

education matters

FHML 2022



Every student deserves
a safe learning
environment

Students should not
be afraid of getting
their feet wet

Quality Agreements
enhance the quality
of education

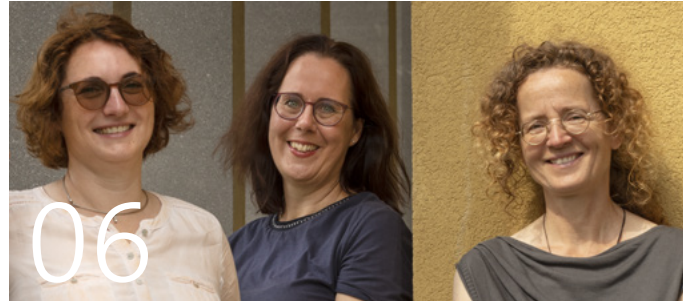


Maastricht University



Maastricht UMC+

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Quality of education runs like a thread through Ineke Wolfhagen's long career. During her 35 years at Maastricht University she fulfilled many educational roles, both executive and managerial and participated in and/or chaired numerous faculty, university and national committees concerning academic education.

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Investments in Quality of Education

This is already the eight edition of Education Matters, our annual magazine of the Institute for Education FHML. Looking back at previous editions, it is clear that, together, we established many new developments during this period, while maintaining a high quality of education across the board.

The last two years were characterised by the consequences of the COVID-19 pandemic. We had to switch back and forth between on-campus and online education, which caused high levels of work pressure among staff and feelings of stress among students. Fortunately, it seems the pandemic is in a different phase now, allowing education to return to 'normal'. All students have been asked to come to Maastricht for the academic year 2022-2023, and all programmes have started education on-campus. Of course, we will have to wait and see what the upcoming winter season will bring, but I am optimistic and really enjoy meeting all colleagues and students in real life again.

With the start of the new academic year, some new initiatives are starting as well, such as the completely revised English bachelor's programme in Medicine. This programme was not only updated content-wise, but also redesigned from an educational point of view. More than ever, the students are in the lead of their own study programme, within the framework of the bachelor. You can read more about this development on pages 6-7. The revision of the Dutch programme will follow in two years, to allow time to learn from the current experiences.

Another development that already started in 2019 and continued during the COVID years, was the implementation of the Quality Agreements. As you may know, the Quality Agreements were installed due to the abolition of the student



loan system. The money saved by this measure was given back to the universities to increase the quality of their education. An often-heard critique is that the money is not spent well and that students do not benefit from this reimbursement. That is why we decided to inform you in this edition of Education Matters about the way FHML handles the Quality Agreements. Each year, the state of affairs and new plans are discussed, and students in the Faculty Council and the Education Programme Committees play a significant role in this process. Together, we decide which initiatives and projects will be started and continued. Examples are the introduction of mentorships in all bachelor's programmes, the fact that teachers are granted education hours to enable them to participate in Continuous Professional Development (CPD) courses, and the introduction of several intra and extracurricular activities for students, such as language courses, statistics workshops, and biology lessons. Three examples of projects started with money from the Quality Agreements are highlighted in more detail in this edition of Education Matters (pages 14-19). In addition, an example of a newly developed CPD course and CPD-related experiences are presented on pages 12-13 and 28.

This magazine also highlights stories, opinions and achievements of a selection of our teaching and support staff and students, illustrating their intrinsic motivation and performance. They are just a few examples of the many members of our community that contribute to our education. I would like to express my appreciation for everyone's energy and enthusiasm.

Enjoy reading this 2022 edition of Education Matters!

Mirjam oude Egbrink

Scientific Director of the Institute for Education FHML

STUDENT
IN THE
PICTURE



FLOOR KOONINGS

Every student deserves a safe learning environment

Every student deserves a safe learning environment! This demands for a culture in which the topic of unwanted behaviour is on the table and open for discussion.

Fifth-year medical student Floor Koonings (24) wants to do her bit to achieve such a culture. As a member of the project group 'Unwanted behaviour', she is in a position to do so.

"Like many students, I enjoy being active next to my studies", Floor states. "During my bachelor, I volunteered for IFMSA Maastricht (International Federation of Medical Students' Associations). Currently, I am an active member of study association Pulse; last year I was a board member and this year I joined the Almanac Committee. It's fun and it gives me a lot of energy. You get to meet people and learn a lot about taking responsibility, organising activities and setting your own limits. Extracurricular activities broaden your perspective and spark new interests. You get to know yourself better. For instance, I found out that, although I definitely want to become a medical doctor, I also like management, organisation and education."

Intern representative

"When I started my internships in February 2021, I applied as an intern representative. Every internship is represented by two to four students, and I represent the final clinical and academic internships. All intern representatives gather feedback from students and discuss this in meetings with the internship coordinators. Our main objective is to assure quality of education and to give input for further improvement and development."

Getting a better grip

"During a meeting with the master's coordinator, all internship representatives, a counsellor and a representative from the department Educational Development & Research, the subject of unwanted behaviour was highlighted. Although it's common knowledge that unwanted behaviour is a problem during medical internships, we don't know the exact size and nature of it. To get a better grip on the issue, it was decided to plan a meeting dedicated to this subject. I signed up, and one thing led to another. We wrote a project proposal for the Quality Agreements, and before we knew it, the proposal was approved, the budget granted and the project group a fact. We immediately got down to business: we designed and improved the reporting process and developed and launched a poster campaign at the campus. We also developed

a workshop especially for interns. In this workshop, interns discuss and discover together what unwanted behaviour is, how to recognise it, how to put it forward for discussion and how to handle it. The idea is that when you learn to recognise what you consider unwanted behaviour, it is easier to act on it. The workshop is packed with real-life and recognisable examples."



What is unwanted behaviour?

