education matters

FHML 2024

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Maastricht University | Maastricht UMC+

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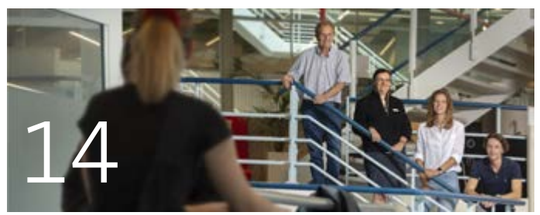
Russian student Olga Minko teaches English to Ukrainian women and is impressed by their resilience.

New bachelor's programme in Brain Science

A better understanding of the brain and the development of improved treatments requires scientists with a transdisciplinary perspective on the human brain. We train these scientists in the new bachelor programme Brain Science, that started in September 2024.



Elective 'Working on Medical Problems with Creative Problem Solving and Design Thinking'

Finding solutions for complex and sometimes vaguely defined problems is a skill that future doctors should possess. This requires creativity, the ability to look at a problem from different angles, and collaboration. In this elective students are provided with the tools to develop that creative mind-set and those skills.

Further

Ten years *of Education Matters!*

This is already the tenth edition of *Education Matters*, the annual magazine of the Institute for Education at FHML. Back in 2014, Ineke Wolfhagen, Mariëtte Cruijssen, Nathalie Baltus and myself developed a plan to regularly inform the FHML community about interesting people and exciting developments in education within our faculty. That moment marked the start of *Education Matters*, an annual magazine -on paper- that highlights education in a positive manner. In all these years, it was never difficult to fill the journal with stories and plans, with news and numbers. People always accepted the invitation to be interviewed and photographed and valued the fact that their stories were published. Therefore, we consider *Education Matters* to be a success, and plan to publish it for another ten years or more!

Last academic year coincided with a lot of turbulence in the world around us. War and conflicts in Ukraine and the Middle East impact our society and the way people interact. At the same time, a new right-wing government started their term in the Netherlands, making plans that will significantly influence higher education and scientific research. Budget cuts that amount to one billion euros are planned over the next four years. The consequences of these cuts for UM and FHML will become apparent in the near future. Plans to reduce the inflow of international students and the number of English-language programmes, and the introduction of a slow-progress penalty ('*langstudeerboete*') for students that take longer than one additional year to finish their bachelor's or master's degree, are just a few examples that are indicated in the coalition agreement. Especially for UM, the most international university of the Netherlands, these plans are potentially threatening. Regional circumstances and exceptions for disciplines with shortages on the labour market will hopefully alleviate the impact. It seems as if the fat years are over, and we are now entering a period of lean years. This means that we will have to prioritise and make choices, hopefully in a way that will not affect the quality of our education or increase the work pressure of our staff.

Fortunately, we were still able to launch some new programmes in the academic year 2023-2024. As can be read in this edition of *Education Matters* (pages 20-27), three new minors were created as part of the Medical and Health Sciences Sector plan 2024. The topics are very relevant in view of the current developments in the practice of health-care, prevention and science: interprofessional collaboration, AI and data-driven care, and lifestyle medicine. In addition, a brand new and unique bachelor's curriculum on Brain Science was composed by staff members from FPN, FHML and FSE (pages 10-11). Beside these new developments, it is exciting to note how many relevant student-led projects are going on in our faculty; a few examples are presented in this magazine (pages 4-7). On top of this all, the journal highlights other relevant developments, as well as stories and achievements of a selection of our teaching and support staff and students.

This is my last *Education Matters* as member of the editorial board, as I stepped down as Scientific Director of the Institute for Education last summer. I am convinced that the institute is in good hands with Mariëtte Cruijssen, who will also take over the honourable task to write every year's foreword in this magazine. It has been a great pleasure to contribute to the composition of all ten editions, and I am truly proud of everything that we, staff and students together, accomplish in education! Enjoy reading this 2024 edition of *Education Matters*!

Mirjam oude Egbrink
Vice-dean Education FHML

Extracurricular, student-led projects

Over the past few years, FHML has invested in a diverse range of extracurricular courses as part of the quality agreements, in close consultation with student representatives in the participatory bodies. This offer meets the need of part of the student population for further personal and professional development outside their regular study programme. In this Education Matters, we highlight two extracurricular student-led projects.

Societal Impact Project HUMMUS

"An enriching experience, in more ways than one"

The extracurricular Societal Impact Projects (SIPs) give first year students from the bachelor Biomedical Sciences the opportunity to develop their soft skills while working on a societal project, guided by a coach. The HUMMUS project of students Cailin Scheepbouwer, Jodi Orban, Marvin Reinartz, Olga Kosjakova and their coach Sabine Langie shows that SIPs are enriching, significantly expand the students' network and can lead to new friendships and opportunities.

First-year students Cailin and Jodi from South Africa wanted to do something besides their studies. "The SIP was a great extra-curricular opportunity to make a difference," says Cailin. Sabine: "The SIP journey starts with choosing a project. Students meet with various coaches to discover which project appeals to them most." Jodi: "All four of us were passionate about sustainability and nutrition, so Sabine's project on this topic immediately stood out. It was also a theme we could quickly put into practice and realise a visible impact with."

High expectations

Sabine: "After selecting the project, the groups start with idea generation; a brainstorming session to gather ideas and determine focus. The students are given a set of tools which they use to get started on their own. As a coach, you are mainly there to guide them when needed and connect them with the right contacts if necessary. Team HUMMUS (Humans United in Making Maastricht University Sustainable, a name coined by Marvin), was enthusiastic and dedicated from the start."

"We were very motivated and had many ideas," Jodi confirms. "We wanted to implement some institutional changes at the university, such as introducing plant-based food to the restaurant. We quickly found out we had set the bar too high, so we adjusted our goals slightly." Cailin: "We wanted to raise awareness among students of the impact plant-based food has on both personal health and that of the planet. This way, we hoped to create a bottom-up movement."

Meatless Monday

To achieve their goal, HUMMUS organised various activities, such as movie nights focusing on the connection with nature (the film 'My Octopus Teacher' and a David Attenborough documentary) and lectures on Planetary Health. They also created a website and an Instagram page with activities, budget-friendly plant-based recipes, sustainability and nutrition facts, and project updates. Cailin: "Sabine put us in touch with Jenni Zirener from the Green Office, who helped us a lot. We encountered quite a bit of red tape along the way, and she guided us through it. For example, we learned that some steps are simply too big to achieve quickly, like introducing plant-based milk in the coffee machines." Jodi: "Together with the Green Office, we managed to introduce Meatless Monday though. Simultaneously, we conducted a survey among students about their knowledge, attitudes, and behaviour regarding plant-based food. We also participated in Sustainability Week, where we ran a booth to promote HUMMUS and plant-based nutrition."

From left to right: Sabine Langie , Cailin Scheepbouwer, Marvin Reinartz, Jodi Orban and Olga Kosjakova.

Impact

HUMMUS' activities certainly had an impact. The survey was completed by around 300 students, their Instagram page has over 130 regular visitors, and the movie night and lectures were well attended. Discussions about plant-based food in the restaurant are still ongoing. "The current plant-based/animal-based ratio is still 30/70, but we hope it will eventually become 50/50," says Jodi. "One of the survey results showed that students are quite happy to eat plant-based food, but they feel that options are lacking."

