Bachelor Medicine

Find another programme

First year courses

Bachelor Geneeskunde Jaar 1

Fac. Health, Medicine and Life Sciences

Groei en Ontwikkeling I

Full course description

This study programma is taught in Dutch. Hence, the programme information is only available in Dutch. If you would like to read the Dutch programme information, please choose ‘NL’ at the top of the website

GEN1101
Period 1
4 Sep 2023
27 Oct 2023
Print course description
ECTS credits:
7.0
Instruction language:
Dutch
Coordinator:

- H.M.H. Spronk

Fac. Health, Medicine and Life Sciences

Circulatie en Ademhaling I

Full course description

This study programma is taught in Dutch. Hence, the programme information is only available in Dutch. If you would like to read the Dutch programme information, please choose ‘NL’ at the top of the website

GEN1102
Period 2
30 Oct 2023
22 Dec 2023
Print course description
ECTS credits:
7.0
Instruction language:
Dutch
Coordinator:

Bachelor Medicine

- W.M. Blankesteijn

Fac. Health, Medicine and Life Sciences

Regulatie en Integratie

Full course description

This study programma is taught in Dutch. Hence, the programme information is only available in Dutch. If you would like to read the Dutch programme information, please choose ‘NL’ at the top of the website

GEN1103
Period 3
8 Jan 2024
2 Feb 2024
Print course description
ECTS credits:
4.0
Instruction language:
Dutch
Coordinator:

- S. Straetemans

Fac. Health, Medicine and Life Sciences

Denken en Doen I

Full course description

This study programma is taught in Dutch. Hence, the programme information is only available in Dutch. If you would like to read the Dutch programme information, please choose ‘NL’ at the top of the website

GEN1104
Period 4
5 Feb 2024
5 Apr 2024
Print course description
ECTS credits:
7.0
Instruction language:
Dutch
Coordinator:

- H.H.C.M. Savelberg

Fac. Health, Medicine and Life Sciences

Verteer en Verweer I

Full course description

This study programma is taught in Dutch. Hence, the programme information is only available in Dutch. If you would like to read the Dutch programme information, please choose ‘NL’ at the top of the website

GEN1105
Period 5
8 Apr 2024
7 Jun 2024
Print course description
ECTS credits:
7.0
Instruction language:
Dutch
Coordinator:

- L.J. Schurgers

Fac. Health, Medicine and Life Sciences

Diabetes, Obesitas en Lifestyle

Full course description

This study programma is taught in Dutch. Hence, the programme information is only available in Dutch. If you would like to read the Dutch programme information, please choose ‘NL’ at the top of the website

GEN1106
Period 6
10 Jun 2024
5 Jul 2024
Print course description
ECTS credits:
4.0
Instruction language:
Dutch
Coordinator:

- B. Havekes

Fac. Health, Medicine and Life Sciences

Programma Klinische Vaardigheden Jaar 1

Bachelor Medicine

Full course description

This study programme is taught in Dutch. Hence, the programme information is only available in Dutch. If you would like to read the Dutch programme information, please choose ‘NL’ at the top of the website

GEN1008
Year
4 Sep 2023
31 Aug 2024
Print course description
ECTS credits:
6.0
Instruction language:
Dutch
Coordinator:

- F.J. Jongen - Hermus

Fac. Health, Medicine and Life Sciences

Voortgangstentamen Jaar 1

GEN1007
Year
4 Sep 2023
31 Aug 2024
Print course description
ECTS credits:
8.0
Instruction language:
Dutch
Coordinator:

- J.P. Kooman

Fac. Health, Medicine and Life Sciences

CORE Jaar 1

Full course description

This study programma is taught in Dutch. Hence, the programme information is only available in Dutch. If you would like to read the Dutch programme information, please choose ‘NL’ at the top of the website

GEN1013
Year
4 Sep 2023
31 Aug 2024
Print course description
ECTS credits:

Bachelor Medicine

2.0
Instruction language:
Dutch
Coordinator:

- I.M.E. Caubergh - Sprenger

Fac. Health, Medicine and Life Sciences

Beeldvormende Technieken

Full course description

This study programme is taught in Dutch. Hence, the programme information is only available in Dutch. If you would like to read the Dutch programme information, please choose ‘NL’ at the top of the website.

GEN1011
Year
4 Sep 2023
31 Aug 2024
Print course description
ECTS credits:
1.0
Instruction language:
Dutch
Coordinator:

- W.J.P. Henneman

Fac. Health, Medicine and Life Sciences

Portfoliotentamen Jaar 1

Full course description

This study programme is taught in Dutch. Hence, the programme information is only available in Dutch. If you would like to read the Dutch programme information, please choose ‘NL’ at the top of the website

GEN1009
Year
4 Sep 2023
31 Aug 2024
Print course description
ECTS credits:
6.0
Instruction language:
Dutch
Coordinator:

Bachelor Medicine

- M.M. Verheggen

Fac. Health, Medicine and Life Sciences

Farmacotherapeutische Vaardigheden Jaar 1

Full course description

This study programme is taught in Dutch. Hence, the programme information is only available in Dutch. If you would like to read the Dutch programme information, please choose ‘NL’ at the top of the website.

GEN1012
Year
4 Sep 2023
31 Aug 2024
Print course description
ECTS credits:
1.0
Instruction language:
Dutch
Coordinator:

- B.J.A. Janssen

Fac. Health, Medicine and Life Sciences

Schrijflijn Jaar 1

GEN1107
Year
4 Sep 2023
31 Aug 2024
Print course description
ECTS credits:
0.0
Instruction language:
Dutch
Coordinator:

- R.A. de Bie

Fac. Health, Medicine and Life Sciences

Reflectie Portfolio / Professioneel Gedrag Jaar 1

GEN1108
Year
4 Sep 2023
31 Aug 2024
Print course description
ECTS credits:

Bachelor Medicine

0.0
Instruction language:
Dutch
Coordinator:

- M.M. Verheggen

Bachelor of Medicine Year 1 (English Track)

Fac. Health, Medicine and Life Sciences

Acute Care - I

Full course description

In this period, you will learn what to do when you find someone in distress on the street. Knowledge of, and care for vital functions (heart, lungs, circulation) are paramount.

You will start working with evidence-based medicine and will learn how to search for scientific literature. You'll learn how to consider your own emotions when acting as a healthcare professional, as well as your jurisdiction and integrity and professional confidentiality.

During this period, you will learn the structure of the acute care chain within the organisation of the (inter)national care system. You become acquainted with the curriculum, with choosing a personal pathway within it and with training your own study skills.

Course objectives

Performance objectives

The student who enters the scene (i.e. to the patient "on the street"):

1. Carries out a first survey in a systematic way according to ABC(DE) system and makes a first assessment of the situation (safety, hygiene) in a rapid manner. (track Med. Prof.)
2. Calls for help in an adequate manner, both to the appropriate persons/agencies (general practitioner, 112, ambulance) and with the relevant information (SBARR). (track Med.Prof/ Crit.Prof)
3. Demonstrates what to do (clinical skills) and why (explains in his/her own words - theoretical background, pathophysiology and epidemiology) if the patient is unconscious with diminished and/or obstructed breathing, and/or has a circulatory arrest and/or blood loss and if there is a possible trauma. (track Med.Prof/ Crit.Prof)
4. Motivates what he/she can and may do in this situation, what not to do and why (competence, integrity, obligations of care, medical futility, professional confidentiality). (track Crit.Prof/ Prof. & Pers. Dev)
5. Reflects afterwards on the provided care: own coping, followed procedure, contact with the patient, communication and mutual cooperation and debriefing, and applies feedback. (track Med. Prof/ Crit.Prof/ Prof. & Pers. Dev)
6. Is able to analyse and evaluate the basic requirements (including options, evidence (EBM), norms , sources (literature, PICO), epidemiology) for a physician to provide good care in emergency situations, and to define E-health. (track Crit. Prof.)

Bachelor Medicine

At the end of this period, the student can:.

