The programme information in this document is based on the selection criteria that you entered in the online prospectus (www.maastrichtuniversity.nl/web/Faculties/FHML/TargetGroup/ProspectiveStudents/BachelorsProgrammes/ProgrammeProfile).

Should it not contain the information that you were looking for, we recommend that you try again using different selection criteria.

Please bear in mind that the programme information is continuously updated. It is therefore wise to check the online prospectus regularly.

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<table>
<thead>
<tr>
<th>Table of content</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voortgangstentamen Jaar 1.</td>
<td>6</td>
</tr>
<tr>
<td>Vaardigheidsonderwijs Jaar 1.</td>
<td>7</td>
</tr>
<tr>
<td>Portfoliotentamen Jaar 1.</td>
<td>8</td>
</tr>
<tr>
<td>Professioneel Gedrag Jaar 1.</td>
<td>9</td>
</tr>
<tr>
<td>Beeldvormende Technieken.</td>
<td>10</td>
</tr>
<tr>
<td>Persoonlijk Formularium Jaar 1.</td>
<td>11</td>
</tr>
<tr>
<td>CORE Jaar 1.</td>
<td>12</td>
</tr>
<tr>
<td>Groei en Ontwikkeling I.</td>
<td>13</td>
</tr>
<tr>
<td>Circulatie en Ademhaling I.</td>
<td>15</td>
</tr>
<tr>
<td>Regulatie en Integratie.</td>
<td>17</td>
</tr>
<tr>
<td>Denken en Doen I.</td>
<td>19</td>
</tr>
<tr>
<td>Verteer en Verweer I.</td>
<td>21</td>
</tr>
<tr>
<td>Diabetes, Obesitas en Lifestyle.</td>
<td>23</td>
</tr>
<tr>
<td>Voortgangstentamen Jaar 2.</td>
<td>25</td>
</tr>
<tr>
<td>Vaardigheidsonderwijs Jaar 2.</td>
<td>26</td>
</tr>
<tr>
<td>Professioneel Gedrag Jaar 2.</td>
<td>27</td>
</tr>
<tr>
<td>Persoonlijk Formularium Jaar 2.</td>
<td>28</td>
</tr>
<tr>
<td>CORE Jaar 2.</td>
<td>29</td>
</tr>
<tr>
<td>Circulatie en Ademhaling II.</td>
<td>30</td>
</tr>
<tr>
<td>Groei en Ontwikkeling II.</td>
<td>32</td>
</tr>
<tr>
<td>Verteer en Verweer II.</td>
<td>34</td>
</tr>
<tr>
<td>Denken en Doen II.</td>
<td>36</td>
</tr>
<tr>
<td>Farmacologische Beginselen in Metabool O.</td>
<td>38</td>
</tr>
<tr>
<td>Practica Farmacologische Beginselen in M.</td>
<td>40</td>
</tr>
<tr>
<td>Integrated Care Organiseren.</td>
<td>42</td>
</tr>
<tr>
<td>Autoimmuunziekten en Autoimmuniteit I.</td>
<td>44</td>
</tr>
<tr>
<td>Digestive Disorders in the Devell. World.</td>
<td>46</td>
</tr>
<tr>
<td>Erfelijke en/of Aangeboren Aandoeningen.</td>
<td>47</td>
</tr>
<tr>
<td>European and International Health Law.</td>
<td>49</td>
</tr>
<tr>
<td>Fundamentals of Neuroscience.</td>
<td>50</td>
</tr>
<tr>
<td>Health &amp; Development Challenges in Devel.</td>
<td>51</td>
</tr>
<tr>
<td>Course Title</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Exercise Physiology</td>
<td>52</td>
</tr>
<tr>
<td>Klinische Neurologie</td>
<td>54</td>
</tr>
<tr>
<td>Klinische Stage Complexe Zorg uit Patiënten</td>
<td>56</td>
</tr>
<tr>
<td>Male and Female Infertility - Ferrara</td>
<td>57</td>
</tr>
<tr>
<td>Multidisc Multimorb in Verpleeghuis</td>
<td>58</td>
</tr>
<tr>
<td>Pathologie</td>
<td>60</td>
</tr>
<tr>
<td>Radiation Oncology: combining clinic, bi</td>
<td>62</td>
</tr>
<tr>
<td>Gender and Diversity in Medicine</td>
<td>63</td>
</tr>
<tr>
<td>Verstandig Omgaan met Beperkingen</td>
<td>65</td>
</tr>
<tr>
<td>English Writing Skills</td>
<td>68</td>
</tr>
<tr>
<td>A Long and Happy Life by Active Preventi</td>
<td>70</td>
</tr>
<tr>
<td>Disaster Management, an International Ap</td>
<td>72</td>
</tr>
<tr>
<td>Autoimmuunziekten en Autoimmuniteit II</td>
<td>74</td>
</tr>
<tr>
<td>Basic Sciences and Clinics of Medical an</td>
<td>76</td>
</tr>
<tr>
<td>Stofwisseling van Kind tot Volwassenen</td>
<td>77</td>
</tr>
<tr>
<td>Dutch Health Law</td>
<td>79</td>
</tr>
<tr>
<td>Forensische Geneeskunde</td>
<td>80</td>
</tr>
<tr>
<td>Hormonen</td>
<td>81</td>
</tr>
<tr>
<td>Infectious Diseases</td>
<td>83</td>
</tr>
<tr>
<td>Normal and Abnormal Growth of Tissues an</td>
<td>85</td>
</tr>
<tr>
<td>Drugs in the Clinic</td>
<td>86</td>
</tr>
<tr>
<td>Revalidatiegeneeskunde</td>
<td>87</td>
</tr>
<tr>
<td>Translational Neuroscience</td>
<td>88</td>
</tr>
<tr>
<td>Personalized Medicine in Cancer Treatmen</td>
<td>89</td>
</tr>
<tr>
<td>Public Health in International Context</td>
<td>91</td>
</tr>
<tr>
<td>Abdomen</td>
<td>93</td>
</tr>
<tr>
<td>Circulatie en Longen</td>
<td>95</td>
</tr>
<tr>
<td>Psychomedische Problemen</td>
<td>97</td>
</tr>
<tr>
<td>Voortgangstentamen Jaar 3</td>
<td>100</td>
</tr>
<tr>
<td>Professioneel Gedrag Jaar 3</td>
<td>101</td>
</tr>
<tr>
<td>Chroniciteit</td>
<td>102</td>
</tr>
<tr>
<td>CORE Jaar 3</td>
<td>103</td>
</tr>
<tr>
<td>Critical Appraisal of a Topic Jaar 3</td>
<td>104</td>
</tr>
<tr>
<td>Course Title</td>
<td>Page</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Gezondheidsrecht en Gezondheidsethiek</td>
<td>105</td>
</tr>
<tr>
<td>Bewegingsapparaat</td>
<td>106</td>
</tr>
<tr>
<td>Stationstoets Jaar 3</td>
<td>109</td>
</tr>
<tr>
<td>Progress Test Examination Year 1</td>
<td>110</td>
</tr>
<tr>
<td>Skills Examination Year 1</td>
<td>111</td>
</tr>
<tr>
<td>Portfolio Examination Year 1</td>
<td>112</td>
</tr>
<tr>
<td>Professional Behaviour Examination Year1</td>
<td>113</td>
</tr>
<tr>
<td>Imaging Techniques</td>
<td>114</td>
</tr>
<tr>
<td>Personal Formularium Year 1</td>
<td>115</td>
</tr>
<tr>
<td>CORE Year 1</td>
<td>116</td>
</tr>
<tr>
<td>Growth and Development I</td>
<td>117</td>
</tr>
<tr>
<td>Circulation and Breathing I</td>
<td>119</td>
</tr>
<tr>
<td>Regulation and Integration</td>
<td>121</td>
</tr>
<tr>
<td>Thinking and Doing I</td>
<td>122</td>
</tr>
<tr>
<td>Digestion and Defence I</td>
<td>124</td>
</tr>
<tr>
<td>Diabetes, Obesity and Lifestyle</td>
<td>126</td>
</tr>
<tr>
<td>Progress Test Examination Year 2</td>
<td>128</td>
</tr>
<tr>
<td>Skills Education Year 2</td>
<td>129</td>
</tr>
<tr>
<td>Professional Behaviour Examination Year2</td>
<td>130</td>
</tr>
<tr>
<td>Personal Formularium Year 2</td>
<td>131</td>
</tr>
<tr>
<td>CORE Year 2</td>
<td>132</td>
</tr>
<tr>
<td>Portfolio Examination Year 2</td>
<td>133</td>
</tr>
<tr>
<td>Circulation and Breathing II</td>
<td>134</td>
</tr>
<tr>
<td>Growth and Development II</td>
<td>136</td>
</tr>
<tr>
<td>Digestion and Defence II</td>
<td>138</td>
</tr>
<tr>
<td>Thinking and Doing II</td>
<td>140</td>
</tr>
<tr>
<td>Farmacologische Beginselen in Metabool O.</td>
<td>142</td>
</tr>
<tr>
<td>Practica Farmacologische Beginselen in M.</td>
<td>144</td>
</tr>
<tr>
<td>Digestive Disorders in the Devell. World.</td>
<td>146</td>
</tr>
<tr>
<td>European and International Health Law.</td>
<td>147</td>
</tr>
<tr>
<td>Fundamentals of Neuroscience</td>
<td>148</td>
</tr>
<tr>
<td>Health &amp; Development Challenges in Devel</td>
<td>149</td>
</tr>
<tr>
<td>Exercise Physiology</td>
<td>150</td>
</tr>
</tbody>
</table>
Voortgangstentamen Jaar 1

Academic year 2015-16

Date last modified
18-11-2015 1:25

Period
Period 1  Startdate: 31-Aug-15  Enddate: 01-Jul-16

Code
GEN1007

ECTS credits
8.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
B. Schutte

Description

Goals

Instruction language
NL

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Vaardigheidsonderwijs Jaar 1

Academic year 2015-16

Date last modified
10-11-2015 1:24

Period
Period 1  Startdate: 31-Aug-15  Enddate: 01-Jul-16

Code
GEN1008

ECTS credits
6.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
M.J.B.L. Franssen

Description

Goals

Instruction language
NL

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Portfoliotentamen Jaar 1

Academic year 2015-16

Date last modified
18-11-2015 1:25

Period
Period 1  Startdate: 31-Aug-15  Enddate: 01-Jul-16

Code
GEN1009

ECTS credits
2.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
H.C.R. Peeters

Description

Goals

Instruction language
NL

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Professioneel Gedrag Jaar 1

Academic year 2015-16

**Date last modified**
13-1-2016 1:25

**Period**
Period 1  Startdate: 31-Aug-15  Enddate: 01-Jul-16

**Code**
GEN1010

**ECTS credits**
4.0

**Organisational unit**
Fac. Health, Medicine and Life Sciences

**Coordinator**
W.N.K.A. van Mook

**Description**

**Goals**

**Instruction language**
NL

**Prerequisites**

**Recommended literature**

**Teaching methods**

**Assessment methods**

**Key words**
Beeldvormende Technieken

Academic year 2015-16

Date last modified
18-11-2015 1:25

Period
Period 1  Startdate: 31-Aug-15  Enddate: 01-Jul-16

Code
GEN1011

ECTS credits
1.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
S.G.F. Robben

Description

Goals

Instruction language
NL

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Persoonlijk Formularium Jaar 1

Academic year 2015-16

Date last modified
18-11-2015 1:25

Period
Period 1 Startdate: 31-Aug-15 Enddate: 01-Jul-16

Code
GEN1012

ECTS credits
1.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
B.J.A. Janssen

Description

Goals

Instruction language
NL

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
CORE Jaar 1

Academic year 2015-16

Date last modified
18-11-2015 1:25

Period
Period 1  Startdate: 31-Aug-15  Enddate: 01-Jul-16

Code
GEN1013

ECTS credits
2.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
A.D.J. Smeenk

Description

Goals

Instruction language
NL

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Groei en Ontwikkeling I

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 1  Startdate: 01-Sep-15  Enddate: 23-Oct-15

Code
GEN1101

ECTS credits
7.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
B. Schutte

Description
The themes this block focuses on are human growth and development. In addition to molecular and cellular aspects of growth and development, the cognitive as well as the social and emotional development in humans will be covered. The block follows the different stages of life as its main thread. Furthermore, this block also deals with the organisation of healthcare and the wide variability in disease and health based on, for example, differences in ethnicity, gender and socioeconomic factors. This block also provides an introduction to the scientific programme (encouraging a scientific, evidence-based approach in practice) and examines several aspects of the theme ‘Measurements’ (meaning, level, methods). The educational method applied in this block is Problem-Based Learning (PBL). This means the emphasis lies on constructive and collaborative learning in small groups in which the material is presented in (medical) context. The block is also used to teach the students to work with this educational method. Besides theoretical training, the programme also includes skills training with respect to the core theme of growth and development.

Goals
Knowledge and insight By the end of the block, the student should have a broad understanding of: the background to problem-based learning. By the end of the block, the student should have conceptual knowledge of: the structure of a cell, ligand/receptor interactions, the mechanism and purpose of signal transduction, the structure of the gene, gene regulation, transcription, translation, post-translational modification, regulation of cellular growth and differentiation, the role of growth, differentiation and cell death in the construction of organ systems and the response to injury, embryonic growth and development, as far as the creation of the three germ layers, growth and growth regulation of the individual, cognitive, psychosocial and emotional development, homeostasis and disease as a disruption of homeostasis, By the end of the block, the student should have a broad understanding of: the determinants and epidemiology of disease and health, the organisation of health care in the Netherlands, the competencies of medical doctors (CANMEDs), the
objectives of the Consultations and Reflection (CORE) programme. Skills By the end of the block, the student should have the basic skills for the following themes: watching and feeling, hearing and listening, microscopy. Scientific aspects By the end of the block, the student should have conceptual knowledge of: the meaning of measurement levels, measures of central values and dispersions, and of distributions and plots, the meaning of health: levels and the associated measurement methods, scientific measurements in a social context and what biological and social/cultural diversity mean in this context.

**Instruction language**
NL

**Prerequisites**

**Recommended literature**

**Teaching methods**
Assignment(s)
Work in subgroups
Lecture(s)
PBL
Presentation(s)
Skills
Working visit(s)

**Assessment methods**
Assignment
Attendance
Computer test
Final paper
Presentation

**Key words**
the structure of a cell,, ligand/receptor interactions,, the mechanism and purpose of signal transduction,, the structure of the gene,, gene regulation,, transcription, translation, post-translational modification,, regulation of cellular growth and differentiation,, the role of growth, differentiation and cell death in the construction, of organ systems and the response to injury,, embryonic growth and development, as far as the creation of the three, germ layers,, growth and growth regulation of the individual,, cognitive, psychosocial and emotional development,, homeostasis and disease as a disruption of homeostasis,,
Circulatie en Ademhaling I

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period

Code
GEN1102

ECTS credits
7.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
M. Filliers

Description
In this block the main topics will be circulation and respiration. The general anatomy and physiology of the circulation (heart and blood vessels), blood and respiration (lungs, shortness of breath and breathing) studied in the first year will form the basis before the students can study the pathologies of circulation and respiration in the second year of their study. The study cases are being built using pathological mechanisms of disease and regulatory systems which have an influence on the normal anatomy and physiology of circulation and respiration. The cases will be build around cyclist(s); they will demonstrate differences in anatomy and physiology comparing rest to exercise. Breathlessness and breathing are two concepts that are inextricably linked. The ultimate goal of breath is to supply sufficient oxygen (O2) to cells in tissues in order to make an adequate energy conversion possible. In the meantime, the degradation product carbon dioxide (CO2), produced during cellular respiration, has to be expelled to the outside world. The heart and blood vessels ensure that blood, the transporter of oxygen and carbon dioxide will be transported through the body. A proper regulation between the circulation and respiration is therefore required. This will be illustrated by the cases, some of which will be integrated with the associated lab skills. The lab skills will be in part hands-on practicals (e.g. Basic Life Support + AED) and wet lab practicals and computer practicals in computer rooms. The issue will be further deepened in the accompanying lectures which will be given after the case is discussed. This block gives attention to academic education skills by putting the data from the lab practicals in a database file. The main goal is to make proper assignments and perform some basic statistics on the whole database. In order to see whether there are international differences between circulation and respiration topics, the students will compare their data with normal values and have a look at male/female differences, ethical considerations in premature births, and for example smoking. The CORE education (communication skills) will connect with the patients presented in the cases of this block. Furthermore, the block-cutting items as personal formularium and the symposia of visualization techniques will be embedded in the cases of this block. The students should reflect on the mid (i) block test in their portfolio.


**Goals**

Knowledge and insight  • Physiology and physical diagnostic examination of the thorax (cardiovascular and upper respiratory tract).  • Macroscopic and microscopic anatomical structure and function structure of the thorax: airways, lungs and pleurae, heart and blood vessels.  • Foetal heart and lung development.  • Principles of the mechanisms underlying the circulation and respiration: breathing exercise, alveolar ventilation, pulmonary circulation, gas exchange, gas transport, cellular respiration and the associated regulatory mechanisms, circulation, physiology of the heart, physiology of large vessels, compliance, pulse pressure, regulation of cardiac output, Frank Starling mechanism.  • Regulation of various aspects of breathing and circulation and the influence of rest and effort on this regulation. Skills and practicals  • Providing adequate care for patients in cardiac arrest (Basic Life Support + AED).  • Physical diagnostic examination of the thorax, heart and lungs.  • Research of peripheral circulation and determination of blood pressure.  • Introduction of additional diagnostic tests.  • Practical hemodynamic using an experimental design.  • Computer lab cardio lab (influence of drugs on cardiac function).  • Practical coagulation.  • Virtual microscopy of the thorax (lungs, heart and blood vessels).  • Practical Spirometry: Writing a report on causes of variation and interpretation, including: 1) graphic variation in spirometric measurements, 2) and particularly the influence of race and gender in this (international).

**Instruction language**

NL

**Prerequisites**

**Recommended literature**

**Teaching methods**

PBL
Lecture(s)
Skills
Training(s)

**Assessment methods**

**Key words**

Key disciplines: Cardiology, Pharmacology, Physiology, Paediatrics, Pathology, Respiratory Medicine.
Regulatie en Integratie

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 3  Startdate: 04-Jan-16  Enddate: 29-Jan-16

Code
GEN1103

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
F.A. van Nieuwenhoven

Description
Water is the central theme of this block. An adult body comprises approximately 60% water. All vital processes take place in a watery solution. Body water is divided over two important compartments: the intracellular and the extracellular compartment. These compartments each have a different chemical composition and they both constantly balance each other. It is essential to maintain an optimal cell volume for the cellular functions and thus for the organs to function. Cells invest a large part of their energy in the homeostasis of the cell volume and maintenance of sufficient cell water content. The migration of water between the intracellular and extracellular compartments is driven by osmotic forces. The body regulates the osmolarity very accurately by means of intriguing and sophisticated membrane ion pumps and neurohormonal control systems. If there is a threatening shortage of water, the body immediately activates a number of correction mechanisms. Extracellular water plays an important role in the supply and drainage of substances to and from the cells. This concerns nutrients and waste products as well as hormones. The extracellular compartment consists of a vascular volume (the content of the blood vessels) and interstitial space. The contents and composition of the extracellular compartment are continuously influenced by the outside world: the intake of fluids and food and the loss of fluids via the lungs, sweat, urine and faeces. In this process, the brain, kidneys and adrenal glands each play a finely-tuned game. Sometimes, however, a disease takes over the body, threatening homeostasis and challenging the defence systems. Cells are attacked and a life-and-death struggle begins, while time is ticking away... If a large number of cells have to give in, organs will fail and the body will find itself in a vicious spiral. Sometimes death becomes inevitable...

Goals
Knowledge and insight The focus in this block is on a number of important pathophysiological basic mechanisms. The following themes are dealt with (divided over seven topics): • Basic principles of physiology: homeostasis. • Basic principles of control systems: the sensor-integrator-effector principle. • Causes and mechanisms of variation in control
systems (feedback or feed-forward systems). • Day and night rhythm and other important time-related variations. • Hypothalamus/pituitary (adenohypophysis and neurohypophysis). • Adrenal cortex functions and adrenal medulla functions • Preservation of cellular volume, osmolality. • Antidiuretic hormone and the renin-angiotensin system. • Kidney function: emphasising the glomerulus. • Kidney function: emphasising the tubule. • Measuring kidney function: knowledge of the concept of clearance. • Transcapillary fluid management (Starling’s law). • The body’s responses to dehydration and hypovolaemia • Mechanisms of oedema. • Multiple organ failure and the downward spiral to death. Skills • Medical imaging and functional studies of organs using radio-isotopes (using measurements of the glomerular function as the model). • Case history and physical diagnostic examinations in a patient with oedema (CORE). • Embryology, histology and anatomy of the kidney and adrenal gland. Scientific aspects • Academic education, in particular relating to the significance of water for biology and Planet Earth in general.

**Instruction language**

NL

**Prerequisites**

**Recommended literature**

Algemene achtergrondkennis noodzakelijk voor dit blok kan meestal worden gevonden in de standaard handboeken fysiologie. Per casus wordt aan de studenten tevens enkele recente wetenschappelijke artikelen aangeboden voor verdere verdieping. Kennis vergaard door het bestuderen van deze artikelen wordt ook getoetst onder de vorm van enkele excellence vragen tijdens de eindtoets. Deze excellencevragen maken maximaal 5% uit van het totaal te behalen aantal punten.

