

education matters

FHML 2023

ChatGPT: A private
tutor that anyone
can afford

Healthcare Policy
Innovation and
Management

A day at the desk of
the International
Relations Office

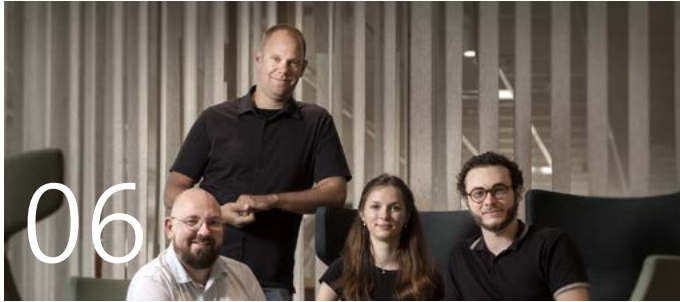


Maastricht University



Maastricht UMC+

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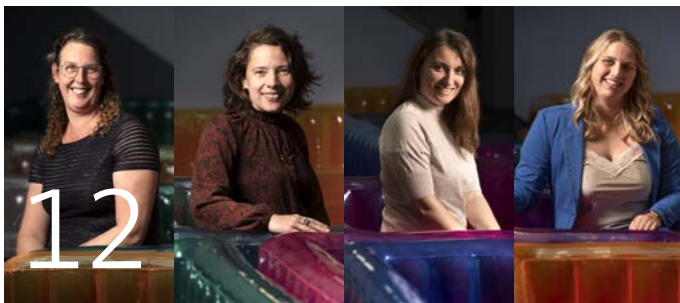
Brand-new bachelor Regenerative Medicine and Technology

With its combination of science, technology, chemistry and physics, medicine and entrepreneurship, this bachelor fully equips students for a career in the multidisciplinary field of regenerative medicine.



Elective Health, Prevention and Society

Although most physicians end up working outside the clinic, the focus in medical education is still mainly on direct patient care in the hospital. That is about to change with the elective rotation Health, Prevention and Society in the master's in Medicine at Maastricht University.



New master Health and Digital Transformation

There is a lack of professionals with both healthcare and data science/IT skills. This programme aims to close the gap between data science/IT and healthcare while also nurturing students with knowledge and skills in areas such as adoption and communication.

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Preparing for a changing future

Welcome to the ninth edition of Education Matters, the annual magazine of the Institute for Education at FHML. In the last year, a lot of our energy and activities were aimed at the adaptation of our educational offer to current changes in health and healthcare. The start of two entirely new programmes, the revision of several existing ones, and the development of a new elective rotation in the master in Medicine are just a few examples of the way we want to prepare our students for a changing future.

Having a good, accessible and affordable healthcare ecosystem is important. However, the current Dutch system is under pressure. Without significant changes in the way it is organised, one out of every four employees will have to work in healthcare by 2040. We all know that this is impossible. Therefore, the ecosystem has to transform in order to deal with challenges like an ageing population, new but expensive therapies and a shortage of healthcare professionals. Several shifts to address these challenges are needed, e.g., a changing focus from healthcare to health with attention for prevention and a healthier lifestyle, the use of digital technology and artificial intelligence to enable virtual consultations and personalised monitoring and interventions, and more and better interprofessional collaboration between different healthcare professionals. It goes without saying that, to make changes in the healthcare ecosystem possible, the education of healthcare professionals has to change as well. That is exactly what is going on in our faculty right now! As you can read in this magazine, we have just started a new master's programme in Health and Digital Transformation, to bridge the current gap between healthcare and digital technology (pages 12-13). This master's programme



will educate students so that they are able to develop and implement digital tools that will make healthcare more personal and safer, and to help professionals work more effectively and efficiently. In the master in Medicine, the new elective Health, Prevention and Society will be introduced (pages 8-9). In this elective, students have to choose a rotation in an organisation outside the hospital. They will be challenged to take note of themes like prevention, healthy living, and social and cultural determinants of health and disease. One of the programmes that is currently under revision is the master in Healthcare Policy Innovation and Management. This programme will take a multidisciplinary approach to healthcare innovation, with attention for topics such as sustainability of care and inter-professional collaboration (pages 16-17). Another new development is the start of the new bachelor in Regenerative Medicine and Technology (pages 6-7). Regenerative medicine focuses on the development and application of new treatments to heal tissues and organs and restore functions that are lost due to disease, rather than treating symptoms. The potential impact of this approach on healthcare is huge.

On top of all this, other relevant developments are highlighted in this magazine, such as the potential effects and use of ChatGPT in education, as well as stories and achievements of a selection of our teaching and support staff and students. They are just a few examples of the many members of our community of practice in education at FHML. I would like to express my appreciation for the energy and enthusiasm of all of you.

Enjoy reading this 2023 edition of Education Matters!

Mirjam oude Egbrink

Scientific Director of the Institute for Education FHML

Anne-Marije started doing research at an early age, during high school. “I was allowed to do one week of research in a laboratory at Leiden University, as part of an extracurricular programme. Maybe that’s when my interest in research started.”

First steps in scientific research

Born in Utrecht and raised in Soest, the Netherlands, Anne-Marije considered it time to spread her wings at the age of 18.

“Preferably in a city a little further away. Maastricht fitted like a glove. The city is beautiful, the PBL education appealed to me, as did the small-scale character that allows you to quickly meet fellow students, tutors and health professionals. I was a bit nervous at first, but I quickly settled in. I studied hard and actively participated in student life during the first year. After a while, things were going really well and there was room for other activities. In my second year, I started working as a student assistant in the lab, under the supervision of Yvonne Henskens. Initially, my work consisted mainly of searching for information in patient records and databases. Soon after, I got the chance to perform my own analyses on available data. This felt a bit strange at first, especially so early on in the bachelor. I had to teach myself statistics, get lab certificates and become proficient in academic writing. My first research was on post-PCI patients, i.e., patients who have just had a stent placed in a coronary artery and are taking anticoagulation medicine. I studied the extent to which the measurements of different devices that assess anticoagulation match with each other. In the third year of my studies, I published a paper on this topic. That first publication was a very special moment.”