1. explain the structure of the bachelor's curriculum and the expectations regarding professionalism, and own motivation. (track Med. Prof/ Crit. Prof/ Prof. & Pers. Dev)
2. describe several learning strategies, give and deal with feedback and can describe his/her own learning preferences. (track Prof. & Pers. Dev)

Recommended reading

This is the link to Keylinks, our online reference list.

MED1001
Period 1
4 Sep 2023
27 Oct 2023
Print course description
ECTS credits:
0.0
Instruction language:
English
Coordinators:

- M. Filliers
- J.M.G. Reijnders

Teaching methods:
Assignment(s), Work in subgroups, Patient contact, PBL, Paper(s), Presentations, Skills, Training(s)
Assessment methods:
Portfolio
Keywords:
See performance objectives
Fac. Health, Medicine and Life Sciences

Short Term Care - I

Full course description

During this period, you learn to conduct a consultation around everyday, often transient, complaints. You do this using examples of problems in the area of digestion and immune system.We pay special attention to diagnostics: what types of diagnostics are there, how do you assess the value of a diagnostic test and make a choice between tests, how do you best communicate between healthcare professionals about performing diagnostics and how do you decide on this together with the patient? You will mainly look at this from the perspective of generalist care and at how you can organise this if the number of professionals or facilities are limited. You will learn how to use arguments to support your position. You will pay attention to looking at your own strengths and points of attention, you will work on your own learning strategy and how to deal with your emotions.

Course objectives

1. Can explain a complaint of a medical problem of limited duration and elaborate on it in a

(simulated) consultation by performing an anamnesis with the focus on the patient's request for help, the special anamnesis including the digestive tract, the urogenital tract and the respiratory tract. (track Med. Prof)

2. Performs the physical examination of the abdomen and lungs and can explain and apply the basics of clinical reasoning and make informed choices regarding the additional examination (focus imaging techniques) (track Med. Prof/ Crit.Prof)
3. Applies understanding of competency, qualification and patient safety i.r.t. injecting (in a training setting) and applies the pharmacological six-step method to the example of an antibiotic. (Med. Prof/ Crit.Prof)
4. Applies in a (simulated) consultation phase 1 and 2 of the consultation, in which the student compares different doctor-patient models, shows general communication skills and attitude to make contact with the patient and to respond to the diversity of patients(track Med. Prof/ Crit.Prof)
5. Is able to apply the scientific aspects of Evidence Based Medicine, statistical analysis and sensitivity/specificity/predictive value when critically analyzing guidelines, searching the literature and describing the usefulness of diagnostic tests. (track Med. Prof/ Crit.Prof).
6. Can explain E-health applications. The student explores the motivation for choosing to see a GP or not.
7. Can develop leaflets/information material that highlights the role of the general practitioner, health and digital skills of patients. (track Crit.Prof.)
8. Applies the principles of giving and receiving feedback in the various contexts, evaluates own actions in terms of competence development and sets learning goals. (track Med. Prof/ Crit.Prof/ Prof. & Pers. Dev)
9. Applies the above skills in a patient consultation in primary care (general practitioner) under supervision level and knows how to reflect on this and if necessary set a learning goal about it. (track Med. Prof/ Crit.Prof/ Prof. & Pers. Dev)

Recommended reading

This is the link to Keylinks, our online reference list.

MED1002
Period 2
30 Oct 2023
22 Dec 2023
Print course description
ECTS credits:
0.0
Instruction language:
English
Coordinators:

- S. Verheule
- G.H. Koek

Teaching methods:
Assignment(s), Work in subgroups, Patientcontact, PBL, Presentations, Skills, Training(s)
Assessment methods:
Portfolio
Keywords:
See performance objectives

Bachelor Medicine

Fac. Health, Medicine and Life Sciences

Chronic Care - I

Full course description

During this period, you map out the problems of the patient with a chronic health problem as well as possible. Your focus is not just on somatic aspects (the musculoskeletal and nervous systems are central to this period); from a biopsychosocial perspective, you make an inventory of the problems and possibilities of the individual, focusing on functioning.You learn how to use (digital) measuring instruments and how to record information in the patient file, taking into account the privacy aspects and the patient's capacity to make decisions. You look at the entire chain of care for a chronic condition from the patient's perspective. You can distinguish between qualitative and quantitative information and refer to it correctly. You use feedback to set learning goals for your own development.

Course objectives

Current concept - design phase1. Conducts a biopsychosocial anamnesis, focusing on the limitations and possibilities in daily life and the patient's request for help, preferences and need for care (Track Med. Prof/ Crit. Prof.)2. Performs a pain, track (musculoskeletal system , nervous system) and cognitive functioning anamnesis on the patient and, if appropriate, makes a first attempt at a mental status examination (aimed at observation, pain behaviour and cognitive complaints, appropriate to neurological disorders) and explores the patient's coping (Track Med. Prof/ Crit. Prof.)3. Performs a physical examination of the musculoskeletal system (inspection, active, passive, isometric resistance test, palpation) and central nervous system and determines functional limitations (Track Med. Prof/ Crit. Prof.)4. Based on the findings of the anamnesis and physical examination, can propose additional imaging or questionnaire examinations and possible monitoring. (Track Med. Prof/ Crit. Prof.)5. Forms a differential diagnosis and problem description together with the patient, taking into account the patient's functioning, limitations, capabilities and preferences (Track Med. Prof./ Crit. Prof. / Prof & Pers. Dev.)6. Knows other disciplines in the chain of care and welfare and their role, expertise and possibilities. (GP, paramedics, nurses, home care, medical specialist, mental health care, social work, informal carer....) (Track Med. Prof.)7. Uses eHealth applications to enable remote monitoring, while respecting patient privacy8. Learns his own learning style and can analyse and adjust his own development and that of others on the basis of feedback (Track Prof & Pers. Dev.)

Recommended reading

This is the link to Keylinks, our online reference list.

MED1003
Period 4
5 Feb 2024
5 Apr 2024
Print course description
ECTS credits:
0.0
Instruction language:
English

Bachelor Medicine

Coordinators:

- P.J. van Noten
- M.L.F. Janssen

Teaching methods:
Assignment(s), Work in subgroups, Patientcontact, PBL, Paper(s), Presentations, Training(s), Skills
Assessment methods:
Portfolio
Keywords:
See performance objectives
Fac. Health, Medicine and Life Sciences

Care for Health

Full course description

In this period, you learn to take care of the healthy development of the individual, with an eye for his/her (social) environment. Examples from different phases of life up to about the age of 50 (up to and including menopause in women) are discussed.You learn about risk factors and different perspectives to look at risks and responsibilities regarding healthy behaviour. Furthermore, you learn how to value digital information about risks.

Course objectives

Concept - Design phase

Performance objectives:

Students will have to accomplish the following performance objectives in the context of reproductive and child health.

1. The students take care of their own learning trajectory in a healthy manner, that fits their developmental stage (usually a young adult), and actively ask feedback to receive information to learn.
2. In the context of child health and reproductive health, students determine the health and development of individuals systematically and collaboratively, taking into account the individuals' specific (family) context, promoting and hindering factors.
3. The students align the care for health care recipients with chain partners such as midwifes, maternity assistants, gynecologists, the preventive health care system for children and other stakeholders.
4. The students promote individuals' health by giving preventive advice that aligns with their preferences, goals, values, abilities and interests.
5. The students reflect critically on the role of doctors (and other chain partners and stakeholders) and on the use of guidelines and evidence in achieving good health and related preventive healthcare practice.

Recommended reading

This is the link to Keylinks, our online reference list.