**Teaching methods**

Assignment(s)
Lecture(s)
PBL
Skills
Training(s)

**Assessment methods**

Written exam

**Key words**

Key disciplines: Physiology, Pharmacology, Anatomy, Nefrology.. Key themes: Water balance, fluid compartments, regulatory mechanisms., kidney function, hypothalamic-pituitary-adrenal axes, renin-angiotensin, aldosterone system (RAAS), antidiuretic hormone (ADH), osmolality and, osmotic regulation, Starling’s principles, colloid osmotic pressure., cell death, multiple organ failure, clearance, biological clock., feedback control systems.,
Denken en Doen I

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 4  Startdate: 01-Feb-16  Enddate: 01-Apr-16

Code
GEN1104

ECTS credits
7.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
A.F.G. Leentjens

Description
The focus of the first part of the block (three weeks) is on neuroanatomy and vascularisation of the brain and sensory pathways. Sensory perception (hearing and vision) will be used to explain the afferent pathway systems. The neurophysiology of neurotransmission will also be discussed. The second part (three weeks) focuses on the motion of the lower extremities (hip, knee and ankle). Basic principles of the normal mechanism of these extremities and their control by the central and peripheral nervous systems will be discussed. The entire process of the movement will be discussed, from the initiation of the movement, via the motor pathways through to reflexes and motor problems (for more detail, see Integration). The final part of the block (two weeks) creates a more explicit relationship between the two main foci (integration of thinking and doing) listed above. The case studies about pain sensation, balance and the “patient with neurological damage” are used to explain the relationship between the functioning of the brain and human behaviour.

Goals
Knowledge and insight • Neuroanatomy and vascularisation of the central nervous system at the macroscopic and microscopic levels. • Neurotransmission: stimulus generation, propagation and transfer; neurotransmitters and neurotransmitter systems. • Neuroanatomy and the function of sensory pathway systems. • Anatomy and physiology of the ear and the auditory system. • Anatomy of the eye and the visual system. • Language acquisition. • Neurophysiology and neuropsychology in relation to consciousness, unconsciousness and coma, normal sleeping and waking rhythm. Practice • Planning and initiation of motion • Neuroanatomy and function of motor pathway systems. • Structure and function of the lower extremities, bones, muscles and joints (hip, knee and ankle). • Basic components of the motor system. • Reflexes, coordination, proprioception. Integration knowledge and practice via: • Neurophysiology of pain, perception of pain, pain behaviour. • Pathophysiology: relationship between the functioning of parts of the brain, linked to behaviour or failure of functions, particularly learning and memory and motor functions. Skills • Function study of the
cranial nerves, sensibility, sight and hearing. • Study into the movements of the hip, knee and ankle. • Integration training sessions using vignettes. • Examination of a CVA patient. CORE education will be given too.

**Instruction language**

NL

**Prerequisites**

**Recommended literature**

**Teaching methods**

Assignment(s)
Lecture(s)
PBL
Presentation(s)
Skills
Training(s)

**Assessment methods**

Attendance
Portfolio
Presentation
Written exam

**Key words**

Key disciplines: Anatomy, Physiology, Neurology., Key words: Neuroanatomy, spinal cord, sensory and motor path systems., senses (hearing and vision), hip and knee and ankle joints, higher, cerebral functions (consciousness), neurotransmission, brain, vascularisation.,
Verteer en Verweer I

Academic year 2015-16

Date last modified
25-3-2016 1:16

Period
Period 5  Startdate: 04-Apr-16  Enddate: 03-Jun-16

Code
GEN1105

ECTS credits
7.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
D.M.A.E. Jonkers

Description
In this block, the central topic is the digestive system with its organs, i.e. the mouth, esophagus, stomach, small and large bowel, as well as the liver, gall bladder and pancreas. The main processes involved include regulation of food intake, digestion and absorption of nutrients, which require cooperation between all these organs. Problems with the functioning of the digestive tract can result in symptoms such as reflux, abdominal pain and diarrhea. Our digestive tract is continuously exposed to a myriad of microbes, either from our own micro biota or potential pathogens (i.e. viruses, bacteria, fungi and protozoa). An adequate immune system is required for the defense against potential infectious pathogens. Therefore, bacteria, viruses, the mechanisms of the innate and adaptive immune system are a second topic in this block. The block mainly concerns the normal physiology of the digestive tract and as such will be the basis for year 2 where the focus will be on the pathophysiology. Finally, attention will be paid to the application of relevant statistical test and the diversity of professional medical literature.

Goals
Knowledge and insight • Anatomy and histology of the oral cavity, teeth, tongue, salivary glands, pharynx, esophagus, stomach, small and large intestine, liver, gall bladder and pancreas. • Hormonal and neural regulation of food intake and digestion, including the cephalic, gastric and intestinal phase. • Composition of food, digestion of proteins, carbohydrates and fat and the absorption of the digested nutrients, minerals, vitamins, electrolytes and water. • Motility of the digestive tract, such as gastric emptying, peristalsis of the small and large intestine, and mechanisms of diarrhea and constipation. • At the organ level, the following physiological functions will be discussed: swallowing, secretion and composition of saliva, secretion of gastric juice and protection against gastric acid, endocrine and exocrine function of the pancreas, function of bile and the liver functions such as bile production, biotransformation and the metabolism of carbohydrates, proteins and fats. • Knowledge of structure, classification and replication of bacteria and viruses,
mechanisms of and resistance against some antibiotics, composition and function of the commensal micro biota, and examples of gastrointestinal pathogens causing diarrhea. • Classes and functions of leukocytes, the inflammatory process, induction and role of fever. • The innate immune system and the cellular and humoral adaptive immune system. Skills • Performing and interpreting diagnostic skills of the mouth, throat, neck, of the abdomen and analyses in faces and blood; knowledge of imaging techniques. Scientific aspects • Application of relevant statistical tests, using diverse medical-professional information and knowledge of the history of infectious diseases and its treatment.

**Instruction language**

NL

**Prerequisites**

**Recommended literature**

**Teaching methods**

PBL
Lecture(s)
Skills
Training(s)

**Assessment methods**

Written exam

**Key words**

Key words: Digestive tract, including the liver, gall bladder and, pancreas; regulation of food intake, digestion and absorption; bacteriology and virology; inflammation, innate and adaptive immunity.
Diabetes, Obesitas en Lifestyle

Academic year 2015-16

Date last modified
5-4-2016 1:15

Period
Period 6  Startdate: 06-Jun-16  Enddate: 01-Jul-16

Code
GEN1106

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
A.J.H.M. Houben

Description
The incidence of diabetes and obesity (diabesity) is increasing rapidly worldwide. The purpose of this block is to make sure that the student acquires knowledge of all aspects of obesity, in a ‘cell to society’ approach. Pathophysiological mechanisms, the consequences of diabesity at the tissue and organ levels and the interactions between nutrition, genes and inflammations will be dealt with. Risk factors for developing diabesity and the possibilities for altering the lifestyles of people with diabesity will also be discussed extensively. Attention will be paid to the optimum treatment options for people with diabesity too.

Goals
Knowledge and insight • Incidence and expected increase of incidence of DM type II and obesity worldwide. • Differences between type I and type II diabetes and various genetic subtypes. • Risk factors for developing diabetes and obesity (lifestyle, socioeconomic background, gender and body image, stress). • What is healthy food: composition and function of food components, balance between food components. • Glucose balance, including the effect of insulin, neurohumoral regulation of food intake, lipids and disrupted fat metabolism in diabetes. • Energy balance, psychological control: intention versus behaviour, impulse control. • Relationship between energy intake and energy consumption. • Interactions between genes and environment in diabetes and obesity (nutrition and genes, genetics of complex diseases, interactions between genes and environment, nutrition and inflammation. • Consequences of diabetes/obesity (cardiovascular diseases, microvascular and macrovascular diseases and integration of various organ systems (general), diabetes/obesity/hypertension as a disease or as a risk factor, socio-economic consequences of diabetes (at work, family life and lifestyle)). • Medicinal treatment. • Care chain: multidisciplinary approach to patients with diabetes, autonomy and participation, shared decision-making (‘disease management models’). • Lifestyle interventions: principles of intervention development, a specifically diabetes-oriented example of intervention in each domain (nutrition, motion). •
What is lifestyle, other than isolated behaviour patterns? • Lifestyle as a cause/lifestyle as a result of disease/DM • Behaviour and the interactions with other causes of poor health.

**Instruction language**

NL

**Prerequisites**

**Recommended literature**

**Teaching methods**

PBL
Lecture(s)
Skills
Training(s)

**Assessment methods**

Computer test

**Key words**

Key disciplines: Internal Medicine, Pathology, Molecular Genetics, Medical Sociology, Health Education.
Voortgangstentamen Jaar 2

Academic year 2015-16

Date last modified
18-11-2015 1:25

Period
Period 1  Startdate: 31-Aug-15  Enddate: 01-Jul-16

Code
GEN2006

ECTS credits
8.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
A.M. Duijvestijn

Description

Goals

Instruction language
NL

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Vaardigheidsonderwijs Jaar 2

Academic year 2015-16

Date last modified
10-11-2015 1:24

Period
Period 1  Startdate: 31-Aug-15  Enddate: 01-Jul-16

Code
GEN2020

ECTS credits
6.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
B.H. Verhoeven

Description

Goals

Instruction language
NL

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Professioneel Gedrag Jaar 2

Academic year 2015-16

Date last modified
1-5-2015 1:22

Period
Period 1  Startdate: 31-Aug-15  Enddate: 01-Jul-16

Code
GEN2021

ECTS credits
5.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
W.N.K.A. van Mook

Description

Goals

Instruction language
NL

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Persoonlijk Formularium Jaar 2

Academic year 2015-16

Date last modified
18-11-2015 1:25

Period
Period 1  Startdate: 31-Aug-15  Enddate: 01-Jul-16

Code
GEN2022

ECTS credits
1.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
B.J.A. Janssen

Description

Goals

Instruction language
NL

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
CORE Jaar 2
Academic year 2015-16

Date last modified
18-11-2015 1:25

Period
Period 1  Startdate: 31-Aug-15  Enddate: 01-Jul-16

Code
GEN2023

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
A.D.J. Smeenk

Description

Goals

Instruction language
NL

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Circulatie en Ademhaling II

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 1  Startdate: 01-Sep-15  Enddate: 23-Oct-15

Code
GEN2101

ECTS credits
7.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
W.M. Blankestijn

Description
In year 1, the physiology of the cardiopulmonary system has been studied. In year 3, chronic cardiopulmonary pathology will be discussed from a clinical perspective. Block 2.1 forms the bridge between year 1 and 3 by focusing on basic pathophysiology of cardiopulmonary diseases. The block is built around the major organ systems involved: the heart, vasculature, kidneys and lungs. Each of these four parts starts with an introductory lecture on physiology, to refresh the knowledge about each organ system, and ends with a clinical lecture detailing how pathophysiological mechanisms affect patients and how this knowledge can guide treatment.

Goals
Knowledge and insight The following diseases are discussed in tutorial groups: • the vasculature: atherosclerosis and myocardial infarction, • the heart: arrhythmias, valvular disease and heart failure, • the kidneys: renal artery stenosis and acid-base disorders, • the lungs: asthma and pneumonia. At the end of the course, we will focus on hypovolemic and septic shock, integrating the (dys)-regulation by the organ systems and the interactions within the cardiopulmonary system. Skills The course includes practica on hemodynamics, anatomy and histology, as well as skillslab training on physical examination of cardiac function, pulmonary function and resuscitation. Each tutorial group will give a short presentation at a poster session about a variety of topics in pulmonary (patho)-physiology. In addition, a workshop on the design of randomized clinical trials will be organised.

Instruction language
NL

Prerequisites
Recommended literature

Teaching methods
PBL
Lecture(s)
Skills

Assessment methods
Written exam
Assignment
Presentation

Key words
Key disciplines: Pathophysiology of cardiopulmonary,
Groei en Ontwikkeling II

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period

Code
GEN2102

ECTS credits
7.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
C. Willekes

Description
This block links up to block Growth and Development in year 1 (block 1.1). Once more the stages of life form a connecting thread throughout the block. In the first year the normal procedure of growth and development has already received much attention. In this block we build upon this knowledge and we would also like to get the student acquainted with abnormal growth and development. This is done problem-based by using cases, in which basic (patho-) physiological processes, diagnostics and treatment are covered. Lectures provide additional knowledge partly by means of patient demonstrations. The first four weeks concern pregnancy, delivery and birth. In the fifth week child development is covered together with some puberty related themes. In week 6 and 7 the central theme is formed by abnormal growth of tissues and treatment for oncological disorders. We close of in the last week of the block with functional changes that occur in ageing. Within the scope of science a ‘congress day’ is organised that includes a forum discussion, posters and presentations of scientific data made for and by the student.

Goals
Knowledge and insight • Normal procedure of growth and development • Abnormal growth and development • Basic (patho-) physiological processes, diagnostics and treatment • Pregnancy, delivery and birth • Child development • Abnormal growth of tissues and treatment for oncological disorders • Functional changes that occur in ageing Skills • Skills training Scientific aspects • A ‘congress day’ is organised that includes a forum discussion, posters and presentations of scientific data made for and by the student

Instruction language
NL
Prerequisites

Recommended literature

Teaching methods

PBL
Lecture(s)
Skills
Patient contact

Assessment methods

Key words

Key disciplines: Obstetrics/Gynaecology, Oncology, Anatomy,, Biochemistry, Genetics, Molecular Cell Biology, Pathology, Physiology,, Paediatrics, Pharmacology, Skills training, Epidemiology,
Verteer en Verweer II

Academic year 2015-16

**Date last modified**
28-10-2015 1:27

**Period**
Period 4  Startdate: 01-Feb-16  Enddate: 01-Apr-16

**Code**
GEN2104

**ECTS credits**
7.0

**Organisational unit**
Fac. Health, Medicine and Life Sciences

**Coordinator**
A.J. Gilde

**Description**
There are three main themes in this block: Gastroenterology, Infectiology, Immunology, and Health Law. It forms the bridge between Digestion and Defence 1 (block 1.5) and the cluster Abdomen in year 3. Year 1 extensively dealt with normal anatomy and physiology of the digestive tract and the basic principles of microbiology and immunology. Year 3 will mainly deal with clinical reasoning, differential diagnosis, probability diagnosis and therapy. In order to be well prepared for this, year 2 will focus on pathophysiology. Selected clinical presentations will be used to discuss the most important principles and concepts of gastroenterology, infectiology and immunology, starting from the basic knowledge of physiology and anatomy obtained in year 1. The use of illness scripts (pattern recognition of disease) will be introduced as a basis for clinical reasoning. Where applicable, pathophysiological concepts will be reduced to different mechanisms of disease. Discussing pathophysiological concepts in the context of mechanisms of disease in the tutorial group will be an excellent preparation for clinical reasoning leading to differential diagnosis. Knowledge of the basis sciences is indispensable. Therefore, it is mandatory to refresh the knowledge from the block Digestion and Defence 1 before the pre-discussion of each new case or task. There will be ample attention to psychosocial themes such as chronicity, ethics (organ transplant) and public health (outbreak management of infectious disease). The major procure in the tutorial group will be Problem-Based Learning, incidentally in a multimedia approach. Activities in the tutorials will be supported by lectures, practical and skills training, taking care of the best possible mutual consistency.

**Goals**
Knowledge and insight • Explaining clinical symptoms of the most important diseases of the gastrointestinal system using (patho)physiological concepts. • Cause and consequence of auto-immunity (general, with a projection on the gastrointestinal system). • Microbiological en immunological aspects of major bacterial, viral, parasitological and opportunistic infections related to clinical presentation. • Antibiotics and resistance. • Hypersensitivity/allergy. Health
care and society • Psychosocial and ethical aspects of selected diseases (organ transplant, addiction, chronicity). • Global aspects of serious infections; import diseases.

**Instruction language**

NL

**Prerequisites**

**Recommended literature**


**Teaching methods**

PBL

Lecture(s)

Skills

**Assessment methods**

Written exam

Assignment

**Key words**

Key disciplines: Gastroenterology, Infectiology, Immunology, Health Law, Pathophysiology,
Denken en Doen II
Academic year 2015-16

Date last modified
4-11-2015 1:24

Period
Period 5  Startdate: 04-Apr-16  Enddate: 03-Jun-16

Code
GEN2105

ECTS credits
7.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
J.M. Voorend

Description
Thinking and Doing 2, the final regular eight-week block of year 2, covers aspects of thinking (cognitive, motivational and emotional disorders as well as disorders of sensory systems such as the visual system, sense of touch and position) and aspects of movement (disorders related to the motor system, bones, muscles and joints). The block offers more in-depth knowledge as well as new subjects as a sequel to the issues discussed in the block on Thinking and Doing in year 1. The brain is the source of movement, posture, touch, vision, cognition, emotion and motivation. Disturbances of these systems may occur in isolation, but also in combination. Therefore, this block will show how subjects are integrated. The subjects will often be approached by means of clinical reasoning, which will be given a lot of attention, so as to facilitate the transition to year 3. This implies that educational methods will be applied that are closer to real practice than those used before in the curriculum. The patient’s symptoms and complaints are used as a starting point, which means that a variety of block-related disciplines will be studied based on integrated patient cases. The block thus aims to train the students to consider differential diagnoses based on the patient’s symptoms. Aspects of ophthalmology covered in this block include the anatomy, physiology and pathophysiology of some common eye disorders and causes of visual impairment, including vision and several eye measurements. Thinking and Doing in year 1 focussed on the lower extremities. This block studies anatomy on the basis of spinal column and shoulder problems, the pathophysiology of osteoporosis and osteoarthritis, radicular problems (e.g. herniated disc) and nonspecific back pain, including the social consequences such as incapacity for work. The biospsychosocial model will be introduced. Back problems are also used to study neuroanatomy (dermatomes, myotomes, peripheral nerves). Furthermore, the anatomy of the brain will again be addressed, now with special focus on stroke patients. Included are aspects of diagnostics (localisation principles), consequences for the patient, acute and long-term treatment. The block also covers a number of psychiatric disorders, again taking the patient’s symptoms and behaviour as a starting point. The clinical pictures of depression and dementia will be discussed, including the associated biological, psychological and environmental aspects. The students will also
learn to conduct a mental state examination, which they will practice as part of their CORE training.

**Goals**

Eye Anatomy: functional anatomy of the eye; blood supply; adnexa; papilla and macula Physiology: physiological optics; emmetropia and accommodation; ametropia - myopia - hypermetropia - astigmatism - presbyopia; functioning of the retinal receptors - organisation - conduction of stimuli Skills: vision examination, far and close by; diagnostic refraction testing - Amsler; external inspection of the eye and adnexa with penlight/ophthalmoscope and loupe
Locomotor/neurology Anatomy: spinal column; shoulder; spinal cord and nerve roots; trunk muscles Pathophysiology: ageing of the spinal column and pathophysiology of osteoarthritis; osteoporosis: bone physiology, pathophysiology, symptoms, diagnostics and risk factors; pathophysiology of fractures and fracture healing; radicular syndrome; nonspecific low back problems; shoulder problems: dislocation, impingement Skills: methodical examination of the cervical, thoracic, lumbar spinal column and shoulder based on case studies Brain/ neurology Stroke: diagnostics, acute and long-term treatment; long-term consequences Skills: history taking and physical examination of stroke patients and examination of patients with radicular irritation in the leg (integration examination of the back and neurological examination) Brain/psychiatry Regulation and dysregulation of emotion, motivation and cognition; biological, psychological, ecological aspects of depression and dementia and aspects of communication Skills: mental state examination; clinical reasoning based on symptoms Other aspects Work and health, organisation of healthcare; neurobiology of pain; biopsychosocial model; ethics concerning early diagnostics; gene environmental interaction, genetic vulnerability

**Instruction language**

NL

**Prerequisites**

**Recommended literature**

**Teaching methods**

PBL
Lecture(s)
Skills
Training(s)

**Assessment methods**

**Key words**

Key disciplines: Ophthalmology, Anatomy, Physiology, Pathophysiology,, Social Medicine, Neuroanatomy, Diagnostics, Psychiatry,
Farmacologische Beginselen in Metabool O

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 3  Startdate: 04-Jan-16  Enddate: 29-Jan-16

Code
BGK2003

ECTS credits
5.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
G.R.M.M. Haenen

Description

Goals
Primaire leerdoelen: 1. Inzicht in de processen die een rol spelen in de opname, verdeling, omzetting en uitscheiding van geneesmiddelen in het lichaam en hoe dit in de praktijk wordt bestudeerd en weergegeven. 2. Inzicht in de manieren waarop geneesmiddelen een effect (zowel gewenst als ongewenst) veroorzaken en hoe dit in de praktijk wordt bestudeerd en weergegeven. 3. Inzicht in het effect van voeding op de werking van geneesmiddelen. 4. Inzicht in het effect van genetische verschillen op de werking van geneesmiddelen. De leerstof wordt bestudeerd aan de hand van diverse PGO-casussen. De casussen van het blok worden ondersteund met een hoorcolleges, waarin dwarsverbindingen worden aangegeven met onderwerpen zowel binnen het blok als uit eerdere blokken. Door middel van een patiënt-presentatie zal inzichtelijk gemaakt worden hoe de farmacologie in de praktijk wordt toegepast. Een belangrijk onderdeel wordt gevormd door een practicum waar studenten een klinische studie uitvoeren naar het effect van voeding op de kinetiek. Van dit practicum moet een verslag worden geschreven. Van de andere practica worden de resultaten gepresenteerd en besproken tijdens de PGO-bijeenkomsten, waarbij er voor wordt gezorgd dat de practica goed ingebed worden.

Instruction language

Prerequisites

Recommended literature
H.P. Rang et al. Pharmacology. R.J.M. Niesink et al, Toxicology, Principles and Application. Literatuur aangegeven tijdens de cursus

Teaching methods
Assignment(s)
Work in subgroups
Lecture(s)
Paper(s)
Skills

Assessment methods
Assignment
Participation
Written exam

Key words
Practica Farmacologische Beginselen in M

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 3  Startdate: 04-Jan-16  Enddate: 29-Jan-16

Code
BGK2103

ECTS credits
0.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
G.R.M.M. Haenen

Description
In the course four practicals are offered, intended to apply and integrate knowledge acquired during the course. 1. Effect food on the pharmacokinetics. In a clinical study the effect of food on the pharmacokinetics of a drug (Paracetamol) will be determined. Students will participate in the study. One group of students takes Paracetamol before breakfast. Another group of students will take Paracetamol after breakfast. The level of Paracetamol in the saliva, that is equal to the level of Paracetamol in the blood, will be determined. The data obtained will be evaluated according to a pharmacokinetic model. A report has to be written that is discussed at the end of the course during an interactive meeting. The report has to be sufficient and participation during the interactive meeting is obligatory. 2. Polymorphism. The polymorphism of a metabolizing enzyme (cytochrome P 450 2D6) will be determined in all of the students that participate. The clinical relevance of the polymorphisms will be discussed during a tutorial meeting that deals with this polymorphism. 3. Simulation pharmacokinetics. In a computer practical, the impact of various parameters (Volume of Distribution, Clearance, Rate of Absorption, Dose) on the kinetics of a drug will be simulated. Several questions have to be answered in a report, which will be discussed during a tutorial meeting that deals with pharmacokinetics. The report has to be sufficient. 4. Simulation pharmacodynamics. In a computer practical, the impact of various parameters (affinity, intrinsic activity) on the dynamics of a receptor agonist and antagonists will be simulated. Several questions have to be answered in a report, which will be disused during a tutorial meeting that deals with pharmacodynamics. The report has to be sufficient.