BAFTA scholarship

The ball then started rolling. “I applied for - and was awarded - a BAFTA grant by the research institute CARIM, that enabled me to perform research full-time from September 2020 to September 2021. Initially, my intention was to focus on the application of haemostasis assays in septic patients. But then corona came along and the focus shifted to Covid patients. A blessing in disguise, as data literally flowed in, in a field that was very hot at the time. My research led to a number of publications in reputable journals.”

Why wait?

Anne-Marije explains that she did not start doing research with the intention of obtaining a PhD. “Only during my full-time research year did it become clear that - at some point - a PhD track was an option. At the end of that year, I sat down with the research team, consisting of Yvonne Henskens, Hugo ten Cate and Bas van Bussel. The team then wondered aloud ‘Why wait with your PhD until after the clinical rotations?’ Honestly, that hadn’t occurred to me at all. That was the moment it started to itch. I already had enough publications and was working on two other scientific papers that I absolutely wanted to include. I worked on completing both articles, and the introduction and discussion of the dissertation, while doing my rotations. At this point, the dissertation is finished and approved by the assessment committee. Dispensation to receive the PhD before my graduation has been granted by the Board of Deans of Maastricht University. In December 2023 I will defend my dissertation!”

What’s next?

“First and foremost, I want to become a good doctor,” says Anne-Marije. “I love research, but to me it still comes second. That’s why I insisted on following a regular study schedule, including clinical rotations in hospitals other than Maastricht UMC+. I’ll graduate in February 2024, after doing the Healthcare Participation (HELP) in internal medicine. I am not yet sure what’s next. I am considering working as a full-time researcher for a year after graduation, because there is still a lot to learn and there are skills I would like to develop before entering the clinic. I also want to broaden my knowledge in epidemiology, statistics, fundamental research skills and maybe programming. However, this all depends on a such a job being available.”

Is there time in her busy life for fun?

“Definitely! I have a large group of friends, spread all over the country, with whom I undertake all kinds of things. I like to go to concerts and festivals, I am a member of a student association, I do sports and read a lot. It’s just a matter of smart planning and enjoying the things you do.”

STUDENT
IN THE
PICTURE



ANNE MARIJE HULSHOF

My first priority is to become a good doctor

Just like Max Verstappen, who only got his driver's license after his first victory in Formula One, Anne-Marije Hulshof (24) is taking her PhD before graduating in Medicine. Still, she keeps both feet on the ground.

Brand-new bachelor in Regenerative Medicine and Technology

Had he had the opportunity, David Dimech, currently in the final stages of the master in Biomedical Sciences, would certainly have chosen the bachelor in Regenerative Medicine and Technology when he started his studies a few years ago. “Because the focus of this brand-new bachelor is both on science and engineering”, he says. “With its combination of science, technology, chemistry, physics, medicine and entrepreneurship, it fully equips students for a career in the multidisciplinary field of regenerative medicine.”

Jurica Bauer, programme coordinator of the new bachelor in Regenerative Medicine and Technology: “Regenerative medicine is focused on developing and applying new treatments to heal tissues and organs and to restore functions that are lost due to disease and damage. In other words: regenerative medicine is set on curing a certain disease or condition, as opposed to merely treating the symptoms. You can imagine the impact this could have on people’s lives as they wouldn’t have to take pills or receive therapy anymore, while enjoying a better quality of life. Also, this would make healthcare a lot more sustainable, and the economic effects could be huge.”

Multidisciplinary field

It is no wonder that the demand for professionals in the field of regenerative medicine is rising, and with it, the need for a bachelor’s programme dedicated to this domain. Bauer: “As far as we know this is one of the first and only bachelor’s programmes in this field in the world. Although there are several master’s programmes focusing on regenerative medicine, they all consider it primarily a specialisation of biomedical engineering, biomedical sciences or biotechnology. Up until now, people working in regenerative medicine are either chemists, clinicians, engineers or biologists. They have to do a lot of independent learning to acquire the necessary knowledge and skills to bridge the gap. Our objective is to train students to obtain the right background as early on as possible, thus making sure they are well equipped to work in this multidisciplinary field.”

From scratch

Developing a bachelor’s programme from scratch is no easy task. Timo Rademakers, coordinator of the Laboratory Skills Line: “It all started with two pages of general thoughts on the ‘why’ for this new bachelor. After internal approval, we reached out to different companies to get input on labour market needs. At the same time, we set up a curriculum committee with experts in both regenerative medicine and education.” Bauer: “The first thing the committee did was define the final qualifications that graduates should meet at the completion of the programme. This resulted in three competencies: Scientist & Engineer, Researcher & Designer and Professional & Communicator. These competencies were then translated into intended learning outcomes and education and assessment activities throughout the curriculum via backward chaining.”

Jurica Bauer

“During this process, we involved a broader committee of experts from different faculties, institutes, schools, departments and external parties. Naturally, students were also invited to share their perspective.”



Timo Rademakers



Jurica Bauer



Barbora Vališ



David Dimech

Wrapped in the context of regenerative medicine

The result is a thorough and complete curriculum, consisting of six courses in year one and three longitudinal lines. Rademakers: “In the first year, we lay the groundwork for relevant knowledge from the fields of biology, chemistry, medicine, engineering and technology, ethics, data science and the regenerative capacity of the human body. Everything is taught in the context of regenerative medicine. In the longitudinal lines running parallel to the courses, students are trained in academic development, lab skills, and research and design skills, the latter through orientation on a design project. Year two is all about the application of the knowledge and skills acquired in year one. Students also start with their design project in the clinical or technological track. Year three (not yet developed) is dedicated to a minor and thesis. In May 2023, the bachelor’s programme was positively accredited by the Accreditation Organisation of the Netherlands and Flanders (NVAO).”