Floor explains that the project concerns unwanted behaviour in the broadest sense of the word: verbal and non-verbal expressions, sexual harassment, discriminating behaviour, or any other behaviour that makes students uncomfortable, for example having to deal with too much responsibility. Floor: "Unwanted behaviour is often unintentional or unconscious. However, it's not about the intention of the person showing unwanted behaviour, it's about how the recipient experiences it. What one person experiences as innocent or even funny, the other can see as annoying, hostile, intimidating or humiliating. It's not always clear for the person showing the behaviour whether something is okay or not. That's what makes this such a complex matter. Students often tend to accept a lot because they think 'it's just the way things work', or, 'everyone thinks this is normal, so it's probably me'. They don't want to come across as whiny, or they are afraid to jeopardise their career. What we hope to achieve is that students learn to acknowledge their boundaries and act upon it. Acting can be: making an anonymous report, or discussing it with their mentor, study adviser, CORE intervention teacher or counsellor. Whatever the complaint is, it's important to take the student seriously. The new reporting process guarantees anonymity and the starting point of the new approach is that the student is in the driver's seat."

“Brand-new English Bachelor of Medicine”

The student is in the lead

A man falls down on the street. He is hurt, short of breath and has a wound or fracture. What should you do? “This is an example of an ‘authentic professional task’ that first-year students will encounter in one of the first days of the brand-new English bachelor’s programme in Medicine”, says Sylvia Heeneman, professor at FHML and one of the designers of the new curriculum.

Co-designer Loes van Bokhoven, general practitioner and associate professor: “The students must examine the patient, provide first aid or cardiopulmonary resuscitation, call emergency services and supply them with correct information to ensure a good transfer. In a period of 10 weeks, students must acquire the knowledge and skills to be up to this task. They also learn more about the organisation of care, and about themselves, by how they react in a sudden crisis situation. They read literature, work together in a group, have access to instructive learning material, follow a training or meet with experts. They learn about anatomy, functioning of heart and lungs and practice examining an acute patient.” “It’s a complete turn-around”, adds co-designer Judith Sieben, associate professor. “We no longer have traditional tutor groups or lectures and no pass/fail exams. Instead, we offer more freedom for students to design their own study programme within the framework of the bachelor. The students’ competency and skills development are monitored by means of frequent feedback in learning teams, specific assignments and (knowledge) tests. The students collect all feedback in their digital portfolios. A pass or fail decision will be taken at the end of the year and will be founded on lots of information and feedback, gathered over a longer period of time and given by multiple people, both staff members and students.”

From left to right: Sylvia Heeneman, Judith Sieben and Loes van Bokhoven



“We will start with the English-language programme. This is a small group of about 40 to 50 students. A size that offers ample opportunity to evaluate, learn and adjust. In two years, starting in 2024, the Dutch Bachelor in Medicine will be redesigned as well, in exactly the same manner and with the same intended learning outcomes.”

Themes from healthcare practice

Years 1 and 2 of the new curriculum consist of four ten-week periods. The content of these periods is based on themes from healthcare practice: Acute Care, Short-term Care, Chronic Care and Preventive Care/Care for Health. Every period starts with an authentic professional task. In addition to the core curriculum, students choose electives to broaden and deepen their knowledge of a certain topic of interest. Van Bokhoven: “Next to that, students participate in activities in healthcare, half a day each week. Not in their future role as a doctor, but for instance by organising activities in an elderly home, working as a nurse’s aide, etcetera. The teaching and learning activities and the feedback and assessment tasks are clustered in three longitudinal teaching trajectories: Medical Professional, Critical Professional, and Professional and Personal Development. Year 3 consists of a 20-week minor period and a 20-week Integrated Care period in which everything is combined.”

Programmatic assessment

The new English-language programme aims at more self-regulation by the student. Heeneman: “Traditionally, an exam is the conclusion of a period. We know from experience that most students study for a positive test result instead of learning from the test. Besides, when you pass with a 5.5 grade, you only master half of the required knowledge, and we don’t know which half. Next to that, some competencies and skills are difficult to grade and can only be developed by constant feedback. All reasons for introducing programmatic assessment that integrates learning and assessing. The programmatic assessment model, developed by prof. dr. Cees van der Vleuten from the FHML research school SHE, has already been implemented in the Master in Medicine and the Master Physician-Clinical Investigator (A-KO).”

Learning team coach

Sieben: “An important role in the new curriculum is reserved for the learning team coach, who combines elements of the former tutor and mentor roles for a group of ten students. The learning team coach regularly observes students in learning



COMENIUS SENIOR FELLOWSHIP

In 2022, Judith Sieben received a Comenius senior fellowship, offering designers of the new curriculum the opportunity to develop strategies and tools for co-regulated learning (CRL). CRL results from interactions between the individual students, peers and teachers. It is a promising, collaborative approach that better addresses real-life complexity. In this project, a CRL-based system to support individual learning pathway regulation will be developed, implemented and evaluated.

team meetings and during assignments. In addition, they have bilateral meetings with individual students. The learning team coach helps students to reflect on the feedback they gather and to develop their learning goals and planning skills.”

Different kind of medical doctor

The need for a new and improved curriculum was felt because fundamental changes in healthcare demand a different kind of medical doctor. “We hope to deliver professionals who are people-centred. Generalists, who are able to perform in different roles and in different circumstances, who also embrace cultural diversity, are able to work together in health networks and have the ability to stimulate patients to be self-reliant and focus on prevention”, says Sieben.

Students should not be afraid of getting their feet wet

“I recently saw the movie ‘Lunana: A Yak in the Classroom’, about a young teacher in a remote region in Bhutan. When he asks one of his students what he wants to be when he grows up, the boy tells him he wants to become a teacher, ‘because a teacher can touch the future’. I think that’s a true statement, and I felt moved by it. Looking back at a teaching, and research, career of 38 years, I touched many futures and I am proud of that.”

Ben Janssen, associate professor of Pharmacology, has been awarded with the UM Wynand Wijnen Education Prize. A recognition for his long teaching career, in which he not only fulfilled many educational roles, but also was the driving force behind numerous educational innovations. Ben is a valued staff member, active in all educational domains at FHML and in various UM programmes as well as in many national and international educational committees. He was a member of the Educational Programme Committee of Medicine. Currently, he is, among other things, adviser of the FHML-affiliated English medical curricula in Saudi-Arabia and Portugal and member of the Board of Appeal for Examinations at Maastricht University.