Goals
Understanding the processes that play a role in the absorption, distribution, metabolism and excretion of drugs in the body and how it is studied in practice. Understanding the ways in which drugs cause an effect and how it is studied in practice. Understanding the effect of the diet on the effects of drugs. Understanding the impact of genetic differences on
the effects of drugs

**Instruction language**

**Prerequisites**

**Recommended literature**
Rang & Dale's Pharmacology, Elsevier.

**Teaching methods**
Assignment(s)
Work in subgroups
Lecture(s)
PBL
Skills

**Assessment methods**
Assignment
Attendance
Final paper
Participation

**Key words**
Clinical study, Pharmacokinetics, Absorption, Distribution, Metabolism, Excretion, Clearance, Distribution Volume, Cytochrome P450 Phase 1, metabolism, Phase 2 metabolism, Lipophilicity, Liver, Polymorphism, Pharmacodynamics, Receptor Affinity, Intrinsic affinity, Half-life, Bioavailability, First pass effect, Area Under the Curve (AUC),
Integrated Care Organiseren

Academic year 2015-16

Date last modified
25-3-2016 1:16

Period
Period 3  Startdate: 04-Jan-16  Enddate: 29-Jan-16

Code
BMZ3001

ECTS credits
5.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
A.J.A. van Raak

Description
Integrated care (gecoördineerde zorgverlening door meerdere instellingen en professionals) is van toenemend belang om tegemoet te kunnen komen aan complexe vragen en behoeften van zorggebruikers. De aantallen zorggebruikers (onder wie ouderen, chronisch zieken, gehandicapten en acute patiënten) nemen immers toe. Velen van hen krijgen meerdere aandoeningen, waarbij tal van professionals uit de eerste- en tweedelijn en de openbare gezondheidszorg (cure, care, preventie en welzijn) zijn betrokken. We starten het blok met een kennismaking met integrated care. We maken ook kennis met nieuwe professies die aan integrated care meedoen, zoals shared care verpleegkundigen en nurse practitioners. Vervolgens gaan we na hoe in een aantal regio’s in de wereld de zorgverlening aan gebruikers met complexe zorgvragen is georganiseerd. Daarna bekijken we wat aan de organisatie van de zorgverlening in die regio’s moet worden verbeterd om te komen tot integrated care (herontwerp). We besteden tevens aandacht aan de begrippen ‘zorgketens’ en ‘netwerken’. Tenslotte bekijken we welke factoren het organiseren van integrated care kunnen bevorderen of belemmeren en hoe we de belemmerende factoren kunnen aanpakken (oplossingen).

Goals
Kennis en inzicht De student heeft kennis van en inzicht in: -de organisatorische kenmerken van integrated care, netwerken en zorgketens van organisaties en professies in de zorg; -nieuwe professies die in recente jaren zijn opgekomen in de zorg; -de organisatie van processen van zorgverlening aan gebruikers met complexe zorgvragen; -herontwerp: verbetering van de organisatie van zorgprocessen om te komen tot integrated care; -factoren die het organiseren van integrated care kunnen belemmeren en bevorderen; -mogelijke oplossingen voor belemmerende factoren.

Instruction language
**Prerequisites**

**Recommended literature**
Het blok biedt literatuur per afzonderlijke opdracht, waaronder artikelen uit e-journals en delen van boeken uit de UB. Er is geen basisliteratuur die voor alle opdrachten wordt gebruikt.

**Teaching methods**
Assignment(s)
Work in subgroups
Lecture(s)
Paper(s)
Presentation(s)
Research
Training(s)

**Assessment methods**
Attendance
Final paper

**Key words**
- Integrated care; - Organisatorische kenmerken van het, zorgverleningsproces; - Herontwerp van het zorgverleningsproces; -, Factoren; van invloed op de levering van integrated care; oplossingen; -, Studieteams; - Groepsopdrachten; - Individuele onderzoekopdracht; -, Informatieochtend presentatie zorgketen; - Groepsportfolio; - Individueel, essay;
Autoimmuunziekten en Autoimmuniteit I

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 3  Startdate: 04-Jan-16  Enddate: 29-Jan-16

Code
GEN2301

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
A.M. Duijvestijn

Description
In dit keuzeblok wordt in theorie en praktijk kennis gemaakt met autoimmuunziekten in het algemeen, en met een aantal in het bijzonder. Wat precies autoimmunititeit is, welke mechanismen er achter zitten, de typen autoimmuunziekten, de incidentie en prevalentie, de mortaliteit en morbiditeit, en de pathogenese ervan zullen worden belicht. Daarnaast komt de pathofysiologie, de laboratorium diagnostiek, en de therapie van de verschillende autoimmuunziekten aan de orde. In blok 2.3 zal worden ingegaan op immunologische mechanismen ter voorkoming van autoimmunititeit en op de mogelijke oorzaken die ten grondslag liggen aan het ontstaan van autoimmunititeit. Aantal beschikbare plaatsen: 30

Goals
Het programma heeft de volgende eindtermen ten doel staan voor wat betreft kennisvergaring en persoonlijke ontwikkeling door de student: I) Immunologische kennis - Verdieping in immunologische regel en effector mechanismen - Verdieping in mechanismen van autoimmunititeit II) Medische aspecten - Algemene kennis van autoimmuunziekten - pathogenese, de meest voorkomende autoimmuunziekten, pathofysiologie, epidemiologie - Verdieping in 1 specifieke autoimmuunziekte - symptomen en diagnostiek - pathogenese en pathofysiologie - therapie III) Wetenschappelijke aspecten - Kennis making met onderzoek in autoimmuunziekten - Wetenschappelijke voordracht (duos of drietallen; powerpoint)

Instruction language
NL

Prerequisites
Recommended literature
Teaching methods
Assignment(s)
Work in subgroups
Lecture(s)
PBL
Presentation(s)
Research

Assessment methods
Assignment
Presentation
Written exam

Key words
- Immunologie, - Autoimmuniteit, - Autoimmuunziekten,
Digestive Disorders in the Devell. World

Academic year 2015-16

Date last modified
21-1-2016 1:17

Period
Period 3 Startdate: 04-Jan-16 Enddate: 29-Jan-16

Code
GEN2302

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
A.M. Duijvestijn

Description

Goals
Understand the spectrum of conditioning factors for public and individual health in various zones of the globe Illustrate the epidemiology and pathogenesis of gastrointestinal and hepatic disorders in general and according to geographic areas Understand the problems with healthcare delivery in the developing world Study the effects of global migration on the healthcare in developed areas Number of available places: 10

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Erfelijke en/of Aangeboren Aandoeningen

Academic year 2015-16

Date last modified
18-9-2015 1:20

Period
Period 3  Startdate: 04-Jan-16  Enddate: 29-Jan-16

Code
GEN2303

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
M. Vreeburg

Description
Als leidraad in het blok worden in de 4 weken de verschillende stappen in het diagnostisch en behandelingstraject gevolgd (klinisch redeneren, differentiaal diagnostisch denken, vervolgonderzoeken en uitslagen, begeleiding en follow-up). De activiteiten van de week sluiten aan bij de thematiek van de week. Het programma is bestaat uit een theoretisch deel en een praktijk deel. In het theoretische deel wordt op verschillende manieren gebouwd aan inhoudelijke kennis. In onderwijsgroepen worden, onder leiding van een inhoudsdeskundige tutor (de contactpersonen), via de PGO methodiek 7 casus bestudeerd over verschillende syndromen en aangeboren aandoeningen. Daarnaast worden wekelijks minimaal 1 lezing aangeboden ter verdieping van deelcomponenten van de stof. Tevens zijn er over het blok verspreid een aantal verschillende practica zoals een workshop dysmorfolgie beschrijven. Ook worden verschillende zelfstudie-opdrachten aangeboden met bijvoorbeeld aanvullende patiënten casuïstiek om het diagnostisch proces te oefenen of een opdracht om zelf stambomen te leren maken. Het streven is om niet alleen theoretisch inhoudelijke kennis op te doen maar ook met de kliniek kennis te maken. In het praktische deel zal in casuïstiek groepen geofend worden met het diagnostisch proces. Dit deel loopt als een rode draad door dit keuzeblok. Studenten hebben in de tweede week een patiëntengebruikt met een kind met een erfelijke en/of aangeboren aandoening. Elke student werkt voor zijn of haar patiëntje het diagnostisch proces in de loop van het blok uit. In de casuïstiek groepen leert men ook de patientjes met andere aandoeningen van hun groepsgenoten kennen. De aanwezigheidsverplichting is 100%. Aantal beschikbare plaatsen: 30

Goals
Instruction language
NL
Prerequisites
Recommended literature
Teaching methods
Assessment methods
Key words
European and International Health Law

Date last modified
18-9-2015 1:20

Period
Period 3  Startdate: 04-Jan-16   Enddate: 29-Jan-16

Code
GEN2304

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
D.M.R. Townend

Description
Goals
The object of the course is to give students an understanding of the values underpinning health care in the international context, and to give specific understanding of the differences between health Laws in different countries and created by the international community, and to ask about the origins and motivations of those rights. It seeks to place the study of medicine into a broader context both in terms of the relationship between the practice of medicine and Law, and of the different constructions of rights and expectations between jurisdictions. To give a specific understanding of the European context of international co-operation in relation to health. Number of available places: 30

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Fundamentals of Neuroscience

Academic year 2015-16

Date last modified
18-9-2015 1:20

Period
Period 3  Startdate: 04-Jan-16  Enddate: 29-Jan-16

Code
GEN2305

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
M.P. Martinez Martinez

Description
There is a link to the programme 2.6 Translational Neuroscience. Registration for both is recommended. Fundamentals of neuroscience intends to extend your insights gained through fundamental research on brain structure and function to identify novel approaches for treating diseases of the central nervous system (CNS) and peripheral nervous system (PNS). This course will focus on the basic neuroscientific knowledge that the physician generally needs in order to deal intelligently and flexibly with the clinical problems she or he will face. Number of available places: 30

Goals

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Health & Development Challenges in Devel

Academic year 2015-16

**Date last modified**
14-10-2015 1:23

**Period**
Period 3  Startdate: 04-Jan-16  Enddate: 29-Jan-16

**Code**
GEN2306

**ECTS credits**
4.0

**Organisational unit**
Fac. Health, Medicine and Life Sciences

**Coordinator**
W.W. Nauta

**Description**
This course critically focuses on structural issues of development on a global scale. Globalization refers to the increasing interdependence of markets, states and civil societies and the resulting effects on people and their environment. By also focusing on inequality, the structural differentiation among actors in terms of access to means, opportunities and resources, issues of (re-)distribution are taken into account as well. The course investigates inequalities and interdependencies on a global, international, national and local level, while considering the role of public, private and civil society actors. Thus, it aims to understand the underlying development processes and unlock the ongoing debates. The course focuses on the following themes: Millennium Development Goals (MDGs) and issues of poverty, colonial history; actors of development; democratization and human rights; women and health; migration and remittances; environment and global crises. Number of available places: 30 (only available for ITM-students!)

**Goals**

**Instruction language**
EN

**Prerequisites**

**Recommended literature**

**Teaching methods**

**Assessment methods**

**Key words**
Exercise Physiology

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 3  Startdate: 04-Jan-16  Enddate: 29-Jan-16

Code
GEN2307

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
F.W. Prinzen

Description
Various forms of exercise challenge the functions of our body. The fact that we usually cope well with those circumstances, sometimes under extreme conditions, shows that the body is capable of extensive adaptations. Studying of how our body handles exercise is an excellent way to understand the physiology as a whole. Moreover, the systems that allow us to perform well during exercise are the same that help us to survive diseases. Also, it is becoming increasingly clear that physical exercise is of primary importance for keeping a good health, such as preventing obesitas, diabetes, cardiovascular disease. Paradoxically, many physicians understand little about problems originating from exercise and dissuade often physical exercise in patients. This teaching block aims to study physiology of the human body until the most extreme situations and combine this with better appreciation of physical exercise by future physicians. Number of available places:

Goals
Learning goals - anatomy, physiology, histology of the neuromuscular system - methods for studying force and velocity - aerobic vs. anaerobic metabolism - measurement of body composition - principles of various forms of exercise training - principles of testing force and velocity - effects of different forms of exercise training in health and disease - anatomy, physiology of respiration, ventilation and gas exchange and their regulation - abnormalities in ventilation and respiration in lung disease - consequences of staying at high altitude, in great depth; both acutely and chronically - effects of training on respiration, ventilation and gas exchange - constraints of exercise capacity by respiratory diseases - cardiovascular changes during exercise - cardiovascular changes due to exercise training - risks of exercise in cardiovascular diseases - exercise as treatment for cardiovascular diseases - fluid and salt management during exercise and heat - temperature regulation during exercise and ambient temperatures - effect ambient temperatures on exercise
Instruction language
EN

Prerequisites

Recommended literature

Teaching methods
Assignment(s)
Lecture(s)
PBL
Presentation(s)
Skills

Assessment methods
Presentation
Written exam

Key words
Klinische Neurologie

Academic year 2015-16

Date last modified
25-3-2016 1:16

Period
Period 3  Startdate: 04-Jan-16  Enddate: 29-Jan-16

Code
GEN2310

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
M. Oosterloo

Description
Het programma klinische neurologie laat de student kennis maken met de anatomie van het zenuwstelsel en de lokalisatie binnen het centrale en perifere zenuwstelsel, het neurologisch onderzoek en belangrijke ziektebeelden binnen de neurologie. In skills trainingen zal het basale neurologisch onderzoek worden geleerd. Daarnaast loopt de student een dagdeel mee met een neuroloog (in opleiding) op de polikliniek om kennis te maken met neurologische ziektebeelden. Aantal beschikbare plaatsen: 30

Goals
Basale kennis van neuro-anatomie Principes van neurologische localiserende diagnostiek Illustreren van bovenstaande aan relevante klinische kennis Neurologisch onderzoek Herseninfarcten en -bloedingen Pijn en aandoeningen van het perifeer zenuwstelsel Bewegingsstoornissen Epilepsie

Instruction language
NL

Prerequisites

Recommended literature
Teaching methods

Lecture(s)
Patient contact
Onderwijspoli(s)
Skills
Training(s)

Assessment methods

Presentation
Written exam

Key words

Neuro-anatomie, Herseninfarct, Epilepsie, Parkinson en bewegingsstoornissen, Neuromusculaire aandoeningen,
Klinische Stage Complexe Zorg uit Patiën

Academic year 2015-16

Date last modified
10-11-2015 1:24

Period
Period 3   Startdate: 04-Jan-16   Enddate: 29-Jan-16

Code
GEN2311

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
K.R.J. Schruers

Description

Goals

Instruction language
NL

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Male and Female Infertility - Ferrara

Academic year 2015-16

Date last modified
13-1-2016 1:25

Period
Period 3  Startdate: 04-Jan-16  Enddate: 29-Jan-16

Code
GEN2312

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
A.M. Duijvestijn

Description

Goals
- Factors affecting infertility - Evaluation of the infertile couple - Diagnosis and Management of tubal factor infertility - Diagnosis and Management of uterine infertility - Diagnosis and Management of infertility due to endometriosis - Diagnosis and Management of infertility due to anovulation - Diagnosis and Management of infertility due to diminished ovarian reserve - Diagnosis and Management of male infertility - Endocrine disorders and infertility - Physiologic basis of ovulation induction - Intrauterine insemination - In vitro reproductive technologies - Complication of infertility treatment - Preimplantation genetic diagnosis - Fertility preservation - Infertility treatment: varying approaches across continents 

Number of available places: 10

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Multidisc Multimorb in Verpleeghuis

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 3  Startdate: 04-Jan-16  Enddate: 29-Jan-16

Code
GEN2313

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
W.R.M. Arends

Description
De module betreft stageonderwijs: de meeste tijd wordt besteed aan activiteiten in het verpleeghuis zelf. De student gaat, na een korte inwerkperiode, 3 dagen meewerken met de verzorging op een verpleegafdeling, zodat men alle aspecten van de reguliere verpleeghuiszorg kan meemaken aan de hand van de directe zorg die verleend wordt aan de verpleeghuispatiënten. Dit betekent concreet vroeg opstaan! De student loopt 4 weken stage op een somatische afdeling.. Men mag alleen onder begeleiding zorghandelingen uitoefenen, en eventueel na gebleken deskundigheid verkrijgt men meer zelfstandigheid. Door 2 patiënten nader te volgen, kan de student ook kennis maken met het werk van de andere disciplines, waaronder fysiotherapeuten, ergotherapeuten, logopedisten, psychologen, maatschappelijk werkenden, dietisten en pastoraal werkers en uiteraard met het werk van de specialist ouderengeneeskunde. Daarnaast zijn er natuurlijk ook nog groepsbijeenkomsten, w.o. de inleidende bijeenkomst en een terugkommend en er tijd voor zelfstudie, en voor het voorbereiden van de casusrapportages en plenaire presentaties die op de afsluitende dag getoond moeten worden en vervolgens ook beoordeeld. De casusrapportages vinden plaats via een casusverslag; deze worden door de afdelingsarts beoordeeld en de beoordeling wordt nadien ingeleverd bij de facultaire begeleider. Elke groep studenten die in één zorgorganisatie stage loopt, maakt een powerpointpresentatie (maximaal 15 minuten) over een aan de verpleeghuiszorg gerelateerd thema; deze presentatie wordt zoals aangegeven op de laatste dag gepresenteerd. Aantal beschikbare plaatsen: 20

Goals
Inzicht en kennis krijgen in de organisatie van de zorg in een verpleeghuis. Inzicht en kennis hebben van multidisciplinair samenwerken in de zorg. Patienten vervolgen en hun multidisciplinaire morbiditeit in kaart brengen.

Instruction language
Prerequisites

Recommended literature
Olde Rikkert, ea ; Probleemgeoriënteerd denken in de geriatrie.

Teaching methods
Assignment(s)
Patient contact
Presentation(s)
Skills

Assessment methods
Assignment
Presentation
Written exam

Key words
Stage met patientcontacten in een verpleeghuis,
Pathologie
Academic year 2015-16

Date last modified
30-3-2016 1:14

Period
Period 3  Startdate: 04-Jan-16   Enddate: 29-Jan-16

Code
GEN2314

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
J.P.M. Cleutjens

Description
Pathologie is een medisch specialisme dat een brugfunctie vervult tussen de basale wetenschappelijke vakken en de klinische praktijk in de geneeskunde. De patholoog stelt dagelijks bij vele patiënten een diagnose op basis van afwijkingen in het weefsel, waarbij de klachten van de patiënt worden gecombineerd met het beeld onder de microscoop. Wetenschappelijk onderzoek zorgt ervoor dat er steeds betere prognostische factoren voor ziekten in de weefsels ontdekt en gevalideerd worden. Tevens helpt dit onderzoek om het onderliggend pathofysiologisch mechanisme van ziekten te ontrafelen. Aantal beschikbare plaatsen: 30

Goals
Het keuzeblok pathologie zal studenten helpen ziektebeelden te herkennen en te behandelen. Deelname aan dit keuzeblok zal leiden tot het herkennen van macroscopische en microscopische ziektebeelden, tot begrip voor mechanismen van ziekte en tot beter inzicht in systeemdenken waarbij aandoeningen met schade in meerdere orgaansystemen worden bestudeerd.

Instruction language
NL

Prerequisites

Recommended literature
Robbins' basic pathology Vinay Kumar, Ramzi S. Cotran, Stanley Leonard Robbins, James A. Perkins

Teaching methods
Assignment(s)
Work in subgroups
Lecture(s)
PBL
Presentation(s)
Research
Skills

Assessment methods
Assignment
Attendance
Participation
Presentation
Written exam

Key words
Pathologie Mechanismen van ziekte Pathofysiologie Cancer Cardiovascular, disease,
Radiation Oncology: combining clinic, bi

Academic year 2015-16

Date last modified
4-2-2016 1:18

Period
Period 3  Startdate: 04-Jan-16  Enddate: 29-Jan-16

Code
GEN2315

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
E.G.C. Troost

Description
Radiotherapy is the medical use of ionizing radiation and is one of the most effective forms of cancer treatment. It contributes to the cure or palliation of many cancer patients. Ionizing radiation induces DNA lesions within the tumour cells. These lesions, if unrepaired, are unable to divide and to grow which ultimately results in cell death. Radiotherapy aims to cause maximum damage of cancer cells and minimum damage of normal tissue cells. Number of available places: 25

Goals

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Gender and Diversity in Medicine

Academic year 2015-16

Date last modified
4-12-2015 1:20

Period
Period 3   Startdate: 04-Jan-16   Enddate: 29-Jan-16

Code
GEN2316

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
M.T. Brancaccio

Description
This course will introduce students to the field of Gender Medicine and provide an overview of methods related to sex and gender analysis and the most recent insights of sex and gender implications in a number of medical disciplines (cardiology, pharmacology, and mental health). Students will learn to understand how sex and gender factors are important to consider in disease susceptibility, recognition of symptoms, presentation of symptoms, compliance with therapy and coping with disease. Gender Medicine is a specialty at the forefront of research and is internationally recognized by important research organizations and funders. Despite the existence of handbooks in English and German, specialized centers in Europe and an international society, the scope and impact of this field are not widely known nor are issues of sex and gender systematically taught in regular medical curricula.