Interactive and fun

Barbora Vališ, second-year bachelor’s student in Biomedical Sciences and student member of the curriculum committee, commented on the assessment plans and the syllabi. She says: “In the longitudinal line Academic Development, students are stimulated to develop their communication skills based on innovative and stimulating teaching and learning approaches. For instance, reporting via a vlog instead of a written report.” Bauer: “We believe that by adding the students’ perspective, we spiced up the programme and made it more attractive.”

Dimech, also a student member of the curriculum committee: “Adding these kinds of assignments will train students to become strong communicators, who will be able to communicate about science in an appealing way to a range of different audiences. In addition, it may help them when applying for a job. More and more companies ask you to prepare a short pitch instead of writing a motivation letter.” Bauer: “Another advantage is that by using vlogs and interactive communication approaches, we circumvent ChatGPT and similar AI-programmes when assessing a student.”

New student population

The research institute MERLN was one of the driving forces behind the new bachelor’s programme. Bauer: “MERLN has the ambition to grow, and in order to do that we need to attract students, PhD students and postdocs. This bachelor can help achieve that. We expect to attract a new population of students for FHML, people who are interested in science and technology, and who would have probably applied at another science faculty within the Netherlands or abroad if not for our new programme. To qualify for the programme, students need a secondary scientific education profile containing physics, biology, chemistry and advanced mathematics. Meanwhile, 25 students have started the programme in September 2023.”

We teach medical students *to look beyond individual patient care*

Although most physicians end up working outside the clinic, the focus in medical education is still mainly on direct patient care in the hospital. Themes such as prevention and healthy living, innovations, technical and organisational developments therefore receive less attention. However, that is about to change with the brand-new elective rotation Health, Prevention and Society in the medical master at Maastricht University.

Marion van Lierop, programme coordinator of the master in Medicine and chair of the building team: “The immediate reason for the new elective is the Framework for Undergraduate Medical Education 2020 of the NFU (Netherlands Federation of University Medical Centres). Government policy is aimed at reducing expensive hospital care and guiding patients with chronic diseases in such a way that they can function well despite their disability. All medical schools in the Netherlands must also pay explicit attention to prevention in their curriculum.”

Preparing for the future

Miriam Janssen, building team member and co-coordinator of the elective Health, Prevention and Society: “Experience shows that students use their elective rotations mainly to prepare for their future specialisation. Although it is known that only the minority of graduates ends up putting on a white coat to work in a hospital, up to now most graduates lack insight into opportunities outside the hospital. Therefore, some students are not well prepared for their future workplace. In addition, attention for prevention and having an understanding of the social determinants of health and disease is important for every physician, regardless of whether they work in or outside the hospital.”

Creating an open mind

During the elective Health, Prevention and Society, every student has to do a rotation of eight weeks outside the hospital (in the Netherlands or abroad). They are provided with education that supports them in doing so. Van Lierop: “During this elective, we challenge students to take note of the determinants of health and disease and delve into

socio-economic, cultural and political factors that affect health. The starting point is that students learn to look beyond patient care. What is the structure of a healthcare organisation, how does management and financing work, how is it organised in the Netherlands and what is it like in other countries? To do so, they talk to an organisation’s board, for example, or they investigate innovations and their implementation, gain insight into differences within and between (regional) populations or learn how the healthcare chain works and what their role as future doctors is in it.” Xavier Keuter, co-coordinator with a focus on (recruiting) workplaces abroad: “The aim is to create an open mind and to learn from the differences.”

Learning objectives

Keuter: “Students usually formulate learning objectives in the medical expert competency. However, there are more qualities needed to conduct professional activities independently after graduation as a medical doctor. This elective explicitly focusses on some of the other competencies, such as ‘health advocate’. For example, one of the intended learning outcomes is: the student is able to identify health risks and prevention opportunities within populations. And another: the student is able to make a (scientifically) substantiated contribution to discussions about social themes within healthcare including prevention and maintenance of health.” “Profit also lies in the fact that this elective teaches students to understand the importance of healthcare at population level. After all, in regular rotations learning is mostly about care for the individual patient,” says Nanda Wolfs, member of the building team charged with recruiting workplaces in the Netherlands.

Outside the hospital

For this elective, students can choose from a diverse offer in the Netherlands and abroad. Wolfs: “Think of rehabilitation organisations, health insurance companies, general practitioners, public healthcare organisations, patient associations, elderly care institutions, you name it. We hope the great diversity will open students’ eyes and create awareness about future prospects outside the hospital as well.” The elective lasts eight weeks, including three plenary teaching moments (weeks 1, 4 and 8). This education is offered in a hybrid way, so that students abroad can participate as well. “There is a lot of room in the programme for the exchange of knowledge and experiences so that students can learn from each other,” Janssen says. Wolfs: “An important place is reserved for the Rainbow model (part of the social model of health by Dahlgren and Whitehead), a systematic framework that provides insight into the relation between individuals, their surroundings and their health. It emphasises not only individual determinants of health, such as healthy eating habits or physical (in)activity, but also the effects of social norms and networks or living and working conditions. These in turn relate to the broader socio-economic and cultural environment.”