Bachelor Medicine

MED1004
Period 5
8 Apr 2024
7 Jun 2024
Print course description
ECTS credits:
0.0
Instruction language:
English
Coordinators:

- N.M.S. van den Akker
- L.W. van der Zwet

Teaching methods:
Assignment(s), Paper(s), Patient contact, PBL, Presentation(s), Skills, Training(s), Work in subgroups
Assessment methods:
Portfolio
Keywords:
See performance objectives
Fac. Health, Medicine and Life Sciences

Medical Professional (CORE)

Full course description

The heart of CORE-education consists of consultations (Simulated Patient Consultations, SPCs) with simulation
patients (SPs). The three-year course offers a whole-task, semi-authentic learning environment in which
students work on the complex integration of communication skills, medical knowledge, clinical skills and
personal development while interacting with trained 'patients'. As a practical training, CORE is part of the
programme Clinical Practice in the Line Medical Professional. From its nature, CORE facilitates the blending of
the three longitudinal education lines: Medical Professional, Critical Professional and Professional & Personal Development.
Guided by designated CORE topics, their own learning goals, and dedicated CORE teachers, medical students
start to acquire step by step skills for and understanding of effective human-centred medical encounters. CORE
offers a safe learning environment in which students are allowed to make mistakes, and to work steadily on
acquiring essential skills, such as exploring the Reason for Encounter, making summaries, and breaking bad
news. Graduate students frequently have (too) high ambitions and expectations of themselves. They may take
on more than they can handle in the desire to resemble an experienced doctor or to execute a 'perfect' medical
encounter. Yet, there is no such thing as a perfect consultation. Learning consultation skills requires

a lifelong
process of acquiring, reflecting, adapting and polishing. CORE in the Bachelor is the beginning.

In the first year the focus lies primarily on becoming familiar with the first and second phase. With time and
progress, the student can take on more topics to work on. At the end of the third year, a student should be
able to perform a complete consultation on a simple medical problem following the three phases' structure
with dedicated skills, simple breaking bad news and shared decision making.

Course objectives

Integrated in Track Medical Professional

Recommended reading

This is the link to Keylinks, our online reference list.

MED1101
Year
1 Sep 2023
31 Aug 2024
Print course description
ECTS credits:
0.0
Instruction language:
English
Coordinator:

- I.M.E. Caubergh - Sprenger

Teaching methods:
Assignment(s), Work in subgroups, Patient contact, PBL, Skills, Training(s)
Assessment methods:
Portfolio
Fac. Health, Medicine and Life Sciences

Medical Professional (Clinical Skills)

Full course description

Overall Clinical skills program in the Bachelor:At the end of the Bachelor, the student performs an integrated consultation (clinical skills and CORE) (Whole task) in patients with a who are ABCDE haemodynamically stable. The student demonstrates the skills in a simulated professional situation and is able to apply the skills under direct/indirect supervision in a simple practice setting (educational patient consultation/start clinical rotation/intramural/extramural) while ensuring patient safety.

Bachelor Medicine

Course objectives

See detailed performance objectives - Available to students in CanVas

Recommended reading

Available to students in CanVas

MED1102
Year
1 Sep 2023
31 Aug 2024
Print course description
ECTS credits:
0.0
Instruction language:
English
Coordinators:

- F.J. Jongen - Hermus
- L. Goossens

Teaching methods:
Assignment(s), Work in subgroups, Patient contact, PBL, Skills, Training(s), Paper(s)
Assessment methods:
Portfolio, Assignment, Attendance, Observation, Oral exam, Participation
Fac. Health, Medicine and Life Sciences

Medical Professional (Trajectory)

Full course description

To educate and inspire students into motivated, self-regulated, life-long learners in essential medical knowledge domains. By learning these domains, students construct a solid knowledge basis that allows them to analyse complex health issues, comprehend the rationale behind consultation skills, clinical skills and clinical reasoning and to create a (differential) diagnosis and plan of action (prevention/treatment/diagnostics/care policy) based on the care request of the patient. The student is conscious of their attitude and professional behaviour and mindful of diversity aspects (biological, and contextual differences), is able to build a relationship with the patient and is curious and willing to explore the person behind the patient (holistic view) in the context of various health care and global settings.

Course objectives

Performance objectives and teaching and learning activities are integrated in the periods.

MED1103
Year
1 Sep 2023
31 Aug 2024

Bachelor Medicine

Print course description
ECTS credits:
0.0
Instruction language:
English
Coordinators:

- F.J. Jongen - Hermus
- L. Goossens
- J.H.H. van Laanen

Teaching methods:
Assignment(s), Work in subgroups, Patient contact, Paper(s), PBL, Presentations, Research, Skills
Assessment methods:
Portfolio, Assignment, Attendance, Observation, Oral exam, Participation, Presentation, Written exam
Fac. Health, Medicine and Life Sciences

Critical Professional

Full course description

In the track Critical Professional, these topics will be integrated in the periods, its teaching and learning activities.

- Evidence-based medicine
- Ethics
- Academic skills
- Health technology
- Organization of care
- Care in practice
- Legal aspects

Course objectives

Integrated in the periods

Recommended reading

This is the link to Keylinks, our online reference list.

MED1104
Year
1 Sep 2023
31 Aug 2024
Print course description
ECTS credits:
0.0
Instruction language:
English

Bachelor Medicine

Coordinators:

- R.A. de Bie
- M.J.M. Hilderink

Teaching methods:
Assignment(s), Work in subgroups, Paper(s), PBL, Presentations, Skills, Training(s)
Assessment methods:
Portfolio
Fac. Health, Medicine and Life Sciences

Personal and Professional Development

Full course description

For the Professional and Personal Development track, learning and teaching activities on the following topic are integrated in the periods:

- structural elements of learning strategies,
- feedback and reflection,
- professional identity formation and personal development.

Course objectives

Performance objectives are integrated in the periods

MED1105
Year
1 Sep 2023
31 Aug 2024
Print course description
ECTS credits:
0.0
Instruction language:
English
Coordinators:

- M.M. Verheggen
- C. Willekes

Teaching methods:
Assignment(s), Work in subgroups, PBL, Training(s)
Assessment methods:
Portfolio
Fac. Health, Medicine and Life Sciences

Electives and Student Clinics Year 1

MED1106
Year
1 Sep 2023

Bachelor Medicine

31 Aug 2024
Print course description
ECTS credits:
0.0
Instruction language:
English
Fac. Health, Medicine and Life Sciences

Progress Test Year 1

Full course description

A Progress Test is like a final exam in which all (cognitive) learning goals of the curriculum are tested. In contrast to a 'normal' final exam, all students are participating instead of only last year's students. The growing knowledge level among students of different years leads to different test results.

Four times a year, about 10.000 students of five distinct universities participate in the Progress Test of Medicine to measure their acquired knowledge. To prevent a learning effect due to identical questions, every time another test will be given. Nonetheless, the aim is to keep difficulty and knowledge areas similar in every test. It is expected that individual students increase their score at each test due to their progression in the curriculum.

Course objectives

The aim of progress testing is stimulating a continuous learning process instead of exam directed learning. By its focusing on end goals and extensive amount of questions, targeted learning for a progress test is almost ruled out. Furthermore, one can measure a student's progression in reaching end learning goals and acquiring knowledge.

The information that is gained by progress testing can be used at several levels. Firstly, it gives students a view on their knowledge progression and the ability to compare their level of knowledge with peer students. Secondly, it offers study advisors tools in student supporting and enables early detection of students with possible learning difficulties.