Team-based learning

Students always evaluate his courses with high scores. His last (online) tutorship was rewarded with a 9.8! What is his secret? “I am passionate about my job, usually in a good mood and accessible for all my students. I like to make my classes fun. To add a bit of dynamics, chaos even, and, if the group size allows it, some competitive elements. I am a firm believer of team-based learning. Interacting, discussing, sharing opinions, looking beyond disciplinary borders and learning different perspectives is so much more effective and fun than just listening to a lecture or studying a book. That’s why I am not a big fan of live-streaming lectures. Students should feel compelled to come back to the university; to make an effort. They should not be afraid of making mistakes and getting their feet wet, meet fellow students and learn from each other.”

Medication safety

Ben’s teaching qualities receive nationwide attention. Take for instance his ‘teach the teacher’ workshops about P-scribe (national e-learning platform on pharmacotherapeutics). Or his sessions about the safe use of medication for several national professional associations (pharmacologists, pharmacists and physiotherapists). “I’m also a member of the national working group for the final examination on medication safety, that medical students take just before graduating”, Ben says. Looking doubtful: “Only in Maastricht they don’t have to pass the exam, but reflect on it. I seriously think that’s a bad idea. Medical doctors should know at least the top 100 most commonly prescribed medicines by heart. In my opinion, this is a gap in our medical curriculum. The Pharmacotherapeutic Compass website is checked 160.000 times each day! The information in the Compass is open to ambiguous interpretation. Knowing the basics of medication enhances patient safety and leads to better and more confident medical doctors, I am sure of that.”

Water

Another of Ben’s hobbyhorses is water. “Up to 60% of the human body consists of water. You can imagine that water is a topic in all the courses I teach. It’s also the subject of one of my new interests: the ecotoxic effects of medicines in sewer and surface water. Some time ago, I coincidentally met an employee of the Water Company Limburg (WML). She asked me about the harmful effects of residues of medication in

drinking water and I was unable to come up with an answer. Since I enjoy diving into new subjects and am not content until I know every single detail, I started an honours project on this topic. This new ‘hobby’ ties in well with my latest educational challenge to set up initiatives in the context of the Green Deal, for the medical curriculum as well as the interfaculty minor about sustainability.”

New paths to discover

Looking back at his long and successful teaching career Ben reflects: “I am shaped by all the events in my life. Growing up in Sittard, studying Biology (because I didn’t know what else to study), and coaching handball teams as a young, and rather shy, rookie. The latter has taught me how to stimulate and motivate young people. To always aim for the best result possible.” Conscientious objecting to military service brought him to the university in 1984. “Since I already had a teaching qualification, I started teaching shortly after and it turned out to be a great fit. Maybe it’s in my blood. My father wanted to be a teacher, but wasn’t allowed to study. My curiosity also stems from my father. Like him, I am always on the look-out for new paths to discover. But isn’t it just that what makes life, and teaching, fun?”



Ben Janssen

“Like my father I am always on the look-out for new paths to discover. But isn’t it just that what makes life - and teaching - fun?”

FHML WINNERS OF UM EDUCATION AWARDS

1995	Hetty Snellen	UM Education Prize
1999	Aggie Paulus	UM Education Prize
2002	André Meijer	UM Education Prize
2003	Erik Heineman	UM Education Prize
2008	Ton de Goeij	UM Education Prize
2008	Gerard Majoor	UM Education Prize
2015	Anja Krumeich	Wynand Wijnen Prize
2017	Nynke deJong	Wynand Wijnen Prize
2019	Leo Köhler	Wynand Wijnen Prize
2020	René Nijssen <i>et al.</i>	Wynand Wijnen Prize
2021	Ben Janssen	Wynand Wijnen Prize

News in brief



BMS post-lockdown festival

On 14 June 2022, BMS students organised a post-lockdown festival for all bachelor's and master's students in their domain. The purpose of this event was to improve the well-being of BMS students and to promote social cohesion. The organising committee did not shy away from any challenges and ensured a relaxed atmosphere, various live performances and, of course, a bar and food trucks. Well done!

Mosaic Bench UNS40

The new mosaic bench, next to the UNS40 building, marks the starting point of the 'UM Strolls' walking routes through Randwyck, which are intended to encourage students and staff to stroll around the campus.

During the Faculty Introduction in September 2021, students, teachers and people from Maastricht decorated the bench with mosaic stones. The idea for this 'social sofa' came from medical student Matthijs Bosveld: "We want to connect people. Walking is good for your health and for mutual cooperation." The design of the mosaic is inspired by the student associations of the faculties at Randwyck. They all have their own colour and the shapes of their logos have been incorporated. The two walking routes are 3.5 and 5.5 kilometres long and pass all the buildings of the Health Campus in Randwyck.



Festive education afternoon

On 11 May 2022, the Maastrichtzaal filled up with colleagues who were not quite sure what to expect from a 'festive education afternoon'.

They only knew the purpose of the afternoon, namely: to show appreciation to all scientific and support colleagues who, with great effort and commitment, kept FHML education running during the past two (corona) years. Our dean expressed this appreciation beautifully at the start of the meeting. Theatre company The Big Mo then took the stage, where they surprised us with great improvisational theatre. A few colleagues turned out to have unexpected acting skills, and the image of a 'flipped classroom', with students hanging upside-down from the ceiling, will be remembered by many. The afternoon was ended in an informal way with drinks, snacks and a small present for everyone. It was a memorable afternoon, which is certainly worth repeating. Once more: thank you for all your efforts for FHML education during the past years!

Flashback: Societal Impact Project for Biomedical Sciences Students

On 9 June 2022, Biomedical Sciences students that participated in the Societal Impact Project (SIP) presented how they applied their knowledge and skills to solving real-life problems, in the presence of their coaches, families and friends.

Starting out as a form of Learning and Teaching Community in 2020, SIP has initiated three projects with first-year Biomedical Sciences students. SIP aims to help students and staff to take ownership, increase engagement, and recognise the relevance of their study to society. Seven groups of three to four students worked closely with their coaches on solutions to pressing societal issues over the course of 32 weeks.

In the final presentation, students shared the products they developed for a variety of problems: prevention of knee injuries in football players, an update of the Biomedical Sciences programme from students' perspectives, raising awareness to sustainable diets, explaining the costs of Covid treatment, a report on students' poverty and lifestyle, knowledge dissemination of regenerative medicine, and crowdfunding for an app to prevent kidney disease. Many groups expressed their will to continue their projects after the project period ended.