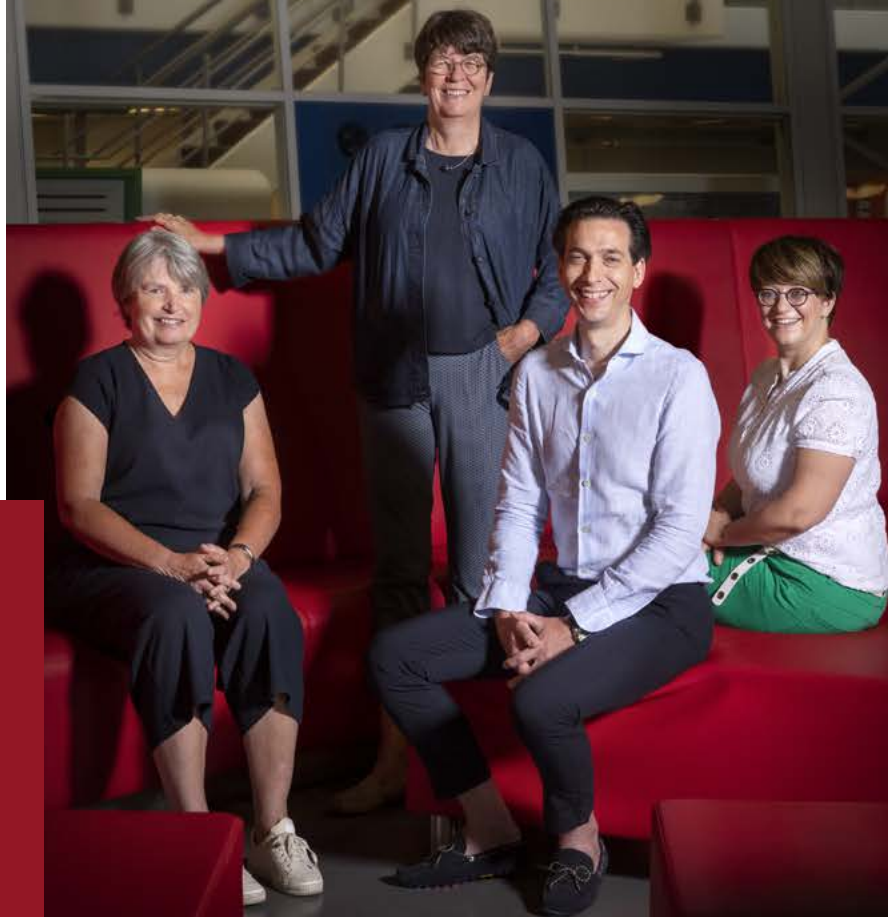
THE RAINBOW MODEL

The Rainbow model is a guide to sharing experiences and impressions in order to gain a richer picture of (global) healthcare. In addition, the model pays close attention to planetary health, focusing on the effects of climate change on health and the likelihood of disease. The Rainbow model ultimately brings together everything students have learned.”

The first elective rotations Health, Prevention and Society start in December 2023.

Marion van Lierop

“We challenge students to take note of the determinants of health and disease and delve into socio-economic, cultural and political factors that affect health.”



From left to right: Miriam Janssen, Marion van Lierop, Xavier Keuter, Nanda Wolfs

News in brief

NVMO congress

We look back on a great congress of the Netherlands Association on Medical Education (NVMO), organised by Maastricht University, MUMC+ and Zuyd Hogeschool on 11 and 12 May 2023. The theme of this edition was 'Samen Werken, Samen Leren' (working together, learning together). The NVMO celebrated its 50th anniversary during this congress and welcomed more than 1100 participants. Compliments to our FHML colleagues of the organising committee, Daniëlle Versteegen and Juliët Beuken, for the excellent organisation!



Hackathon Work, Health and Career

The master's programme **Work, Health and Career (WHC)** joined forces with the Dutch initiative '**NL werkt aan werk**' (NL is working on work) to organise a mini-hackathon, which took place on **25 January 2023**.

The purpose of the hackathon was to bring students, employers, unemployed people and labour market professionals together to discuss current labour market challenges and solutions. Forty participants came to the FHML campus to brainstorm about a worrying labour market problem:

the nationwide shortage of employees in a variety of sectors, while many people are looking for a job at the same time. There seems to be a mismatch between demand and supply at the labour market. Inge Houkes, programme coordinator of WHC, was one of the organisers and coaches of the hackathon.

NB: As of 1 September 2023, the master WHC is renamed to: Master in Occupational Health and Sustainable Work

STUDY ASSOCIATION



BIOMEDICAL SCIENCE MAASTRICHT UNIVERSITY

Helix Family day

On 15 April 2023, study association Helix organised their annual Family Day. The purpose of this day is to introduce family members of BMS students to what studying BMS at FHML entails. The event was well organised and the atmosphere was excellent. The parents were offered a lecture on DNA (by Roger Godschalk), a tutorial on the same topic (supervised by students) and two experiments in the lab. They were impressed with their children's expertise.

Memorial

On 22 June 2023, the annual UM memorial gathering for relatives of deceased people who made their bodies available to science was organised.

The board of the medical study association Pulse was present during the gathering. Canan Filiz (bachelor's student BMS) played a piece of music on the cello and Naomi Houtum (A-KO student) gave a speech about her own experience in the

dissection room. Flower arrangements were placed at the memorial stone on campus. The family members present were very pleased, and repeatedly emphasised how much they appreciated the fact that so many students and staff members of the department of Anatomy and Embryology were present and available to answer questions, or just took the time to listen to their stories.



Childrens book by students of the FHML Honours Programme

Two years ago, Anne Eggen (BSc Biomedical Sciences), Maisha Koenig (MSc Medicine), and Anna Rakas (European Public Health graduate) started their FHML honours programme with the purpose of engaging in stem cell research, focused on a rare muscular disorder called MDC1A, primarily characterised by muscle weakness. Under the guidance of Bert Smeets, professor of Toxicogenomics and supervisor of the 'Generate Your Muscle' group, they took a more personalised approach, aiming to raise awareness about this uncommon disease. They decided to create a children's book centered around the disease. Supported by the For Sara foundation, and with input of parents, psychologists, school teachers, and individuals with disabilities, Anne, Maisha and Anna shaped the book 'Spieren op Wielen' (English: 'Muscle on Wheels'). The story revolves around Sophia, a young girl with MDC1A in a wheelchair, who is anxious about her first day of school. Originating from diverse programmes, the students each derived valuable insights from this project. The book can be ordered via:

<https://voorsara.nl/product/kinderboek-spiere-op-wielen>

All profits of the book go to the For Sara foundation.



New master in Health and Digital Transformation

Bridging the gap between health-care and digital technology



MARIEKE SPREEUWENBERG, CHERYL ROUMEN, VISARA UROVI AND SOFIE VAN GEFFEN

How can technology help reduce health disparities? What does regional data tell us about bottlenecks in prevention and care? How can data and technology help reduce the use of care? What technologies can be used to help the elderly live longer at home? “It is these and countless other questions that the graduates of the new Health and Digital Transformation (HDT) master’s programme will be addressing”, says Marieke Spreeuwenberg, programme coordinator of HDT.