MED1201
Year
1 Sep 2023
31 Aug 2024
Print course description
ECTS credits:
0.0
Instruction language:
English
Coordinator:

- J.P. Kooman

Assessment methods:
Computertest, Portfolio
Second year courses

Bachelor Geneeskunde Jaar 2

Fac. Health, Medicine and Life Sciences

Circulatie en Ademhaling II

Full course description

This study programma is taught in Dutch. Hence, the programme information is only available in Dutch. If you would like to read the Dutch programme information, please choose ‘NL’ at the top of the website

GEN2101
Period 1
4 Sep 2023
27 Oct 2023
Print course description
ECTS credits:
7.0
Instruction language:
Dutch
Coordinator:

- J.P.M. Cleutjens

Fac. Health, Medicine and Life Sciences

Groei en Ontwikkeling II

Full course description

This study programma is taught in Dutch. Hence, the programme information is only available in Dutch. If you would like to read the Dutch programme information, please choose ‘NL’ at the top of the website

GEN2102
Period 2
30 Oct 2023
22 Dec 2023
Print course description
ECTS credits:
7.0
Instruction language:
Dutch
Coordinators:

- K.D.G. van de Kant
- N.M.S. van den Akker

Fac. Health, Medicine and Life Sciences

Verteer en Verweer II

Full course description

This study programma is taught in Dutch. Hence, the programme information is only available in Dutch. If you would like to read the Dutch programme information, please choose ‘NL’ at the top of the website

GEN2104
Period 4
5 Feb 2024
5 Apr 2024
Print course description
ECTS credits:
7.0
Instruction language:
Dutch
Coordinator:

- G.H. Koek

Fac. Health, Medicine and Life Sciences

Denken en Doen II

Full course description

This study programma is taught in Dutch. Hence, the programme information is only available in Dutch. If you would like to read the Dutch programme information, please choose ‘NL’ at the top of the website

GEN2105
Period 5
8 Apr 2024
7 Jun 2024
Print course description
ECTS credits:
7.0
Instruction language:
Dutch
Coordinator:

- S.P.G. Bours

Fac. Health, Medicine and Life Sciences

Schrijflijn Jaar 2

GEN2103
Year

Bachelor Medicine

4 Sep 2023
31 Aug 2024
Print course description
ECTS credits:
0.0
Instruction language:
Dutch
Coordinator:

- R.A. de Bie

Fac. Health, Medicine and Life Sciences

Voortgangstentamen Jaar 2

GEN2006
Year
4 Sep 2023
31 Aug 2024
Print course description
ECTS credits:
8.0
Instruction language:
Dutch
Coordinator:

- J.P. Kooman

Fac. Health, Medicine and Life Sciences

Programma Klinische Vaardigheden Jaar 2

Full course description

This study programme is taught in Dutch. Hence, the programme information is only available in Dutch. If you would like to read the Dutch programme information, please choose ‘NL’ at the top of the website.

GEN2020
Year
4 Sep 2023
31 Aug 2024
Print course description
ECTS credits:
0.0
Instruction language:
Dutch
Coordinator:

- F.J. Jongen - Hermus

Fac. Health, Medicine and Life Sciences

Farmacotherapeutische Vaardigheden Jaar 2

Full course description

This study programme is taught in Dutch. Hence, the programme information is only available in Dutch. If you would like to read the Dutch programme information, please choose ‘NL’ at the top of the website.

GEN2022
Year
4 Sep 2023
31 Aug 2024
Print course description
ECTS credits:
0.0
Instruction language:
Dutch
Coordinator:

- B.J.A. Janssen

Keywords:
farmacologie farmacotherapie medicatieveiligheid patientinformatie
Fac. Health, Medicine and Life Sciences

CORE Jaar 2

Full course description

This study programme is taught in Dutch. Hence, the programme information is only available in Dutch. If you would like to read the Dutch programme information, please choose ‘NL’ at the top of the website.

GEN2023
Year
4 Sep 2023
31 Aug 2024
Print course description
ECTS credits:
0.0
Instruction language:
Dutch
Coordinator:

- I.M.E. Caubergh - Sprenger

Fac. Health, Medicine and Life Sciences

Portfoliotentamen Jaar 2

Full course description

This study programme is taught in Dutch. Hence, the programme information is only available in Dutch. If you would like to read the Dutch programme information, please choose ‘NL’ at the top of the website

GEN2108
Year
4 Sep 2023
31 Aug 2024
Print course description
ECTS credits:
16.0
Instruction language:
Dutch
Coordinator:

- M.M. Verheggen

Fac. Health, Medicine and Life Sciences

Reflectie Portfolio / Professioneel Gedrag Jaar 2

GEN2041
Year
4 Sep 2023
31 Aug 2024
Print course description
ECTS credits:
0.0
Instruction language:
Dutch
Coordinator:

- M.M. Verheggen

Bachelor in Medicine Year 2

Fac. Health, Medicine and Life Sciences

Short Term Care II

Recommended reading

This is the link to Keylinks, our online reference list.

MED2001

Bachelor Medicine

Period 1
4 Sep 2023
27 Oct 2023
Print course description
ECTS credits:
0.0
Instruction language:
English
Coordinator:

- H.H.C.M. Savelberg

Fac. Health, Medicine and Life Sciences

Acute Care II

Recommended reading

This is the link to Keylinks, our online reference list.

MED2002
Period 2
30 Oct 2023
22 Dec 2023
Print course description
ECTS credits:
0.0
Instruction language:
English
Coordinators:

- M. Poeze
- R.P.W. Rouhl
- L. Goossens

Fac. Health, Medicine and Life Sciences

Prevention

MED2003
Period 4
5 Feb 2024
5 Apr 2024
Print course description
ECTS credits:
0.0
Instruction language:
English
Coordinators:

- R.M. Vasse
- M.P.A. Zeegers

Bachelor Medicine

Fac. Health, Medicine and Life Sciences

Chronic Care II

MED2004
Period 5
8 Apr 2024
7 Jun 2024
Print course description
ECTS credits:
0.0
Instruction language:
English
Coordinators:

- M. Vreeburg
- G.N.Y. van Gorkom

Fac. Health, Medicine and Life Sciences

Medical Professional (CORE) Year 2

MED2101
Year
1 Sep 2023
31 Aug 2024
Print course description
ECTS credits:
0.0
Instruction language:
English
Coordinator:

- I.M.E. Caubergh - Sprenger

Fac. Health, Medicine and Life Sciences

Medical Professional (Clinical Skills) Year 2

Recommended reading

This is the link to Keylinks, our online reference list.

MED2102
Year
1 Sep 2023
31 Aug 2024
Print course description
ECTS credits:
0.0
Instruction language:

Bachelor Medicine

English
Coordinators:

- L. Goossens
- F.J. Jongen - Hermus

Fac. Health, Medicine and Life Sciences

Critical Professional Year 2

MED2104
Year
1 Sep 2023
31 Aug 2024
Print course description
ECTS credits:
0.0
Instruction language:
English
Coordinators:

- R.A. de Bie
- M.J.M. Hilderink

Fac. Health, Medicine and Life Sciences

Personal and Professional Development Year 2

MED2105
Year
1 Sep 2023
31 Aug 2024
Print course description
ECTS credits:
0.0
Instruction language:
English
Coordinators:

- M.M. Verheggen
- C. Willekes

Fac. Health, Medicine and Life Sciences

Electives & Student Clinics Year 2

MED2106
Year
1 Sep 2023
31 Aug 2024
Print course description
ECTS credits:
0.0

Bachelor Medicine

Instruction language:
English
Coordinators:

- H.H.C.M. Savelberg
- M.A. van Bokhoven
- G.M. Rommers

Fac. Health, Medicine and Life Sciences

Medical Professional (Trajectory) Year 2

MED2103
Year
1 Sep 2023
31 Aug 2024
Print course description
ECTS credits:
0.0
Instruction language:
English
Coordinators:

- L. Goossens
- F.J. Jongen - Hermus
- J.H.H. van Laanen

Fac. Health, Medicine and Life Sciences

Progress Test Year 2

Recommended reading

This is the link to Keylinks, our online reference list.