‘A different perspective on leadership identity’

What is the role and responsibility of the course coordinator? “It is exactly that question that made me enlist for the Leadership Programme for Course Coordinators”, says Jorinde van Laanen, vascular surgeon and course coordinator for the 3rd year cluster Circulation & Lungs in the Bachelor in Medicine. “I wanted to improve my leadership skills to feel more secure and get a better grip on the task.” Bjorn Winkens, associate professor of the Department of Methodology and Statistics: “Since work pressure is high, I wanted to improve my competencies in the field of working together, sharing responsibilities and delegating tasks.”

The Leadership Programme for Course Coordinators focuses on developing leadership and teambuilding competencies. Wilma Huveneers, one of the designers and trainer: “A course coordinator leads the planning group, an interdisciplinary teacher team responsible for the quality of education in their course. The coordinator is appointed based on seniority regarding the content of the course. However, having substantive knowledge about the content does not guarantee that the coordinator is also a good leader. In fact, we often see course coordinators feeling overwhelmed by their tasks: organising the course, coordinating all stakeholders and acting as chair of the planning group. Our idea was that by supporting course coordinators in developing leadership skills, this will result in stress reduction, stronger teams and, in the end, better education.”

Making optimal use of talents

Tiuri van Rossum, co-designer of the programme and trainer: “The programme focuses on leadership and the participants’ personal mission as a leader. But not in the traditional management approach of getting things done. On the contrary, they are challenged to zoom out. To ask themselves questions such as: ‘Who am I?’, ‘Who am I as a leader?’, and ‘How can I contribute to the faculty’s educational mission?’.

After reflecting on these questions, they have to present their ideas to the group and bring them into practice.” Angelique de Rijk, professor in Work & Health: “Research shows that teachers have many fragmented tasks that are particularly focused on what has to be done, instead of making optimal use of people’s talents. With a lack of appreciation and decreasing motivation as the consequence. The leadership programme therefore also focuses on identifying qualities in a team, how to embrace instead of reject differences between team members, recognising team dynamics and getting a better grip on team development. Since a good leader must be able to adequately respond to any situation, the various types of leaderships are also put on the agenda.”

New energy

Van Laanen: “Thanks to the insights offered by this programme, I was able to change the planning group’s traditional way of working. In the past, we usually discussed current policies and hardly anything ever changed. I now gather feedback from students, think about what we should do with it and prepare this for the meeting. I inform my team members beforehand and we discuss the next steps and divide the tasks during the meeting. Everyone feels more involved and motivated.”

TEAM LEARNING AT WORK

The Leadership Programme for Course Coordinators is one of the results of the work pressure study on behalf of the Institute for Education in 2018. The design of the programme is evidence-based. Stephanie Meeuwissen, one of the co-designers of the course, wrote her PhD thesis ‘Team learning at work: Getting the best out of interdisciplinary teacher teams and leaders’ on this topic. Her findings were included in the design of the programme.

Winkens: “The leadership programme has offered me the tools to change team dynamics. Tasks are now more equally divided; planning group members take more initiative to redesign practicals, which brought new energy into the group.”

Different perspective on leadership

Huveneers: “The great strength of this programme is that participants get a different perspective on their leadership identity. Their former leadership identity is, in a way, deconstructed and build up again in a more motivating and inspirational leadership style. By reflecting on themselves, they have become more open and are better able to invest in interaction and cooperation in the course planning groups.” “That’s very powerful”, de Rijk states. “Since the course coordinator is better up to the task, planning group members feel more empowered and start performing better as a team. In literature this is called ‘engaging leadership’, leading to more work pleasure, less stress and enthusiastic teachers.”

Angelique de Rijk

“Since the course coordinator is better up to the task, planning group members feel more empowered and start performing better as a team.”



From left to right: Wilma Huveneers, Tiuri van Rossum, Angelique de Rijk and Bjorn Winkens (Jorinde van Laanen is missing in picture).

Quality Agreements

enhance the quality of education

Following the abolition of the basic student loan, all Dutch research universities and universities of applied sciences received extra funds to innovate and enhance the quality of education. In 2019, the so-called Quality Agreements were implemented. The Quality Agreements are based on six UM-wide themes.



Small-scale and intensive education



More and better student guidance



Study success



Differentiation in education



Appropriate facilities



Professionalisation of teaching

Halfway through the implementation period, running from 2019 until 2024, over 40 projects and initiatives were developed and implemented at FHML within the context of the Quality Agreements, with the aim to improve the quality of our education offer to students. The student members of the Faculty Council and the three Education Programme Committees (EPCs) were involved in the decision-making process from the start of this initiative. To give you an idea of the projects that were started, we asked colleagues and students involved in three of the projects to share their experiences. These three projects are: **Extracurricular training in Academic Computer Skills**, the **Independent Laboratory Training**, and **Promoting Equity in resource representation in Global Health**.



From left to right: Mieke Dentener, Danyel Jennen and Juanita Vernooy



QUALITY AGREEMENTS



Extracurricular training in Academic Computer Skills fills a gap

Students who do not know how to design a Word document, who use a calculator instead of Excel, who have no clue of how to create a simple chart in PowerPoint and who still manually type references instead of using EndNote. “You’d be surprised how many students lack even the most basic computer skills”, states Juanita Vernooy, Chair EPC Medicine. “A gap that has been filled with the new extracurricular training Academic Computer Skills.”

Juanita Vernooy is one of the initiators of the training. “It’s a no-brainer”, she says. “Studying without a computer is basically impossible. Although this is generally acknowledged, acquiring computer skills has long been neglected in the bachelor’s and master’s programmes. Yet, knowledge of various software programmes prevents frustration and saves a lot of time and energy. Not only for students, but also for teachers. When you give a simple assignment, for instance putting measuring results in a chart, you see students struggling. Helping them takes up a lot of time in class. But time is precious and should be spent on the content. When the call for projects within the context of the Quality Agreements came, the EPC Medicine didn’t hesitate and submitted a proposal for the training Academic Computer Skills.”