The first 28 students have just started. Student ambassador Sofie van Geffen is excited. “What appeals to me is that it is a new and unique programme that prepares us to make a difference in healthcare.”

Lack of professionals

Spreeuwenberg: “To keep healthcare accessible and affordable in the long term, digital healthcare is becoming increasingly important. Technology, if designed and used properly, makes care more personal and safer, empowers patients and enables them to live at home longer. Technological developments and innovations help professionals work more efficiently and effectively. However, there is a lack of professionals with skills in both healthcare and digital technology. This programme aims to bridge the gap between both fields, while also nurturing students with knowledge and skills to successfully implement innovations.” The master is a follow-up of the specialisation Digital Technology and Care in the bachelor’s programme Health Sciences, but students with various other backgrounds such as nursing, information technology, biomedical sciences or technology are also admissible.

Two learning lines

Cheryl Roumen, vice-coordinator of the master: “The programme consists of two parallel learning lines, in which theoretical knowledge and its practical application are fully aligned.” Visara Urovi, coordinator of learning line 1 (Data science): “Learning line 1 consists of three modules, in which students focus on data (origins, storage, formats etc.), data analysis and digital technology as a medical device. We teach students how they can subsequently use data, for example for making predictions about how a certain disease develops within certain patients.” Roumen: “Learning line 2 (Adoption of technology in healthcare) consists of three modules, in which students learn how digital technology, stakeholders, organisations and policy shape healthcare. They are presented with real-life digitisation developments and implementation pathways and study how digital technology is transforming medicine and health sciences into a data-driven healthcare system.”

Project and workshops

The glue between learning lines 1 and 2 is a real-life, interdisciplinary project, which is unique. This inter-disciplinary project lasts 24 weeks

and runs parallel to the modules. “A deliberate choice,” Spreeuwenberg emphasises, “because it gives students the opportunity to really dig into a real-life problem, develop a solution, reflect on it and learn from it.” Van Geffen agrees: “A 24-week period offers the opportunity to grow as a person and simultaneously develop a solution for a problem in healthcare. It’s nice that we can make an impact even while we’re still studying. For me, this was an important reason for choosing this master.” During the execution of the project, students are constantly provided with relevant workshops. Roumen: “Topics covered include programming in Python, design thinking, stakeholder communication and innovation implementation.” What also makes the programme unique is the responsibility required of students. “Our students identify and fulfil their own learning goals. They reflect on their strengths and weaknesses and report on their progress in four competencies in a portfolio, using multi-source feedback”, says Spreeuwenberg.

Interdisciplinarity

Roumen: “As we expect our graduates to build bridges between disciplines and between societal and social partners, we already ingrained the interdisciplinary component in the creation and implementation of the master. In fact, the programme was developed in a collaboration between FHML, MUMC+, the Institute of Data Science, the School of Business and Economics, Brightlands Smart Services Campus and healthcare organisations and companies in the region.” Urovi: “At first, we had to bridge the gap ourselves, by learning to speak each other’s languages.” “A useful and insightful process”, Spreeuwenberg agrees, “resulting in a broad programme that fits the labour market’s needs.”

New profession

Roumen: “We educate our students for a completely new profession. That made it difficult to predict how many people are actually needed in the professional field. We did a survey among 120 healthcare institutes and companies, both regional and national, and received many endorsements and letters of support. This not only emphasises the relevance of our master’s programme, but also gives a lot of confidence in good job prospects for our students.”

ChatGPT: *A private tutor that anyone can afford*

Large language model ChatGPT, developed by OpenAI, was released late November 2022, and has experienced rapid growth and widespread adoption since then. Its huge impact on education immediately became apparent. The big question is: should it be considered a threat, as it opens the door to cheating and plagiarism? Or is it a blessing, as it is an empowering tool, unlocking creativity, offering personalised tutoring and much more? A chat about ChatGPT.

Boy Houben, Tanja Adam and Henry Woodruff are staff members in respectively the department of Internal Medicine, the department of Nutrition and Movement Sciences and the department of Precision Medicine. They agree that ChatGPT offers numerous opportunities for education. However, it requires a serious conversation about the benefits, challenges and implications for both students and teachers. “We have to engage with it in a meaningful way”, says Adam. “The question is not if we should use ChatGPT in education, but how to do so in a responsible, safe and effective way. I am glad that FMHL is embracing ChatGPT, because we all know it’s here to stay.”

Better emails

“I first noticed that the quality of my PhD students’ emails suddenly improved,” says Woodruff. “ChatGPT was barely launched and they were already using it to their advantage. I was curious, initially just playing a bit with it. It didn’t take long before I started using it in the classroom.” Houben attended a workshop by Michael Capalbo at EdLab to become more familiar with ChatGPT. “I was actually stunned by the examples presented by Capalbo. For instance, ChatGPT passed the United States Medical Licensing Examination! Also, in December 2022, a scientific article was published with ChatGPT as the first author and a researcher as co-author. In just a few hours the enormous potential was revealed.”

Benefits

The tasks that ChatGPT can perform are practically endless. Woodruff: “It helps present ideas in a clear and organised way, it can summarise, translate, present formats, bring inspiration, and stimulate brainstorming. All in a matter of seconds. For instance, I use it for correcting and enhancing documents, for creating interesting cases for teaching groups and creating virtual patients. Imagine the huge benefits when students can practice endlessly and more in depth with a variety of virtual patients, diseases, situations etc. Another application I find useful is programming. When PhD students leave the department and we want to work with the code they wrote later on, we often don’t understand it. But not anymore! ChatGPT is able to translate a code into Python and explain it line by line, even optimising it at the same time. It can also write code. It saves a lot of work and frustration with a better end result.”