Setting realistic goals

What has the SIP mainly brought the team members? "We've learned to set realistic goals," Cailin and Jodi both state. Cailin: "We've realised that it's smarter to do a few things well than to take on too many projects that we can't fully realise. To achieve this, we used the tool Impact Management, provided by Sabine." "In a long-term project like this, you learn to work in a team," says Jodi. "We divided the tasks well and worked together towards a common goal. Additionally, we learned a lot from our interactions with various stakeholders, such as catering, Facility Services and the Green Office. At first, this made us a bit nervous, but now it has become second nature." Cailin: "When we first started, we would spend hours drafting an email; now it's routine." The SIP has also paid off in other areas. Jodi was offered a job at the Green Office and Cailin and Jodi are now housemates.

Green Team

The HUMMUS participants are so motivated that they continued even after their final presentation. No longer as a project coached by Sabine, but as part of the Green Office. Jodi: "In order to have more impact, the Green Office set up Green Teams at the different faculties. Thanks to our contact with Jenni and the extensive work we had already done, we became the Green Team for FHML. In order to preserve continuity, the team has since been strengthened by Noémi di Ruppo."

instagram.com/fhml_greenteam

Extracurricular course International Project Development

Learning to work in an international setting

How do you write a convincing project proposal for a health intervention somewhere in the world? How do you work together in a multidisciplinary and multicultural team? These are the central questions of the extracurricular course International Project Development, developed by SHE Collaborates, one of the core activities of the School of Health Professions Education (SHE). The course extensively covers the theoretical and practical aspects of developing and implementing international projects in health and education. Students Rob Kooij, Vojta Pavrovsky and Julia Bossy participated and wrote the most sustainable project proposal in the academic year 2023-2024.

High expectations

Coach and course coordinator Yoka Cerfontaine: "With this course, SHE Collaborates aims to share knowledge and experience about international projects with students. Besides the international context, they also practice valuable skills such as persuasive writing, pitching, and interprofessional collaboration. The course is open to all FHML bachelor's and master's students who want to make a positive impact."

Diverse group composition

Rob Kooij, master's student in Healthcare Policy Innovation and Management: "My study programme is quite theoretical while this extracurricular course gives more insight into practice." Vojta Pavrovsky, a first-year bachelor's student in European Public Health (EPH): "I saw this as a good way to broaden my perspective on options after my bachelor's programme." "I was particularly drawn to the international aspect," says Julia Bossy, also a first-year EPH student. "Our team consisted of six students from different nationalities and programmes. This made for an interesting dynamic."

Dealing with cultural differences

The course starts with brainstorming about the subject. Yoka: "All coaches are project managers at SHE Collaborates. We suggest topics, and the students choose the one that interests them the most. Rob, Vojta and Julia's group chose my topic, the development of an e-health intervention in a rural region of Cambodia." Rob: "Yoka has contacts in Cambodia within the ministry and the university, and we reached out to them to better understand the local situation. At the same time, we conducted extensive desk research to create a comprehensive picture and wrote a project proposal based on that. This way, we learned a lot about a different culture and healthcare system. You really engage in conversation and you get to know and understand each other." "It was a great experience," says Julia. "You are pretty much thrown in at the deep end, but ultimately it pays off. The contact with the people in Cambodia was really enjoyable and gave us a lot of insight into cultural differences and how to take them into account." "In parallel with the project, there were lectures and workshops on specific topics. On gender equality, for example. We were able to incorporate that into our proposal," Vojta adds.

Theory and practice

Yoka: "The students do everything by themselves, and as a coach you guide them when necessary. Especially in the beginning, it's important to help them focus. At the same time, you provide the theoretical foundation, like working with the Logical Framework, a method to design, implement, monitor, and evaluate projects. We start with a lecture on how to formulate a problem statement. How do you do that? How do you incorporate the local context? It's also crucial to think about sustainability, so that the activities can continue after the project ends."

Webinars

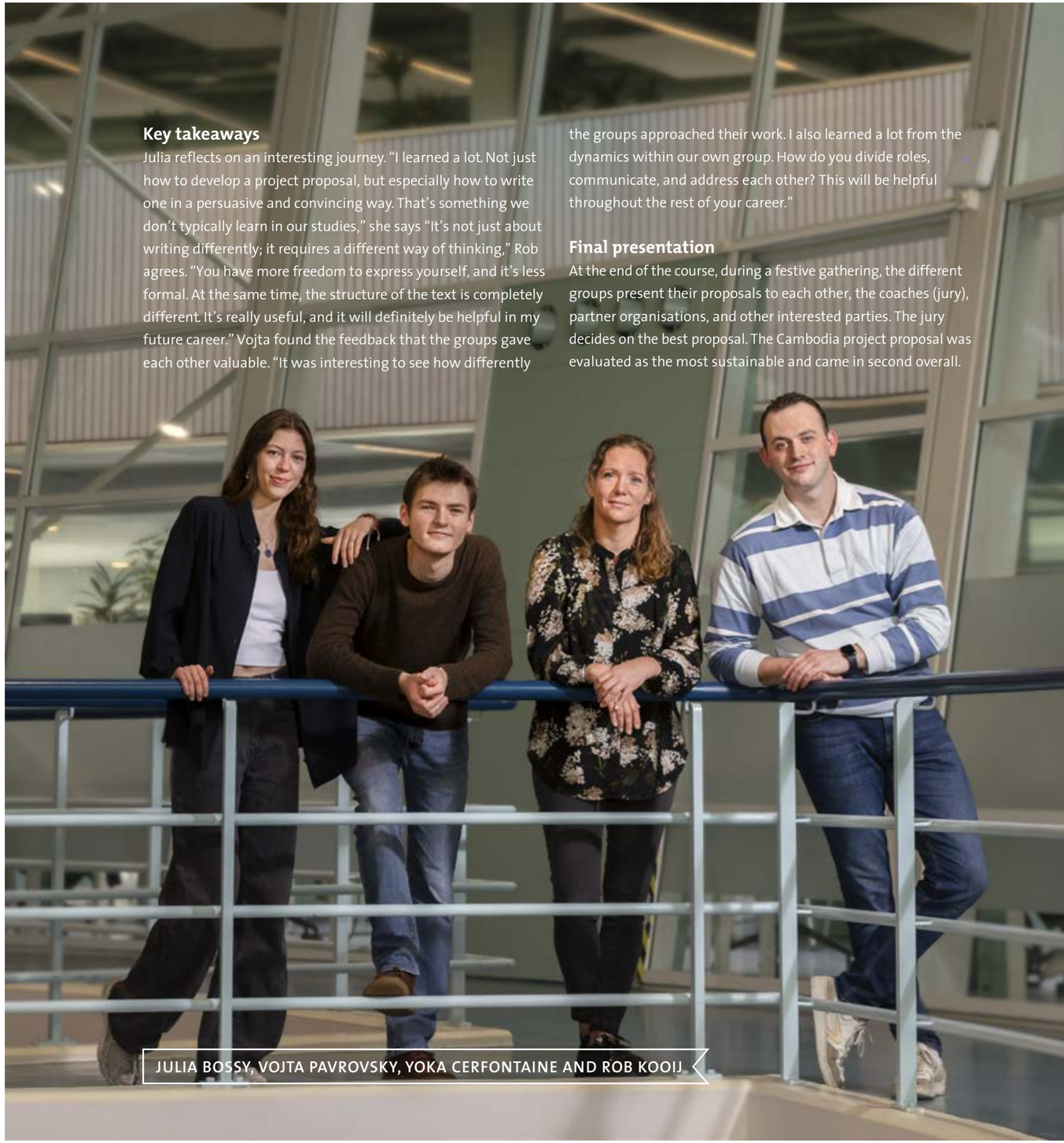
Rob: "Our project's goal was to increase knowledge about the prevention of non-communicable diseases among healthcare workers in the Kratié province of Cambodia. The intervention we designed involved the creation of webinars on various aspects of prevention. The idea is to train lecturers from the Cambodian University of Health Sciences (CUHS) to produce these webinars themselves and make them available to local clinics. To ensure sustainability, we proposed developing an extracurricular course for master's students at CUHS, which would be offered annually."