For all FHML students

Associate professor Danyel Jennen: “Luckily we didn’t have to start from scratch. From 2005 until 2010, the Bachelor in Molecular Life Sciences, the predecessor of the Bachelor in Biomedical Sciences, offered a computer training for 1st year students. This training was stopped due to cost savings. The training was re-established from 2015 until 2021, but exclusively for 2nd and 3rd year students of the FHML Honours Programme. In the new setup, the training is available for all bachelor’s and master’s students at FHML. It consists of four two-hour workshops, in which the students are introduced to the most commonly used features of Word, Excel, PowerPoint and Endnote. Each workshop starts with a short introduction, after which the students get started with practical assignments.

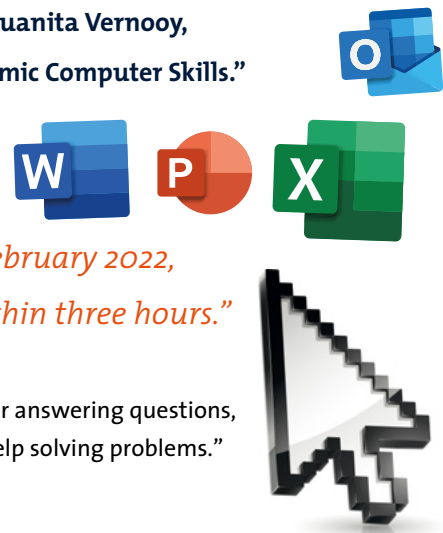
Mieke Dentener

“The first run started in February 2022, and was fully booked within three hours.”

Student assistants are present for answering questions, giving advice, tips & tricks and help solving problems.”

Completely booked

Mieke Dentener, assistant professor and coordinator of the training: “The first run started in February 2022, and was fully booked within three hours. The second one, in April, was also very popular and completely booked in no time. There is room for 40 students in every training. We will offer the training four times in the academic year 2022-2023. We are also considering the possibility of offering the workshops separately, but that’s something for later. Students evaluate the training overall as well organised. They state that their computer skills have improved and regard these skills as useful for their further studies and career. There were also some suggestions for improvements. Based on the feedback, we continuously try to enhance the contents of the training to meet the students’ needs.”





Goodbye textbook practicals hello Independent Laboratory Training

‘You learn the most from your mistakes.’ Everyone has probably heard this statement in one form or another. However, to learn from mistakes, you have to find out what went wrong and try again. “Exactly this was lacking in our lab practicals”, says Lara Bini, 2nd year master’s student in Biomedical Sciences (BMS) and vice-chair of the EPC for BMS in the academic year 2021-2022. “BMS students were asking for more lab hours to gain more laboratory experience to improve their lab skills.”

“A clear sign that we have taken seriously”, Herman Popeijus, associate professor in the department of Nutrition and Movement Sciences, adds. “We want to give our students a head start in their future careers, and obtaining excellent lab skills is a big part of that. We also wanted to get rid of the prejudice that bachelor’s with Problem-Based Learning (PBL) curricula lack practical experience. An inventory taken after three bachelor’s years indicated that essential lab skills are covered in the programme. Nevertheless, we saw much room for improvement.”

The next level

Leo Köhler, professor in the department of Anatomy and Embryology: “To take the current ILTs (Independent Laboratory Trainings) to the next level, a plan for a more flexible independent student laboratory was developed, supported by the online platform LabBuddy. We performed a cost-benefit analysis and submitted the plan as a proposal for the Quality Agreements budget. The pillars of the new set-up are: ample opportunity for students to develop basic and more advanced lab skills; the platform LabBuddy offering more learning autonomy for students, whilst saving precious teacher time; and last but not least, supervisory jobs for 2nd and 3rd year student assistants, which allows them to develop teaching skills.”

Thesis project

“The idea was that we would design additional, new ILTs to bring more variety in the practicals’ offer”, Köhler continues. “We wanted at least two extra practicals in both year 1 and year 2, offering students the possibility to choose the ILTs that best fit their interests. After I designed the first two, Herman suggested to make it a thesis project, in which students themselves could design the practicals, as well as write and test the protocols.” “That’s what we did”, Popeijus confirms. “Recently a group of 3rd year bachelor’s students presented five designs and protocols of new practicals. We were quite impressed. All five practicals will be entered into LabBuddy.”

Build your own workflow

Lab supervisor Marjan Philippens: “LabBuddy is an online platform in which students build their own workflow with pre-designed tiles, as preparation for the actual practical, such as: making a buffer, measuring pH, preparing concentration range, running a PCR, etcetera. While designing the experiment in LabBuddy, students have to do calculations and answer questions. A wrong answer or skipping a step leads to ‘red dots’ that they have to solve before starting the experiment. The end result is a work protocol in the form of a flow diagram.” Bini: “LabBuddy allows you to work your way through the experiment beforehand instead of just reading a protocol, which is much more motivating. You are encouraged to think about what you will be doing. Students very much appreciate



From left to right: Herman Popeijus, Lara Bini, Marjan Philippens and Leo Köhler

the new approach.” Popeijus: “Students have to prepare their own research and solve problems, just like in real-life situations.”

Student assistants

In the new situation, students have more practical hours, more variety in ILTs to choose from and the opportunity to repeat one (of three) experiments. The experiments are supervised by student assistants and the lab supervisor. Experience shows that those student assistants are very dedicated to their job and provide valuable feedback on protocols and procedures of the ILTs. Students appreciate their support immensely. The student assistants are more on the same page with students than the teachers; they are great at explaining things in a language and manner that younger year students understand better. Philippens: “Students come to the practicals much better prepared when they already had a closer look at the protocol with LabBuddy.”

Challenge

In the next academic year, the current ILTs will be updated and the offer of ILTs further expanded. “The challenge is to keep variation”, Köhler says. “The older students are familiar with the former situation and appreciate the improvements. That’s not the case with the new influx. We have to keep new students motivated as well. In my experience, it’s a matter of time before copies of workflows will get around and at least some students will prefer the copy/paste method. It is our responsibility to prevent that. By continuously updating the ILTs and LabBuddy tiles, we keep up the high level of preparation.”

Herman Popeijus

“Students have to prepare their own research and solve problems, just like in real-life situations.”