Inspiration and creativity

“It evokes more creativity”, Houben says. “You start asking yourself questions. Why do you do something a certain way? Because you’ve been doing it that way for years or because it’s actually the best way? It changes your perspective and challenges you as a teacher. I actually like that. Next to that, it takes over boring tasks, such as writing a research protocol, re-writing exam questions, correcting and things like that.” Adam: “ChatGPT levels the playing field. Take for example students who are less proficient in English. They now have a free tool at their disposal that helps them deliver an error-free draft. I believe it makes assessing more objective, because you can focus on content instead of being distracted by bad spelling and grammar.” Woodruff: “ChatGPT is like a private tutor that anyone can afford.”

Boy Houben

“It evokes more creativity”

Challenges

However, ChatGPT is not without its limitations. “Fake information is a risk to be aware of. Scientific references are often wrong”, says Woodruff. “I use that flaw to my advantage. I ask students to analyse the output and find the errors, for instance. Or I ask them to write a prompt for ChatGPT, review the output, change it if and when necessary and learn from it.” “It’s no longer the end product that counts, but the process and the students’ reflection on it”, says Houben. Adam: “The biggest challenge in my opinion is that we have to ensure that students are aware what they need to know at the end of their studies. That may indeed mean changing some types of exams and assignments. Perhaps the oral exam can make a comeback, or students can give a presentation instead of writing a paper. I applaud that the university has taken immediate action. For example, an examiner guideline has been sent to all examiners within FHML. The guideline offers suggestions to modify exams that are sensitive to ChatGPT.”

Bachelor’s and master’s thesis

It is tempting to use ChatGPT for written assignments, such as a thesis. “The thesis is a type of assessment that hasn’t changed over the past 50 years”, says Houben. “Perhaps the time has come to take a critical look at it. Is the thesis really the most important final product of a university degree? Does a doctor or scientist really need the ability to write a thesis in their future career?” “We’re thinking about alternatives already”, says Adam. “Which brings me to another achievement of ChatGPT; it promotes communication between FHML departments about education and examination. We are really in this together.”



HENRY WOODRUFF, TANJA ADAM AND BOY HOUBEN

Healthcare Policy Innovation and Management

We owe it to our reputation *to be at the forefront*

The master's programme Healthcare Policy Innovation and Management (HPIM) exists for 11 years. Over the years, student numbers steadily increased and student evaluations were and still are of a consistently high level. Nevertheless, there is every reason for a new curriculum, according to Arianne Elissen and Daan Westra, coordinator and vice-coordinator of the programme, respectively. **“As a high-quality programme in the field of healthcare innovation, we cannot ignore the radical changes in healthcare, in society and in education. We owe it to our reputation to be at the forefront.”**

“We aim to deliver professionals who are capable of successfully initiating, accelerating and implementing changes”, says Westra. “This requires a different form of education: less focused on providing knowledge, but primarily concentrated on developing the right competencies.”

Blueprint

“The past academic year was dedicated to writing the blueprint for the new programme, which is now ready and, we believe, forms a solid foundation”, says Elissen. “Sixteen competencies are described, in line with the vision on assessment.” Westra: “Four roles, each with four competencies, are defined: expert, researcher, collaborator and innovator. The latter role is particularly unique for our programme. Leadership, creativity and skills like effective collaboration, presentation and communication are important elements of the curriculum. Also, today's major themes are not left unaddressed. Think of topics such as sustainability and interprofessional collaboration.” Elissen: “The blueprint is based on a competitor analysis, dialogues with students and alumni, and experiences of other programmes, such as the bachelor in Medicine, with new formats of education and assessment. The midterm evaluation of the accreditation was used to reflect on the new direction we plan on taking.”

Multidisciplinary approach

The multidisciplinary approach to healthcare innovation is what characterises the master HPIM. Elissen: “In the current format, the perspectives of the various disciplines are covered in

separate courses. This does not do justice to the complex reality in healthcare. The new curriculum, therefore, consists of longitudinal tracks in which the various disciplines constantly interconnect. In addition, students will experience a more logical structure because elements in the programme constantly build on previous elements.”

Longitudinal tracks

The revised HPIM curriculum consists of two longitudinal tracks: Organisation & Management and Economics & Government. Westra explains: “The Organisation & Management track focuses primarily on the level of healthcare organisations, while Economics & Government focuses on health system level. Each period, students work on two authentic professional tasks, one in each track. An authentic professional task (APT) concerns a real-life problem as the starting point for learning. An APT is the bridge between what is learned in the classroom and why this knowledge is important and valuable in the real world. An example of an APT is writing a policy to solve a particular problem, or managing an organisation or an innovation. Students work in small groups for seven to eight weeks and obtain the theoretical background needed to successfully complete their APT. In this way, they also learn to work in a self-directed way, and to communicate and collaborate. They are assessed based on the performance on the APT or sub-tasks thereof. Reflection is the key word here. It is important that students are able to critically reflect on their own progression and learning trajectory.”

Daan Westra

“We are using this year (2023-2024) to fill in the details of the revised programme. Building teams are already in place. The new master starts in September 2024.”

SKILLS

The skills track runs parallel and is linked to the content of both longitudinal tracks. “If, for example, students have to make a policy plan, the skills track is linked to it with specific trainings such as writing, pitching, negotiating or convincing”, Elissen says. “What’s also new is that students will have a lot more freedom in choosing their own study path. If they foresee a future as for instance innovator, they can select the trainings that best prepare them for that role.”

Link with the professional field

In the final period, students conduct a research project in the professional field. Westra: “The format of the thesis is not as strict as in the current master. Besides the form of a traditional thesis or scientific article, students can opt to write a scientific management report instead. The format depends on the objective of the research and the organisation offering the placement. One condition is that it must be based on scientific research.”

Passionate and enthusiastic

Elissen emphasises that the development of the new master is not a two-person job. On the contrary. “It is wonderful to notice that staff members, who have been passionately committed to the programme for years, are now just as enthusiastic about the revision of the master. Everyone is keen to put time and energy into it, on top of their already busy schedules. It’s exciting, fun and enriching.”