Key takeaways

Julia reflects on an interesting journey. "I learned a lot. Not just how to develop a project proposal, but especially how to write one in a persuasive and convincing way. That's something we don't typically learn in our studies," she says "It's not just about writing differently; it requires a different way of thinking," Rob agrees. "You have more freedom to express yourself, and it's less formal. At the same time, the structure of the text is completely different. It's really useful, and it will definitely be helpful in my future career." Vojta found the feedback that the groups gave each other valuable. "It was interesting to see how differently the groups approached their work. I also learned a lot from the dynamics within our own group. How do you divide roles, communicate, and address each other? This will be helpful throughout the rest of your career."

Final presentation

At the end of the course, during a festive gathering, the different groups present their proposals to each other, the coaches (jury), partner organisations, and other interested parties. The jury decides on the best proposal. The Cambodia project proposal was evaluated as the most sustainable and came in second overall.



JULIA BOSSY, VOJTA PAVROVSKY, YOKA CERFONTAINE AND ROB KOOIJ

STUDENT IN THE PICTURE

OLGA MINKO

I am impressed by the resilience of Ukrainian women

After the start of the Russian invasion of Ukraine in 2022, Russian Olga Minko, then a first-year Biomedical Sciences student, felt powerless. “I wanted to do something”, she says. When she sees a request on WhatsApp to teach English to Ukrainian refugees, she does not hesitate a second. Olga signs up with a friend, who is also Russian. She has been teaching twice a week as a regular part of her already full schedule for over two years now. “Teaching, and especially the personal contact with these women, gives me a lot of positive energy.”

Olga Minko (21) was born in Moscow. Because of her father’s job, the family moved frequently. During her childhood, Olga lived in Geneva. She then went to Moscow for a while and after that to Kazakhstan. She went to high school in the capital city Almaty. After her graduation, her parents returned to Moscow, while Olga preferred to go to Europe. “I have always had a soft spot for Europe, and the Netherlands in particular. I wanted to follow an English-taught programme, related to medicine. Biomedical Sciences in Maastricht aligned perfectly with my interests, and the PBL approach was an extra motivation.”

Societal impact project

Olga describes herself a hard worker and someone who sets goals. She is social, can adapt easily and believes it is important to continuously develop herself. The three years she has now been living in Maastricht are clear proof of that. “I moved to Maastricht in 2021 and felt right at home. I wanted to take part in life at university and meet fellow motivated students. I enrolled in a Societal Impact Project, supervised by Leo Köhler, during my first study year. We surveyed students to find out what they were most worried about. It turned out that exams were a major source of stress for many students, so we created a platform where students could generate exam questions to practice. Incredibly enjoyable and instructive.”

Broadening horizons

During her second year, Olga enrolled in a FHML Honours project, under the supervision of Bert Smeets. Olga: “It was an extracurricular, multidisciplinary project on LAMA2- related muscular dystrophy, a genetic condition that affects the muscles. The project focused on raising awareness and developing new therapies. By engaging with other disciplines and coming up with solutions, you learn to look at a problem from different perspectives and you broaden your horizon.” In her 3rd year Olga was selected for another extracurricular activity, the MaRBLe programme. “This programme aims to improve your research related skills such as presenting, providing feedback to peers, academic writing and creating scientific abstracts. These skills will be useful throughout the rest of my career.”

Ukrainian women

In addition to studying, extracurricular activities and a busy social live, Olga teaches English to a small group of six to seven Ukrainian women, aged 40 to 50 years. “I am impressed by their resilience and motivation to learn English and Dutch. At first, I was concerned that they might not accept me - as I’m Russian - but the opposite was true. With time, we got to know each other and I earned their trust. The similarity of our cultures and languages created a familiar environment in our lessons. I try to use a practical approach for the lessons, so they can manage well in everyday situations. It is also nice to just spend time and talk about life together. For these women, the classes are a welcome distraction and change of pace. For me, the human connection is especially valuable. I can make a difference, and that gives me energy and strength.”

Olga has now obtained her bachelor’s degree. In September, she has started a two-year research master’s in Cognitive and Clinical Neuroscience at the Faculty of Psychology and Neuroscience, specialising in Fundamental Neuroscience.

Olga preferred to go to Europe.

“I have always had a soft spot for Europe, and the Netherlands in particular. I moved to Maastricht in 2021 and felt right at home. I wanted to take part in life at university and meet fellow motivated students.”

New bachelor's programme in Brain Science

Unlocking the secrets of the brain

Approximately one in four people in the Netherlands will suffer from a brain disorder such as dementia, depression, movement disorders, or brain trauma, in their life. "Due to ageing, the number of patients will steadily grow in the coming years," says Gunter Kenis, assistant professor at the department of Psychiatry and Neuropsychology. "A better understanding of the brain and the development of improved treatments requires scientists with a transdisciplinary perspective on the human brain. We train these scientists in the new bachelor's programme in Brain Science, that started in September 2024."

KENNETH MEIJER, GUNTER KENIS AND GABRIËLLA BLOKLAND

"The brain is an extremely complex network of billions of neurons and other cells. To understand how we think, feel, act, remember, learn, and experience, a broad knowledge of psychology, biology, cognitive neuroscience, mathematics and computational modelling is essential. Yet, until now there has been no programme that combines all these disciplines. The English-taught bachelor in Brain Science does," Kenis explains. The programme is a collaboration between the Faculty of Psychology & Neuroscience (FPN, anchor faculty), the Faculty of Health, Medicine & Life Sciences (FHML), and the Faculty of Science & Engineering (FSE).

Transdisciplinary mind-set

Kenneth Meijer, professor of Movement Sciences and co-responsible for the course 'The Motor System': "We train students in biology, behaviour and computational skills. In the future they will work in transdisciplinary teams, so being able to understand key concepts of the different fields and being able to effectively communicate with other disciplines is vital. We are convinced that having people with a transdisciplinary mindset on board will lead to better research and more insights in the functioning of the brain."

Joint effort

The content of the bachelor's programme is the result of a joint effort, with the three faculties working closely together. Each faculty contributed a member to the programme's coordination team (PCT), which, besides Kenis (FHML), consisted of Nico Roos (FSE) and Peter de Weerd (FPN). As of September 1st, Peter was succeeded by Federico de Martino (FPN); Kenis will chair the PCT in the upcoming years. Kenis: "There was a lot of enthusiasm and a sense of 'we have to do this.' Everyone supports the concept of transdisciplinary education. However, there were also institutional barriers to overcome. Faculties are organised differently and have their own approach toward education and assessment. Logistically, it's quite complex too, as we run parallel courses across different faculties. Coordination is therefore crucial. However, we've managed to resolve everything, and the curriculum is rock solid."

First the basics, then intertwining

The bachelor's programme starts with separate modules in biology, psychology, and mathematics. "This is necessary to provide students with the essential basic knowledge. From the second semester onwards, we start intertwining the different disciplines. Mathematics, in addition to being a separate module, is a central theme throughout the entire programme, as it is the foundation for computational modelling of brain processes. It starts at a basic level and gradually becomes more complex," says Meijer. Kenis adds: "The bachelor's programme employs problem-based learning (PBL) education. To give students structure and a strong knowledge base, we use several standard textbooks during the first year. While that slightly deviates from the regular PBL approach, we feel it's necessary here. We give students a bit more direction and keep a tighter grip on the process to prevent them from getting 'lost', and push them towards transdisciplinary thinking." Meijer: "The programme coordination team has set the conditions, based on which the content of the different modules is designed. Good alignment between the domains is crucial to ensure everything is covered."