MED2201
Year
1 Sep 2023
31 Aug 2024
Print course description
ECTS credits:
0.0
Instruction language:
English
Coordinator:

- J.P. Kooman

Third year courses

Bachelor Geneeskunde Jaar 3

Fac. Health, Medicine and Life Sciences

Abdomen

Full course description

This study programma is taught in Dutch. Hence, the programme information is only available in Dutch. If you would like to read the Dutch programme information, please choose ‘NL’ at the top of the website

GEN3001
Period 1
4 Sep 2023
10 Nov 2023
Period 2
13 Nov 2023
2 Feb 2024
Period 4
5 Feb 2024
19 Apr 2024
Period 5
22 Apr 2024
5 Jul 2024
Print course description
ECTS credits:
10.0
Instruction language:
Dutch
Coordinator:

- T. Lubbers

Fac. Health, Medicine and Life Sciences

Bewegingsapparaat

Full course description

This study programma is taught in Dutch. Hence, the programme information is only available in Dutch. If you would like to read the Dutch programme information, please choose ‘NL’ at the top of the website

GEN3002
Period 1
4 Sep 2023
10 Nov 2023
Period 2
13 Nov 2023

Bachelor Medicine

2 Feb 2024
Period 4
5 Feb 2024
19 Apr 2024
Period 5
22 Apr 2024
5 Jul 2024
Print course description
ECTS credits:
10.0
Instruction language:
Dutch
Coordinator:

- C.M.P. van Durme

Fac. Health, Medicine and Life Sciences

Circulatie en Longen

Full course description

This study programma is taught in Dutch. Hence, the programme information is only available in Dutch. If you would like to read the Dutch programme information, please choose ‘NL’ at the top of the website

GEN3003
Period 1
4 Sep 2023
10 Nov 2023
Period 2
13 Nov 2023
2 Feb 2024
Period 4
5 Feb 2024
19 Apr 2024
Period 5
22 Apr 2024
5 Jul 2024
Print course description
ECTS credits:
10.0
Instruction language:
Dutch
Coordinator:

- J.H.H. van Laanen

Fac. Health, Medicine and Life Sciences

Psychomedische Problemen

Full course description

This study programma is taught in Dutch. Hence, the programme information is only available in Dutch. If you would like to read the Dutch programme information, please choose ‘NL’ at the top of the website

GEN3004
Period 1
4 Sep 2023
10 Nov 2023
Period 2
13 Nov 2023
2 Feb 2024
Period 4
5 Feb 2024
19 Apr 2024
Period 5
22 Apr 2024
5 Jul 2024
Print course description
ECTS credits:
10.0
Instruction language:
Dutch
Coordinator:

- M.H.L.G. de Ruijter

Fac. Health, Medicine and Life Sciences

Voortgangstentamen Jaar 3

GEN3005
Year
4 Sep 2023
31 Aug 2024
Print course description
ECTS credits:
4.0
Instruction language:
Dutch
Coordinator:

- J.P. Kooman

Fac. Health, Medicine and Life Sciences

Examen Klinische Vaardigheden

Full course description

This study programme is taught in Dutch. Hence, the programme information is only available in Dutch. If you would like to read the Dutch programme information, please choose ‘NL’ at the top of the website

GEN3008
Year
4 Sep 2023
31 Aug 2024
Print course description
ECTS credits:
0.0
Instruction language:
Dutch
Coordinator:

- F.J. Jongen - Hermus

Fac. Health, Medicine and Life Sciences

CORE Jaar 3

Full course description

This study programma is taught in Dutch. Hence, the programme information is only available in Dutch. If you would like to read the Dutch programme information, please choose ‘NL’ at the top of the website

GEN3009
Year
4 Sep 2023
31 Aug 2024
Print course description
ECTS credits:
0.0
Instruction language:
Dutch
Coordinator:

- I.M.E. Caubergh - Sprenger

Fac. Health, Medicine and Life Sciences

Critical Appraisal of a Topic Jaar 3

Bachelor Medicine

Full course description

This study programme is taught in Dutch. Hence, the programme information is only available in Dutch. If you would like to read the Dutch programme information, please choose ‘NL’ at the top of the website.

GEN3013
Year
4 Sep 2023
31 Aug 2024
Print course description
ECTS credits:
0.0
Instruction language:
Dutch
Coordinators:

- E.P.E. Mesters
- M.J.F. Gielen

Fac. Health, Medicine and Life Sciences

Gezondheidsrecht en Gezondheidsethiek

Full course description

This study programme is taught in Dutch. Hence, the programme information is only available in Dutch. If you would like to read the Dutch programme information, please choose ‘NL’ at the top of the website.

GEN3014
Year
4 Sep 2023
31 Aug 2024
Print course description
ECTS credits:
0.0
Instruction language:
Dutch
Coordinator:

- R.H. Houtepen

Fac. Health, Medicine and Life Sciences

Farmacotherapeutische Vaardigheden Jaar 3

Full course description

This study programme is taught in Dutch. Hence, the programme information is only available in Dutch. If you would like to read the Dutch programme information, please choose ‘NL’ at the top of

the website.

GEN3015
Year
4 Sep 2023
31 Aug 2024
Print course description
ECTS credits:
0.0
Instruction language:
Dutch
Coordinator:

- B.J.A. Janssen

Keywords:
farmacologie farmacotherapie medicatieveiligheid patientinformatie
Fac. Health, Medicine and Life Sciences

Portfoliotentamen Jaar 3

Full course description

This study programme is taught in Dutch. Hence, the programme information is only available in Dutch. If you would like to read the Dutch programme information, please choose ‘NL’ at the top of the website

GEN3016
Year
4 Sep 2023
31 Aug 2024
Print course description
ECTS credits:
16.0
Instruction language:
Dutch
Coordinator:

- M.M. Verheggen

Fac. Health, Medicine and Life Sciences

Reflectie Portfolio / Professioneel Gedrag Jaar 3

GEN3017
Year
4 Sep 2023
31 Aug 2024
Print course description
ECTS credits:
0.0
Instruction language:

Bachelor Medicine

Dutch
Coordinator:

- M.M. Verheggen

Bachelor International Track in Medicine (ITM) Year 3

Fac. Health, Medicine and Life Sciences

Abdomen

Full course description

The Abdomen cluster aims to deepen, broaden and integrate what the students have learned about abdominal complaints in previous years (e.g. Digestion and Defense). A large team has been working on this cluster over the past few years to achieve this aim. The team members are all still involved in the cluster. You can find their roles in this the cluster on eleUM: Course Information -> Staff Information.

The guiding principle for the design of the curriculum for the Abdomen cluster, in which the patient and their clinical presentation is the starting point of learning, comprises of the seven competences/roles of a doctor as described in the 2009 Framework for Undergraduate Medical Education in the Netherlands. These competences/roles as well as the corresponding subsidiary competences with respect to the Abdomen cluster are discussed in Course Book -> introduction -> Chapter 1: Objectives.

This cluster covers abdominal complaints with a more or less chronic nature. The complaints are often related to the gastrointestinal system, the urological system and the reproductive systems. The students are confronted with a variety of clinical presentations, all related to the abdomen. These clinical presentations are the basis to study the physiological and pathophysiological processes that lead to chronic abdominal complaints in an integrated way. Moreover, patient contacts are used as a basis to study the generic aspects of the consequences of chronic disease, ethics and law and clinical epidemiology.

The heart of learning lies in the educational patient contacts, where the students, often in pairs, will see patient consultations at different (outpatient) departments. It is very stimulating for the students to see these patients in the specialist’s consultation room. Specialists of the MUMC departments of gynaecology/obstetrics, urology, gastroenterology, paediatrics, surgery, radiotherapy and dermatology open the doors to their consultation rooms to the 3rd-year students. Obviously, the student’s professional behaviour is essential in learning through educational patient contacts. Many activities have been organised to optimize the learning effect of these educational patient contacts, including training sessions in which the students can acquire more knowledge about (chronic) abdominal complaints and practise skills.

The cluster contains cluster-related as well as non-cluster-related activities.

Course objectives

Within 10 weeks, the students are trained to make a differential diagnosis of the most common abdominal complaints.

For these complaints the Sheffields list is used . The student practices both with patients and with fictitious case to take a medical history and perform a physical examination . As a framework for history taking , the VITMINE C + D system is applied. In addition, the anatomic relationships are taught between the location of the complaint and the organs in the abdomen. Subsequently, it is taught to make a differential diagnosis with the acquired information . Finally, the students learn the basics of additional research and therapy.

Recommended reading

This is the link to Keylinks, our online reference list.