Every student deserves a sense of belonging

A safe classroom is a prerequisite for good education, as it stimulates students to share their ideas, values, and attitudes. Yet, a safe classroom is not self-evident. “Even in the Master in Global Health, where we are very conscious of power dynamics”, says Gonnie Klabbers, programme coordinator of the master. A safe classroom is one of the main topics in the project ‘Promoting equity in resource representation in Global Health: implications for inclusivity and safety’.

Anja Krumeich, Professor of Translational Ethnographies in Global Health: “Two years ago, students knocked on our door. They were keen to ensure that the critical reflection and examination of coloniality, emphasised in their academic activities, was also reflected in the programme. Although we explicitly aim to identify, analyse and tackle the Western-based perspective in our curriculum, they found that the Western biomedical perspective is dominant and that a diversity of perspectives should be explored further. We immediately felt challenged to fix this.” Klabbers: “We invited students, staff and alumni to take part in a brainstorm session to identify

The Diversity, Decolonisation and Belonging working group

issues that need to be addressed and to discuss actions and priorities.” Staff member Avanti Wadugodapitiya: “This resulted in the formation of the Diversity, Decolonisation and Belonging working group of the programme.”

Four focal points

The brainstorm session resulted in four focal points: decolonisation of the curriculum and revision of courses accordingly, facilitating safer classrooms (including interactions among students, and between students and staff), identifying and seeking to address administrative

MEMBERS OF THE GLOBAL HEALTH CONSORTIUM

- McMaster University, Canada
- Maastricht University, the Netherlands
- Manipal Academy of Higher Education, India
- Thammasat University, Thailand
- Ahfad University for Women, Sudan
- Universidad del Rosario, Colombia
- University of South-Eastern Norway

communication. Together, the tutor and students play an important role in facilitating a safe space, in which you’re not afraid to share ideas or to confront people about the language they use. For instance, I felt uncomfortable by the expression ‘Global North, Global South’. When I mentioned that, I was surprised to find out that not everyone understood why. When I explained that the expression denotes hierarchical dynamics that locates South America, where I’m from, in a position of disadvantage, they understood. I realised then that people use these words unintentionally, which reaffirmed the importance to create learning spaces where people feel safe to open this kind of conversation. To create awareness, we developed guidelines and trainings for students and staff.”

procedures that sustain inequality and inequity, and organising special events on topics relating to diversity, decolonisation and belonging. Sub-committees have energetically taken up the challenges and first results have already been booked.

Constructive analysis

Master’s student Soniya Bag: “A constructive analysis of one of the courses led to the conclusion that a lot of the scientific knowledge we use, the cases we discuss, the examples we hear, and the lectures we attend, stem from Western scholars and is published in Western journals. By including literature and examples from scholars from other continents we will be able to broaden and deepen our perspectives on health and disease. We believe that a more diverse curriculum will also foster feelings of belonging, safety, and inclusivity of students. The next step is to revise the curriculum by reviewing the resources and adapting the learning material.” Klabbers: “We are searching for non-Western knowledge, in close collaboration with the University Library. The librarian working on this project has already reached out to other universities that are part of the Global Health Consortium (see insert). We hope the collaborative effort results in a more equal representation and use of different knowledge and knowledge systems.”

Safe classroom

Master’s student Ximena Borda Botto: “In Global Health we talk about many sensitive topics. The nature of what we learn is intercultural and complex and requires a certain kind of

Administrative procedures and annual event

“One sub-committee developed an online survey to collect qualitative data about sense of belonging, if and why students felt included or excluded, and difficulties they encounter in administrative processes”, says Krumeich. “We felt it was necessary to look at these processes because we were aware that there were some problems. Non-European residents, for example, have to pay a fee of 100 euros to get their application handled. Talk about inequality! With the survey we want to identify more of those inequalities, and based on the outcomes, further actions will be taken.”

Strong commitment

Wadugodapitiya: “It’s a project of such great importance and it’s so nice to see the dedication and commitment of current students, staff members and alumni. Everyone feels engaged and is determined to set things into motion. Each year, the students reap the benefits of the efforts of previous cohorts, as these considerations are embedded more and more in the programme. We realise though, that continuous self-reflection is required. Despite having different backgrounds and opinions, we should be able to navigate difficult conversations in an honest, productive and respectful manner.” Bag: “I feel that with this initiative, we really champion listening to people’s perspectives and incorporate them into decision-making.” “This offers the opportunity to learn, reflect and interact differently, and in the end that’s what makes us a better professional”, Borda Botto concludes.



Our job is like a game of Dominoes



Hospitality is in their genes. For every event hosted by FHML, event coordinators **Cassandra Monster** and **Sabine Claessens** make sure that everything is taken care of, down to the last detail. “Every student and every staff member deserves a memorable event”, says **Monster**.

Monster sums up the large variety of on-campus and online events: “The Bachelor and Master Open Days, the faculty introduction week, experience days for bachelor’s students, campus tours, online Q&A sessions, school visits, events in the context of well-being (movie nights, language cafes, summer picnics, lunches and drinks) and internal events such as seminars or conferences. In organising these events, we work closely together with others within the faculty, such as the programme coordinators.” “These are just the activities that can be planned”, Claessens adds with a big smile. “Not a day goes by without at least one person showing up at our desk with an ad hoc request: a campus tour, a short consultation, a nice gadget, promotion bags, T-shirts, you name it. Or a staff member who indicates at the last minute that they are unavailable to participate in a session, which means we have to arrange an immediate replacement. Meanwhile, the phone doesn’t stop ringing, emails and app messages keep flooding in. We have to be flexible and resourceful. But it is precisely this variety and hectic environment that makes our job fun.”

“Our events give new students a taste of FHML’s atmosphere”, Claessens adds. “We help students in making the right study choice by offering information in an attractive manner and by bringing them into contact with staff members and student ambassadors. The faculty introduction provides a good start for the new academic year and the well-being of students is looked after with a variety of events. We also make sure that (international) students are properly supported in finding their way in Maastricht and at the university.”