ARIANNE ELISSEN AND DAAN WESTRA



Prizes

UNILEVER RESEARCH PRIZE 2022

Els de Lange, former student of the FHML master's programme Health Education and Promotion, is one of the winners of the Unilever Research Prizes 2022. This annual prize is awarded to young scientists who have done exceptional work on topics relevant to one of the UN's sustainable development goals. Els received the Prize for her master's thesis entitled "Parents' understanding of and guidance in preschool children's emotions. What can a brief preventive emotion-focused parenting intervention bring about? A mixed-methods approach" on 24 November 2022.

CATHARINA PIJLS INCENTIVE PRIZE

The Catharina Pijls Incentive prize (€2000) is granted annually to a recently graduated master's student, as recognition of an outstanding thesis. On 12 January 2023, this prize was granted to **Jule Robertz**. Jule is a graduate student of the master's programme in Governance and Leadership in European Public Health. She conducted a study on the role that family members of deceased individuals play in the decision-making process regarding organ donation.



STUDENT PRIZES 2023

Every year, the best bachelor's and master's theses (or study results) are rewarded during the Dies Natalis celebration. This year, the following FHML students were celebrated on 27 January 2023:

SASHA VERRIJT

Bachelor in Biomedical Sciences

'Defining the immunogenicity of embryonic stem cell-derived dopaminergic neurons.'



JILL BARTHOLMY

Bachelor in European Public Health

'Barriers to access and quality in maternal and reproductive healthcare faced by female migrants to Europe: a narrative literature review.'



EVA GODINA

Bachelor in Medicine

Eva was awarded the prize because of her outstanding study results.

LIDY PRINS

Bachelor in Health Sciences

'A multiple case study examining physiotherapists' views on the ambulatory provision of geriatric rehabilitation.'



LARA STOFFELS

Master in Biomedical Sciences

'Small lysosomes, big consequences: OxLDL and extracellular cathepsin B as potential therapeutic targets for NASH-induced hepatocellular carcinoma.'

JULIE HINDRYCKX

Master in Medicine

'Can axillary radiotherapy be safely omitted in breast cancer patients with limited sentinel lymph node metastases undergoing breast conserving therapy?'

NVMO DISSERTATION AWARD

The bi-annual dissertation award was presented to **Stephanie Meeuwissen** during the congress of the Netherlands Association of Medical Education (NVMO) on 12 May 2023. Stephanie investigated interdisciplinary teamwork in education. The title of her dissertation is 'Team Learning at work. Getting the best out of interdisciplinary teacher teams and leaders'. This project was a cooperation between the Institute for Education and the School for Health Professions Education.



UM IMPACT AWARD

Felicitas Biwer received the Impact Award from Maastricht University for her dissertation on the Study Smart project during the opening of the Academic Year 2023-2024 on 4 September 2023. Study Smart is a training course, combined with an online platform that offers insights in effective study strategies that are based on scientific research. The Study Smart training is offered to all first year bachelor's students at FHML.





VAN HOYTEMA AWARD

On 10 November 2022, **Clemens Rommers** received the dr. G.J. van Hoytema Award at the annual Dutch Congress of Rehabilitation Medicine, in recognition of his many years of enthusiastic dedication to improving the education of rehabilitation medicine at medical faculties throughout the Netherlands. Clemens Rommers is professor of Rehabilitation Medicine at Maastricht UMC+.



WYNAND WIJNEN EDUCATION PRIZE

During the celebration of the Dies Natalis on 27 January 2023, the Wynand Wijnen Education Prize was awarded to the entire UM education community as a token of gratitude for their tireless dedication, particularly during the past years of the COVID-19 pandemic. The prize money was directed to the Emergency Fund for Students.



CAREER AWARD INSTITUTE FOR EDUCATION FHML

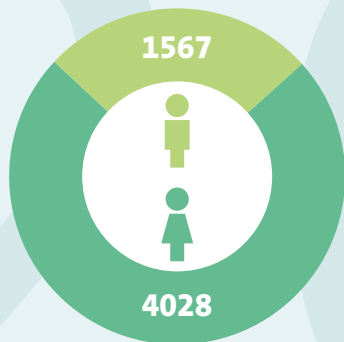
Cees van der Vleuten, professor of Education, received the Career Award from the Institute for Education at FHML for his outstanding contribution to the development and innovation of education at UM and FHML during his farewell lecture on 20 January 2023.



WORLD CHAMPION IN OUR MIDST

Medical student **Eveline Saalberg** was part of the women's 4 x 400 metres relay team that won the gold medal at the World Athletics Championships in Budapest on 27 August 2023. A great achievement!

Figures 2022-2023



Students
5595
 Male: 1567
 Female: 4028
 74 different countries of origin

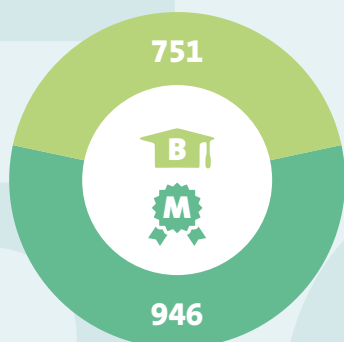
New intakes
2059



1171 Bachelors



888 Masters



Degrees*
1697
 Bachelor: 751
 Master: 946

Educational staff
300 FTE

Staff members & **>2500** Staff members with University Teaching Qualification (BKO): 723



5 Bachelors

- B.Sc. Biomedical Sciences
- B.Sc. European Public Health
- B.Sc. Health Sciences
- B.Sc. Medicine
- B.Sc. Regenerative Medicine and Technology**



13 Masters

- M.Sc. Biomedical Sciences
- M.Sc. Epidemiology
- M.Sc. Governance and Leadership in European Public Health
- M.Sc. Global Health
- M.Sc. Health and Digital Transformation**
- M.Sc. Health and Food Innovation Management
- M.Sc. Health Education and Promotion
- M.Sc. Health Professions Education (post-initial master)
- M.Sc. Healthcare Policy Innovation and Management
- M.Sc. Human Movement Sciences
- M.Sc. Medicine
- M.Sc. M.Sc. Occupational Health and Sustainable Work***
- M.Sc. Physician-Clinical Researcher (Research Master)

* Degrees issued in 2021-2022. The data for the academic year 2022-2023 are not final yet.