ITM3001
Period 1
4 Sep 2023
10 Nov 2023
Period 4
5 Feb 2024
19 Apr 2024
Print course description
ECTS credits:
10.0
Instruction language:
English
Coordinator:

- S.O. Breukink

Teaching methods:
Assignment(s), Work in subgroups, Lecture(s), Patient contact, Onderwijspoli('s), Presentation(s), Skills, Training(s)
Assessment methods:
Assignment, Attendance, Observation, Oral exam, Participation, Presentation, Written exam, Portfolio
Keywords:
problem recognition/definition, history taking, physical examination, additional investigation, therapy
Fac. Health, Medicine and Life Sciences

Circulation and Lungs

Full course description

Circulation and Lungs. The cluster covers diseases of the blood, lungs, heart and blood vessels. The aim is to gain knowledge and develop skills in the areas of history taking and physical diagnostics, as well as making differential diagnoses within the area of the relevant diseases. Clinical epidemiology will also be covered. During this cluster the focus will be on patient-based learning. The essence of this cluster is that learning from patient contacts will stimulate further examination into the pathologies that will be subsequently discussed in lectures and demonstrations (workshops) in a clinical setting.

Bachelor Medicine

The cluster comprises of 7 theme weeks: Angina pectoris / Atrial fibrillation, Heart failure, Arterial disease, Bleeding & coagulation disorders, Respiratory failure, Pulmonary diseases (among others malignant and interstitial lung disorders; pneumonia) and Cardiovascular risk management. The content of the theme weeks corresponds closely with that of the first two years of the bachelors, however, the emphasis now is on patient contacts and the integration of knowledge that you have already acquired in both general and specialist practice.

In each theme week, the above mentioned themes will be discussed using case-based assignments and discussions and patient contacts. The patient-based activities will be complemented by lectures, demonstrations and workshops about diagnostic and therapeutic issues. Each theme week will be rounded off with a discussion in the basic groups.

Course objectives

Ischaemic Heart DiseaseElectrophysiologyHeart FailureAortic diseasesPeripheral Arterial DiseaseVenous InsufficiencyCoagulation and Bleeding DisordersPulmonologyRespiratory FailureCardiovascular Risk ManagementHypertension

Recommended reading

This is the link to Keylinks, our online reference list.

ITM3003
Period 1
4 Sep 2023
10 Nov 2023
Period 4
5 Feb 2024
19 Apr 2024
Print course description
ECTS credits:
10.0
Instruction language:
English
Coordinator:

- B.M.E. Mees

Teaching methods:
Assignment(s), Lecture(s), Work in subgroups, Patient contact, Paper(s), PBL, Onderwijspoli('s), Presentation(s), Research, Skills, Training(s), Working visit(s)
Assessment methods:
Assignment, Attendance, Observation, Oral exam, Participation, Portfolio, Presentation
Keywords:
Cardiology Cardiothoracic Surgery Pulmonology Vascular Surgery Vascular Medicine
Fac. Health, Medicine and Life Sciences

Locomotor Apparatus

Full course description

The cluster Locomotor Apparatus has been developed based on the seven competences of a doctor, as described in the (Dutch) Blueprint 2009: Medical Expert, Communicator, Collaborator, Leader, Health advocate, Scholar, Professional. The cluster Locomotor Apparatus aims to deepen, broaden and integrate knowledge and skills gained in the previous years.

The main goal of the cluster is to gain knowledge and skills to determine the most probable (differential) diagnosis in a patient presenting with a problem of the locomotor system. The problems may affect the musculoskeletal and/or nervous system, and may involve traumatic, degenerative, autoimmune, congenital, psychological, environmental and medico-ethical processes and factors. Other goals include knowledge and skills concerning therapeutic options (including eg medication and rehabilitation) and impact of a disorder on patients daily life (family, work, health care).

This goal is achieved by a variety of educational activities. Clinical presentation, relevant anatomy, pathophysiology, epidemiology, diagnostic aspects and treatment options of the relevant clinical disorders are studied by self-study (including repeating previous knowledge), base group presentations, lectures, trainings and practical skills trainings. Transition of theoretical knowledge to application in real patients is promoted by educational patient contacts. In these educational patient contacts, the patient complaint is the point of departure, and clinical reasoning is practiced to arrive to a well-considered (differential) diagnosis. Patient cases are reported and discussed in the base group meetings so that all students benefit.

The nature of the cluster implies a great amount and variety of specialisations involved at the creation of the educational program and the educational patient contacts at the outpatient clinics.

Course objectives

Within 10 weeks students are trained in taking medical history and doing the physical examination in order to make a differential diagnosis, eventually with the help of additional examination such as X-ray. The student practices mainly with patients at the outpatient clinics. It is essential that students realize that patients with an assumed medical problem are sometimes initially referred to one medical specialty, and that the eventual diagnosis should be assessed and treated by another medical specialist. Therefore, they have to learn to think ‘outside the box’ and consider also other disorders or treatment options of other specialties. The most common disorders are described in the lists of objectives and problems.

Recommended reading

This is the link to Keylinks, our online reference list.

ITM3002
Period 2
13 Nov 2023
2 Feb 2024
Period 5
22 Apr 2024
5 Jul 2024
Print course description
ECTS credits:

Bachelor Medicine

10.0
Instruction language:
English
Coordinators:

- C.M.P. van Durme
- P.C.P.H. Willems

Teaching methods:
Assignment(s), Work in subgroups, Lecture(s), Patient contact, PBL, Presentations, Onderwijspoli('s), Research, Training(s)
Assessment methods:
Assignment, Attendance, Observation, Participation, Presentation, Written exam, Portfolio
Keywords:
Movement and control of movement of the muskeloskeletal system
Fac. Health, Medicine and Life Sciences

Psychomedical Problems

Full course description

The Psychomedical Problems (PMP) cluster has been renewed in various areas in the 2013-2014 curriculum and has been refined in recent years. These innovations stem from the long-standing intention of the Department of Psychiatry & Neuropsychology to set up a psychiatry learning trajectory in curricular education at the FHML that runs as a continuum from the first academic year in the bachelor's degree up to and including the psychiatry new style in the master. In this continuum, the emphasis in the first two years of study is on the healthy psychological functions (eg. learning, memory, mood) and in the third year on the recognition of psychopathology of the most common psychiatric disorders. In addition, in year 3 there is ample attention for disruptions in neurobiological control systems and for the foundations of pharmacological and non-pharmacological treatments for psychiatric disorders.

The cases in the third year were developed with the intention to illustrate how disruptions in healthy brain functions (for example the reward system) can lead to specific symptomatology, which can be linked to psychological complaints (eg. anhedonia in depression or craving for addiction). The various lectures and practicals (including mental status examination, neuroanatomy) provide in-depth additions to these themes. Through the patient contacts in the clinical teaching outlets, students can practice the mental status examination and diagnostic skills with patients in psychiatric settings.

Course objectives

Mental Status Examination

Acquire knowledge and learn general psychiatric skills (including reporting) with special focus on mental status examination (MSE).

Several psychopathological phenomena are described in each task/case description. The aim is to learn and recognize these terms and to be able to apply them in conducting a Mental Status Examination during the EOC groups.

Bio-Psycho-Social model

Acquire knowledge of biological, psychological and social factors (according to the biopsychosocial model) that underlie the various psychiatric disorders, with a strong emphasis on basic neurobiological control systems and learning theoretical concepts with regard to psychological functions and the associated psychiatric symptomatology.

DSM 5 categories and terminology should be avoided as much as possible. The emphasis will be on basic psychological control systems (eg perception, affect regulation, anxiety, reward / learning, conditioning) and their neurological basis, starting with the neuroanatomical areas involved, their interconnections, neurotransmitter systems involved, possibly. neuropeptides and hormones.

Diagnostics and treatment (clinical reasoning)

Acquire knowledge of psychiatric epidemiology and clinical reasoning for the purpose of differential diagnosis and the pharmacological and non-pharmacological treatment of mental disorders.