Detailed scripts

Monster and Claessens are part of the ten-member team of FHML’s Marketing & Communication department. “We are the ‘events duo’”, says Monster. “We are supported by three student assistants. They help us with answering emails from prospective students, taking care of reimbursement of student ambassadors, preparing formats for presentations, checking data and social media links in event invitations and other documents, etcetera. Crucial tasks that take up a lot of time.” Every workday starts with checking the inbox and getting things done that need immediate action. Claessens: “Pink-labelled emails are for me and green labels for Cassandra. We work together on large projects, and on recruitment and well-being events. We each have our own focal points as well.”

Cassandra Monster

“We are the ‘events duo’, supported by three student assistants.”

In general, Cassandra is in charge of everything involving the student ambassador team. “I focus on the internal events. We keep each other well-informed of the progress though. Once a week we sit down to discuss events in which we are both involved, for instance the faculty introduction. What is the status? Which elements have to be checked? Together, we decide on next steps. We are in charge of writing the initial plan and programme, except for study content, including social activities. We always work with detailed scripts, as many stakeholders are involved and basically everything is linked. If one piece of the puzzle changes, it affects a lot of other pieces. For instance, no power means: no DJ, no food trucks, no campus tours, no presentations, no online event and so on. It’s like a game of Dominoes.”

A day at the desk

CASSANDRA MONSTER AND SABINE CLAESSENS

A true profession

“Organising events is a true profession”, Monster states. “We constantly have to keep a lot of plates spinning. Besides taking care of all the details of an event, our job involves maintaining a social network within the university; finding the ‘jewel in the crown’ students to join the ambassador team, and keeping in touch with staff members. We also have to keep ourselves up-to-date with new online tools and solutions, to engage potential, new and current students and staff in an innovative and appealing way. Due to COVID-19, we had to switch to online events overnight. A nightmare in the beginning, but in hindsight a steep learning curve and a blessing in that respect. We share experiences and best practices with our

Sabine Claessens

“Our events give new students a taste of FHML’s atmosphere.”

colleagues of other faculties.” “I particularly like the creative aspect”, says Claessens. “I have lost count of the number of events I have organised throughout the years and it’s a challenge to keep coming up with fresh ideas and putting those into practice. Sometimes it’s all quite stressful, but in the end, I love it when things come together.”



Goodbye Ineke Wolfhagen

A trip down memory lane

Quality of education runs like a thread through Ineke Wolfhagen's long career. "I was appointed as assistant professor in 1988, after working for five years at CITO (Central Institute for Test Development). In 1993, I completed my PhD on the topic of quality of clinical education. During my 35 years at Maastricht University, I fulfilled many educational roles, both executive and managerial. I also participated in and/or chaired many faculty, university and national committees concerning academic education."



Ineke Wolfhagen

"I've always loved my job. The university has offered me many opportunities and I've been very fortunate to be part of a great team with many enthusiastic and dedicated colleagues."

Team player

Ineke calls herself a people's person. "I am a team player who likes to give others space and opportunity to perform in a happy and safe work environment." She was a tutor, mentor, teacher, coach, thesis and PhD supervisor, course and curriculum coordinator, member of planning groups, research skills supervisor and, since 2005, deputy director of the Institute for Education at FHML. She visited medical schools in Saudi Arabia, Ghana and Suriname and took part in developing the educational programmes for those universities. Ineke was also heavily involved in educational research at the School of Health Professions Education (SHE) and she won the UM Employee award in 2018. The list is much, much longer. "You can imagine I never had a dull moment", she laughs. "But all joking aside, I've always loved my job. The university has offered me many opportunities and I've been very fortunate to be part of a great team with many enthusiastic and dedicated colleagues."

From 150 to 2000 new students every year

Looking back at her career brings back many memories. "I started when the Faculty of Medicine was still very small, with a yearly influx of 150 students and a limited number of staff members. I practically knew everyone by name. I knew the examination standards and relevant dates by heart. The setting was informal and that suited me. Since then, the faculty has grown and I have grown with it. FHML now consists of 16 educational programmes, in the domains of Health, Medicine and Biomedical Sciences. The annual student influx is about 2000! The number of international students has increased, and the number of staff members as well. There are far more women than at the start of my career, both staff members and students. I like that, because I believe in equality and balance. A big change is of course the increased importance of digitalisation, which I find quite demanding sometimes. I hope I don't come across as old when I tell you I sometimes miss the time when we simply taped a piece of paper with everyone's exam results at the door. Obviously, that's not even allowed anymore because of the current privacy regulations."

Keep performing educational roles

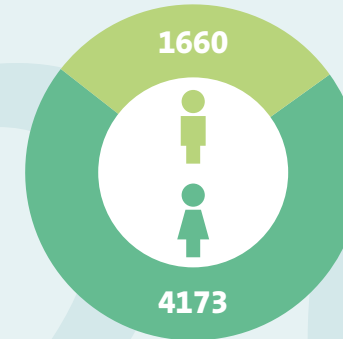
Which lessons would you like to share? "Let me start by saying that most things run very smoothly nowadays, which makes life a lot easier. What I do want to share is that I think it's really important to keep performing educational roles also, or even especially, when you are in management. Teaching allows you to stay in close contact with both students and staff members. In my opinion, it's the best way to keep in touch with the workplace and get a grip on what's really going on. Another lesson learned is to keep the support staff in mind when developing new procedures or policies. Involve them as much as possible in the development process, because in the end, they have to do it. I am not a big fan of too many rules. My adagio is that whenever you introduce a new rule, you have to get rid of an old one. I know from experience that that's very hard. Last but not least, all innovations in education have to be evidence-based. This demands a strong link between education and educational research. FHML does a great job in that aspect. Apart from the educational research performed by SHE, our teaching career policy requires professors to actively and continuously participate in educational research, thus constantly improving the quality of our education."

What's next?

"I think now is the right time to retire. My term as deputy director is ending, and my successor Mariëtte Cruijssen is more than ready to take over. To be honest, I don't have a clue of what's next. I don't have many hobby's, although I like hiking, reading and swimming. I once obtained a bachelor's degree in Law for fun, maybe I'll take up a master or another course, or I'll start with volunteer work. But that's for the long term. I planned to not take up any responsibilities in the first year of my retirement. I just want to enjoy the feeling of an empty schedule and no obligations. I'm looking forward to it."