** Programme starts in September 2023 for the first time

*** Programme is renamed per 1 September 2023. Former name was M.Sc. Work, Health and Career.



International Relations Office

The beating heart of international student mobility

They are mobility manager, advisor, liaison officer, troubleshooter, connector, facilitator and everything else for international exchange students and partner institutions abroad. The eight-member, all-women's team of FHML's International Relations Office (IRO) is committed to facilitate study experiences abroad for all FHML bachelor's and master's students.

Studying at a foreign university, doing an internship abroad, living and working in another country is an exciting experience. Students get to discover other cultures, build international friendships and gain new insights in their field. It enriches them both as a person and as a future health professional. To fulfil its purpose, however, such a foreign internship or study must be well prepared. This is where the IRO comes in. Caroline Aben, Irene Tesink, Maud Senden, Ingrid Melters, Laura Bruijnzeels, Maud Dassen, Pascale Nelissen and Miranda Gubbels do everything in their power to provide students with a valuable and worry-free time abroad.

Admission and support

Senden: "We advise and support FHML students who want to study abroad and are responsible for the admission and support of international exchange students coming to Maastricht. Team members have their own target groups and responsibilities." Gubbels leads the team. Aben, Tesink and Senden are the contact persons for medical students. Melters and Dassen focus on the business side such as acquisition, managing budgets and quality control. Bruijnzeels is the main contact person for Health and Biomedical students. She supports them in applying for scholarships and following up study agreements. Nelissen: "I have a rather solitary role as point of contact for foreign students coming to Maastricht. I support them in the admission

process and help them organise their personal exchange programme. If, for instance, a student from Malaysia wants to do an internship, I try to set this up. If a student wants to follow a course in a certain study programme, I have to consult with the coordinator to discuss if this student has the necessary background and skills. If this is not the case, I try to find an alternative."

Information and promotion

Every academic year, several information markets are organised for students who plan on spending an educational period abroad. Senden: "We provide them with general information about studying abroad as well as details on partner institutions, and inform them about what's involved in applying for a placement, internship, clinical rotation or minor. If students are interested and would like more information, they can visit the intranet pages, the online visiting hour, ask questions via AskFHML or visit our office." Nelissen: "For foreign students we have an introduction programme in spring. Students arriving in September join the faculty introduction. For individual students arriving during the year, we organise a separate, tailor-made programme to get them started."

Partnerships

Melters: "FHML has a wide range of partner institutions worldwide. From universities to hospitals, NGO/NPO projects, as well as ministries and governmental organisations. We try to provide meaningful and interesting placements for all our students. As part of our quality control, we visit our partners regularly. We stay in touch via Zoom and have evaluations throughout the year to discuss matters such as the content of the programmes, the assessment, supervision and logistical matters such as capacity and housing. We try to stay connected with our students and our partners to optimise the learning experience and collaboration for all parties involved."

A day at the desk



Troubleshooting

In addition to IRO's regular duties, a lot of ad hoc questions and issues are presented to the team. Aben sums up: "An exchange being cancelled, repatriation of students in case of an emergency, a hospitalisation abroad, a foreign student missing an exam or not showing up at an internship, change of location due to a virus outbreak and housing issues." Dassen adds: "We give advice, keep in touch with the students as well as our partners and supervisors abroad, and find solutions when needed. We keep track of every student in our database, that way we are always on top of things."

Sparkling job

Every year, a delegation visits the EAIE congress (European Association for International Education). Nelissen: "Part of our team goes there to meet current partners, meet potential new partners and present the programmes we offer." "We have a great job", Senden adds. "Working with young, motivated people from many different cultures and backgrounds is fun and very dynamic."



From left to right: Irene Tessink, Pascale Nelissen, Caroline Aben, Laura Bruijnzeels, Maud Dassen, Maud Senden (not in the picture Ingrid Melters and Miranda Gubbels)

What drives students...

to become a student representative?

Elisa Santarsiero

*Student member Management Team
Biomedical Sciences*

Since the first day of my Bachelor I've been fascinated by the way education works at Maastricht University, how much feedbacks is valued and how strongly the voices of students are being heard. I find it extremely stimulating to be in such an educational environment that strives for growth every single day and is willing to question itself. After three years at UM, I thought it was my time to step in and actively contribute to the improvement of a University that gave me so much, to provide a better education for future students.



Mariam Hamadeh

Student member Management Team Medicine

I am a 3rd year medical student from the beautiful island of Curaçao. As an international student it was important for me to explore and actively shape my educational experience.

My motivation to join the management team (MT) came from a desire to improve the quality of education in alignment with our evolving needs as students. Creating better lines of communication between faculty and students seemed like the best way to bridge this gap, and joining MT was a natural next step. By working together within MT, we strive to create a positive and impactful learning environment for everyone.



Nonye Williams

*Student representative for the Medicine
domain within the Board of Directors
Institute for Education*

I am motivated to contribute to the education at FHML because I find students being able to be involved in their own curriculum exciting. I enjoy that FHML is open to student's perspectives and appreciate their input in curriculum development. Being in the new BaMed program, I feel that being able to give my and fellow students' perspectives has been instrumental in my development not only as a student, but as a professional. I want myself and my peers to experience the best education possible. I believe that comes through a collaborative effort across domains and between faculty and students to come up with practical and achievable solutions to the challenges in academia.



Ellen Bastiaans

Student member Management Team Health

Since the beginning of my studies, I have been active with activities around organisation alongside my studies. At my work in a wine restaurant, I talked to a group from Maastricht University whom I was serving. They turned out to be from the Management Team Health at FHML. At that time, I was still looking for an activity as from September and got very excited about it. Now a few months later, my next project will start at the Management Team of Health.



COLOPHON

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

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Design and lay-out: *Grafisch ontwerp bureau Emilio Perez*

Photography: *Arjen Schmitz, Philip Driessen, Jonathan Vos, Ruben Beeckman*

Print: *Drukkerij Pietermans*