Strands and competencies

The bachelor's programme consists of three continuous curricular strands: perception, learning and memory, and the motor system. These are three fundamental domains in cognitive neuroscience that together describe a large part of brain function. Parallel, there are tracks for academic writing and presenting. Graduates of the programme will develop four competencies: brain scientist, communicator, professional, and lifelong learner.

Mentor-Guided Portfolio Building

The mentor-guided portfolio building programme supports students in maintaining their digital portfolio. Gabriëlla Blokland, assistant professor at the department of Psychiatry and Neuropsychology and portfolio coordinator within the bachelor: "This is a longitudinal line throughout the entire programme. Students reflect on their own performance, set learning goals, and identify their greatest strengths and weaknesses, enabling them to eventually become well-rounded brain scientists. Each student has a mentor throughout the bachelor's programme, who provides one-on-one guidance and feedback on the portfolio."

Adventurous student

"There is no other bachelor's programme that combines these three domains," says Kenis. "In some master's programmes, you might see a combination of two domains, but that's it. Because this is such a specialised curriculum, we expect students to apply very deliberately. We're looking for somewhat adventurous students who understand that brain science is, by definition, multidisciplinary. A prerequisite is that students must have an interest in computational science applied to the brain. Students currently enrolled in the research master's programme Cognitive and Clinical Neuroscience all say, 'I wish I could have done this bachelor's programme'. Transdisciplinarily trained professionals will truly meet a growing need in the field."

News in brief

Renovation Randwyck University Library

After a nearly one-year closure, the Randwijck University Library reopened its doors to students and staff in June 2024. The newly renovated library is a forward-thinking space designed to meet the evolving needs of the UM and MUMC+ community. The library combines modern design with innovative facilities that encourage creativity, community, and the sharing of scientific knowledge. Based on the wishes and needs of its users, new Digital Labs were added to the location. One of those is the Vesalius Room, an anatomy room equipped with anatomic models and access to a Vesalius 3D application to visualise anatomical structures.

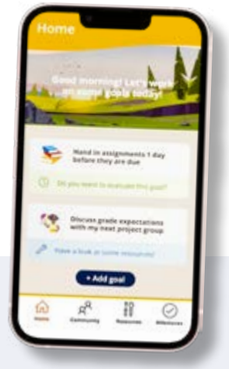
Unique collaboration in European Public Health education receives new Erasmus Grant

The master's programme in Governance and Leadership in European Public Health (GLEPH) at Maastricht University became part of the Erasmus Mundus Europubhealth+ programme in 2016. A consortium of eight European master's programmes offers a two-year joint programme (EPH+), in which the master GLEPH participates as second year specialisation. In July 2024, the consortium was granted renewed funding for this joint programme, under the prestigious flag of Erasmus+. This means that another four cohorts of selected students can benefit from Erasmus+ scholarships and other benefits associated with the joint programme.

New Student Laboratories UNS40

At the end of August, the new student laboratories were completed on the fourth floor of UNS40. These laboratories will be mainly used for education for the bachelor's programme in Biomedical Sciences and Regenerative Medicine and Technology programme. A dedicated space has been set up for e.g. materials research for the Regenerative Medicine and Technology programme. Equipment is provided here to analyse material properties such as viscosity and strength. A small 3D printer is also available. Preparations for this construction were intensive, and the lab managers from the Institute for Education were closely involved in its development.

MomentUM App



Daniëlle Zijlstra, Nils Keesmekers en Sid Penders from the department of Health Promotion developed an app to support students in building their professional and academic skills in a tailored and just-in-time fashion. The app assists students in working with SMART goals and provides tailored suggestions for resources at Maastricht University that can be used to reach those goals. Daniëlle, Nils and Sid won the Edlab App Challenge@UM 2023 for their prototype and are currently exploring the further development with Edlab.

Successful re-accreditation Biomedical Sciences programmes and Educational Minor

For both the bachelor's and master's programme in Biomedical Sciences (BMS), the external review process conducted in January 2024, resulted in favourable reports: all respective standards are met. On behalf of the panel, the chair expressed a high appreciation for FHML's unique study programmes in biomedical sciences. With regard to the evaluation of the Educational Minor, the panel was very positive about the achieved learning outcomes in particular.

The accreditation panel praised the problem-based learning (PBL) approach as a robust foundation for interdisciplinary learning in the field of BMS. Moreover, they applauded the programmes' focus on competencies and skills relevant for the labour market, the availability of many electives for students, and the effective mentoring and portfolio system. In order to remain fit for the future, the external reviewers called for more attention to data analytics and data sciences, suggested being attentive to student interests in enhancing practical skills training, and to proactively ensure the quality of assessment and feedback provision to students.

The Educational Minor, according to the accreditation panel, prepares students very well for a teaching career in secondary education. The panel supports the ambition for the minor to grow, but points out that this comes with a need to enhance its organisational embedding, and to safeguard that students receive high quality feedback during their internship.

Getting out of your comfort zone, thinking outside the box, plenty of time to get to know each other, lots of laughter, really getting to the bottom of a problem before working on a solution, educational excursions and exercises, fun (and sometimes strange) assignments. And yes, occasionally just acting a bit crazy. According to second-year medical students Annelotte van Mierlo and Jesse van der Westen, this pretty much sums up the elective module 'Working on Medical Problems with Creative Problem Solving and Design Thinking'.

Lack of professionals

The elective is designed to stimulate students' creativity, problem-solving skills and personal development. Lecturers and coaches Scheltus van Luijk and Elien Pragt have been teaching the course for the past four years, and it consistently receives high marks from students. Elien: "Finding solutions for complex and sometimes vaguely defined problems is a skill that future doctors should possess. This requires creativity, the ability to look at a problem from different angles, and collaboration. In this elective, we provide students with the tools to develop that creative mind-set and those skills." Scheltus: "The framework of the elective is the same each year, but we tailor it to the needs of the students in that particular year." "Coaching is an essential part of the elective. We start by discussing the individual student's learning objective, monitor their progress, and at the end there is an evaluation. We also coach the groups," Elien explains.

Connection comes before content

In groups of 4-5 people, students work on a problem statement of their own choosing for four weeks. Scheltus: "Before we dive into the content, we spend time to get to know each other. We do this through fun, unexpected and creative assignments, such as creating a tree or improvisation exercises." "All four weeks we have about four hours of contact daily," confirms Elien. "It's a time investment that really pays off. Our belief is that a project improves when you know each other better. Because then people feel more free to think, express themselves, and give each other feedback." Annelotte: "This is where this elective differs from other courses. In tutorial groups, a few people usually take the lead and the rest remains quiet. This group was completely different. Everyone quickly felt free and comfortable, resulting in much better interaction and smoother collaboration."
Jesse: "Some of the exercises were quite challenging. For instance, you had to choose a form to execute a task without knowing what the task was. This required a lot of improvisation and stepping out of your comfort zone."

Elien Pragt

"Finding solutions for complex and sometimes vaguely defined problems is a skill that future doctors should possess."

Design Thinking

"The central theme of the elective is the Design Thinking method, which we follow step by step," says Scheltus. "First, we brainstorm about the problem statement, then idea generation, and finally, we develop and implement the solution." Jesse found it a valuable process. "Our project was about encouraging students to exercise more. The pitfall is that you immediately start thinking in solutions. We learned precisely not to do that. We first spoke with the target group to see if they even recognised our problem statement. They did. The ideas that emerged from the brain-storming session were then tested with the target group. This proved to be useful and also fun to do."