Goals
Aim of the module is to integrate gender medicine into medical education and research as a new discipline. Students will learn to grasp the fundamental principles and scientific standards of gender medicine in selected medical disciplines (specializations). Students will learn to understand the importance of taking sex and gender aspects into consideration in medical treatment and research. They will acquire an overview of fields of evidence-based medicine, where sex and gender aspects are already implemented. They will familiarize themselves with instruments of gender and sex differences in diagnosis and therapy with a view to implementing these in their own medical research and their future work as physicians. Number of available places: 30 More info: see Eleum · Organizations · FHML Students · BA GEN · Onderwijs in Nederland · Keuzeonderwijs 2.3 en 2.6 · Programmbeschrijvingen 2013-2014

Instruction language
EN
Prerequisites

Recommended literature
www.genderedinnovations.eu

Teaching methods
Assignment(s)
Work in subgroups
Lecture(s)
Paper(s)
Presentation(s)
Research
Training(s)

Assessment methods
Assignment
Attendance
Final paper
Participation
Presentation

Key words
sex, gender, basic research, biomedicine, clinical practice, health, research, innovative methodologies,
Verstandig Omgaan met Beperkingen

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 3  Startdate: 04-Jan-16  Enddate: 29-Jan-16

Code
GEN2317

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
S.M. Soudant - van Hout

Description
In Nederland leven ruim 115.000 mensen met verstandelijke beperkingen (VB). De helft van hen woont in een instelling of kleinschalige woningverzorging voor mensen met VB; de andere helft woont thuis. Zij participeren steeds meer als gewone burgers in de maatschappij. Zij hebben ruim tweemaal zo veel gezondheidsproblemen als andere patiënten en doen daarom vaker een beroep op de gezondheidszorg in de eerste lijn. Veel mensen met VB ondervinden echter bij contacten met artsen en andere hulpverleners problemen in het communiceren. Ook zijn hun gezondheidsproblemen, mede in samenhang met de etiologie van hun handicap, complexer. In dit blok maken de studenten kennis met het werk van de AVG (arts verstandelijk gehandicapten), met mensen met verstandelijke beperkingen (VB), hun ouders en verzorgers en de professionals die bij de zorg betrokken zijn. Onderdeel van het blok zijn de meeloopdagen in een instelling voor mensen met een VB. Tijdens deze dagen kan de student kennis maken met de werkzaamheden van de AVG en diverse andere professionals verbonden aan de zorginstelling. Ook is er de mogelijkheid om een kijkje te nemen in de woon- en/of werksituatie van mensen met een VB. In een oudergesprek en het gesprek met verzorgenden staan de beleving van de mensen rondom de persoon met een VB centraal. Het onderwijs is gericht op inzicht verwerven in de mogelijkheden en beperkingen van mensen met een VB. Onderwerpen daarbij zijn: communicatie, zintuigstoornissen, oorzaak van de handicap (etiologie) en bijbehorende comorbiditeit, gedragsproblematiek, epilepsie, zelfbeschikking, juridische status, autonomie en wilsbekaamheid, zelfredzaamheid en bepaling van de mate van handicap, cq. de ondersteuningsbehoeftes. Aantal beschikbare plaatsen: 25

Goals
De student heeft kennis van de frequent voorkomende gezondheidsproblemen bij mensen met verstandelijke beperkingen. De student kent een aantal van de voornaamste (genetische) oorzaken van verstandelijke beperkingen en kan voorbeelden noemen van comorbiditeit bij deze syndromen. De student heeft zicht op enkele vaak voorkomende
psychiatrische en gedragsstoornissen bij mensen met een verstandelijke beperking. De student is op de hoogte van het zorgaanbod en de organisatie van de medische zorg voor mensen met een verstandelijke beperking. De student heeft kennis gemaakt met de inhoud en de impact van het begrip vraaggestuurde zorg. De student kan een eenvoudig lichamelijk onderzoek verrichten toegepast op het niveau van de cliënt. De student kan het gedrag, de houding, de manier van bewegen en de mimiek observeren en beschrijven. De student kan in een gesprek met een persoon met verstandelijke beperkingen en een ouder of verzorger nagaan hoe de persoon zijn gezondheid ervaart, wat diens problemen zijn en welke de problemen van de ouder of verzorger zijn. De student heeft een indruk van de verschillende communicatiebeperkingen van mensen met verstandelijke beperkingen. De student heeft kennis gemaakt met de begrippen autonomie en rechts- positie (waaronder wilsbekwaamheid) van de persoon met verstandelijke beperkingen.

**Instruction language**

NL

**Prerequisites**

**Recommended literature**

De aanbevolen literatuur bestaat uit een combinatie van boeken, relevante websites en artikelen die via de e-reader ingezien kunnen worden. Hieronder staat een selectie van de aanbevolen boeken: 


**Teaching methods**

Assignment(s)
Work in subgroups
Lecture(s)
Patient contact
Paper(s)
PBL
Working visit(s)

**Assessment methods**

Attendance
Final paper
Presentation
Written exam
**Key words**

In dit blok maakt de student kennis met de gezondheidsproblematiek en de, gezondheidszorg voor mensen met verstandelijke beperkingen (VB). De, student komt in aanraking met de verschillende communicatiebeperkingen, en doet de eerste ervaringen op in het communiceren met deze bijzondere, groep mensen., De student leert de gezondheidsproblemen van mensen met VB herkennen., krijgt inzicht in de oorzaken van een VB en heeft weet van het, zorgaanbod. Tevens krijgt de student inzicht in de ethische en, juridische aspecten van de zorg voor mensen met VB.
English Writing Skills

Academic year 2015-16

Date last modified
13-1-2016 1:25

Period
Period 6   Startdate: 04-Apr-16   Enddate: 03-Jun-16

Code
GZW2003

ECTS credits
0.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
K.A. Campbell

Description
This English writing skills training course . individuallyWe encourage you to make use of the same literature and concepts as in your specialist course. Naturally, you may encounter the challenge of having to explain concepts to fellow students. You will write a short research proposal and a short research report concentrates on aspects of writing in English, now an important part of the professional skills health scientists need to develop. More specifically, the training focuses on research proposals and research papers.

Goals
clear writing (readership, clear aim, logical structure of argument, conciseness and satisfying conclusion). To improve language accuracy (grammatical accuracy, especially concerning the main problem areas: sentence structure, tenses, adjective/adverb, and prepositions). To be able to write an accurate and well-structured research proposal and research paper. To develop your academic writing skills in English, by training you and coaching you to write short papers (a proposal and a research paper). This will also serve as preparation for writing other papers you may write in English. To develop skills of

Instruction language
EN

Prerequisites

Recommended literature
The Health Sciences English Writing coursebook.
Teaching methods
Paper(s)
Training(s)

Assessment methods
Attendance
Final paper

Key words
English Writing Skills training, research proposal, research article, IMRAD structure,
A Long and Happy Life by Active Preventi

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 6  Startdate: 30-May-16  Enddate: 24-Jun-16

Code
GEN2616

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
A.M. Duijvestijn

Description
Main Topics and Learning goals - to learn about the different forms/grades of prevention in medicine and public health - to understand the multi-faceted etiology of most disorders - to understand, how environment, genetic and epigenetic conditions influence germ-cell conditioned living entities - to understand the basics of epidemiology, necessary for the study and understanding of changing disease pattern - to define lifestyle patterns with positive and negative effects on individual and community health, including their pathophysiological mechanisms - to learn basic techniques of contacts with patients and with public instances in order to improve lifestyle patterns - to understand political and economic implications of primary prevention

Goals
Main Topics and Learning goals - to learn about the different forms/grades of prevention in medicine and public health - to understand the multi-faceted etiology of most disorders - to understand, how environment, genetic and epigenetic conditions influence germ-cell conditioned living entities - to understand the basics of epidemiology, necessary for the study and understanding of changing disease pattern - to define lifestyle patterns with positive and negative effects on individual and community health, including their pathophysiological mechanisms - to learn basic techniques of contacts with patients and with public instances in order to improve lifestyle patterns - to understand political and economic implications of primary prevention

Instruction language
EN

Prerequisites
**Recommended literature**
A literature list will be provided one month before the start of the block!

**Teaching methods**
Work in subgroups
Lecture(s)
Patient contact
PBL
Skills
Working visit(s)

**Assessment methods**
Written exam

**Key words**
Disciplines, Internal Medicine, Gastroenterology, Cardiovascular diseases, Oncology, Nutritional Sciences, Epidemiology, Molecular Biology, Toxicology, Psychology, Public Health, General Practice,
Disaster Management, an International Ap

Academic year 2015-16

Date last modified
6-4-2016 1:13

Period
Period 6  Startdate: 06-Jun-16  Enddate: 01-Jul-16

Code
BMZ2006

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
F. Angeli

Description
In numerous places in the world disasters like earth quakes, floods, hurricanes, tsunamis, pandemics take place. Everybody remembers the tsunami in Asia of December 22nd 2005, hurricane Katrina destroying New Orleans at August 29th 205 or the earth quake in Haiti January 10th 2010. These disasters treat the health of many people. During this module, students will learn theories, concepts and different approaches to analyze a health disaster. We start by giving a general idea of disaster management. Then, we will discuss the four different aspects of a health disaster management, "disaster care", "collaboration", "organization", and "policy". We will conclude by analyzing different health disasters according to these aspects. Based on the acquainted knowledge in their future work student will be able to contribute on the preparedness of their organization handle/react on health disasters.

Goals
Knowledge and insights: The student is able to define the term disaster. Furthermore the student has a thorough understanding of the impacts and management of health disasters. He/she has knowledge and understanding of the health disasters from a care, collaboration, organizational and policy perspective. Besides this the student is able to identify the various players involved in the management of international health disasters. Skills: The student is able to critically analyze recent disasters by applying the knowledge and insights acquired through scientific literature and lectures. The skills to collaborate in a team will be increased during the unit. Analytical skills to identify and analyze conditions that can hinder or endorse disaster management will be developed. Besides this he/she can make proposals on how these circumstances should be handled. At the end the student has the skills to recognize the complexity of disaster management.

Instruction language
**Prerequisites**

**Recommended literature**
In this module, selected chapters from different handbooks are used and in addition, a selection of scientific articles is used. In addition, an E-reader will be available that contains all literature (books and articles) not available in the University Library. The following books will be used: • Coppola, D.P. (2006), Introduction to International Disaster Management. Butterworth-Heinemann; • Clements, B.W. (2009) Disasters and Public Health; planning and response Butterworth-Heinemann. No books are obligatory.

**Teaching methods**
Work in subgroups
Lecture(s)
Paper(s)

**Assessment methods**
Final paper

**Key words**
Autoimmuunziekten en Autoimmuniteit II

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 6  Startdate: 06-Jun-16  Enddate: 01-Jul-16

Code
GEN2601

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
A.M. Duijvestijn

Description
In dit keuzeblok wordt in theorie en praktijk kennis gemaakt met autoimmuunziekten in het algemeen, en met een aantal in het bijzonder. Wat precies autoimmuniteit is, welke mechanismen er achter zitten, de typen autoimmuunziekten, de incidentie en prevalentie, de mortaliteit en morbiditeit, en de pathogenese ervan zullen worden belicht. Daarnaast komt de pathofysiologie, de laboratorium diagnostiek, en de therapie van de verschillende autoimmuunziekten aan de orde.

In blok 2.6 worden de studenten in staat gesteld opgedane kennis toe te passen en zich daadwerkelijk in autoimmuunziekten te verdiepen. Hierbij wordt gefocusseerd op bestudering van een bepaalde autoimmuunziekte in detail. Hierbij komen klinische- en patient-aspecten nader aan de orde. Dit gebeurt in groepjes van 2-3 studenten onder begeleiding van een medisch specialist aan de hand van besprekingen, casuistiek, patientcontacten, laboratorium/revalidatie-visits en wetenschappelijke literatuur. Aantal beschikbare plaatsen: 30

Goals
Het programma heeft de volgende eindtermen ten doel staan voor wat betreft kennisvergaring en persoonlijke ontwikkeling door de student:

I) Immunologische kennis - Toepassen immunologische kennis in autoimmuunziekten

II) Medische aspecten - Algemene kennis van bepaalde typen autoimmuunziekten - Verdieping in 1 specifieke autoimmuunziekte - herkenning en klinische routing van huisarts tot specialist - patientcontact - het chronisch ziektebeeld - diagnostiek - therapie

III) Wetenschappelijke aspecten - Kennis making met onderzoek in autoimmuunziekten - Wetenschappelijke voordracht (duo's of drietallen; powerpoint)

IV) Persoonlijke aspecten - Inleving in het (chronisch) ziektebeeld van autoimmuniteit - Inleving in en contact met de patient

V) Maatschappelijke en gezondheidszorgaspecten van autoimmuunziekten

Instruction language
Prerequisites

Recommended literature
- Cellular and Molecular Immunology (authors: Abbas, Lichtman and Pillai

Teaching methods
Assignment(s)
Work in subgroups
Patient contact
PBL
Onderwijspoli(s)
Presentation(s)
Research

Assessment methods
Assignment
Presentation
Written exam

Key words
- Immunologie, - Autoimmuunziekten,
Basic Sciences and Clinics of Medical an

Academic year 2015-16

Date last modified
13-1-2016 1:25

Period
Period 6  Startdate: 06-Jun-16  Enddate: 01-Jul-16

Code
GEN2602

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
A.M. Duijvestijn

Description
Main Topics - how to recognize and address situations of urgency and emergency in the hospital and pre-hospital phase - respecting the “physiology” of my patient: water and electrolyte balance, blood gas analysis; volume replacement - doing the right thing at the right time (cardiogenic shock: hypovolemic shock; septic shock - acute respiratory failure: a matter of Life and death - acute cardiac failure: “time is muscle” Number of available places: 10

Goals

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Stofwisseling van Kind tot Volwassene

Academic year 2015-16

Date last modified
18-9-2015 1:20

Period
Period 6  Startdate: 06-Jun-16  Enddate: 01-Jul-16

Code
GEN2603

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
E. Rubio Gozalbo

Description
Dit blok gaat over kinderen en volwassenen met een erfelijke stofwisselings-ziekte. Ongeveer 0.5% van alle pasgeboren kinderen heeft een erfelijke stof-wisselingsaandoening, hetgeen voor Nederland neerkomt op jaarlijks aantal van ca 900 kinderen. In dit blok zul je aan de hand van contacten met kin-deren (huisbezoek, poli, lezingen door patiënten, klinische besprekingen) en met zorg gekozen casuïstiek ontdekken dat een afwijking in een bepaald deel van de stofwisseling aanzienlijke gevolgen kan hebben voor groei en ontwikkeling van het kind. Het is dan ook van groot belang om een stofwisselingsdefect in een zo vroeg mogelijk stadium te onderkennen en, zo mogelijk, de juiste maatregelen te nemen. Daarom zul je via de casuïstiek eveneens aandacht besteden aan vroegtijdige diagnostiek en therapie. Gezien de ernst van sommige stofwisselingsaandoeningen kan het bovendien noodzakelijk zijn verder familieonderzoek te doen op basis waarvan bepaalde adviezen kunnen worden gegeven. Soms doen zich hierbij problemen voor van ethische en juridische aard. Ook hieraan zal aandacht worden besteed. Het gaat in dit blok dus om een veelzijdige benadering van erfelijke stofwisselingsziekten, waarbij echter het kind zoveel mogelijk centraal staan. Dat betekent dat er in een aantal gevallen direct contact zal zijn met het kind en ouders. De casuïstiek wordt vanuit verschillende invalshoeken benaderd en beoogt daarmee een brug te leggen tussen de klinische vakken (kindergeneeskunde, klinische genetica, diëtetiek) en de basisvakken (biochemie, moleculaire biologie, fysiologie). Het verkrijgen van inzicht in genetische, biochemische en fysiologische principes in een klinische context staat hierbij voorop. Ook wordt er ingegaan op de link tussen stofwisselingsziekten en andere keuzeblokken, zoals het blok “erfelijke en aangeboren aandoeningen”. Aantal beschikbare plaatsen: 30

Goals

Instruction language
NL
Prerequisites
Recommended literature
Teaching methods
Assessment methods
Key words
Dutch Health Law

Academic year 2015-16

Date last modified
18-9-2015 1:20

Period
Period 6  Startdate: 06-Jun-16  Enddate: 01-Jul-16

Code
GEN2604

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
D.M.R. Townend

Description
Dutch Health Law and Health Ethics play an important part in setting the norms within which medicine is practiced. A study of the Dutch Law allows medical students the opportunity to explore the limits and opportunities that the Law places on their professional lives within the context of Dutch society. Health Law has been a part of the Faculty of Medicine since the creation of the Faculty. The Health Law group is now based in the Health, Ethics and Society department (Metamedica) in FHML and CAPHRI. It researches and teaches in the areas of traditional Medical Law (examining, for example, questions of patients rights, of medical professionals’ duties, of the regulation of the profession, and of the rules concerning access to health care), and more interdisciplinary questions of Health Law (considering, for example, the regulation of the development and implementation of new technologies in health care, of Law’s response to the health in society, the ethical construction of the Law, broader questions of the Law and nutrition and public health programmes and the rights of individuals to make life choices). Number of available places: 30

Goals

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Forensische Geneeskunde

Academic year 2015-16

Date last modified
18-9-2015 1:20

Period
Period 6  Startdate: 06-Jun-16  Enddate: 01-Jul-16

Code
GEN2605

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
P.F.W. Hannemann

Description
In het programma Forensische Geneeskunde komt de student in aanraking met vele aspecten van geneeskunde: post mortem veranderingen en pitfalls, hoe te handelen in situaties waarin sprake kan zijn van niet- natuurlijk overlijden. Wet op de lijkbezorging, weten welke instanties te raadplegen bij onzekerheid over natuurlijk of niet natuurlijk overlijden, wiegedood, herkenning van intoxicaties en het nemen van de nodige maatregelen worden eveneens onderwezen alsmede problematiek in de gezinsituatie, kennis over juridische aspecten en rechten en plichten van de arts op dit gebied. Ook kindermishandeling komt aan het bod. Herkennen van criminell risicogedrag en verslavingsproblematiek, alsmede forensische psychiatrie wordt tevens uitgebreid aandacht aan besteed. Ook het euthanasie vraagstuk komt aan bod met daarbij inzicht in en kennis van de werkzaamheden van de technische recherche, samenwerking tussen forensische arts, forensisch patholoog en justitie, ondersteund door de forensisch anthropoloog en de forensisch tandarts. Aantal beschikbare plaatsen: 30

Goals

Instruction language
NL

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Hormonen

Academic year 2015-16

Date last modified
18-9-2015 1:20

Period
Period 6  Startdate: 06-Jun-16  Enddate: 01-Jul-16

Code
GEN2607

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
F.A. van Nieuwenhoven

Description
De mens is een complex organisme waarin een groot aantal regelmechanismen operationeel zijn, die tot doel hebben belangrijke lichaamspannen goed te laten verlopen. Deze regelmechanismen ontregelen zich vrijwel geheel aan ons bewustzijn en wilscentrum, en worden daarom gerekend tot het vegetatief stelsel. Bij deze regelmechanismen spelen hormonen een belangrijke rol. Er zijn vele tientallen hormonen bekend en er worden nog altijd nieuwe hormonen ontdekt. Voor al deze hormonen geldt dat er specifieke cellen in het lichaam zijn waar zij gesynthetiseerd worden, dat zij door deze cellen uitgescheiden worden, door het bloed getransporteerd worden en hun werking uitoefenen op andere (doel-)cellen in het lichaam. De synthese, uitscheiding en het transport van deze hormonen worden nauwkeurig gereguleerd. Omdat afwijkingen in de hormoonhuishouding kunnen leiden tot ziekte en omdat bij veel ziekten hormonen een belangrijke rol spelen, is een goed inzicht in het hormonale stelsel van mens van groot belang bij het volgen van de klinische stages in jaar 4 en 5. Een aantal hormonen is gedurende de eerste 2 jaren van de studie oppervlakkig behandeld, maar dit blok zal de kennis van de werking van deze hormonen verder diep en de samenhang tussen de verschillende hormoon systemen inzichtelijk maken. Aantal beschikbare plaatsen:

Goals

Instruction language
NL

Prerequisites

Recommended literature

Teaching methods
Assessment methods

Key words
Infectious Diseases

Academic year 2015-16

Date last modified
18-9-2015 1:20

Period
Period 6  Startdate: 06-Jun-16  Enddate: 01-Jul-16

Code
GEN2608

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
S.H. Lowe

Description
Throughout the history of mankind, infectious diseases have always been an important cause of illness and death. Although antibiotics are widely available, infectious diseases are quite common even now. According to the World Health Organisation (WHO) annually 13 million people die of infectious diseases. This means that even in the 21st century approximately a quarter of all deaths can be attributed to fatal infections. On a global level and particularly in the developing countries, major ‘killers’ are AIDS, tuberculosis, malaria, diarrhoea, pneumonia and measles. However, in the Western world infections are prevalent as well. Respiratory tract infections, to which many people are exposed each winter, are a good example of this. Because infections occur in all age groups and can affect all organs and tissues of the body, the study of these diseases is highly complex. The host’s condition as well as factors pertaining to the microorganism, determine the course of the disease. In order to obtain an insight into infectious diseases in general, we chose to study a few representative infection types in this block. This is based on the idea that a study of these ‘models’ will provide students with a good basic knowledge of infections/infectious diseases, which will give them better and faster insight when they are confronted with other examples of infectious diseases. During this block period we will become familiar with a few infectious diseases that are important for humans. In order to obtain an appropriate insight into these diseases it is essential to acquire knowledge (or to refresh existing knowledge) about the microorganisms themselves. We will specifically address those characteristics of the pathogens that are important for the understanding of pathogenesis, diagnostics, prevention and therapy. To complete the subject, attention will be paid to immunology and pathology (particularly to inflammation). Number of available places: 30

