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
2 Sep 2024
25 Oct 2024
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
28 Oct 2024
20 Dec 2024
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
6 Jan 2025
31 Jan 2025
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
3 Feb 2025
4 Apr 2025
Print course description
ECTS credits:
7.0
Instruction language:
Dutch
Coordinators:

- A.A. Postma - Jacobi
- A.C.S. Knijnenburg

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
7 Apr 2025
6 Jun 2025
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
9 Jun 2025
4 Jul 2025
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
1 Sep 2024
31 Aug 2025
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
1 Sep 2024
31 Aug 2025
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
1 Sep 2024
31 Aug 2025
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
1 Sep 2024
31 Aug 2025
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
1 Sep 2024
31 Aug 2025
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
1 Sep 2024
31 Aug 2025
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
1 Sep 2024
31 Aug 2025
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
1 Sep 2024
31 Aug 2025
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, 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
2 Sep 2024
8 Nov 2024
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
11 Nov 2024
31 Jan 2025
Print course description
ECTS credits:
0.0
Instruction language:
English
Coordinators:

- S. Verheule
- K. Winckers

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

1. 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
3 Feb 2025
18 Apr 2025
Print course description
ECTS credits:

Bachelor Medicine

0.0
Instruction language:
English
Coordinators:

- M.L.F. Janssen
- M.J. Vanhoof

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

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.

MED1004
Period 5
22 Apr 2025
4 Jul 2025
Print course description
ECTS credits:
0.0
Instruction language:
English
Coordinator:

- N.M.S. van den Akker

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 2024
31 Aug 2025
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.

Course objectives

See detailed performance objectives - Available to students in CanVas

Recommended reading

Available to students in CanVas

Bachelor Medicine

MED1102
Year
1 Sep 2024
31 Aug 2025
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

At the end of the Bachelor (BaMED), the student performs an integrated consultation (clinical skillsAt the end of the Bachelor (BaMED), the student performs an integrated consultation (clinical skillsand CORE) (Whole task) in patients with a standardised/simple symptom/problem and who areABCDE haemodynamically stable. The student demonstrates the skills in a simulated professionalsituation and is able to apply the skills under direct/indirect supervision in a simple practice setting(patient contact/start clinical rotation/intramural/extramural) while ensuring patient safetyand CORE) (Whole task) in patients with a standardised/simple symptom/problem and who are

At the end of the Bachelor (BaMED), the student performs an integrated consultation (clinical skills and CORE) (Whole task) in patients with a standardized/simple symptom/problem and who are ABCDE hemodynamically 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 (patient contact/start clinical rotation/intramural/extramural) while ensuring patient safety.

Bachelor Medicine

Specific skills with respect to acute care and therapeutic and laboratory skills

At the end of the Bachelor of Medicine, the student is able to:

- • Recognise a critically ill patient and perform the basic interventions included in acute care (BLS AED in adults is a mastery skill). (MED-3)
- • Demonstrate interventions included in therapeutic skills in an integrated consultation (Whole task). (MED-2, MED-3, MED-5)
- • Perform interventions included in additional laboratory diagnostics (aimed especially at POCT) and handle human sample materials and the required instruments in an integrated consultation professionally and safely (Whole task). (MED-2, MED-3, MED-5)

1C. Specific skills with respect to communication and consultation skills, using patient- appropriate language, in a diversity-sensitive and non-judgmental way:

At the end of the Bachelor of Medicine, the student is able to:

- • apply motivating interviewing techniques with respect to simple preventive measures and lifestyle and behavioural changes. (HEALTH ADV-1, HEALTH ADV-2)
- • discuss the results and diagnosis with the patient and/or relatives. This includes breaking bad news in a simulated and/or simple practice setting. (COM-1, COM-4)
- • avert a threatening aggressive escalation in a conversation and apply de-escalating techniques in a simulated professional situation and/or simple practice setting. (COM-1)

MED1103
Year
1 Sep 2024
31 Aug 2025
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
Fac. Health, Medicine and Life Sciences

Critical Professional

Full course description

The Critical Professional track engages the student as a future professional from three domains; the health networks domain, the science domain and the domain of ethics and law. Within each domain a number of subdomains can be distinguished:

Bachelor Medicine

- Health networks deal with interprofessional collaboration, organization of health care and health literacy/e-health.
- The science domain covers disciplines like epidemiology, statistics, evidence based medicine, writing essays and scientific papers, and presentation skills.
- Finally the domains ethics and law, which deals with values, norms and rules governing medicine, including the other 2 domains.
- In the track Critical Professional, these domains will be integrated in the periods, its teaching and learning activities

