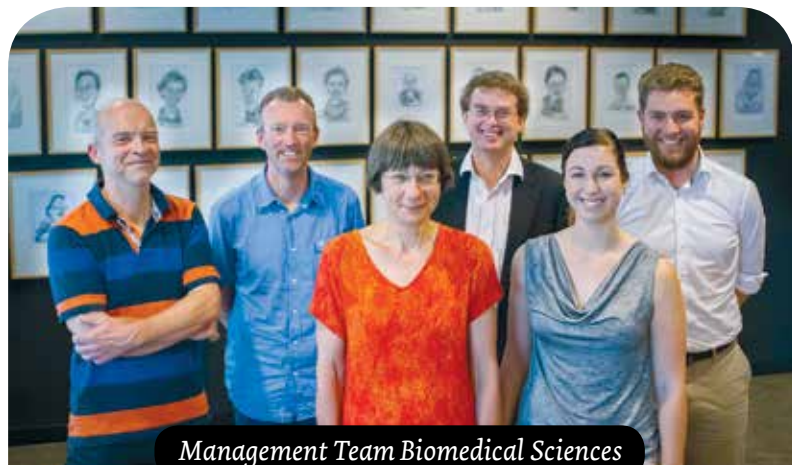
# Who is who?

*The Institute for Education Management and Advisory bodies (2015-2016)*



**Management Team Health**

*Left to right:* Ruud Kempen, Rob de Bie (chair), Arno van Raak, Marie-Louise Panis, Paulien Korsten, Aggie Paulus (advisor EC), Stephan le Sage, Ilse Mesters, Kai Michels, Leo Schouten (advisor BoE). *Missing in picture:* Pauline Vluggen.



**Management Team Biomedical Sciences**

*Left to right:* Hans Savelberg (chair), Matthijs Hesselink, Leo Köhler, Wilfred Germeaad, Kim van Kuijk, Joost van der Heijden. *Missing in picture:* Jogchum Plat, Gijs Goossens, Yoka Cerfontaine, Juanita Vernoooy (advisor EC), Geja Hageman (advisor BoE).



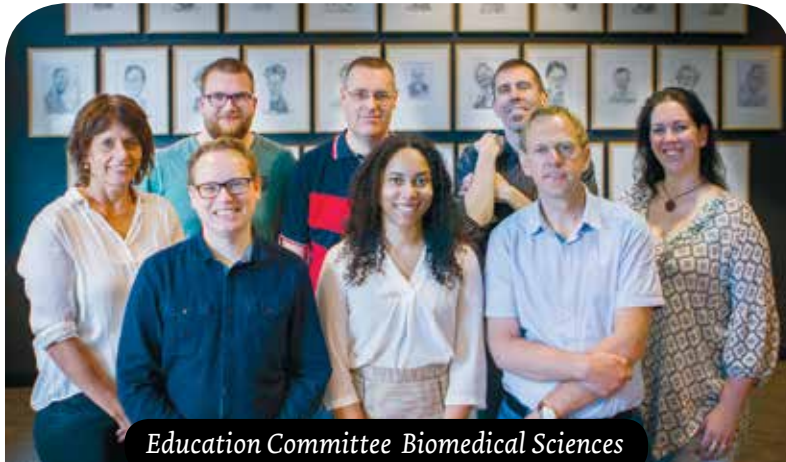
**Management Team Medicine**

*Left to right:* Resie Roex, Nadi Arts, Jan-Joost Rethans (chair), Sylvia Heeneman, Gerard Dunselman (advisor EC), Roger Rennenberg, Geertjan Wesseling, Judith Sieben, Mascha Verheggen. *Missing in picture:* Sebastiaan Pronk, Pauline Vluggen, Harry Schouten (advisor BoE).



**Education Committee Health**

*First row, left to right:* Fabiënne ter Huurne, Frank Bisselink, Aggie Paulus (chair), Chantal Strijbos, Ellen Arends. *Back row, left to right:* Angelique de Rijk, Geja Hageman, Tim van den Broeke, Tamar Bovend'eerd, Felix Kraehling, Paulien Brandsen. *Missing in picture:* Math Candel, Jill Whittingham.