Goals

Instruction language
EN
Prerequisites
Recommended literature
Teaching methods
Assessment methods
Key words
Normal and Abnormal Growth of Tissues and

Academic year 2015-16

Date last modified
18-9-2015 1:20

Period
Period 6  Startdate: 06-Jun-16  Enddate: 01-Jul-16

Code
GEN2609

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
A.M. Duijvestijn

Description
- Basic principles of normal and abnormal cell growth, - Invasion, metastasis and immune response - The revolution in cancer treatment: understanding genetic lesions and target therapy - Practical approach to the patient with tumor - The tumor in the surgical room: the paradigm of breast cancer Number of available places: 10

Goals

Instruction language
EN

Prerequisites

Recommanded literature

Teaching methods

Assessment methods

Key words
Drugs in the Clinic

Academic year 2015-16

Date last modified
18-9-2015 1:20

Period
Period 6  Startdate: 06-Jun-16  Enddate: 01-Jul-16

Code
GEN2610

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
H.H.H.W. Schmidt

Description
There is a link to the programme 2.3 Mechanisms of drug action: basic and advanced principles. Registration for both is recommended. Drug therapy is of vital importance in modern clinical practice. Nevertheless, using drugs in an optimal manner unfortunately is still not obvious. Inappropriate drug choice due to lack of knowledge of the prescribing physician, differences between populations or individuals, side effects of drugs, poor patient compliance and drug interactions may all contribute to suboptimal or even hazardous drug use. In this block the students will learn how factors such as here mentioned can determine the outcome of drug treatment and how they should be taken into account/dealt with. In addition, the students will learn about novel trends and developments in modern pharmacotherapy. Number of available places: 30

Goals

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Revalidatiegeneeskunde

Academic year 2015-16

Date last modified
18-9-2015 1:20

Period
Period 6  Startdate: 06-Jun-16  Enddate: 01-Jul-16

Code
GEN2612

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
A.M.C.F. Verbunt

Description
In dit keuzeblok maakt de student kennis met de inhoud van de medische specialisatie revalidatiegeneeskunde. Zowel de patiënt (de revalidant, geconfronteerd met gevolgen van ziekte/ongeval) als het werk van de revalidatiearts staan in deze kennismaking centraal. De student maakt zowel in theorie als praktijk kennis met de multidisciplinaire werkwijze binnen de revalidatiegeneeskunde. Naast de rol van de revalidatiearts, vormen de werkzaamheden van andere disciplines (zoals fysiotherapie, ergotherapie, logopedie, psychologie en maatschappelijk werk) een wezenlijk onderdeel in de kennismaking. Integraal in dit blok wordt tevens de impact van ongeval/ziekte op maatschappelijke participatie en kwaliteit van leven van patiënten belicht. In het blok wordt gewerkt met onderwijsgroepen, colleges, practica en patiëntencontacten. Aantal beschikbare plaatsen: 30

Goals

Instruction language
NL

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Translational Neuroscience

Academic year 2015-16

Date last modified
18-9-2015 1:20

Period
Period 6  Startdate: 06-Jun-16  Enddate: 01-Jul-16

Code
GEN2614

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
M.P. Martinez Martinez

Description
There is a link to the programme 2.3 Fundamentals of Neuroscience. Registration for both is recommended. Translational neuroscience applies insights gained through fundamental research on brain structure and function to identify novel approaches for treating diseases of the central nervous system (CNS) and peripheral nervous system (PNS). Therefore, requires continuous interaction between fundamental and clinical neuroscientists. This course will focus on translational neuroscience knowledge that the physician generally needs in order to deal intelligently and flexibly with the clinical problems she or he will face and enables them to go back and forth between the clinic and the laboratory. Number of available places: 30

Goals

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Personalized Medicine in Cancer Treatment

Date last modified
30-3-2016 1:14

Period
Period 6  Startdate: 06-Jun-16  Enddate: 01-Jul-16

Code
GEN2615

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
J. Theys

Description
Malignant cancer arises through sequential steps including activation of oncogenes and inactivation of tumor suppressor genes by genetic and epigenetic mechanisms (Hallmarks of Cancer). During solid cancer growth, tumor cells interact continuously with their normal non-malignant neighbors (microenvironment) and co-opt cells of the immune system, fibroblasts, endothelial cells etc. These interactions’s both positively and negatively affect tumor growth and have a crucial role in tumor initiation and progression and therapy outcome. Genomic analyses of human tumors have shown these are genetically and phenotypically heterogeneous and that this heterogeneity underlies differential outcome and response between patients. The identification of this tumor heterogeneity has led to the development of individualized approaches directed against a subset of cancer cells with patient-specific characteristics (personalized medicine). Using expert lectures, practical assignments, a journal club and through discussion of real world cases within tutor groups both basic and clinical aspect of personalized medicine will be discussed together with biologists and clinicians, thereby taking into account the latest developments within the field with a focus on treatments involving radiation therapy. Other aspects of personalized medicine, which will be discussed, include the involvement of patients in decision making and new interactive methods to facilitate this shared decision making between physician and patient. Finally methodologies, which are used to determine how cost-effective a treatment is, will be discussed. These economical facts are increasingly important in our expensive healthcare system and provide challenging ethical considerations for our society. Number of available places: 25

Goals
1. Understand the concept of personalized medicine, how is it investigated and how it can be applied in cancer patients
2. Understand the genetic basis for cancer development and treatment response and the role of the tumor microenvironment therein. 3. Understand the concept and implications of shared decision making and economical analysis
of healthcare decisions in (personalized) medicine

**Instruction language**
EN

**Prerequisites**

**Recommended literature**

**Teaching methods**
Assignment(s)
Work in subgroups
Lecture(s)
PBL
Presentation(s)
Skills
Working visit(s)

**Assessment methods**
Participation
Written exam

**Key words**
Public Health in International Context

Academic year 2015-16

Date last modified
6-4-2016 1:13

Period
Period 6  Startdate: 06-Jun-16  Enddate: 01-Jul-16

Code
PGZ2006

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
M.J. Commers

Description
A look at questions of public health and health care from an international perspective reveals two basic realities. First, as the world globalizes, health threats and opportunities are also becoming more global. However, this trend coexists with a more traditional reality. Namely, as we look internationally, we see an enormous diversity in health status—and even in definitions of health and understandings of how it is best pursued—among the many cultures of the world. This module is designed to give students insight into both basic realities, and hence the module’s name: Health in International Context. In this module, we will explore how travel, migration, and climate change are giving rise to a new context in which infectious disease and other health threats are viewed. Further, we will consider the opportunities and barriers created by international cultural diversity for health care and public health activity. For the contribution of this module to the end terms of the Prevention & Health track, see the attach. This module is an ‘international class’ module. Applied training in the module: In groups of 5-6, students will conduct research into one major public health problem at the international level (such as HIV/AIDS, malaria or tuberculosis). Groups will be provided with a fairly detailed generic research plan that outlines important factors to be investigated, documented, and reported upon. Based on their research, each group will produce both a presentation of approximately 15 minutes which will be given to all students and the module coordinator in a symposium in the final week of the module. Further, each group will produce a short “executive summary” of their research in approximately 1500 words. The summary will follow a standard scientific reporting format: introduction, method, results, discussion, and references. The training coordinator will discuss the plans of the training groups and give feedback on (parts of) the report two times; the final paper will be evaluated.

Goals

Instruction language

Prerequisites
**Recommended literature**
- Specific literature in an e-reader.

**Teaching methods**
Lecture(s)
PBL
Training(s)
Working visit(s)

**Assessment methods**
Attendance
Final paper
Written exam

**Key words**
Abdomen

Academic year 2015-16

Date last modified
1-4-2016 1:14

Period
Period 1  Startdate: 31-Aug-15  Enddate: 06-Nov-15
Period 2  Startdate: 09-Nov-15  Enddate: 29-Jan-16
Period 4  Startdate: 01-Feb-16  Enddate: 22-Apr-16
Period 5  Startdate: 25-Apr-16  Enddate: 01-Jul-16

Code
GEN3001

ECTS credits
10.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
S.O. Breukink

Description
Algemene uitgangspunten zijn de vier competenties van de arts uit ‘Raamplan 2001 artsopleiding’: de arts als medisch expert de arts als wetenschapper de arts als werker in de gezondheidszorg de arts als persoon De opzet van het onderwijsprogramma biedt alle ruimte voor zowel acute als chronische aandoeningen. De basaal wetenschappelijke en de klinische aspecten van deze aandoeningen, alsmede de gevolgen voor het leven van de patiënt en diens omgeving en de rol van de arts als zorgverlener komen aan bod. Klinische presentaties De student wordt geconfronteerd met alle aspecten van (chronische) aandoeningen aan de hand van klinische presentaties. Dit zijn problemen waarmede de patiënt bij de hulpverlener komt. Op basis van ‘Raamplan 2001 artsopleiding’ is voor elk cluster een lijst opgesteld van klinische presentaties die samenhangen met de (chronische) aandoeningen die in dat cluster aan de orde zijn. Er is gestreefd naar authentieke klinische presentaties. Dit betekent veel onderwijs in de context van de dagelijkse praktijk van de gezondheidszorg. Clusters Het jaar is verdeeld in vier inhoudelijke clusters van tien weken. Elk cluster bestrijkt een aandachtsveld met verschillende thema’s. Hierbij kunnen verschillende pathofysiologische aspecten aan de orde komen. Daarnaast wordt in elk cluster aandacht besteed aan algemene lijnen betreffende kennis, vaardigheden en persoonlijk handelen en aan aandoeningen die in meer dan ??in cluster passen. Ten slotte zijn er generieke aspecten betreffende de gevolgen van chronische aandoeningen, die in de praktijkcontacten in de huisartspraktijk en in longitudinale patiëntcontacten aandacht krijgen.

Goals
Aandachtsvelden van de clusters: Abdomen Bewegingsapparaat Circulatie/Longen Psychomedische problemen en
geestelijke gezondheidszorg (GGZ) Pathofysiologische aspecten die, waar mogelijk, in een cluster aan de orde kunnen komen: Aangeboren afwijkingen/aandoeningen; Chronische/recidiverende ontstekingen (virus, bacterie, et cetera); Inflammatoire aandoeningen (auto-immuun aandoeningen); Neoplasma; Metabole/endocriene stoornissen; Ischemische/thrombo-embolische aandoeningen; Degeneratieve aandoeningen; Functionele/psychosomatische aandoeningen; Toxische/iatrogene aandoeningen; Overige Algemene lijnen samenhangend met thema chroniciteit: Samenhang tussen biomedische, psychosociale en maatschappelijke aspecten bij chronische aandoeningen; Vaardigheden met betrekking tot de problematiek rond chroniciteit; Combinatie mantelzorg en professionele zorg; Diverse rollen van de arts bij probleemanalyse, diagnostiek, behandeling en begeleiding in de eerste, tweede en derde lijn; Het proces dat de patiënt doormaakt van het vaststellen van de diagnose tot eventuele invaliditeit; Ervaringsdeskundigheid van patienten benutten. Aandoeningen die in meer dan een cluster passen: Bijvoorbeeld diabetes en AIDS. Generieke aspecten betreffende de gevolgen van een chronische ziekte: Beloop, oorzaak en therapie van chronische aandoeningen; De gevolgen van een chronische ziekte (cognitief, emotioneel, fysiek en sociaal); De context van het chronisch ziek zijn: rol van gezin, werk en gezondheidszorg; De (sociale) participatie: gevolgen van chronisch ziek zijn voor deelname aan het dagelijks leven; Organisatie van de zorg voor chronisch zieken; Longitudinale aspecten van chroniciteit, zorgplannen en zorgtrajecten; Fasen in een chronisch ziekteproces, co-morbiditeit en complicaties; Probleemoplossend vermogen van patiënt: zelfmanagement in enge zin (leefstijl, therapietrouw) en zelfmanagement in ruimere zin (het leren de ziekte een plaats te geven in het dagelijks leven, omgaan met stemmingstoornis e.d.); Patronen en diversiteit in de ervaring van chronisch ziek zijn, waaronder ook de ervaringen met de gezondheidszorg; De betekenis van patiëntenorganisaties, lotgenotengroepen, e.d.

**Instruction language**

NL

**Prerequisites**

**Recommended literature**

**Teaching methods**

Assignment(s)
Work in subgroups
Lecture(s)
Patient contact
Onderwijspoli(s)
Presentation(s)
Training(s)

**Assessment methods**

Assignment
Attendance
Observation
Oral exam
Participation
Portfolio
Written exam

**Key words**
Circulatie en Longen

Academic year 2015-16

Date last modified
27-1-2016 1:16

Period
Period 1 Startdate: 31-Aug-15 Enddate: 06-Nov-15
Period 2 Startdate: 09-Nov-15 Enddate: 29-Jan-16
Period 4 Startdate: 01-Feb-16 Enddate: 22-Apr-16
Period 5 Startdate: 25-Apr-16 Enddate: 01-Jul-16

Code
GEN3003

ECTS credits
10.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
P.J.C. Barenbrug

Description
Algemene uitgangspunten zijn de vier competenties van de arts uit ‘Raamplan 2001 artsopleiding’: de arts als medisch expert de arts als wetenschapper de arts als werker in de gezondheidszorg de arts als persoon De opzet van het onderwijsprogramma biedt alle ruimte voor zowel acute als chronische aandoeningen. De basaal wetenschappelijke en de klinische aspecten van deze aandoeningen, alsmede de gevolgen voor het leven van de patiënt en diens omgeving en de rol van de arts als zorgverlener komen aan bod. Klinische presentaties De student wordt geconfronteerd met alle aspecten van (chronische) aandoeningen aan de hand van klinische presentaties. Dit zijn problemen waarmee de patiënt bij de hulpverlener komt. Op basis van ‘Raamplan 2001 artsopleiding’ is voor elk cluster een lijst opgesteld van klinische presentaties die samenhangen met de (chronische) aandoeningen die in dat cluster aan de orde zijn. Er is gestreefd naar authentieke klinische presentaties. Dit betekent veel onderwijs in de context van de dagelijkse praktijk van de gezondheidszorg. Clusters Het jaar is verdeeld in vier inhoudelijke clusters van tien weken. Elk cluster bestrijkt een aandachtsveld met verschillende thema’s. Hierbij kunnen verschillende pathofysiologische aspecten aan de orde komen. Daarnaast wordt in elk cluster aandacht besteed aan algemene lijnen betreffende kennis, vaardigheden en persoonlijk handelen en aan aandoeningen die in meer dan ?? in cluster passen. Ten slotte zijn er generieke aspecten betreffende de gevolgen van chronische aandoeningen, die in de praktijkcontacten in de huisartspraktijk en in longitudinale patiëntcontacten aandacht krijgen.

Goals
Aandachtsvelden van de clusters: Abdomen Bewegingsapparaat Circulatie/Longen Psychomedische problemen en
geestelijke gezondheidszorg (GGZ) Pathofysiologische aspecten die, waar mogelijk, in een cluster aan de orde kunnen komen: Aangeboren afwijkingen/aandoeningen; Chronische/recidiverende ontstekingen (virus, bacterie, et cetera); Inflammatoire aandoeningen (auto-immuun aandoeningen); Neoplasmata; Metabole/endocriene stoornissen; Ischemische/thrombo-embolische aandoeningen; Degeneratieve aandoeningen; Functionele/psychosomatische aandoeningen; Toxische/iatrogene aandoeningen; Overige Algemene lijnen samenhangend met thema chroniciteit: Samenhang tussen biomedische, psychosociale en maatschappelijke aspecten bij chronische aandoeningen; Vaardigheden met betrekking tot de problematiek rond chroniciteit; Combinatie mantelzorg en professionele zorg; Diverse rollen van de arts bij probleemanalyse, diagnostiek, behandeling en begeleiding in de eerste, tweede en derde lijn; Het proces dat de patiënt doormaakt van het vaststellen van de diagnose tot eventuele invaliditeit; Ervaringsdeskundigheid van patienten benutten. Aandoeningen die in meer dan een cluster passen: Bijvoorbeeld diabetes en AIDS. Generieke aspecten betreffende de gevolgen van een chronische ziekte: Beloop, oorzaak en therapie van chronische aandoeningen; De gevolgen van een chronische ziekte (cognitief, emotioneel, fysiek en sociaal); De context van het chronisch ziek zijn: rol van gezin, werk en gezondheidszorg; De (sociale) participatie: gevolgen van chronisch ziek zijn voor deelname aan het dagelijks leven; Organisatie van de zorg voor chronisch ziek; Longitudinale aspecten van chroniciteit, zorgplannen en zorgtrajecten; Fasen in een chronisch ziekteproces, co-morbiditeit en complicaties; Probleemoplossend vermogen van patiënten: zelfmanagement in enge zin (leefstijl, therapietrouw) en zelfmanagement in ruimere zin (het leren de ziekte een plaats te geven in het dagelijks leven, omgaan met stemmingstoornis e.d.); Patronen en diversiteit in de ervaring van chronisch ziek zijn, waaronder ook de ervaringen met de gezondheidszorg; De betekenis van patiëntenorganisaties, lotgenotengroepen, e.d.

**Instruction language**
NL

**Prerequisites**

**Recommended literature**

**Teaching methods**

PBL
Presentation(s)
Lecture(s)
Training(s)
Onderwijspoli(s)

**Assessment methods**

Attendance
Participation
Written exam
Assignment
Presentation

**Key words**
Psychomedeische Problemen

Academic year 2015-16

Date last modified
1-4-2016 1:14

Period
Period 1 Startdate: 31-Aug-15 Enddate: 06-Nov-15
Period 2 Startdate: 09-Nov-15 Enddate: 29-Jan-16
Period 4 Startdate: 01-Feb-16 Enddate: 22-Apr-16
Period 5 Startdate: 25-Apr-16 Enddate: 01-Jul-16

Code
GEN3004

ECTS credits
10.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
K.R.J. Schruers

Description
Het cluster Psychomedeische problemen (PMP) is in curriculum 2013-2014 op diverse onderdelen vernieuwd. Deze vernieuwingen vloeien voort uit de al langer bestaande intentie van de vakgroep Psychiatrie & Psychologie om in het curriculaire onderwijs van de FHML een leertraject Psychiatrie neer te zetten dat als continuïm loopt vanaf het eerste studiejaar in de bachelor tot en met het co-schap Psychiatrie nieuwe stijl in de master. In dit continuïm ligt in de eerste twee studiejaren het accent op de gezonde psychische functies (bijv. leren, geheugen, stemming) en in het derde jaar op de herkenning van psychopathologie van de meest voorkomende psychiatrische aandoeningen. Daarnaast is er in jaar 3 ruime aandacht voor verstoringen in neurobiologische regelsystemen en voor de grondslagen van farmacologische en non-farmacologische behandelingen van psychiatrische aandoeningen. De casuïstiek is ontwikkeld met de intentie te illustreren hoe ontregelingen in gezonde hersenfuncties (bijvoorbeeld het beloningsysteem) kunnen leiden tot specifieke symptomatologie, die gekoppeld kan worden aan psychische klachten (bijv. anhedonie bij depressie of hunkering bij verslaving). De diverse colleges en practica (o.a. mentale status onderzoek, snijpracticum neuroanatomie) zorgen voor verdieping en aanvulling op deze thema’s. Via de patiëntcontacten in de klinische onderwijspoli’s kunnen studenten gespreks- en diagnostische vaardigheden oefenen bij een patiënt met psychiatrische problemen.

Goals
Hoofddoelstellingen van het cluster PMP zijn: Mentale Status Onderzoek Kenis opdoen en aanleren van het algemene psychiatrisch onderzoek (waaronder verslaglegging) met speciale focus op het mentale status onderzoek (MSO). In de taken worden telkens meerdere psychopathologische fenomenen beschreven. Het doel is om deze termen te leren
herkennen en te kunnen toepassen in het afnemen van een Mentale Status Onderzoek tijdens de KOW-groepen. Bio-Psycho-Sociaal model Kennis opdoen van biologische, psychologische en sociale factoren (volgens het biopsychosociale model) die ten grondslag liggen aan de diverse psychiatrische aandoeningen, met een sterke nadruk op basale neurobiologische regelsystemen en leertheoretische concepten met betrekking tot psychische functies en de bijbehorende psychiatrische symptomenologie. **DSM (4 en 5) categorieën dienen zoveel mogelijk vermeden te worden.** De nadruk zal liggen op basale psychologische regelsystemen (bijv. waarneming, affectregulatie, angst, beloning/reward, leren, conditioning) en hun neurologische basis, beginnend bij de betrokken neuroanatomische gebieden, hun interconnecties, betrokken neurotransmitter-systemen, evt. neuropeptides en hormonen. Diagnostiek en behandeling (klinisch redeneren) Kennis opdoen van de psychiatrische epidemiologie en van het klinisch redeneren ten behoeve van de differentiële diagnostiek en de farmacologische en non farmacologische behandeling van psychiatrische aandoeningen. Vanuit begrip van deze regelsystemen wordt het nuttig om: De impact te bespreken van genetische en omgevingsfactoren op deze regelsystemen in een ontwikkelings- en lifetime-perspectief en de mogelijk bijpassende psychologische dysfunctie en psychopathologie, uiteindelijk uitmondend in de mogelijkheid om een beschrijvende diagnostische conclusie te trekken. Preventieve en interventie-strategieën te bespreken: Non-medicamenteuze therapieën te bespreken m.b.t. de betrokken fysiologische/psychologische dysfuncties, die ten grondslag liggen aan de casus, incl. psycho-educatief, functionerende behandeling en de passende psychotherapie-vormen; i.e. CGT, systeemtherapie, client-centered en psychodynamische psychotherapie, d.w.z. met name bespreking van de psychologische theorieën m.b.t. klachten/symptomen. Farmacotherapie. Sociaal-maatschappelijke gevolgen van het hebben van een psychiatrische aandoening te bespreken, zoals: samenwerking met politie bij zorgmijders en drugsbeleid in Nederland. Daarnaast een eerste kennismaking met de GGZ in het Nederlandse zorgstelsel.