Excursions

Parallel to working on the assignments and practising skills, there are various excursions. Elien: "For instance, to the simulation room at MUMC+ for an ABCDE simulation. Or to the Van Eyck Art Academy, where the students engaged with an artist, someone with a different perspective who encourages different ways of thinking." "Very interesting", says Annelotte. "The building's layout and atmosphere alone put you in a mind-set that leads to different questions."

Jesse van der Westen

"The pitfall is that you immediately start thinking in solutions. We learned precisely not to do that."

***Elective** 'Working on Medical Problems with Creative Problem Solving and Design Thinking'*

"Every medical student should do this."

JESSE VAN DER WESTEN, SCHELTUS VAN LUIJK, ELIEN PRAGT AND ANNELOTTE VAN MIERLO

Final symposium

The highlight of the elective is the final symposium, which the students organise from start to finish. Annelotte: “We sat down with all the groups and divided the tasks. And if we needed help, we asked Scheltus and Elien.” “It was really fun to do”, says Jesse. “There were quizzes and dynamic presentations. In the end, we got the whole room moving.” “We instill confidence in the students by giving them the responsibility to organise the final symposium”, says Elien. “It’s fantastic to see how much they grow over four weeks.”

Takeaways

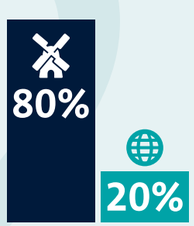
What students learn in this elective is incredibly valuable for their future, Scheltus and Elien believe. “In that sense, this shouldn’t be an elective; it should be much more integrated into the regular curriculum.” Both Annelotte and Jesse fully agree. Annelotte: “Above all, I learned that you need to take time to reflect and how to address someone’s behaviour appropriately. How do you make sure you’re not just talking at someone, but actually engage with the person in front of you.” Jesse especially appreciated the open-mindedness. “I tend to quickly think, ‘this is the problem and this is the best solution, so let’s work towards that’. Through all the practical exercises, I learned to be more open and to tap into my creativity.” Jesse noticed his perspective has changed after the elective. “I used to draw a lot, but I had completely abandoned that due to the study’s professional environment. I’ve picked it up again now, and it feels really good.” Annelotte: “The study programme keeps us on a strict path, so it’s refreshing to break away from that. To learn not to view everything solely from a doctor’s perspective but also from that of patients or their families. Just ask questions, show interest, and listen. I’ve definitely learned that from this elective.” Jesse: “Additionally, we’ve gained a lot from all the practical lessons, like how to create and deliver a good presentation and engage with the audience.”

Annelotte van Mierlo

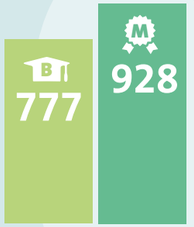
“Above all, I learned that you need to take time to reflect and how to address someone’s behaviour appropriately. How do you make sure you’re not just talking at someone, but actually engage with the person in front of you.

FACTS AND ...

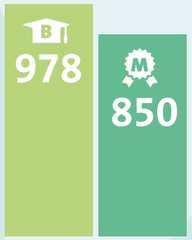
Figures 2023-2024



Students
5369
Dutch: **80%**
International: **20%**



Degrees*
1705
Bachelor: **777**
Master: **928**



New intakes
1828
Bachelor: **978**
Master: **850**

Educational staff
~300 FTE
&
Staff members
>2500
contributing to education

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

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

**Degrees issued in 2022-2023. The data for the academic year 2023-2024 are not final yet.*
***Dutch and English language track*
****Programme is offered at the UM-campus in Venlo*
*****Programme is renamed per 1 September 2023. Former name was M.Sc. Work, Health and Career.*

“We all love a challenge!”

Team Scheduling

It may seem obvious: a tutorial group, lecture, or training session takes place in a suitable room, with enough space for everyone, at a time when the lecturer and all students are available. However, there is a lot more to scheduling than meets the eye, as explained by Max Koch, Vanessa Tuytschaever, Monica van Schijndel, Floor Schneiders en Devi Ron, who together form Team Scheduling. Think of it as a 1000+ piece puzzle,” laughs Floor. “It’s a challenge, but so far, we’ve always managed to make the schedule work.”

It is obvious from the moment you meet them: the five team members enjoy their job. Max: “We do our best to help the organisation as much as possible and offer the best possible solutions.” Monica: “Consider this: we are dealing with approximately 5.000 students and various teaching formats, each with their own spatial requirements: lectures, tutorials, practicals, training sessions, Skillslab, sessions by appointment, exam inspections and mentoring sessions. Luckily, we don’t shy away from a complicated puzzle!” Vanessa: “We like the fact that we share the same goal and have the same focus because of this super specific work. It’s fun working together as we all love a challenge!”

Timetables

Every study period, six times a year, the Scheduling team publishes the timetables. A lot of work happens beforehand. Max: “Each team member has their own domain for which they create the planning for every course. A central framework timetable, with reserved slots for the different programmes and years, prevents double bookings.” “Our key contacts are the course coordinators,” says Floor. “They determine the content of the programme. Based on that, we assign students to groups and reserve tutorial rooms. We’re practically in constant consultation with each other.” Vanessa: “We need to have all the course information eight weeks before a course starts. That gives us six weeks to finalise the planning. The timetable is published online two weeks before the start of the course. After that, changes are ideally not allowed, because students also have part-time jobs or other commitments that depend on the schedule. As you can imagine, changes are often still needed, for example, if a lecturer falls ill and a replacement is not available at the same time.”

Many uncertainties

“We deal with many uncertainties,” says Monica. “Aside from first-year medical students, we often don’t know exactly how many students will enrol in the first year of a programme. This is especially true for the new programmes that were recently introduced. It also happens sometimes that students who move on to the next year forget to re-enrol. Or sometimes we find out last minute how many students will be attending a course. This may not only result in changes and challenges for the course coordinator, but can also lead to necessary adjustments in rooms or group allocations. Group allocations are usually done at random by the system, but of course there are exceptions. For example, a student with a disability who needs to be in a group with a specific buddy, or someone who cannot attend early morning sessions for valid reasons. Or sometimes tutors want to combine groups for practicals. For specific trainings of the Skillslab, we manually form pairs. Mentor groups stay the same throughout the year, while tutorial groups change each course, a combination that can be tricky.”

Max Koch

“We do our best to help the organisation as much as possible and offer the best possible solutions.”

No working day is the same

There is no such thing as an average working day at Team Scheduling. “Especially in September, it’s incredibly hectic,” says Vanessa. “Last-minute changes often need to be made. But also in other months, it’s hard to predict what the day will look like.” Monica: “We often receive emails with specific requests from course coordinators, from students who haven’t received their timetable, or about other things that aren’t quite right yet.” “We are at the end of the chain,” says Floor. “It is therefore really helpful when we’re involved early on. Like now, for example, in the development of the new medical bachelor curriculum. In the new set-up, first-years will be split into several communities. It’s helpful for us to know these things in advance. It makes us feel appreciated to be involved like this.”

From left to right: Monica van Schijndel, Floor Schneiders, Vanessa Tuytschaever, Devi Ron en Max Koch

A day at the desk

Interprofessional collaboration on regional health issues

‘Let’s get to Work!’

FRÉDÉRIQUE EMMEN, JASCHA DE NOOIJER AND JILL WHITTINGHAM

THREE NEW, FHML-WIDE MINORS

Innovation of FHML education takes place within the curricula, but also at a transcending level. For example, as part of the Medical and Health Sciences Sector Plan 2024, three new, FHML-wide minors have been developed in the subfields: interprofessional collaboration, artificial intelligence and data-driven care, and lifestyle medicine. These new, 20-week minors contribute to the education of students, especially in areas where rapid and relevant developments are taking place in the practice of healthcare, prevention and science. The minor on interprofessional collaboration started for the first time in September 2023, while the other two minors are offered for the first time in the academic year 2024-2025.