From the understanding of these control systems it becomes useful to:

Discuss the impact of genetic and environmental factors on these control systems in a developmental and lifetime perspective and the possible matching psychological dysfunction and psychopathology, ultimately leading to the possibility of drawing a descriptive diagnostic conclusion.

Discuss preventive and intervention strategies:

Discuss non-drug therapies with regard to the physiological / psychological dysfunctions involved, which form the basis of the case, including psycho-education, function-oriented treatment and the appropriate forms of psychotherapy; i.e. CBT, system therapy, client-centered and psychodynamic psychotherapy, i.e. in particular discussion of the psychological theories regarding complaints / symptoms.

Pharmacotherapy.

Discuss the social consequences of having a psychiatric disorder, such as: cooperation with police in care avoiders and drug policy in the Netherlands. In addition, a first introduction to mental health care in the Dutch healthcare system.

Recommended reading

This is the link to Keylinks, our online reference list.

ITM3004
Period 2
13 Nov 2023
2 Feb 2024
Period 5
22 Apr 2024
5 Jul 2024
Print course description
ECTS credits:
10.0
Instruction language:

Bachelor Medicine

English
Coordinator:

- M.J.A. Tijssen

Teaching methods:
Assignment(s), Work in subgroups, Lecture(s), Patient contact, Paper(s), PBL, Onderwijspoli('s), Presentation(s), Skills, Training(s)
Assessment methods:
Assignment, Attendance, Computer test, Final paper, Observation, Oral exam, Participation, Presentation, Written exam
Keywords:
Psychiatry, Psychology, Learning Theory, Neurobiology. Mental Status Examination, Stress Diathesis Model, psychopharmacology, psychotherapy
Fac. Health, Medicine and Life Sciences

Progress Test Examination Year 3

Full course description

Starting in the academic year 2017-2018 progress tests for the International Medical Program will take place online (compared to the previous written tests). The IPT differs from the iVTG (the Dutch progress test) as it is shorter due to a technology used called computer-adaptive testing. As the test is taken by computer, students cannot take the test booklet home. Furthermore the IPT does not contain items related to Dutch laws, the Dutch code of ethics and the Dutch healthcare system and items have been added that are more suitable for international and internationally-oriented students. All references for the IPT test items are in the English language. The IPT has an IPT committee which takes care of the production, quality, analysis, and standards of the test, as well as the feedback to the students. The coordinator of the IPT has been appointed as examiner by the Board of Examiners. In addition to writing new and more internationally oriented test items, the IPT committee also checks items that are currently used for the test and rewrite them as needed. All items approved by the IPT committee are added to an item bank. The IPT committee consists of a chairperson (the coordinator, a psychometrics analysist in charge of standard setting and test analysis) and five members from the three cluster disciplines: core, clinical and behavioural modules. The international progress test (IPT) is an instrument to measure medical students' progress in knowledge during their studies and is therefore an assessment instrument in the competence domain of 'medical expert'. The progress exam consists of four progress tests per academic year.

Course objectives

The tests are compiled based on a blueprint indicating how many items from each sub-area should be included in the test. Sub-areas are created by crossing two item classifications (disciplines and categories). The test blueprint is similar to the iVTG blueprint (except for categories as described above) Each test contains 100 MCQ questions. There will be four of these tests per year and the combination regulations as described below (Progress Exam) apply across progress tests for judging the end result at the end of the year.

ITM3005
Year

Bachelor Medicine

4 Sep 2023
31 Aug 2024
Print course description
ECTS credits:
4.0
Instruction language:
English
Coordinator:

- J.P. Kooman

Assessment methods:
Computer test
Fac. Health, Medicine and Life Sciences

Programme Clinical Skills Year 3

Full course description

The Skillslab provides training sessions for medical students to learn the skills they need when working with patients. Approximately half of the training sessions concern physical examination skills, such as taking blood pressure or examining a knee, the other half are procedural (therapeutic) and laboratory skills, such as urinalysis.

Skillslab training sessions are organised for each block and are related to the block theme. The students register themselves for the training sessions or are allocated to a particular training. Each training session accommodates a group of ten students and is supervised by a skills teacher/doctor or sometimes (depending on the skill) an anatomy teacher or clinical expert.

The training sessions each last 1.5 hours, during which the students learn a particular skill. Each session starts with a short introduction after which the skill is demonstrated and/or the students practise the skill in pairs: one student examines the other. The teacher checks whether the skill is performed correctly and gives the students feedback.

Some skills are practised on models and manikins if the real situation cannot be simulated (resuscitation, for instance) or if practising on each other is undesirable for other reasons (gynaecological examination, for example).

The Skillslab has implemented programmatic assessment. Skills assessment consists of frequent feedback on the students' skills and monitoring individual progress. At the end of the bachelor's programme, the students take a skills test in which they are expected to show that their skills levels are sufficient to be admitted to the master's programme.

Recommended reading

This is the link to Keylinks, our online reference list.

ITM3009
Year
4 Sep 2023
31 Aug 2024

Bachelor Medicine

Print course description
ECTS credits:
0.0
Instruction language:
English
Coordinator:

- F.J. Jongen - Hermus

Teaching methods:
Assignment(s), Patient contact, Skills, Training(s)
Assessment methods:
Assignment, Observation, Oral exam, Participation, Portfolio
Keywords:
Clinical Skills, Skills, Skills training, Skillslab
Fac. Health, Medicine and Life Sciences

CORE Year 3

Full course description

Part of the CORE programme consists of simulated patient contacts (SPCs) with an evaluation after each SPC. In addition, there are two training courses in year 1 of the CORE programme. The CORE programme of year 1 is a longitudinal, non-block-specific programme that takes one year and offers the students opportunities to develop their consultation, analysis and reflection skills. CORE assessment takes place continuously and is an integral part of the CORE programme.Rensultation and CoCORE stands for

The focus of CORE is on the competencies of Medical Expert, Communicator and Professional (with respect to consultation and reflection skills) and Health Advocate and Scholar (specifically with respect to reflection skills).Raamplan 2009The objective of CORE assessment is, first of all, to optimise the students' learning process. Therefore, the student's development (and how the student actively engages in this) is included in the assessment, also over the years. Furthermore, minimum competency in consultation, analysis and reflection skills is required. CORE assessment aims at a combination of the competency domains as described in the 2009 Framework for Undergraduate Medical Education in the Netherlands

Specific information about the assessment

The CORE programme tests the students by means of a personal file, in which material is collected that is used to assess the student's competency development with respect to consultation skills and analysis- and reflection skills. It is the student's responsibility to collect the material for the assessment and to include the following materials in the file:

- The SPC's and the videoregistration
- Formulating learning objectives in the pre-encounter form
- The evaluation of a SPC in the post-encounter form
- Giving oral and written feedback to fellowstudents
- [This refers to the development of consultation skills over the year, as well as of analysis and reflection skills.Reflection on the student's competency development during the year Follow-up is done through forms in EPASS]

[1] During the CORE programme, the students' progress and development are formatively assessed by their CORE teacher. The students receive feedback on each of the four SPCs.

At the end of the year, the CORE teacher assesses the student based on the performance in the CORE group and the quality of the materials in the file. Both skills will be graded with the qualification according to expectation (AtE), below expectation (BE), above expectation(AbE).

1. Consultation skills are assessed based on:

- All SPCs performed and the corresponding reports
- The analysis of the student's own development (in 'CORE progress feedback form' in EPASS)

Rubrics are available for the assessment of these skills.

2. Analysis and Reflection skills are assessed based on:

- The analysis of the student's own SPCs
- The feedback provided on the SPCs of other students
- Active participation in discussions about and insight into the role of medical professionals
- sensitivity to the patient perspective and to relevant differences between patients
- The analysis of the student's own development (in 'CORE progress feedback form' in EPASS)

Rubrics are available for the assessment of these skills.