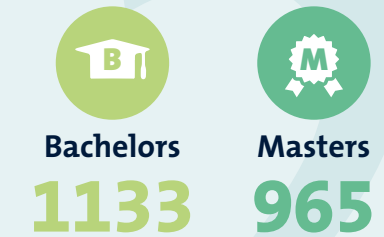


Figures 2021-2022

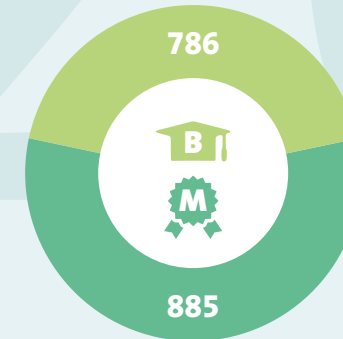


Students
5833
Male: 1660
Female: 4173
81 different countries of origin

New intakes
2098



Bachelors
1133
Masters
965



Degrees*
1671
Bachelor: 786
Master: 885

Educational staff
301 FTE & **Staff members**
>2500

Staff members with University Teaching Qualification (BKO): **693**



4 Bachelors

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



12 Masters

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

* Degrees issued in 2020-2021. The data for the academic year 2021-2022 are not final yet.

Prizes



WYNAND WIJNEN EDUCATION PRIZE 2022

During the 46th Dies Natalis, on 12 May 2022, dr. Ben Janssen was awarded the UM Wynand Wijnen Education Prize. This prize is awarded to staff members who have made an exceptional contribution to education at Maastricht University. See page 8 for more information.

UNILEVER RESEARCH PRIZE 2021

On 25 November 2021, Jody van Melis, master's student in Work Health and Career, received the Unilever Research Prize 2021 for her master's thesis carried out at FHML. The title of her thesis is: "The effect of work-time control on the development of depressive complaints in 2 years in different subgroups among Dutch daytime workers: a prospective cohort study". This prize is awarded annually to 13 students from universities in the Netherlands who have done exceptional work on topics that are relevant to the UN Sustainable Development Goals.



STUDENT PRIZES 2022 (SWUM)

Six FHML students won the SWUM student prizes for their excellent theses; these prizes were awarded during the Dies Natalis celebration on 12 May 2022.

LISA KOOLE

Bachelor in Biomedical Sciences,
"Interactive neuroinflammatory pathways and transcriptomics data analysis for schizophrenia and psychosis. Emergence of therapeutic strategies"



ALICJA MASTYLAK

Bachelor in European Public Health,
"The 'blessing' of pregnancy? Barriers to accessing adequate maternal care in Poland: A mixed-methods study among women, healthcare providers, and decision-makers"



KATO HERMAN

Bachelor in Medicine,
"Selected based on cum laude & study results"



ANOUK BLANKEN

Bachelor in Health Sciences,
"Psychosocial problems in deaf or hard hearing children: a review"



AMAIA OCHANDORENA SAA

Master in Biomedical Sciences,
"Study of the effects of malaria infection on Hematopoietic Stem Cells and their niche"



LISA KUIN

Master in Medicine,
"The effect of a personalized lifestyle intervention on retinal microvasculature in women with overweight or obesity before and during pregnancy compared to care as usual"

CATHARINA PIJLS INCENTIVE PRIZE 2021

The Catharina Pijls Incentive Prize is awarded annually to a recent graduate in the Health domain, for an excellent master's thesis. This year's prize was awarded on 18 November 2021 to Ilja van Bergen (Master in Healthcare Policy, Innovation and Management). The title of her thesis is "Identifying the beliefs regarding COVID-19 vaccinations of young adults in the United Kingdom"



FHML AND UM AWARDS FOR INEKE WOLFHAGEN

Ineke Wolfhagen, deputy director of the Institute for Education FHML, was awarded the Great Education Prize FHML on 11 July 2022. The Board of Directors of the Institute for Education and the Faculty Board wished to award her with this prize for the decades of dedication she showed for FHML education. Ineke received the prize during a reception to celebrate her early retirement.

On 5 September 2022, during the opening of the academic year, the Executive Board of UM expressed their appreciation for Ineke's achievements in education in and outside UM by granting her the UM Medaillon of Honour. See page 22 for more information.



Successful examples of CPD activities*

Through the eyes of members of the CPD coordination team

Herma Roebertsen

“The Health Services Research department uses CPD hours to devote two half-days to an education-related question every year. These are lively and constructive meetings, with mutual exchange, new information and working on one’s own education. Themes that have been covered are: new work formats, creating exam questions, and programmatic assessment.”



Francine Schneider

Francine Schneider quotes Dennis de Ruijter, education coordinator of the Department of Health Promotion: *“When planning our department’s educational roles in various teaching programmes, we strive to optimally match a teaching role to a teacher’s expertise and ambition, while simultaneously balancing working demands in our entire team. A challenging experience each year! To continuously invest in our professional development, our team uses the various courses offered by our faculty and Edlab. Additionally, our department organises regular teacher intervision meetings and an educational afternoon twice a year. This way, we keep in touch and share experiences, and we learn from invited educational experts, which all contributes to maintaining a high-quality teaching staff.”*



Juanita Vernooy

“It works well to combine a CPD activity with a regular departmental meeting. Many staff members join and it turns into a shared theme. At the Department of Cardiology, for example, two short sessions on ‘feedback in the work place’ were held this way.”



Lianne Loosveld

Lianne Loosveld about mentor workshops on fostering student wellbeing. Participant Leo Köhler said: *“The workshops were very useful, as they gave hands-on advice and tips on how to have a constructive discussion on difficult and often highly emotional topics. I especially liked the suggestions on avoiding the trap of trying to solve the problems of the students, rather than supporting them in finding their own solutions or approaches to solutions. In addition to that, these workshops are always a great opportunity to share experiences with other mentors and to get their view on specific situations. While most of the time you try to learn from your own mistakes, here you can have a discussion with colleagues and experts, and you can also try out a different approach in a role play. Highly recommended!”*



Kenneth Meijer

“By giving teachers the flexibility to use the CPD hours as they see fit and needed, we can eventually create a close-knit FHML teaching community.”



*CPD stands for continuing Professional Development



COLOPHON

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

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