**Instruction language**

NL

**Prerequisites**

**Recommended literature**


**Teaching methods**

Lecture(s)
Paper(s)
PBL
Onderwijspoli(s)
Presentation(s)
Training(s)
Working visit(s)

**Assessment methods**

Assignment
Attendance
Computer test
Final paper
Oral exam
Presentation
Written exam

**Key words**
Psychiatrie Mentale status onderzoek Stress-diathese model,
Voortgangstentamen Jaar 3

Academic year 2015-16

Date last modified
1-5-2015 1:22

Period
Period 1  Startdate: 31-Aug-15  Enddate: 01-Jul-16
Period 6  Startdate: 06-Jun-16  Enddate: 01-Jul-16

Code
GEN3005

ECTS credits
8.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
B. Schutte

Description
Goals
Instruction language
NL

Prerequisites
Recommended literature
Teaching methods
Assessment methods
Key words
Professioneel Gedrag Jaar 3

Academic year 2015-16

Date last modified
1-5-2015 1:22

Period
Period 1 Startdate: 31-Aug-15 Enddate: 01-Jul-16

Code
GEN3006

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
W.N.K.A. van Mook

Description

Goals

Instruction language
NL

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Chroniciteit

Academic year 2015-16

Date last modified
23-6-2015 1:19

Period
Period 1  Startdate: 31-Aug-15  Enddate: 01-Jul-16

Code
GEN3007

ECTS credits
1.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
E.G.M. Geelen

Description

Goals

Instruction language
NL

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
CORE Jaar 3

Academic year 2015-16

Date last modified
5-9-2015 1:24

Period
Period 1 Startdate: 31-Aug-15 Enddate: 01-Jul-16

Code
GEN3009

ECTS credits
2.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
A.D.J. Smeenk

Description

Goals

Instruction language
NL

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Critical Appraisal of a Topic Jaar 3

Date last modified
1-5-2015 1:22

Period
Period 1  Startdate: 31-Aug-15  Enddate: 01-Jul-16

Code
GEN3013

ECTS credits
2.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
M.A.H. Mommers

Description

Goals

Instruction language

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Gezondheidsrecht en Gezondheidsethiek

Academic year 2015-16

Date last modified
7-10-2015 1:22

Period
Period 1  Startdate: 31-Aug-15  Enddate: 01-Jul-16

Code
GEN3014

ECTS credits
1.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
R.H. Houtepen

Description
Goals
Instruction language
Prerequisites
Recommended literature
Teaching methods
Assessment methods
Key words
Bewegingsapparaat

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 1  Startdate: 01-Sep-15  Enddate: 06-Nov-15
Period 2  Startdate: 09-Nov-15  Enddate: 29-Jan-16
Period 4  Startdate: 01-Feb-16  Enddate: 22-Apr-16
Period 5  Startdate: 25-Apr-16  Enddate: 01-Jul-16

Code
GEN3002

ECTS credits
10.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
A.E.R.C.H. Boonen

Description
Algemene uitgangspunten zijn de vier competenties van de arts uit ‘Raamplan 2001 artsopleiding’: de arts als medisch expert de arts als wetenschapper de arts als werker in de gezondheidszorg de arts als persoon De opzet van het onderwijsprogramma biedt alle ruimte voor zowel acute als chronische aandoeningen. De basaal wetenschappelijke en de klinische aspecten van deze aandoeningen, alsmede de gevolgen voor het leven van de patiënt en diens omgeving en de rol van de arts als zorgverlener komen aan bod. Klinische presentaties De student wordt geconfronteerd met alle aspecten van (chronische) aandoeningen aan de hand van klinische presentaties. Dit zijn problemen waarmee de patiënt bij de hulpverlener komt. Op basis van ‘Raamplan 2001 artsopleiding’ is voor elk cluster een lijst opgesteld van klinische presentaties die samenhangen met de (chronische) aandoeningen die in dat cluster aan de orde zijn. Er is gestreefd naar authentieke klinische presentaties. Dit betekent veel onderwijs in de context van de dagelijkse praktijk van de gezondheidszorg. Clusters Het jaar is verdeeld in vier inhoudelijke clusters van tien weken. Elk cluster bestrijkt een aandachtsveld met verschillende thema’s. Hierbij kunnen verschillende pathofysiologische aspecten aan de orde komen. Daarnaast wordt in elk cluster aandacht besteed aan algemene lijnen betreffende kennis, vaardigheden en persoonlijk handelen en aan aandoeningen die in meer dan een cluster passen. Ten slotte zijn er generieke aspecten betreffende de gevolgen van chronische aandoeningen, die in de praktijkcontacten (en in longitudinale patiëntcontacten) aandacht krijgen.

Goals
Aandachtsvelden van de clusters: Abdomen Bewegingsapparaat Circulatie/Longen Psychomedische problemen en
geestelijke gezondheidszorg (GGZ) Pathofysiologische aspecten die, waar mogelijk, in een cluster aan de orde kunnen komen: Aangeboren afwijkingen/aandoeningen; Chronische/recidiverende ontstekingen (virus, bacterie, et cetera); Inflammatoire aandoeningen (auto-immuun aandoeningen); Neoplasticometa/Endocriene stoornissen; Ischemische/thrombo-embolische aandoeningen; Degeneratieve aandoeningen; Functionele/psychosomatische aandoeningen; Toxische/iatrogene aandoeningen; Overige Algemene lijnen samenhangend met thema chroniciteit:
Samenhang tussen biomedische, psychosociale en maatschappelijke aspecten bij chronische aandoeningen; Vaardigheden met betrekking tot de problematiek rond chroniciteit; Combinatie mantelzorg en professionele zorg; Diverse rollen van de arts bij probleemanalyse, diagnostiek, behandeling en begeleiding in de eerste, tweede en derde lijn; Het proces dat de patient doormaakt van het vaststellen van de diagnose tot eventuele invaliditeit; Ervaringsdeskundigheid van patienten benutten. Aandoeningen die in meer dan een cluster passen: Bijvoorbeeld diabetes en AIDS. Generieke aspecten betreffende de gevolgen van een chronische ziekte: Beloop, oorzaak en therapie van chronische aandoeningen; De gevolgen van een chronische ziekte (cognitief, emotioneel, fysiek en sociaal); De context van het chronisch ziek zijn: rol van gezin, werk en gezondheidszorg; De (sociale) participatie: gevolgen van chronisch ziek zijn voor deelname aan het dagelijks leven; Organisatie van de zorg voor chronisch zieken; Longitudinaire aspecten van chroniciteit, zorgplannen en zorgtrajecten; Fasen in een chronisch ziekteproces, co-morbiditeit en complicaties; Probleemoplossend vermogen van patiënten: zelfmanagement in enge zin (leefstijl, therapietrouw) en zelfmanagement in ruimere zin (het leren de ziekte een plaats te geven in het dagelijks leven, omgaan met stemmingsstoornis e.d.); Patronen en diversiteit in de ervaring van chronisch ziek zijn, waaronder ook de ervaringen met de gezondheidszorg; De betekenis van patiëntenorganisaties, lotgenotengroepen, e.d.

**Instruction language**

NL

**Prerequisites**

**Recommended literature**

Aanbevolen literatuur is voor studenten gepubliceerd in de boekenlijst op eleUM.

**Teaching methods**

Assignment(s)
Work in subgroups
Lecture(s)
Patient contact
PBL
Onderwijspoli(s)
Presentation(s)
Skills
Training(s)

**Assessment methods**

Assignment
Attendance
Observation
Participation
Presentation
Written exam

**Key words**
Kernvakken: Orthopedie, Reumatologie, Neurologie, Neurochirurgie, Revalidatie, Pijnbestrijding (Anesthesiologie), Farmacologie, Totale studiebelasting ca. 26 uren per week waarvan ca. 15 uren, zelfstudie.
Stationstoets Jaar 3
Academic year 2015-16

Date last modified
29-8-2015 1:24

Period
Period 1  Startdate: 18-Apr-16  Enddate: 21-Apr-16

Code
GEN3008

ECTS credits
2.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
M.J.B.L. Franssen

Description

Goals

Instruction language
NL

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Progress Test Examination Year 1

Academic year 2015-16

Date last modified
29-8-2015 1:24

Period
Period 1  Startdate: 31-Aug-15  Enddate: 01-Jul-16

Code
ITM1007

ECTS credits
5.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
B. Schutte

Description

Goals

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Skills Examination Year 1

Academic year 2015-16

Date last modified
10-11-2015 1:24

Period
Period 1  Startdate: 31-Aug-15  Enddate: 01-Jul-16

Code
ITM1008

ECTS credits
6.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
B. Schutte

Description

Goals

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Portfolio Examination Year 1

Academic year 2015-16

Date last modified
26-9-2015 1:20

Period
Period 1  Startdate: 31-Aug-15  Enddate: 01-Jul-16

Code
ITM1009

ECTS credits
5.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
M.I. Kruithof

Description
Goals

Instruction language
EN

Prerequisites
Recommended literature
Teaching methods
Assessment methods
Key words
Professional Behaviour Examination Year 1

Academic year 2015-16

Date last modified
1-5-2015 1:22

Period
Period 1  Startdate: 31-Aug-15  Enddate: 01-Jul-16

Code
ITM1010

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
W.N.K.A. van Mook

Description

Goals

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Imaging Techniques

Academic year 2015-16

Date last modified
1-5-2015 1:22

Period
Period 1  Startdate: 31-Aug-15  Enddate: 01-Jul-16

Code
ITM1011

ECTS credits
1.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
S.G.F. Robben

Description
Goals

Instruction language
EN

Prerequisites
Recommended literature
Teaching methods
Assessment methods

Key words
Personal Formularium Year 1

Academic year 2015-16

Date last modified
1-5-2015 1:22

Period
Period 1  Startdate: 31-Aug-15  Enddate: 01-Jul-16

Code
ITM1012

ECTS credits
1.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
B.J.A. Janssen

Description

Goals

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
CORE Year 1

Academic year 2015-16

Date last modified
5-9-2015 1:24

Period
Period 1  Startdate: 31-Aug-15  Enddate: 01-Jul-16

Code
ITM1013

ECTS credits
2.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
A.D.J. Smeenk

Description

Goals

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Growth and Development I

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 1  Startdate: 01-Sep-15  Enddate: 23-Oct-15

Code
ITM1101

ECTS credits
7.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
H.M.H. Spronk

Description
This theme covers normal and abnormal growth, the development and breakdown of cells, tissues and individuals. It also involves issues such as pregnancy, the growth and development of children, puberty and ageing. There is a transfer of this theme to several subthemes of the clusters in year 3, including: • Circulation/lungs: e.g. pulmonary nodules as expression of disturbed cell growth, cardiomyopathy • Psychomedical: Alzheimer’s disease, the cognitive development in children, puberty issues, Down syndrome • Abdomen: gynaecological issues • Locomotor system: bone and joint disorders (osteoporosis) Subjects: • Structure of the cell (prokaryote, cell organelles, membrane) • DNA/RNA/protein synthesis/gene regulation • Cell division, cell cycle, regulation, cell death • Cell metabolism and communication • Cell growth and differentiation • Hereditary principles • Structure of selected tissues and organs (different cell types, histology) • Embryonic and foetal development

Goals
This theme covers normal and abnormal growth, the development and breakdown of cells, tissues and individuals. It also involves issues such as pregnancy, the growth and development of children, puberty, and ageing. There is a transfer of this theme to several subthemes of the clusters in year 3, including: • Circulation/lungs: e.g. pulmonary nodules as expression of disturbed cell growth, cardiomyopathy • Psychomedical: Alzheimer’s disease, the cognitive development in children, puberty issues, Down syndrome • Abdomen: gynaecological issues • Locomotor system: bone and joint disorders (osteoporosis). Subjects: • Structure of the cell (prokaryote, eukaryote, cell organelles, membrane) • DNA/RNA/protein synthesis/gene regulation • Cell division, cell cycle, regulation, cell death • Cell metabolism and communication • Cell growth and differentiation, • Hereditary principles • Structure of selected tissues and organs (different cell types, histology) • Embryonic and foetal development.
Instruction language
EN

Prerequisites

Recommended literature

Teaching methods
Lecture(s)
PBL
Skills
Training(s)

Assessment methods

Key words
Circulation and Breathing I

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period

Code
ITM1102

ECTS credits
7.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
P.M.J.C. Kuijpers

Description
The normal working and disturbances of the heart, lungs and circulation are illustrated by means of normal situations and several disorders. In addition, the concept of homeostasis is introduced in year 1 and used to discuss the clinical examination of the heart, lungs and blood pressure as well as resuscitation skills. There is a transfer of this theme to the Circulation & Lungs cluster in year 3. Subjects: • Heart, lungs and circulation: anatomy and physiology • Overview of the blood circulation (greater/lesser circulation, coronary arteries) • Regulation of blood pressure • Basic renal physiology • Regulation of respiration • Blood: composition, production and breakdown of blood cells, regulation • Blood: oxygen transport • Blood: acid-base balance • Blood: haemostasis and fibrinolysis • Exercise physiology

Goals

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods
Assignment(s)
Lecture(s)
PBL
Skills
Training(s)
Assessment methods

Key words
Regulation and Integration

Academic year 2015-16

Date last modified
1-5-2015 1:22

Period
Period 3  Startdate: 04-Jan-16  Enddate: 29-Jan-16

Code
ITM1103

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
B.J.A. Janssen

Description
This theme elaborates the concept of homeostasis and the functioning of regulatory mechanisms, based on the knowledge the students acquired in the first two blocks. Also, the concepts of sickness and health are introduced. The following subjects can be used as examples: • Dehydration and hypovolaemic shock (integration of blood pressure regulation and kidney function) • Hormonal regulation and feedback system (e.g. in cases of hypothyroidism and hyperthyroidism) • “Stress” (including stress response, HPA axis, feedback) • “Out of balance”: effect of disease on psychosocial functioning and vice versa (e.g. in cases of fatigue in hypothyroidism). This can also include the concepts of “sickness” versus “illness”, and other concepts of social medicine.

Goals

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Thinking and Doing I

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 4  Startdate: 01-Feb-16  Enddate: 01-Apr-16

Code
ITM1104

ECTS credits
7.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
V.H.J.M. van Kranen - Mastenbroek

Description
As the name implies is this block a constitution of two major components: Thinking (‘Brain’) and Doing (‘Movement’). The Thinking part includes the neuroanatomy and vascularisation of the brain and its sensory pathways. Sensory perception (hearing and vision) will be used to explain the afferent pathway systems. The neurophysiology of neuron- neuron and neuron-muscle signalling will also be discussed. Focus on the motion of the lower extremities (hip, knee and ankle). Anatomy and basic functioning of these extremities and their control by the central and peripheral nervous systems will be discussed. The entire process of the movement will be discussed, from the initiation of the movement, via the motor pathways through to reflexes and motor problems.. Imbedded in the block is the integration of both themes. It is the failure of proper function of Brain and/or Movement that affects the human characteristics most. This is exemplified by the cases which study pain sensation, proprioception loss and the ‘patient with neurological damage’. In short, the block will be aimed mainly at three primary areas, which will be covered either separately or together; we nevertheless hope that the students will be able to integrate the different areas themselves as we go along (knowledge in one of these subject areas simplifies knowledge in one of the other areas).

Goals
Knowledge and insight • Neuroanatomy and vascularisation of the central nervous system at the macroscopic and microscopic levels • Neurotransmission: stimulus generation, propagation and transfer; neurotransmitters and neurotransmitter systems • Neuroanatomy and the function of sensory pathway systems (gnostic and vital, including proprioception) • Anatomy and physiology of the ear and the auditory system • Anatomy of the eye and the visual system • Language acquisition • Neurophysiology and neuropsychology in relation to consciousness, unconsciousness and coma, normal sleeping and waking rhythm Practice • Planning and initiation of motion • Neuroanatomy and function of motor pathway systems • Structure and function of the lower extremities, bones, muscles and joints (hip, knee and ankle) •
Basic components of the motor system • Reflexes, coordination, proprioception Integration knowledge and practice via: • Neurophysiology of pain, perception of pain, pain behaviour • Balance, posture regulation and reflexes • Pathophysiology: relationship between the functioning of parts of the brain, linked to behaviour or failure of functions, particularly learning and memory and motor functions Skills • Function study of the cranial nerves, sensibility, sight and hearing • Study into the movements of the hip, knee and ankle • Integration training sessions using vignettes • Examination of a CVA patient CORE education will be given too.

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods
Lecture(s)
PBL
Skills
Training(s)
Assignment(s)

Assessment methods
Attendance
Portfolio
Presentation
Written exam

Key words
neuroanatomy, spinal cord, sensory and motor path systems, senses, (hearing, vision and proprioception), hip and knee and ankle joints, higher cerebral functions (consciousness), neurotransmission, brain, vascularisation, reflexes,
Digestion and Defence I

Academic year 2015-16

Date last modified
10-11-2015 1:24

Period
Period 5  Startdate: 04-Apr-16  Enddate: 03-Jun-16

Code
ITM1105

ECTS credits
7.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
L.J. Schurgers

Description
In this block, the topics are: ‘digestive system’, ‘microbiology’ and ‘immunology’. Central stands the digestion process and the involved organs, i.e. the mouth, esophagus, stomach, small and large bowel, as well as the liver, gall bladder and pancreas. The main processes involved include regulation of food intake, digestion and absorption of nutrients, which require cooperation between all these organs. Problems with the functioning of the digestive tract can result in symptoms such as reflux, abdominal pain and diarrhea. Our digestive tract is continuously exposed to a myriad of microbes, either from our own microbiota or potential pathogens. Therefore, the second topic of this block concerns microbiology to get acquainted with mechanisms of bacteria, viruses and parasites. An adequate immune system is required for the defence against infectious pathogens. How the immune system is constituted and how it functions is the third block topic. The focus of this block will be mainly on normal physiology and as such it is the basis for year 2 where the focus will be on the pathophysiology. In addition attention will be paid to internationalization in the context of health care world-wide and on scientific aspects such as statistics, epidemiology, medical history and the diversity of professional medical literature.

Goals
- Anatomy and histology of the oral cavity, teeth, tongue, salivary glands, pharynx, esophagus, stomach, small and large intestine, liver, gall bladder and pancreas. - Hormonal and neural regulation of food intake and digestion, including the cephalic, gastric and intestinal phase. - Composition of food, digestion of proteins, carbohydrates and fat and the absorption of the digested nutrients, minerals, vitamins, electrolytes and water. - Motility of the digestive tract, such as gastric emptying, peristalsis of the small and large intestine, and mechanisms of diarrhea and constipation. - At the organ level, the following physiological functions will be discussed: swallowing, secretion and composition of saliva, secretion of gastric juice and protection against gastric acid, endocrine and exocrine function of the pancreas, function of bile and the liver functions such as bile production, biotransformation and the metabolism of carbohydrates, proteins and fats.

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Knowledge of structure, classification and replication of bacteria and viruses, mechanisms of and resistance against some antibiotics, composition and function of the commensal microbiota, and examples of gastrointestinal pathogens causing diarrhea. - Classes and functions of leukocytes, the inflammatory process, induction of fever. - The innate and adaptive immune system and the cellular and humoral immune response in the context of infection and vaccination. - Performing and interpreting diagnostic skills of the mouth, throat, neck, of the abdomen and lab skills on faces, blood and injection; knowledge of imaging techniques. - Scientific skills, e.g. application of relevant statistical tests, using diverse professional medical information and knowledge of the history of infectious diseases and its treatment. - Orientation on health care from an international, world-wide view.

**Instruction language**

EN

**Prerequisites**

**Recommended literature**

- Digestive system (authors: Smith & Morton) - Medical microbiology (authors: Murrau, Rhosental. Pfaller - Basic immunology (authors: Abbas, Lichtman, Pillai)

**Teaching methods**

Lecture(s)
Skills
Training(s)
PBL

**Assessment methods**

Computer test
Written exam

**Key words**

- Gastro-intestinal system, - Microbiology, - Immunology,
Diabetes, Obesity and Lifestyle

Academic year 2015-16

Date last modified
5-4-2016 1:15

Period
Period 6  Startdate: 06-Jun-16  Enddate: 01-Jul-16

Code
ITM1106

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
C.J. Peutz - Kootstra

Description
The incidence of diabetes and obesity (diabesity) shows a rapid, worldwide increase. This block aims the students to acquire knowledge of all aspects of diabetes and obesity in a “cell to society approach”. Pathophysiological mechanisms, the effect of diabesity on tissues and organs as well as the interaction between nutrition, genes and inflammation will be discussed. In addition, the block pays detailed attention to the risk factors of developing diabesity and the options to influence the lifestyle of people suffering from diabesity. Finally, the optimal treatment of people with diabesity will be covered.