[1] This could also be online consultation skills

Course objectives

Intended learning objectives of the second-year CORE-programme:

- Being able to conduct a full doctor-patient encounter, as far as their knowledge allows
- Being able to break bad news in such a way that the patient understands an the news and feel this was done in an acceptable way
- Being able to deal with difficult communication contexts (breaking bad news and adequately addressing the reaction, dealing with irritated or anxious patient.

Being aware of the limitations in their knowledge, and being able to handle these limitations with regard to themselves and the (simulated) patient

Recommended reading

This is the link to Keylinks, our online reference list.

ITM3008
Year
4 Sep 2023
31 Aug 2024
Print course description
ECTS credits:
0.0
Instruction language:

Bachelor Medicine

English
Coordinator:

- I.M.E. Caubergh - Sprenger

Teaching methods:
Work in subgroups
Assessment methods:
Attendance, Observation, Participation, Portfolio
Keywords:
communication skills, diagnostic skills, reflection, consultion skills
Fac. Health, Medicine and Life Sciences

Portfolio Examination Year 3

Full course description

Elaboration of learning objectives and plans of the 4 previously described competencies in years 1 and 2 (beginning of year 3 until Christmas).

- Introduction and analysis of a fifth competency (beginning of Year 3).
- Making at least 3 new experience cards during year 3
- The 'introduction' part from year 1 and 2 will be further developed in year 2 and 3 so that it takes more of a form of a future PDP.
- 360 degree feedback procedure in all 4 clusters from the coach group (feedback from coach, buddy student at the education clinic, 1 fellow student and 1 self-reflection). In each cluster, the professional competency and 1 other competency is evaluated.
- Start document with an analysis of the 7 competencies with learning objectives for 3 to 4 competences (ready at the end of year 3, start after Christmas). Start document will be made more specific at the beginning of the master once the first internship is known.

Course objectives

In the bachelor's phase, it was decided to guide students in their development into medical professionals from the start of their study programme, in the form of a portfolio that is based on and connected to the context of their study phase. This is an electronic portfolio in EPASS, which is combined with a mentor system.A portfolio in combination with a mentoring system is an instrument that can help the bachelor's student to:

- gain and maintain insight into the development of knowledge and skills (their own "growth curve") and to make timely adjustments where necessary
- learn in practice from experience and feedback and organise their own learning process;
- identify problems in and around the study at an early stage so that appropriate help can be sought in time and/or study delays can be prevented
- gradually learning to reflect on development from the perspective of competencies, in order to facilitate the transition to the master phase and the master portfolio;

ITM3010
Year
4 Sep 2023
31 Aug 2024

Bachelor Medicine

Print course description
ECTS credits:
16.0
Instruction language:
English
Coordinator:

- M.M. Verheggen

Teaching methods:
Assignment(s), Patient contact, Onderwijspoli('s), Skills
Assessment methods:
Assignment, Attendance, Participation, Portfolio
Fac. Health, Medicine and Life Sciences

Academic Skills

Full course description

Evidence Based Medicine (EBM) is one of the strings to the caregiver's bow to provide optimal care delivery. It is a tool to support clinical decisions.

Within the framework of the CAT (Critical Appraisal of a Topic) learning line, students are asked to formulate and answer a clinical question following a patient contact from practice, in which a dilemma regarding the care of that specific patient is central. In the successive clusters of year 3, the methodological themes Diagnostics, Prognostics, Therapy, and Follow-up are discussed. On the basis of the clinical question, a systematic literature search is carried out, in which the currently available "best evidence" must be sought, in order to be able to scientifically substantiate the answer to the clinical question and translate it back to the patient. In the first 3 periods of 10 weeks, students create both a group assignment (multi-CAT) and an individual assignment (solo CAT); in cluster 4, only a multi-CAT assignment needs to be created. The multi-CATs are presented and discussed in the education group and the students receive both oral and written feedback (standard form). Each solo CAT is assessed according to predetermined criteria; the final assessment is then carried out by means of a combination table.

Course objectives

Through the CAT training, medical students are trained to become critical consumers of scientific research results, which is important for direct patient care. In addition, cat education increases knowledge about the epidemiological background of scientific research, concerning these four methodological perspectives Diagnostics, Prognosis, Therapy, and Follow-up. At the same time, skills are trained during practicals such as; writing a good patient presentation, formulating an answerable clinical question, systematically searching for literature, critically assessing a scientific article, weighing evidence and applying evidence to the patient, and formulating a scientifically based answer to a clinical question.

Bachelor Medicine

Recommended reading

Amelsfoort van, L., Brouwer de, C., Gool, C., Kant, IJ., Mesters, I., Mommers, M. (Eds.) (2022). Critical appraisal of a topic. How to integrate patient characteristics and preferences with clinical expertise and external evidence. Publisher Maastricht University, Department of Epidemiology. Obtainable via https://www.msvpulse.nl/cat-boek/

ITM3011
Year
4 Sep 2023
31 Aug 2024
Print course description
ECTS credits:
0.0
Instruction language:
English
Coordinators:

- E.P.E. Mesters
- M.J.F. Gielen

Teaching methods:
Assignment(s), Lecture(s), Work in subgroups, Presentations, Training(s)
Assessment methods:
Assignment, Attendance, Written exam
Keywords:
EBM, Diagnosis, prognosis, therapy, Follow-up, Research design, methodological criteria
Fac. Health, Medicine and Life Sciences

Health Law and Health Ethics

Full course description

In each run we offer material on a theme and several subthemes. Students write a paper, in pairs, on the theme of the run and one of the subthemes. The papers are presented and discussed in a meeting that is tutored by the GRGE/HLHE-teacher that assesses the papers.

- Run 1: Medical confidentiality.
- Run 2: Informed consent and shared decision making
- Run 3: Dealing with dilemma's raised by (extremely) expensive medical drugs
- Run 4: Medical professionalism and the professional standard

Course objectives

- To provide students with basic information on and insight in health law and health ethics
- To promote critical thinking on professional norms and dilemma's

Recommended reading

This is the link to Keylinks, our online reference list.

Bachelor Medicine

ITM3014
Year
4 Sep 2023
31 Aug 2024
Print course description
ECTS credits:
0.0
Instruction language:
English
Coordinator:

- R.H. Houtepen

Teaching methods:
Assignment(s), Lecture(s), Paper(s), PBL, Presentation(s)
Assessment methods:
Assignment, Attendance, Final paper, Participation, Presentation
Keywords:
- law - ethics - medical professionalism - professional norms
Fac. Health, Medicine and Life Sciences

Pharmacotherapeutic Skills Year 3

Full course description

In the Netherlands, doctors can choose from over 1500 different generic medicines (and a multitude of branded drugs) that are available on the market. A doctor makes use of approximately 50-150 medicines in his practice. Therefore it is important that a medical student needs to be trained how to select the most optimal medicine for the individual patient.

The department of Pharmacology & Toxicology coordinates the teaching activities on medication. In the bachelor phase students are trained to make rational pharmacotherapeutic choices, via a WHO approved 6-step method. These assignments will be made available via the e-learning program Pscribe (www.pscribe.eu) and help the student in building their personal formulary, a set of medicines with which the physician is very accustomed and can treat most of his patients.

In year 3 students will discuss cases derived from personal patient contacts. Students are also allowed to bring in cases from their own family (or other environment) as long as the patient has given his/her consent and cases are presented anonymously.

Course objectives

1. rational prescribing of medicines via the 6-step method
2. writing of scientific information on medicines
3. actual writing of a prescription

ITM3015
Year
4 Sep 2023
31 Aug 2024
Print course description

Bachelor Medicine

ECTS credits:
0.0
Instruction language:
English
Coordinator:

- B.J.A. Janssen

Teaching methods:
Assignment(s)
Assessment methods:
Assignment
Keywords:
pharmacology pharmacotherapy medication safety patient information
Fac. Health, Medicine and Life Sciences

Reflection Portfolio / Professional Behaviour Year 3

ITM3017
Year
4 Sep 2023
31 Aug 2024
Print course description
ECTS credits:
0.0
Instruction language:
English
Coordinator:

- M.M. Verheggen