### Education Committee Biomedical Sciences

*First row, left to right: Tom Smeets, Michelle van Holten, Patrick Schrauwen. Back row, left to right: Herma Roebertsen, Luc Sondorp, Paul Geurts, Willem Voncken, Juanita Vernooy (chair). Missing in picture: Kirsten Hendriks, Frederik-Jan van Schooten, Lana Selhorst.*



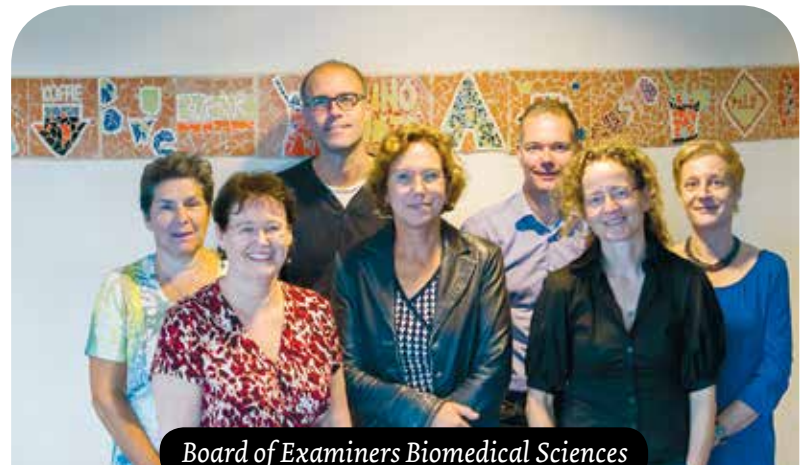
### Education Committee Medicine

*First row, left to right: Brent van der Doelen, Saskia Witte, Johanna Kreutz, Marjolijn Fijten, Guy Bendermacher. Back row, left to right: Gerard Dunselman (chair), Andries Gilde, Mark Pater, Frans Feron, Twan Mulder, Tiemen van Oorschot. Missing in picture: Carel Thijs, Karin Faber, Imke Ditters.*



### Board of Examiners Health

*Left to right: Guy Plasqui, Anke Schmitt, Dominique Sluijsmans, Herman Popeijus, Nynke de Jong, Cecile Hayen, Mark Govers, Jascha de Nooijer. Missing in picture: Leo Schouten (chair), Cecile Hayen (student advisor).*



### Board of Examiners Biomedical Sciences

*First row, left to right: Hanneke van Mier, Geja Hageman (chair), Sylvia Heeneman. Back row, left to right: Mariëlla Swinnen, Harry Gosker, Jacco Briedé, Marian Govaerts. Missing in picture: Joris Hoeks, Annie van Eijs (student advisor).*



### Board of Examiners Medicine

*First row, left to right: Naomi de Ruijter, Harry Schouten (chair), Ulrike von Rango, Iris van der Horst. Back row, left to right: Henry Spronck, Bram Kroon, Astrid Peters. Missing in picture: Manuela Voorend.*



### Board Institute for Education

*First row, left to right: Jan-Joost Rethans, Ineke Wolfhagen, Lisanne Peters, Danique van den Kerkhof, Mariëlle Heckmann, Pauline Vluggen. Back row, left to right: Mirjam oude Egbrink (chair), Yasmin Hashish, Rob de Bie, Nathalie Baltus, Mariëtte Cruijssen, Hans Savelberg.*

# Greetings from...

## BADALONA, SPAIN

*During my internship in Badalona, Spain, I had the opportunity to develop myself, live in a beautiful country with its own culture and language, and moreover, meet the most amazing people. I was included in a group of people, which, as I definitely can say now, are my second family and overall, I am glad I had this wonderful experience!*

## SEVAGRAM, INDIA

*What I remember the most from my elective in India is that the doctors are able to help many patients, but with fewer resources when compared to the Netherlands. It got me thinking: is our healthcare too exaggerated or is the Indian healthcare too low? As medical students we can contribute to their healthcare and vice versa.*



**Daniëlle Coenen**  
Master in Biomedical Sciences



**Tim Pruijboom**  
Master in Medicine



**Charlotte Neher**  
Bachelor in European Public Health



**Danique Reuver**  
Bachelor in Health Sciences

## NAIROBI, KENIA

*The experience that impacted me most during my internship at the Africa Mental Health Foundation in Nairobi, Kenya, was going into the Kibera slums to meet the faces behind my research. It was raining heavily, and we were sitting around one candle in small homes, while the water was leaking in from every corner. It became immediately clear why mental disorders are very high in slums like Kibera.*

## MELBOURNE, AUSTRALIË

*My first impression of Australia was overwhelming, in a positive way. I fell in love with the country. Monash University was a good place to study; they have several campuses spread out through the city. The main campus in Clayton was so big; it felt like a small village!*