Goals
- Incidence and expected increase of the incidence of type 2 DM and obesity worldwide.
- Differences between type I and type II diabetes and the various genetic subtypes.
- Risk factors for developing diabetes and obesity (lifestyle, socioeconomic background, gender and body image, stress).
- Relation between energy intake and metabolism. Interaction between genes and the environment in diabetes and obesity (nutrition and genes, genetics of complex diseases, interaction between genes and the environment).
- Nutrition and inflammation. Consequences of diabetes/obesity (cardiovascular diseases, microvascular and macrovascular diseases and the integration of the various organ systems (general), diabetes/obesity/hypertension as a disease or risk factor, socioeconomic effects of diabetes (on work, family life and lifestyle)). Medicinal treatment, care chain: multidisciplinary approach to diabetes patients; autonomy and participation; shared decision-making (disease management models). Lifestyle interventions: principles of intervention development; of each domain (nutrition,
exercise, specific example intervention for diabetes patients). -What is lifestyle/more than isolated behaviour

**Instruction language**
EN

**Prerequisites**

**Recommended literature**

**Teaching methods**
Lecture(s)
PBL
Skills
Training(s)

**Assessment methods**
Computer test
Written exam

**Key words**
Key disciplines: Internal Medicine, Pathology, Molecular Genetics, Psychology, Medical Sociology, Health Education,
Progress Test Examination Year 2

Academic year 2015-16

Date last modified
29-8-2015 1:24

Period
Period 1  Startdate: 31-Aug-15  Enddate: 01-Jul-16

Code
ITM2006

ECTS credits
5.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
B. Schutte

Description

Goals

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Skills Education Year 2

Academic year 2015-16

Date last modified
10-11-2015 1:24

Period
Period 1 Startdate: 31-Aug-15 Enddate: 01-Jul-16

Code
ITM2020

ECTS credits
6.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
M.J.B.L. Franssen

Description

Goals

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Professional Behaviour Examination Year2

Academic year 2015-16

Date last modified
1-5-2015 1:22

Period
Period 1 Startdate: 31-Aug-15 Enddate: 01-Jul-16

Code
ITM2021

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
W.N.K.A. van Mook

Description

Goals

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Personal Formularium Year 2

Academic year 2015-16

Date last modified
1-5-2015 1:22

Period
Period 1  Startdate: 31-Aug-15  Enddate: 01-Jul-16

Code
ITM2022

ECTS credits
1.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
B.J.A. Janssen

Description

Goals

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
CORE Year 2

Academic year 2015-16

Date last modified
5-9-2015 1:24

Period
Period 1  Startdate: 31-Aug-15  Enddate: 01-Jul-16

Code
ITM2023

ECTS credits
3.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
A.D.J. Smeenk

Description

Goals

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Portfolio Examination Year 2

Academic year 2015-16

Date last modified
26-9-2015 1:20

Period
Period 1  Startdate: 31-Aug-15  Enddate: 01-Jul-16

Code
ITM2106

ECTS credits
5.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
M.I. Kruithof

Description

Goals

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Circulation and Breathing II

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 1 Startdate: 01-Sep-15 Enddate: 23-Oct-15

Code
ITM2101

ECTS credits
7.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
S. Verheule

Description
In year 1, the physiology of the cardiopulmonary system has been studied. In year 3, chronic cardiopulmonary pathology will be discussed from a clinical perspective. Course 2.1 forms the bridge between year 1 and 3 by focusing on basic pathophysiology of cardiopulmonary diseases. The course is built around the major organ system involved: the heart, vasculature, kidneys and lungs. Each of these four parts starts with an introductory lecture on physiology, to refresh the knowledge about each organ system, and ends with a clinical lecture detailing how pathophysiological mechanisms affect patients and how this knowledge can guide treatment. The following diseases are discussed in tutorial groups: • The vasculature: atherosclerosis and myocardial infarction • The heart: arrhythmias, valvular disease and heart failure • The kidneys: renal artery stenosis and acid-base disorders • The lungs: asthma and pneumonia The course includes practica on hemodynamics, anatomy and histology, as well as skills lab' training on physical examination of cardiac function, pulmonary function and resuscitation. Each tutorial group will give a short presentation at a poster session about a variety of topics in pulmonary (patho)-physiology. In addition, a workshop on the design of randomized clinical trials will be organized. At the end of the course, we will focus on hypovolemic and septic shock, integrating the (dys)-regulation by the organ systems and the interactions within the cardiopulmonary system.

Goals
Knowledge and insight The following diseases are discussed in tutorial groups: • the vasculature: atherosclerosis and myocardial infarction, • the heart: arrhythmias, valvular disease and heart failure, • the kidneys: renal artery stenosis and acid-base disorders, • the lungs: asthma and pneumonia. At the end of the course, we will focus on hypovolemic and septic shock, integrating the (dys)-regulation by the organ systems and the interactions within the cardiopulmonary system. Skills The course includes practica on hemodynamics, anatomy and histology, as well as skills lab training on physical examination of cardiac function, pulmonary function and resuscitation. Each tutorial group will give a short
presentation at a poster session about a variety of topics in pulmonary (patho)-physiology. In addition, a workshop on the design of randomized clinical trials will be organised.

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods
Lecture(s)
PBL
Skills

Assessment methods
Assignment
Presentation

Key words
Growth and Development II

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period

Code
ITM2102

ECTS credits
7.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
A.H.N. Hopman

Description
This block links up to block Growth and Development in year 1 (block 1.1). Once more the stages of life form a connecting thread throughout the block. In the first year the normal procedure of growth and development has already received much attention. In this block we build upon this knowledge and we would also like to get you acquainted with abnormal growth and development. This is done problem based by using cases, in which basic (patho-) physiological processes, diagnostics and treatment are covered. Lectures provide additional knowledge partly by means of patient demonstrations. The first four weeks concern pregnancy, delivery and birth. In the fifth week child development is covered together with some puberty related themes. In week 6 and 7 the central theme is formed by abnormal growth of tissues and treatment for oncological disorders. We close of in the last week of the block with functional changes that occur in ageing. Within the scope of science a “congress day” is organised that includes a forum discussion, posters and presentations of scientific data made for and by you.

Goals

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods
Lecture(s)
Patient contact
Skills
PBL

**Assessment methods**

**Key words**

Key disciplines: Obstetrics/Gynaecology, Oncology, Anatomy,, Biochemistry, Genetics, Molecular Cell Biology, Pathology, Physiology,, Paediatrics, Pharmacology, Skills training, Epidemiology,,,
Digestion and Defence II

Academic year 2015-16

Date last modified
1-5-2015 1:22

Period
Period 4  Startdate: 01-Feb-16   Enddate: 01-Apr-16

Code
ITM2104

ECTS credits
7.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
A. Herrler

Description
There are three main themes in this block: Gastroenterology, Infectiology, Immunology, and Health Law. It forms the bridge between ‘Digest and defense year 1’ (block 1.5) and the cluster abdomen year 3. Year one extensively dealt with normal anatomy and physiology of the digestive tract and the basic principles of microbiology and immunology. Year 3 will mainly deal with clinical reasoning, differential diagnosis, probability diagnosis and therapy. In order to be well prepared for this, year 2 will focus on pathophysiology. Selected clinical presentations will be used to discuss the most important principles and concepts of gastroenterology, infectiology and immunology, starting from the basic knowledge of physiology and anatomy obtained in year 1. The use of illness scripts (pattern recognition of disease) will be introduced as a basis for clinical reasoning. Where applicable, pathophysiological concepts will be reduced to different mechanisms of disease. Discussing pathophysiological concepts in the context of mechanisms of disease in the tutorial group will be an excellent preparation for clinical reasoning leading to differential diagnosis. Knowledge of the basis sciences is indispensable. Therefore, it is mandatory to refresh the knowledge from the block ‘Digest and defense year 1’ before the pre-discussion of each new case or task. There will be ample attention to psychosocial themes such as chronicity, ethics (organ transplant) and public health (outbreak management of infectious disease). The major procedure in the tutorial group will be PBL, incidentally in a multimedia approach. Activities in the tutorials will be supported by lectures, practicals and skills training, taking care of the best possible mutual consistency.

Goals
• Explaining clinical symptoms of the most important diseases of the gastrointestinal system using (patho)physiological concepts • Psychosocial and ethical aspects of selected diseases (addiction, chronicity) • Cause and consequence of auto-immunity (general, with a projection on the gastrointestinal system) • Microbiological en immunological aspects of major bacterial, viral, parasitological and opportunistic infections related to clinical presentation • Antibiotics en
resistence • Global aspects of serious infections; import diseases • hypersensitivity/allergy

**Instruction language**

EN

**Prerequisites**

**Recommended literature**


**Teaching methods**

**Assessment methods**

**Key words**
Thinking and Doing II

Academic year 2015-16

Date last modified
1-5-2015 1:22

Period
Period 5   Startdate: 04-Apr-16   Enddate: 03-Jun-16

Code
ITM2105

ECTS credits
7.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
L. Goossens

Description
Thinking & Doing II, the final regular 8-week block of year 2, covers aspects of thinking (cognitive, motivational and emotional disorders as well as disorders of sensory systems such as the visual system, sense of touch and position) and aspects of movement (disorders related to the motor system, bones, muscles and joints). The block offers more in-depth knowledge as well as new subjects as a sequel to the issues discussed in the block on Thinking & Doing in year 1. The brain is the source of movement, posture, touch, vision, cognition, emotion and motivation. Disturbances of these systems may occur in isolation, but also in combination. Therefore, this block will show how subjects are integrated. The subjects will often be approached by means of clinical reasoning, which will be given a lot of attention so as to facilitate the transition to year 3. This implies that educational methods will be applied that are closer to real practice than those used before in the curriculum. The patient’s symptoms and complaints are used as a starting point, which means that a variety of block-related disciplines will be studied based on integrated patient cases. The block thus aims to train the students to consider differential diagnoses based on the patient’s symptoms. Aspects of ophthalmology covered in this block include the anatomy, physiology and pathophysiology of some common eye disorders and causes of visual impairment, including vision and several eye measurements. Thinking & Doing in year 1 focussed on the lower extremities. This block studies anatomy on the basis of spinal column and shoulder problems, the pathophysiology of osteoporosis and osteoarthritis, radicular problems (e.g. herniated disc) and nonspecific back pain, including the social consequences such as incapacity for work. The biospsychosocial model will be introduced. Back problems are also used to study neuroanatomy (dermatomes, myotomes, peripheral nerves). Furthermore, the anatomy of the brain will again be addressed, now with special focus on stroke patients. Included are aspects of diagnostics (localisation principles), consequences for the patient, acute and long-term treatment. The block also covers a number of psychiatric disorders, again taking the patient’s symptoms and behaviour as a starting point. The clinical pictures of depression and dementia will be discussed, including the associated biological, psychological and environmental aspects. The students will also
learn to conduct a mental state examination, which they will practice as part of their CORE training.

**Goals**

Eye: Anatomy: Functional anatomy of the eye, blood supply, adnexa, papilla and macula Physiology: Physiological optics Emmetropia and accommodation Ametropia, myopia, hypermetropia, astigmatism, presbyopia Functioning of the retinal receptors, organisation and conduction of stimuli Skills: Vision examination, far and close by Diagnostic refraction testing, Amsler, External inspection of the eye and adnexa with penlight/ophthalmoscope and loupe Locomotor/neurology: Anatomy: Spinal column, shoulder, spinal cord and nerve roots, trunk muscles Pathophysiology: Ageing of the spinal column and pathophysiology of osteoarthritis Osteoporosis: bone physiology, pathophysiology, symptoms, diagnostics and risk factors Pathophysiology of fractures and fracture healing Radicular syndrome Nonspecific low back problems Shoulder problems: dislocation, impingement Skills: Methodical examination of the cervical, thoracic, lumbar spinal column and shoulder based on case studies Brain/ neurology: Stroke: diagnostics, acute and long-term treatment Long-term consequences Skills: History taking and physical examination of stroke patients and examination of patients with radicular irritation in the leg (integration examination of the back and neurological examination) Brain/psychiatry: Regulation and dysregulation of emotion, motivation and cognition Biological, psychological, ecological aspects of depression and dementia and aspects of communication Skills: Mental state examination / Clinical reasoning based on symptoms Other aspects Work and health, organisation of healthcare Neurobiology of pain Biopsychosocial model Ethics concerning early diagnostics Gene environmental interaction, genetic vulnerability

**Instruction language**

EN

**Prerequisites**

**Recommended literature**

**Teaching methods**

**Assessment methods**

**Key words**
Farmacologische Beginselen in Metabool O

Date last modified
28-10-2015 1:27

Period
Period 3  Startdate: 04-Jan-16  Enddate: 29-Jan-16

Code
BGK2003

ECTS credits
5.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
G.R.M.M. Haenen

Description

Goals
Primaire leerdoelen: 1. Inzicht in de processen die een rol spelen in de opname, verdeling, omzetting en uitscheiding van geneesmiddelen in het lichaam en hoe dit in de praktijk wordt bestudeerd en weergegeven. 2. Inzicht in de manieren waarop geneesmiddelen een effect (zowel gewenst als ongewenst) veroorzaken en hoe dit in de praktijk wordt bestudeerd en weergegeven. 3. Inzicht in het effect van voeding op de werking van geneesmiddelen. 4. Inzicht in het effect van genetische verschillen op de werking van geneesmiddelen. De leerstof wordt bestudeerd aan de hand van diverse PGO-casussen. De casussen van het blok worden ondersteund met een hoorcolleges, waarin dwarsverbindingen worden aangegeven met onderwerpen zowel binnen het blok als uit eerdere blokken. Door middel van een patiënt-presentatie zal inzichtelijk gemaakt worden hoe de farmacologie in de praktijk wordt toegepast. Een belangrijk onderdeel wordt gevormd door een practicum waar studenten een klinische studie uitvoeren naar het effect van voeding op de kinetiek. Van dit practica moet een verslag worden geschreven. Van de andere practica worden de resultaten gepresenteerd en besproken tijdens de PGO-bijeenkomsten, waarbij er voor wordt gezorgd dat de practica goed ingebed worden.

Instruction language
Prerequisites
Recommended literature
H.P. Rang et al. Pharmacology. R.J.M. Niesink et al, Toxicology, Principles and Application. Literatuur aangegeven tijdens de cursus

Teaching methods
Assignment(s)
Work in subgroups
Lecture(s)
Paper(s)
Skills

Assessment methods
Assignment
Participation
Written exam

Key words
Practica Farmacologische Beginselen in M

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 3  Startdate: 04-Jan-16  Enddate: 29-Jan-16

Code
BGK2103

ECTS credits
0.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
G.R.M.M. Haenen

Description
In the course four practicals are offered, intended to apply and integrate knowledge acquired during the course. 1. Effect food on the pharmacokinetics. In a clinical study the effect of food on the pharmacokinetics of a drug (Paracetamol) will be determined. Students will participate in the study. One group of students takes Paracetamol before breakfast. Another group of students will take Paracetamol after breakfast. The level of Paracetamol in the saliva, that is equal to the level of Paracetamol in the blood, will be determined. The data obtained will be evaluated according to a pharmacokinetic model. A report has to be written that is discussed at the end of the course during an interactive meeting. The report has to be sufficient and participation during the interactive meeting is obligatory. 2. Polymorphism. The polymorphism of a metabolizing enzyme (cytochrome P 450 2D6) will be determined in all of the students that participate. The clinical relevance of the polymorphisms will be discussed during a tutorial meeting that deals with this polymorphism. 3. Simulation pharmacokinetics. In a computer practical, the impact of various parameters (Volume of Distribution, Clearance, Rate of Absorption, Dose) on the kinetics of a drug will be simulated. Several questions have to be answered in a report, which will be discussed during a tutorial meeting that deals with pharmacokinetics. The report has to be sufficient. 4. Simulation pharmacodynamics. In a computer practical, the impact of various parameters (affinity, intrinsic activity) on the dynamics of a receptor agonist and antagonists will be simulated. Several questions have to be answered in a report, which will be discussed during a tutorial meeting that deals with pharmacodynamics. The report has to be sufficient.

Goals
Understanding the processes that play a role in the absorption, distribution, metabolism and excretion of drugs in the body and how it is studied in practice. Understanding the ways in which drugs cause an effect and how it is studied in practice. Understanding the effect of the diet on the effects of drugs. Understanding the impact of genetic differences on
the effects of drugs

**Instruction language**

**Prerequisites**

**Recommended literature**
Rang & Dale's Pharmacology, Elsevier.

**Teaching methods**
Assignment(s)
Work in subgroups
Lecture(s)
PBL
Skills

**Assessment methods**
Assignment
Attendance
Final paper
Participation

**Key words**
Clinical study, Pharmacokinetics, Absorption, Distribution, Metabolism., Excretion, Clearance, Distribution Volume, Cytochrome P450 Phase 1, metabolism, Phase 2 metabolism, Lipophilicity, Liver, Polymorphism., Pharmacodynamics, Receptor Affinity, Intrinsic affinity, Half-life., Bioavailability, First pass effect, Area Under the Curve (AUC),
Digestive Disorders in the Developing World

Academic year 2015-16

Date last modified
21-1-2016 1:17

Period
Period 3 Startdate: 04-Jan-16 Enddate: 29-Jan-16

Code
GEN2302

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
A.M. Duijvestijn

Description

Goals
Understand the spectrum of conditioning factors for public and individual health in various zones of the globe Illustrate the epidemiology and pathogenesis of gastrointestinal and hepatic disorders in general and according to geographic areas Understand the problems with healthcare delivery in the developing world Study the effects of global migration on the healthcare in developed areas Number of available places: 10

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
European and International Health Law

Academic year 2015-16

Date last modified
18-9-2015 1:20

Period
Period 3  Startdate: 04-Jan-16  Enddate: 29-Jan-16

Code
GEN2304

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
D.M.R. Townend

Description

Goals
The object of the course is to give students an understanding of the values underpinning health care in the international context, and to give specific understanding of the differences between health Laws in different countries and created by the international community, and to ask about the origins and motivations of those rights. It seeks to place the study of medicine into a broader context both in terms of the relationship between the practice of medicine and Law, and of the different constructions of rights and expectations between jurisdictions. To give a specific understanding of the European context of international co-operation in relation to health. Number of available places: 30

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Fundamentals of Neuroscience

Academic year 2015-16

Date last modified
18-9-2015 1:20

Period
Period 3  Startdate: 04-Jan-16  Enddate: 29-Jan-16

Code
GEN2305

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
M.P. Martinez Martinez

Description
There is a link to the programme 2.6 Translational Neuroscience. Registration for both is recommended. Fundamentals of neuroscience intends to extend your insights gained through fundamental research on brain structure and function to identify novel approaches for treating diseases of the central nervous system (CNS) and peripheral nervous system (PNS). This course will focus on the basic neuroscientific knowledge that the physician generally needs in order to deal intelligently and flexibly with the clinical problems she or he will face. Number of available places: 30

Goals

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Health & Development Challenges in Devel

Academic year 2015-16

Date last modified
14-10-2015 1:23

Period
Period 3  Startdate: 04-Jan-16  Enddate: 29-Jan-16

Code
GEN2306

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
W.W. Nauta

Description
This course critically focuses on structural issues of development on a global scale. Globalization refers to the increasing interdependence of markets, states and civil societies and the resulting effects on people and their environment. By also focusing on inequality, the structural differentiation among actors in terms of access to means, opportunities and resources, issues of (re-)distribution are taken into account as well. The course investigates inequalities and interdependencies on a global, international, national and local level, while considering the role of public, private and civil society actors. Thus, it aims to understand the underlying development processes and unlock the ongoing debates. The course focuses on the following themes: Millennium Development Goals (MDGs) and issues of poverty, colonial history; actors of development; democratization and human rights; women and health; migration and remittances; environment and global crises. Number of available places: 30 (only available for ITM-students!)

Goals

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Exercise Physiology

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 3  Startdate: 04-Jan-16  Enddate: 29-Jan-16

Code
GEN2307

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
F.W. Prinzen

Description
Various forms of exercise challenge the functions of our body. The fact that we usually cope well with those circumstances, sometimes under extreme conditions, shows that the body is capable of extensive adaptations. Studying of how our body handles exercise is an excellent way to understand the physiology as a whole. Moreover, the systems that allow us to perform well during exercise are the same that help us to survive diseases. Also, it is becoming increasingly clear that physical exercise is of primary importance for keeping a good health, such as preventing obesitas, diabetes, cardiovascular disease. Paradoxically, many physicians understand little about problems originating from exercise and dissuade often physical exercise in patients. This teaching block aims to study physiology of the human body until the most extreme situations and combine this with better appreciation of physical exercise by future physicians. Number of available places:

Goals
Learning goals - anatomy, physiology, histology of the neuromuscular system - methods for studying force and velocity - aerobic vs. anaerobic metabolism - measurement of body composition - principles of various forms of exercise training - principles of testing force and velocity - effects of different forms of exercise training in health and disease - anatomy, physiology of respiration, ventilation and gas exchange and their regulation - abnormalities in ventilation and respiration in lung disease - consequences of staying at high altitude, in great depth; both acutely and chronically - effects of training on respiration, ventilation and gas exchange - constraints of exercise capacity by respiratory diseases - cardiovascular changes during exercise - cardiovascular changes due to exercise training - risks of exercise in cardiovascular diseases - exercise as treatment for cardiovascular diseases - fluid and salt management during exercise and heat - temperature regulation during exercise and ambient temperatures - effect ambient temperatures on exercise
Instruction language
EN

Prerequisites

Recommended literature

Teaching methods
Assignment(s)
Lecture(s)
PBL
Presentation(s)
Skills

Assessment methods
Presentation
Written exam

Key words
Male and Female Infertility - Ferrara

Academic year 2015-16

Date last modified
13-1-2016 1:25

Period
Period 3  Startdate: 04-Jan-16  Enddate: 29-Jan-16

Code
GEN2312

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
A.M. Duijvestijn

Description

Goals
- Factors affecting infertility - Evaluation of the infertile couple - Diagnosis and Management of tubal factor infertility - Diagnosis and Management of uterine infertility - Diagnosis and Management of infertility due to endometriosis - Diagnosis and Management of infertility due to anovulation - Diagnosis and Management of infertility due to diminished ovarian reserve - Diagnosis and Management of male infertility - Diagnosis and Management of unexplained infertility - Endocrine disorders and infertility - Physiologic basis of ovulation induction - Intrauterine insemination - In vitro reproductive technologies - Complication of infertility treatment - Preimplantation genetic diagnosis - Fertility preservation - Infertility treatment: varying approaches across continents Number of available places: 10

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Radiation Oncology: combining clinic, bi

Academic year 2015-16

**Date last modified**
4-2-2016 1:18

**Period**
Period 3  Startdate: 04-Jan-16  Enddate: 29-Jan-16

**Code**
GEN2315

**ECTS credits**
4.0

**Organisational unit**
Fac. Health, Medicine and Life Sciences

**Coordinator**
E.G.C. Troost

**Description**
Radiotherapy is the medical use of ionizing radiation and is one of the most effective forms of cancer treatment. It contributes to the cure or palliation of many cancer patients. Ionizing radiation induces DNA lesions within the tumour cells. These lesions, if unrepaired, are unable to divide and to grow which ultimately results in cell death. Radiotherapy aims to cause maximum damage of cancer cells and minimum damage of normal tissue cells. Number of available places: 25

**Goals**

**Instruction language**
EN

**Prerequisites**

**Recommended literature**

**Teaching methods**

**Assessment methods**

**Key words**
Gender and Diversity in Medicine

Academic year 2015-16

Date last modified
4-12-2015 1:20

Period
Period 3  Startdate: 04-Jan-16   Enddate: 29-Jan-16

Code
GEN2316

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
M.T. Brancaccio

Description
This course will introduce students to the field of Gender Medicine and provide an overview of methods related to sex and gender analysis and the most recent insights of sex and gender implications in a number of medical disciplines (cardiology, pharmacology, and mental health). Students will learn to understand how sex and gender factors are important to consider in disease susceptibility, recognition of symptoms, presentation of symptoms, compliance with therapy and coping with disease. Gender Medicine is a specialty at the forefront of research and is internationally recognized by important research organizations and funders. Despite the existence of handbooks in English and German, specialized centers in Europe and an international society, the scope and impact of this field are not widely known nor are issues of sex and gender systematically taught in regular medical curricula.