The residents of Limburg are, on average, less healthy compared to inhabitants of other parts of the Netherlands. The problems people face are often complex and cannot be solved by a single discipline. Health professionals of the future must therefore learn to look beyond their own field. “The best solutions come from interprofessional collaboration,” says Jascha de Nooijer, professor of Interprofessional Teaching and Learning.

Third-year FHML students participating in the minor ‘Let’s get to Work!’ develop solutions for complex regional health issues. They collaborate with students from Fontys University of Applied Sciences’ bachelor’s programme Health and with professionals from the field. Frédérique Emmen, teacher at Fontys and coordinator: “We aim to deliver innovative professionals who are open to interprofessional collaboration and who reach out to each other when facing complex problems.”

Continuity

Jascha: “This minor is a unique opportunity for our students to work on real-life issues. We have adopted the educational concept of Fontys, where students from the Health bachelor’s programme work in health organisations three days a week. Various supportive teaching and learning activities are organised alternately at the Maastricht and Venlo campus one day a week. Positive Health is a central theme throughout the programme.” Frédérique: “Fontys has many connections to organisations in the field of well-being, healthcare and prevention in the region of Venlo, offering assignments for students. There are also partners on law and regulations, education and business. These organisations commit to a long-term cooperation with Fontys. This allows for continuous and meaningful projects that truly make a difference and have impact. We also approached these organisations for this new minor, resulting in assignments aimed at promoting health, well-being, and quality of life in the broadest sense. Examples of such assignments are: introducing the concept of Positive Health in a neighbourhood, improving the referral system from general practitioners to specialist care, and enhancing the annual staff reviews at VieCuri Medical Centre in Venlo.”

Learning to compromise

Jill Whittingham, coordinator of the FHML bachelor’s programme in Health Sciences and member of the minor planning group: “Our students are thrilled to experience a real workplace and to develop skills that are not typically covered within the university setting. They get to see and acknowledge the practical skills that Fontys students bring to the table, such as connecting with different contexts and settings, and being prepared to create an impressive presentation. This awareness builds mutual understanding and respect.” “Conversely, our students at Fontys experience that sometimes it helps to open a book first, establish a theoretical foundation and then translate that into impact in practice,” says Frédérique.

Jascha de Nooijer

“For the students, these are valuable experiences that will serve them well in their future.”

“They also learn that there isn’t just one road to a solution. Students specialising in mental health tend to focus more on the clinical side, while others might look more from a biological or prevention perspective. By working together, all these perspectives come into play, which broadens their horizons.” Jascha: “Students learn to compromise. They learn the ideal approach from their textbooks, but in practice this often turns out to be more challenging. The target audience might be slightly different or the budget smaller than expected or there might be limited time available. For the students, these are valuable experiences that will serve them well in their future.”

Final Symposium

The minor has a comprehensive programme where students acquire knowledge in areas such as organisation, design thinking and change management, while also developing a variety of practical skills. In addition, students receive individual and group coaching. The highlight of the minor is the final symposium, which the students organise entirely by themselves. Jill: “Here, they present what they’ve learned to each other and to a broader audience, and receive feedback on their project. Organising the symposium was a great practical, valuable, and enjoyable exercise for the students. They were quite nervous, but you could see them beaming with pride.”

Contribution to health in the region

Collaboration between two institutes is not an easy endeavour. Jascha: “Each educational programme has its own final qualifications, portfolio requirements and structure. We kept all of that in mind. The collaboration focuses on bringing students together and having them work jointly on an assignment of a healthcare organisation or company. This approach turned out to be successful.” Jill: “We see that this minor broadens the future prospects of our students. They gain a better understanding of what suits them and what does not. For some, it serves as a confirmation, while for others it urges them to explore different options. We have also benefited from this collaboration as teachers. We’ve had the chance to observe each other’s methods, learn from each other, and discover that the theoretical and more practically oriented programmes complement each other well in practice.” Frédérique is also pleased with the collaboration. “The healthcare organisations are actually implementing almost all of the projects in real practice. This way, the students and education institutes have impact and contribute to improving health in the region.”

Frédérique Emmen

“The healthcare organisations are actually implementing almost all of the projects in real practice.”

Jill Whittingham

“Our students are thrilled to experience a real workplace and to develop skills that are not typically covered within the university setting.”

AI and data-driven care

Showing students how AI can help improve healthcare

To transform our healthcare system in a sustainable, high-quality system for all, Artificial Intelligence (AI) provides ample opportunities we urgently need. However, to do this, we need our next generation healthcare professionals to understand, use and communicate on AI in a responsible manner. That is what the brand-new minor ‘AI and data-driven care’ is about, says Cheryl Roumen, coordinator of the minor (until 1 July).

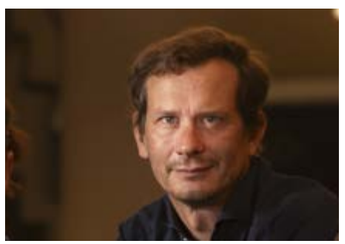
Anke Wind, minor coordinator as of 1 July, confirms: “AI has been growing steadily and offers enormous potential for healthcare. However, aside from a few small-scale initiatives, AI is not often included in the curriculum of future doctors, health scientists, and researchers. With this minor, we aim to better prepare students for a future with AI.” Henry Woodruff, vice coordinator: “The minor is available to all FHML bachelor students and started in September 2024. The aim is for students to better understand and use AI, and discuss what it is and what it can mean for healthcare at the end of the minor (20 weeks).”

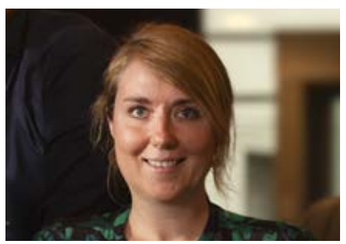
Code literacy

Educators, researchers and students from FHML and FSE collaborated over the past year on the content of the minor. “We are trying to be as complete as possible in a relatively short amount of time. The minor starts with theory on the basic principles of AI. What is machine learning? What types of machine learning are there? How do you collect data and what does it exactly involve? Students will be guided through basic mathematics and their use during the first phase”, Henry states. In the second course, the focus is mainly on translating AI into healthcare. Each week is organised around a theme. “Think, for example, of robotics, clinical diagnostics, personalised medicine, or remote patient monitoring and treatment. Epidemic modelling is also covered. Here, we study how an AI model can be used to predict the spread of diseases”, Anke adds. Cheryl: “Programming in Python runs like a red thread through the minor. Students learn to process and analyse health data and build simple AI applications. This enhances their ‘code literacy,’ and shows them that it is also interesting and fun. We also explicitly address the ethical and legal aspects of AI, privacy issues, and potential pitfalls.” Anke: “Students develop a critical perspective on AI applications in healthcare, identifying strengths and limitations and the potential impact AI has on patient care and outcomes.”

Henry Woodruff

“We want students to experience what is involved in setting up and executing an AI project. What permissions are needed and from whom, how do you handle patient privacy, how do you collect and analyse data, how do you train models, and so on.”





CHERYL ROUMEN, HENRY WOODRUFF AND ANKE WIND

Cheryl Roumen

"Students learn to process and analyse health data and build simple AI applications."

Final project

The students finish the minor with a project. "It will be very instructive and challenging", predicts Henry. "Specifically, we are going to teach them how to reproduce studies using code and data. No copy-pasting, because we will of course add some uncertainties and pitfalls. We want students to experience what is involved in setting up and executing an AI project. What permissions are needed and from whom, how do you handle patient privacy, how do you collect and analyse data, how do you train models, and so on."

Creating awareness and opportunities to experiment

Anke: "Of course, we are not creating AI specialists with this minor. We do hope to achieve that, after completing the minor, students become aware of the possibilities that AI can offer in their future career." "Besides creating awareness, this minor offers the opportunity to experiment, so students at least have a sense of how it works when healthcare and data science meet. We teach them to ask the right questions and critically examine and evaluate AI applications," says Henry.

Cheryl: "Students from different programmes work together in the FHML-wide minor. Everyone brings their own perspective and this creates an ecosystem where different disciplines understand and value each other, something that is both incredibly enriching and enjoyable." Henry: "It is an investment in the future. We spark an interest and lay the foundation for collaboration in healthcare innovation."

Lifestyle Medicine

We prepare students for a changing future

"Lifestyle medicine has enormous potential. Dementia can potentially be slowed down or even prevented if risk factors are targeted in time," says Sebastian Köhler, professor of Neuroepidemiology in the Department of Psychiatry and Neuropsychology. "With the minor lifestyle medicine, we provide future health professionals with the tools to integrate lifestyle into conversations in the consultation room, in interprofessional collaboration in the field of healthcare, and within a collective perspective."

"Dementia is just one example where lifestyle can make a difference. The same applies to conditions like obesity, diabetes, cardiovascular diseases, and other chronic illnesses," agrees Rineke Vasse, assistant professor in the Department of Social Medicine. "Lifestyle medicine can prevent diseases, shorten treatment, or reduce medication. The curative mind-set needs to change and should take lifestyle factors into consideration. We hope to give a first push with this minor." "The minor primarily focuses on lifestyle as a behavioural science issue," explains Sanne Gerards, assistant professor in the Department of Health Promotion. "What makes it unique is that it addresses both individual and collective levels." Sanne, Rineke, and Sebastian form the coordinating team that developed this minor, together with the course planning groups.

Lifestyle Medicine in primary and secondary care

Sebastian: "The minor is divided into two courses of ten weeks each. In the first course, students work on lifestyle medicine in primary and secondary care. Motivational interviewing, with a focus on lifestyle topics, is covered by training more advanced conversation techniques. We delve into the theory of behavioural change, and students gain knowledge from psychology and epidemiology, as well as physiology and pathophysiology. Additionally, we offer many practical inspiration sessions.

Rineke Vasse

"It is no coincidence that lifestyle and prevention are important components of the Dutch national Framework for Undergraduate Medical Education."

For example, an excursion to the MUMC+ Vitality Office, presentations by a lifestyle coach, a General Practice assistant, or a dietician, a debate on sustainable healthcare, and visits to programmes like COACH (aiming at reducing childhood obesity)." Rineke: "For the first part of the minor, we collaborate with the 'Mens achter de Patiënt' foundation (MAP; Patient as a Person), which connects students with patients. These MAP sessions help students to get familiar with topics important to patients, and to learn how to address them. Students can apply these experiences in the 10-weeks research project where they first observe several one-on-one consultations, followed by interviews with both professionals and patients. The final goal of the research project is for students to come up with recommendations for lifestyle medicine in healthcare settings."

From left to right: Sebastian Köhler, Rineke Vasse and Sanne Gerards.

Lifestyle Medicine in society

In the second part of the minor, the focus shifts to the collective aspect of lifestyle medicine. Sanne: “Just like in the first part, students attend lectures on theory and practical inspiration sessions, for example on interprofessional collaboration or co-creation. In addition, two workshops on system thinking and social network analysis are offered. Students also work on a real-life group project, based on an assignment from a municipality related to a health problem of their citizens. Students advise the municipality on how to improve the health of these citizens. Through interviews with various professionals in the municipality, at schools and in neighbourhoods, and hopefully with the target group itself, they map out the problem, create a systems diagram, determine the desired behaviour, match this with interventions and give advice on the implementation.” Rineke: “Since this is an FHML-wide minor, students collaborate interdisciplinarily and learn to look at problems from various perspectives. Interprofessional collaboration is a key competency that the new generation of health professionals must have.”

Individual assignment

Throughout the entire minor, students work on an overarching individual assignment in which they analyse their own lifestyle. “The central thread is the ‘Leefstijlroer’ (Lifestyle wheel) from ‘Stichting Arts en Leefstijl’ (Physician and Lifestyle Foundation). Using various tools, students assess their lifestyle, set goals, and reflect on them based on six pillars: exercise, substance use, nutrition, sleep, relaxation and connection,” explains Rineke. Sanne: “This way, they familiarise themselves with the tools patients are referred to and experience first-hand the challenges of changing lifestyle habits.”

Looking beyond your own discipline

“So far, lifestyle medicine is barely covered in the FHML curricula. Yet, when you look at chronic diseases such as obesity, cardio-vascular diseases, diabetes, or dementia, everything you can prevent through lifestyle is invaluable and crucial to keeping healthcare manageable and affordable,” says Sebastian. Rineke: “It is no coincidence that lifestyle and prevention are important components of the Dutch national Framework for Undergraduate Medical Education.” Sanne: “Health problems are becoming more complex, and collaboration with other professionals is increasingly important. That’s another thing this minor brings: to look beyond one’s own discipline, understand what other disciplines entail, and work together.” Rineke: “We prepare students for a changing future.”

Sebastian Köhler

“When you look at chronic diseases such as obesity, cardio-vascular diseases, diabetes, or dementia, everything you can prevent through lifestyle is invaluable and crucial to keeping healthcare manageable and affordable.”

Prizes

CATHARINA PIJLS INCENTIVE PRIZE

The Catharina Pijls Incentive prize (€2000) is granted annually to a recently graduated master's student, in recognition of an outstanding thesis. On 11 January 2024, the prize was awarded to Jessica Storm, a graduate student of the master's programme in Healthcare Policy, Innovation and Management. The title of her thesis is 'A systematic review of economic evaluations of fall prevention interventions for the elderly'.

UNILEVER RESEARCH PRIZE

Alischa Ziemendorff, graduate student of the FHML's master programme in Epidemiology, was one of the winners of the Unilever Research Prizes 2023. This annual prize is awarded to young scientists who have done exceptional work on topics relevant to one of the UN's sustainable development goals. Alischa has received the prize for her master's thesis entitled 'The role of the placenta in the association between prenatal exposure to air pollutants and birth weight: moderator or mediator?' on 23 November 2023.

STUDENT PRIZES 2024

Every year, the best bachelor's and master's theses by UM students are recognised during the Dies Natalis celebration. The following FHML students received a Student Prize on 26 January 2024.

JENTE WILLEMS
Bachelor in Biomedical Sciences
Thesis: The predictive value of carotid plaque burden on computed tomography angiography for recurrent ischaemic stroke and transient ischaemic attack: the Plaque At RISK (PARISK) study

EVELIEN VAN STERKENBURG
Bachelor in European Public Health
Thesis: Care(ing) for Central and Eastern European labour migrants: a scoping review

MAËLLE DICKHOFF
Bachelor in Medicine (ITM)
Selected based on study results

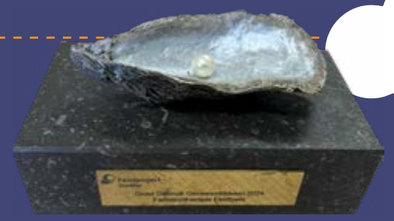
PIM HOVENS
Bachelor in Health Sciences
Thesis: Volume-outcome association for video-assisted thoracoscopic lobectomy- a meta-analytical approach

JAIRO LOMMEN
Master in Biomedical Sciences
Thesis: Harnessing Dnmt3a KO CD8+ T cells for targeting pancreatic ductal adenocarcinoma

ESMÉE VAES
Master in Medicine
Thesis: The 'Assessment of Burden of Chronic Conditions (ABCC-)tool' - Evaluating its psychometric properties for people with both chronic obstructive pulmonary disease and chronic heart failure

WYNAND WIJNEN EDUCATION PRIZE 2024

This year, the award was presented to TeenzCollege, the education programme for ambitious high school students. The programme not only encourages academic curiosity but also contributes to fostering a positive relationship between the university and young talent in our region. FHML professor Bert Smeets accepted the award on behalf of the entire TeenzCollege team, that worked on this valuable initiative for the past 10 years.