Goals
Aim of the module is to integrate gender medicine into medical education and research as a new discipline. Students will learn to grasp the fundamental principles and scientific standards of gender medicine in selected medical disciplines (specializations). Students will learn to understand the importance of taking sex and gender aspects into consideration in medical treatment and research. They will acquire an overview of fields of evidence-based medicine, where sex and gender aspects are already implemented. They will familiarize themselves with instruments of gender and sex differences in diagnosis and therapy with a view to implementing these in their own medical research and their future work as physicians. Number of available places: 30 More info: see Eleum · Organizations · FHML Students · BA GEN · Onderwijs in Nederland · Keuzeonderwijs 2.3 en 2.6 · Programmabeschrijvingen 2013-2014

Instruction language
EN
Prerequisites

Recommended literature
www.genderedinnovations.eu

Teaching methods
Assignment(s)
Work in subgroups
Lecture(s)
Paper(s)
Presentation(s)
Research
Training(s)

Assessment methods
Assignment
Attendance
Final paper
Participation
Presentation

Key words
sex, gender, basic research, biomedicine, clinical practice, health, research, innovative methodologies,
English Writing Skills

Academic year 2015-16

Date last modified
13-1-2016 1:25

Period
Period 6  Startdate: 04-Apr-16  Enddate: 03-Jun-16

Code
GZW2003

ECTS credits
0.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
K.A. Campbell

Description
This English writing skills training course. We encourage you to make use of the same literature and concepts as in your specialist course. Naturally, you may encounter the challenge of having to explain concepts to fellow students. You will write a short research proposal and a short research report concentrates on aspects of writing in English, now an important part of the professional skills health scientists need to develop. More specifically, the training focuses on research proposals and research papers.

Goals
clear writing (readership, clear aim, logical structure of argument, conciseness and satisfying conclusion). To improve language accuracy (grammatical accuracy, especially concerning the main problem areas: sentence structure, tenses, adjective/adverb, and prepositions). To be able to write an accurate and well-structured research proposal and research paper. To develop your academic writing skills in English, by training you and coaching you to write short papers (a proposal and a research paper). This will also serve as preparation for writing other papers you may write in English. To develop skills of

Instruction language
EN

Prerequisites

Recommended literature
The Health Sciences English Writing coursebook.
Teaching methods
Paper(s)
Training(s)

Assessment methods
Attendance
Final paper

Key words
English Writing Skills training, research proposal, research article,, IMRAD structure,
A Long and Happy Life by Active Preventi

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 6  Startdate: 30-May-16  Enddate: 24-Jun-16

Code
GEN2616

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
A.M. Duijvestijn

Description
Main Topics and Learning goals
- to learn about the different forms/grades of prevention in medicine and public health
- to understand the multi-faceted etiology of most disorders
- to understand, how environment, genetic and epigenetic conditions influence germ-cell conditioned living entities
- to understand the basics of epidemiology, necessary for the study and understanding of changing disease pattern
- to define lifestyle patterns with positive and negative effects on individual and community health, including their pathophysiological mechanisms
- to learn basic techniques of contacts with patients and with public instances in order to improve lifestyle patterns
- to understand political and economic implications of primary prevention

Goals
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- to understand political and economic implications of primary prevention

Instruction language
EN

Prerequisites
**Recommended literature**
A literature list will be provided one month before the start of the block!

**Teaching methods**
Work in subgroups  
Lecture(s)  
Patient contact  
PBL  
Skills  
Working visit(s)

**Assessment methods**
Written exam

**Key words**
Disciplines, Internal Medicine, Gastroenterology, Cardiovascular diseases, Oncology, Nutrition, Sciences, Epidemiology, Molecular Biology, Toxicology, Psychology, Public Health, General Practice,
Disaster Management, an International Ap

Academic year 2015-16

Date last modified
6-4-2016 1:13

Period
Period 6  Startdate: 06-Jun-16  Enddate: 01-Jul-16

Code
BMZ2006

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
F. Angeli

Description
In numerous places in the world disasters like earth quakes, floods, hurricanes, tsunamis, pandemics take place. Everybody remembers the tsunami in Asia of December 22nd 2005, hurricane Katrina destroying New Orleans at August 29th 205 or the earth quake in Haiti January 10th 2010. These disasters treat the health of many people. During this module, students will learn theories, concepts and different approaches to analyze a health disaster. We start by giving a general idea of disaster management. Then, we will discuss the four different aspects of a health disaster management, "disaster care", "collaboration", "organization", and "policy". We will conclude by analyzing different health disasters according to these aspects. Based on the acquainted knowledge in their future work student will be able to contribute on the preparedness of their organization handle/ react on health disasters.

Goals
Knowledge and insights: The student is able to define the term disaster. Furthermore the student has a thorough understanding of the impacts and management of health disasters. He/she has knowledge and understanding of the health disasters from a care, collaboration, organizational and policy perspective. Besides this the student is able to identify the various players involved in the management of international health disasters. Skills: The student is able to critically analyze recent disasters by applying the knowledge and insights acquired through scientific literature and lectures. The skills to collaborate in a team will be increased during the unit. Analytical skills to identify and analyze conditions that can hinder or endorse disaster management will be developed. Besides this he/she can make proposals on how these circumstances should be handled. At the end the student has the skills to recognize the complexity of disaster management.

Instruction language
**Prerequisites**

**Recommended literature**

In this module, selected chapters from different handbooks are used and in addition, a selection of scientific articles is used. In addition, an E-reader will be available that contains all literature (books and articles) not available in the University Library. The following books will be used: • Coppola, D.P. (2006), Introduction to International Disaster Management. Butterworth-Heinemann; • Clements, B.W. (2009) Disasters and Public Health; planning and response Butterworth-Heinemann. No books are obligatory.

**Teaching methods**

Work in subgroups
Lecture(s)
Paper(s)

**Assessment methods**

Final paper

**Key words**
Basic Sciences and Clinics of Medical an

Academic year 2015-16

Date last modified
13-1-2016 1:25

Period
Period 6  Startdate: 06-Jun-16  Enddate: 01-Jul-16

Code
GEN2602

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
A.M. Duijvestijn

Description
Main Topics - how to recognize and address situations of urgency and emergency in the hospital and pre-hospital phase - respecting the “physiology” of my patient: water and electrolyte balance, blood gas analysis; volume replacement - doing the right thing at the right time (cardiogenic shock: hypovolemic shock; septic shock - acute respiratory failure: a matter of Life and death - acute cardiac failure: “time is muscle” Number of available places: 10

Goals

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Dutch Health Law

Academic year 2015-16

Date last modified
18-9-2015 1:20

Period
Period 6 Startdate: 06-Jun-16 Enddate: 01-Jul-16

Code
GEN2604

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
D.M.R. Townend

Description
Dutch Health Law and Health Ethics play an important part in setting the norms within which medicine is practiced. A study of the Dutch Law allows medical students the opportunity to explore the limits and opportunities that the Law places on their professional lives within the context of Dutch society. Health Law has been a part of the Faculty of Medicine since the creation of the Faculty. The Health Law group is now based in the Health, Ethics and Society department (Metamedica) in FHML and CAPHRI. It researches and teaches in the areas of traditional Medical Law (examining, for example, questions of patients rights, of medical professionals’ duties, of the regulation of the profession, and of the rules concerning access to health care), and more interdisciplinary questions of Health Law (considering, for example, the regulation of the development and implementation of new technologies in health care, of Law’s response to the health in society, the ethical construction of the Law, broader questions of the Law and nutrition and public health programmes and the rights of individuals to make life choices). Number of available places: 30

Goals

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Infectious Diseases

Academic year 2015-16

Date last modified
18-9-2015 1:20

Period
Period 6  Startdate: 06-Jun-16  Enddate: 01-Jul-16

Code
GEN2608

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
S.H. Lowe

Description
Throughout the history of mankind, infectious diseases have always been an important cause of illness and death. Although antibiotics are widely available, infectious diseases are quite common even now. According to the World Health Organisation (WHO) annually 13 million people die of infectious diseases. This means that even in the 21st century approximately a quarter of all deaths can be attributed to fatal infections. On a global level and particularly in the developing countries, major ‘killers’ are AIDS, tuberculosis, malaria, diarrhoea, pneumonia and measles. However, in the Western world infections are prevalent as well. Respiratory tract infections, to which many people are exposed each winter, are a good example of this. Because infections occur in all age groups and can affect all organs and tissues of the body, the study of these diseases is highly complex. The host’s condition as well as factors pertaining to the microorganism, determine the course of the disease. In order to obtain an insight into infectious diseases in general, we chose to study a few representative infection types in this block. This is based on the idea that a study of these ‘models’ will provide students with a good basic knowledge of infections/infectious diseases, which will give them better and faster insight when they are confronted with other examples of infectious diseases. During this block period we will become familiar with a few infectious diseases that are important for humans. In order to obtain an appropriate insight into these diseases it is essential to acquire knowledge (or to refresh existing knowledge) about the microorganisms themselves. We will specifically address those characteristics of the pathogens that are important for the understanding of pathogenesis, diagnostics, prevention and therapy. To complete the subject, attention will be paid to immunology and pathology (particularly to inflammation). Number of available places: 30

Goals
Instruction language
EN
Prerequisites
Recommended literature
Teaching methods
Assessment methods
Key words
Normal and Abnormal Growth of Tissues an

Academic year 2015-16

Date last modified
18-9-2015 1:20

Period
Period 6 Startdate: 06-Jun-16 Enddate: 01-Jul-16

Code
GEN2609

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
A.M. Duijvestijn

Description
- Basic principles of normal and abnormal cell growth
- Invasion, metastasis and immune response
- The revolution in cancer treatment: understanding genetic lesions and target therapy
- Practical approach to the patient with tumor
- The tumor in the surgical room: the paradigm of breast cancer
Number of available places: 10

Goals

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Drugs in the Clinic

Academic year 2015-16

Date last modified
18-9-2015 1:20

Period
Period 6  Startdate: 06-Jun-16  Enddate: 01-Jul-16

Code
GEN2610

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
H.H.H. W. Schmidt

Description
There is a link to the programme 2.3 Mechanisms of drug action: basic and advanced principles. Registration for both is recommended. Drug therapy is of vital importance in modern clinical practice. Nevertheless, using drugs in an optimal manner unfortunately is still not obvious. Inappropriate drug choice due to lack of knowledge of the prescribing physician, differences between populations or individuals, side effects of drugs, poor patient compliance and drug interactions may all contribute to suboptimal or even hazardous drug use. In this block the students will learn how factors such as here mentioned can determine the outcome of drug treatment and how they should be taken into account/dealt with. In addition, the students will learn about novel trends and developments in modern pharmacotherapy. Number of available places: 30

Goals

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Translational Neuroscience

Academic year 2015-16

Date last modified
18-9-2015 1:20

Period
Period 6  Startdate: 06-Jun-16  Enddate: 01-Jul-16

Code
GEN2614

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
M.P. Martinez Martinez

Description
There is a link to the programme 2.3 Fundamentals of Neuroscience. Registration for both is recommended. Translational neuroscience applies insights gained through fundamental research on brain structure and function to identify novel approaches for treating diseases of the central nervous system (CNS) and peripheral nervous system (PNS). Therefore, requires continuous interaction between fundamental and clinical neuroscientists. This course will focus on translational neuroscience knowledge that the physician generally needs in order to deal intelligently and flexibly with the clinical problems she or he will face and enables them to go back and forth between the clinic and the laboratory. Number of available places: 30

Goals

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Personalized Medicine in Cancer Treatment

Date last modified
30-3-2016 1:14

Period
Period 6   Startdate: 06-Jun-16   Enddate: 01-Jul-16

Code
GEN2615

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
J. Theys

Description
Malignant cancer arises through sequential steps including activation of oncogenes and inactivation of tumor suppressor genes by genetic and epigenetic mechanisms (Hallmarks of Cancer). During solid cancer growth, tumor cells interact continuously with their normal non-malignant neighbors (microenvironment) and co-opt cells of the immune system, fibroblasts, endothelial cells etc. These interactions's both positively and negatively affect tumor growth and have a crucial role in tumor initiation and progression and therapy outcome. Genomic analyses of human tumors have shown these are genetically and phenotypically heterogeneous and that this heterogeneity underlies differential outcome and response between patients. The identification of this tumor heterogeneity has led to the development of individualized approaches directed against a subset of cancer cells with patient-specific characteristics (personalized medicine). Using expert lectures, practical assignments, a journal club and through discussion of real world cases within tutor groups both basic and clinical aspect of personalized medicine will be discussed together with biologists and clinicians, thereby taking into account the latest developments within the field with a focus on treatments involving radiation therapy. Other aspects of personalized medicine, which will be discussed, include the involvement of patients in decision making and new interactive methods to facilitate this shared decision making between physician and patient. Finally methodologies, which are used to determine how cost-effective a treatment is, will be discussed. These economical facts are increasingly important in our expensive healthcare system and provide challenging ethical considerations for our society. Number of available places: 25

Goals
1. Understand the concept of personalized medicine, how is it investigated and how it can be applied in cancer patients
2. Understand the genetic basis for cancer development and treatment response and the role of the tumor microenvironment therein. 3. Understand the concept and implications of shared decision making and economical analysis
of healthcare decisions in (personalized) medicine

**Instruction language**
EN

**Prerequisites**

**Recommended literature**

**Teaching methods**
Assignment(s)
Work in subgroups
Lecture(s)
PBL
Presentation(s)
Skills
Working visit(s)

**Assessment methods**
Participation
Written exam

**Key words**
Public Health in International Context

Date last modified
6-4-2016 1:13

Period
Period 6  Startdate: 06-Jun-16  Enddate: 01-Jul-16

Code
PGZ2006

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
M.J. Commers

Description
A look at questions of public health and health care from an international perspective reveals two basic realities. First, as the world globalizes, health threats and opportunities are also becoming more global. However, this trend coexists with a more traditional reality. Namely, as we look internationally, we see an enormous diversity in health status—and even in definitions of health and understandings of how it is best pursued—among the many cultures of the world. This module is designed to give students insight into both basic realities, and hence the module’s name: Health in International Context. In this module, we will explore how travel, migration, and climate change are giving rise to a new context in which infectious disease and other health threats are viewed. Further, we will consider the opportunities and barriers created by international cultural diversity for health care and public health activity. For the contribution of this module to the end terms of the Prevention & Health track, see the attach. This module is an ‘international class’ module. Applied training in the module: In groups of 5-6, students will conduct research into one major public health problem at the international level (such as HIV/AIDS, malaria or tuberculosis). Groups will be provided with a fairly detailed generic research plan that outlines important factors to be investigated, documented, and reported upon. Based on their research, each group will produce both a presentation of approximately 15 minutes which will be given to all students and the module coordinator in a symposium in the final week of the module. Further, each group will produce a short “executive summary” of their research in approximately 1500 words. The summary will follow a standard scientific reporting format: introduction, method, results, discussion, and references. The training coordinator will discuss the plans of the training groups and give feedback on (parts of) the report two times; the final paper will be evaluated.

Goals
Instruction language
Prerequisites
**Recommended literature**


*Specific literature in an e-reader.*

**Teaching methods**

Lecture(s)
PBL
Training(s)
Working visit(s)

**Assessment methods**

Attendance
Final paper
Written exam

**Key words**
Abdomen

Academic year 2015-16

Date last modified
1-4-2016 1:14

Period
Period 1 Startdate: 31-Aug-15 Enddate: 06-Nov-15
Period 4 Startdate: 01-Feb-16 Enddate: 22-Apr-16

Code
ITM3001

ECTS credits
10.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
N.D. Bouvy

Description
The Abdomen cluster aims to deepen, broaden and integrate what the students have learned about abdominal complaints in previous years (e.g. Digestion and Defense). A large team has been working on this cluster over the past few years to achieve this aim. The team members are all still involved in the cluster. You can find their roles in the cluster on eleUM: Course Information -> Staff Information. The guiding principle for the design of the curriculum for the Abdomen cluster, in which the patient and their clinical presentation is the starting point of learning, comprises of the seven competences/roles of a doctor as described in the 2009 Framework for Undergraduate Medical Education in the Netherlands. These competences/roles as well as the corresponding subsidiary competences with respect to the Abdomen cluster are discussed in Course Book -> introduction -> Chapter 1: Objectives. This cluster covers abdominal complaints with a more or less chronic nature. The complaints are often related to the gastrointestinal system, the urological system and the reproductive systems. The students are confronted with a variety of clinical presentations, all related to the abdomen. These clinical presentations are the basis to study the physiological and pathophysiological processes that lead to chronic abdominal complaints in an integrated way. Moreover, patient contacts are used as a basis to study the generic aspects of the consequences of chronic disease, ethics and law and clinical epidemiology. The heart of learning lies in the educational patient contacts, where the students, often in pairs, will see patient consultations at different (outpatient) departments. It is very stimulating for the students to see these patients in the specialist’s consultation room. Specialists of the MUMC departments of gynaecology/obstetrics, urology, gastroenterology, paediatrics, surgery, radiotherapy and dermatology open the doors to their consultation rooms to the 3rd-year students. Obviously, the student’s professional behaviour is essential in learning through educational patient contacts. Many activities have been organised to optimize the learning effect of these educational patient contacts, including training sessions in which the students can acquire more knowledge about (chronic) abdominal complaints and practise skills. The cluster contains cluster-related as well as
non-cluster-related activities.

**Goals**

**Instruction language**
EN

**Prerequisites**

**Recommended literature**
see referencelist course Abdomen ITM3001 - Eleum

**Teaching methods**
Assignment(s)
Work in subgroups
Lecture(s)
Patient contact
Onderwijspoli(s)
Presentation(s)
Skills
Training(s)

**Assessment methods**
Assignment
Attendance
Observation
Oral exam
Participation
Portfolio
Presentation

**Key words**
Circulation and Lungs

Academic year 2015-16

Date last modified
1-5-2015 1:22

Period
Period 1  Startdate: 31-Aug-15  Enddate: 06-Nov-15
Period 4  Startdate: 01-Feb-16  Enddate: 22-Apr-16

Code
ITM3003

ECTS credits
10.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
W.R.M. Dassen

Description

Goals

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Progress Test Examination Year 3

Academic year 2015-16

Date last modified
29-8-2015 1:24

Period
Period 1  Startdate: 31-Aug-15  Enddate: 01-Jul-16
Period 6  Startdate: 30-May-16  Enddate: 24-Jun-16

Code
ITM3005

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
B. Schutte

Description
Goals
Instruction language
EN

Prerequisites
Recommended literature
Teaching methods
Assessment methods
Key words
Chronicity

Academic year 2015-16

Date last modified
23-6-2015 1:19

Period
Period 1  Startdate: 31-Aug-15  Enddate: 01-Jul-16

Code
ITM3007

ECTS credits
1.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
E.G.M. Geelen

Description

Goals

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
CORE Year 3

Academic year 2015-16

Date last modified
5-9-2015 1:24

Period
Period 1  Startdate: 31-Aug-15  Enddate: 01-Jul-16

Code
ITM3008

ECTS credits
2.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
A.D.J. Smeenk

Description
Goals
Instruction language
Prerequisites
Recommended literature
Teaching methods
Assessment methods
Key words
Portfolio Examination Year 3

Academic year 2015-16

Date last modified
7-10-2015 1:22

Period
Period 1  Startdate: 31-Aug-15  Enddate: 01-Jul-16

Code
ITM3010

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
M.I. Kruithof

Description

Goals

Instruction language

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Academic Skills

Academic year 2015-16

Date last modified
7-10-2015 1:22

Period
Period 1  Startdate: 31-Aug-15  Enddate: 01-Jul-16

Code
ITM3011

ECTS credits
2.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
M.A.H. Mommers

Description

Goals

Instruction language

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Health Law and Health Ethics

Academic year 2015-16

Date last modified
7-10-2015 1:22

Period
Period 1 Startdate: 31-Aug-15 Enddate: 01-Jul-16

Code
ITM3014

ECTS credits
1.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
R.H. Houtepen

Description

Goals

Instruction language

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Professional Behaviour Examination Year3

Academic year 2015-16

Date last modified
1-5-2015 1:22

Period
Period 1  Startdate: 01-Sep-15  Enddate: 23-Oct-15

Code
ITM3006

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
W.N.K.A. van Mook

Description

Goals

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Locomotor Apparatus

Academic year 2015-16

Date last modified
1-5-2015 1:22

Period
Period 2  Startdate: 09-Nov-15   Enddate: 29-Jan-16  
Period 5  Startdate: 25-Apr-16   Enddate: 01-Jul-16

Code
ITM3002

ECTS credits
10.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
M.C.G. Vlooswijk

Description

Goals

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Psychomedical Problems

Academic year 2015-16

Date last modified
7-8-2015 1:24

Period
Period 2   Startdate: 09-Nov-15   Enddate: 29-Jan-16
Period 5   Startdate: 25-Apr-16   Enddate: 01-Jul-16

Code
ITM3004

ECTS credits
10.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
K.R.J. Schruers

Description

Goals

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
OSCE Tests Year 3

Academic year 2015-16

Date last modified
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Period
Period 1  Startdate: 18-Apr-16  Enddate: 21-Apr-16

Code
ITM3009

ECTS credits
2.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
M.J.B.L. Franssen

Description

Goals

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words