ZONMW PEARL FOR NATIONAL MEDICATION SAFETY TEST

In April 2024, the national working group involved in the final medication safety test (medicatie veiligheidstoets, MVT) for medical students, received a pearl of appreciation from ZonMw. The MVT is administered in all eight medical master's programmes in the Netherlands, to prevent medication errors. At FHML, the MVT receives logistical support from team Exam Logistics, who facilitate this test approximately every two weeks.

The pearl of appreciation is an honorary award for particularly good ZonMw projects.

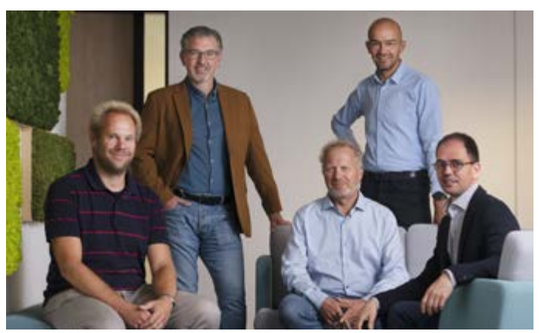
Who is Who?

The Institute for Education Management and Advisory Bodies 2024-2025

Board of Directors Institute for Education
Standing from left to right: Roger Rennenberg, René Nijssen, Mirjam oude Egbrink, Guy Plasqui, Nathalie Baltus, Aya el Aziz, Yasemin Öztürk, Daniela Olinic. Sitting from left to right: Guy Bendermacher, Mariëtte Cruijssen (chair), Mariëlle Heckmann. Missing in picture: Astghik Baghinyan.

Management Team Medicine
Standing from left to right: Alexandra Janssen, Jonathan van Tilburg, Roger Rennenberg (chair), Miranda Gubbels, Jeroen Reijnders (temporal stand-in for Marion van Lierop). Sitting from left to right: Jasper van Oosterhout, Bram Ooijen, Kitty Cleutjens, Sylvia Heeneman.

Management Team Health
From left to right: Tanja Adam, Bart Bongers, Timo Clemens, Astrid Peters, Jill Whittingham, Seb Gerretsen, Yvonne Sinsel, Lianne Loosveld, Ellen Bastiaansen, Guy Plasqui (chair), Matt Commers.



Management Team Biomedical Sciences
Standing from left to right: Roger Godschalk, Jan Theys (chair). Sitting from left to right: Jurica Bauer, Frank Stassen, Gunter Kenis. Missing in picture: Ronit Sverdlov, Britta Jacobs, Ervin Figaroa, Sena Arduç.

Education Programme Committee Health
Standing from left to right: Lianne Loosveld (chair), Anke Wind, Johan Renes, Kenneth Meijer. Sitting from left to right: Yvonne Sinsel, Lieve van Woerden. Missing in picture: Kathelijne Bessems, Ruben Drost, Sharmi Haque, Joey auf den Kamp, Paulina Stąpór, Fleur Palmen.

Education Programme Committee Medicine
Standing from left to right: Brigitte Slangen, Tammo Delhaas (chair), Boukje Compen, Matthijs Blankesteijn, Simone Gorter, Koen Veldkamp. Sitting from left to right: Johanna Vormoor, Anastasia Janssen, Alexander Braun, Mirthe van der Wees, Derck Dolmans. Missing in picture: Nada Hashish.

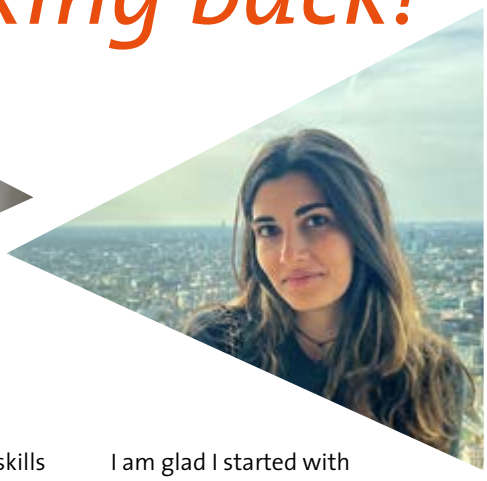
Education Programme Committee Biomedical Sciences
Back row from left to right: Carolin Sehlbach, Rory Koenen, Mike Gerards, Rebecca du Pont, Simone van Breda, Danyel Jennen. Front row from left to right: Guy Bendermacher, Mieke Dentener (chair), Hila Karwal, Sara Fusco, Alisa Ovsiannikova.

Board of Examiners Health
Back row from left to right: Cécile Hayen, Nicolle Boumans, Ghislaine van Mastrigt, Nikki Frenken, Mark Spigt. Front row from left to right: Inge van der Putten, Tanja Adam (chair), Linsey Raymaekers. Missing in picture: Francine Schneider.

Board of Examiners Medicine
Standing from left to right: Inge Veugen, Geja Hageman, Trudy van der Weijden, Xandra Janssen-Brandt, Gerard Bos. Sitting: Kitty Cleutjens (chair).

Board of Examiners Biomedical Sciences
From left to right: Gerry Nicolaes, Herman Popeijus (chair), Florian Caiment, Peter Joris, Dominique Waterval, Inge Veugen. Missing in picture: Christel van Gool, Erik de Regt.

FHML alumni *looking back!*



Maastricht's emphasis on real-world application allowed me to develop the skills needed to navigate regulatory landscapes in my current position. Moreover, the programme's comprehensive leadership training has empowered me to effectively lead teams and manage projects, qualities highly valued by my employer. Not only professionally but also personally, this has been one of my most educational and rewarding years. I made friends for life from around the globe, and have a clear vision on my goals, which have been largely shaped by my time in Maastricht.

Kira Jürgens

Alumn of the master Governance and Leadership in European Public Health
Current position: Pharma Assurance & Regulatory Affairs manager at Redcare Pharmacy

I am glad I started with Biomedical Sciences at Maastricht University. In STEM disciplines, I know many students who graduate without a clear sense of the specific fields they are interested in. At Maastricht University, I had the unique chance to first cover everything related to biomedical sciences, then focus on what interested me and then gain practical knowledge while doing an internship on it.

Eleonora Broggi

Alumn of the Bachelor Biomedical Sciences
Current position: PhD student at King's College London

Thanks to the research master Physician–Clinical Investigator (A-KO) at Maastricht University, I have developed essential skills and knowledge that allow me to effectively combine my passion for medicine with my interest in scientific research. The A-KO programme has provided me with a robust foundation in both clinical practice and research methodologies, equipping me with the tools necessary to navigate the complexities of modern healthcare. Moreover, the A-KO programme has enhanced my critical thinking skills, which are essential for both conducting sound scientific research and excelling as a medical professional.

Siamack Sabrkhany

Alumn of the research master Physician–Clinical Investigator (A-KO)
Current position: General practitioner at Maasmedics and researcher at research institute CAPHRI

COLOPHON

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Editorial Board: *Mirjam oude Egbrink, Mariëtte Cruijssen, Nathalie Baltus*
Editing and coordination: *Mach3 Communicatie*
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Print: *Drukkerij Pietermans*

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