Course objectives

Per period:Acute care I:

- Health networks - acute care and its organization
- Science - Evidence-based medicine skills, basic epidemiology and statistics (incidence-prevalence), gen-AI, interpreting quality of literature, digital literacy
- Ethics and Law - Ethics and legal aspects of professionalism

Short term care I:

- Health networks - appropriate care
- Science - Diagnostic testing
- Ethics and Law - communication, information and shared decision-making

Chronic care I:

- Health networks & Ethics and law- patient perspective and chronic care networks
- Science - Clinimetrics and qualitative interviewing

Care for Health:

- Health Networks - Nature and nurture
- Science - Prognosis, cohort studies, regression analysis
- Ethics and law - Framing care discussions

Recommended reading

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

MED1104
Year
1 Sep 2024
31 Aug 2025
Print course description
ECTS credits:
0.0
Instruction language:
English
Coordinators:

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

Bachelor Medicine

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

In the professional and personal development track: you will (year 1 phase)

1. Critically reflects => reconcile and integrates on personal values and priorities and develops personal strategies to promote personal growth and lifelong learning
2. Interprets and analyses personal performance using feedback from others and makes judgments about the need to change.
3. Knows how to deal with feedback adequately and is able to recognise, give, receive and ask for feedback in a safe and well-known learning environment.
4. Systematically describes in a portfolio his/her own strengths and weaknesses with regard to the CanMED competencies, reflects on these aspects and formulates learning goals and a learning plan accordingly.
5. Makes feasible plans for his/her study activities, while maintaining a healthy balance in study-work-private activities.
6. Makes conscious choices for the personal programme (electives and student clinics).
7. Demonstrates ability to build team capacity and positive working relationships and undertake various team roles including leadership and the ability to accept leadership by others.

All teaching and learning is integrated in the APT and periods

Course objectives

Knowledge

- Has insight into his/her own learning style.
- Can explain the structure of the bachelor curriculum
- Understands the basic principles of feedback according to the guidelines
- Understand the competency-based approach in the 2020 Medical training framework
- Understands the need to collect feedback and uses this information for writing an underpinning of the performance objectives, what went well and what should be improved and why

Skills

- Has applied giving, receiving, asking for feedback according to the feedback rules
- Is able to formulate, monitor and follow-up on meaningful/ fit-for purpose, just in time learning goals based on feedback and information received
- Can make a well-founded choice for the implementation of the personal programme
- Recognises primary team roles and his/her own preferred role

Attitude

- Is aware of the qualities he/she needs to possess to become a good doctor
- Can motivate him/herself from an intrinsic perspective, with a decreasing focus on personal achievement/performance
- Can recognise his/her own emotions and analyse and reflect on the resulting behaviour (4G's)
- Can identify which factors have a positive influence on functioning and maintaining personal balance, and which do not
- Can ask for help in time and go to peers for help and support
- Can take an honest and vulnerable position for reflection and learning purposes
- Handles social media in a professional way
- Is aware of and can operationalize the drawn-up Integrity Statement
- Can use, value and cope with different test/feedback systems as used in the new curriculum
- Demonstrates compassion, honesty and ethical practices with regard to patients/ peers/ teachers in different settings
- Meets professional obligations in a reliable and timely manner, taking the local context into account
- Demonstrates knowledge of outcomes of unprofessional behaviour including effect on self, organisation and patients
- Demonstrates cultural sensitivity when interacting with patients, families, and co-workers from diverse (ethnic) backgrounds and abilities

MED1105
Year
1 Sep 2024
31 Aug 2025
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 Year 1

Full course description

Two types of personal programmes are present.

One is the ‘student clinics’ programme, in which students **participate** in health care in a broad sense, but not in their role as a future medical doctor.

The second is the ‘electives’ programme, in which **topics are addressed that are not covered in the core curriculum or go more deeply** into the topics of the 2020 Framework Medical Education

Bachelor Medicine

(Raamplan Artsopleiding 2020) than the core curriculum

Course objectives

Several Raamplan 2020 competencies.

MED1106
Year
1 Sep 2024
31 Aug 2025
Print course description
ECTS credits:
0.0
Instruction language:
English
Teaching methods:
Assignment(s), Work in subgroups, Paper(s), PBL, Presentations, Research, Working visit(s)
Assessment methods:
Portfolio
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, almost all medical student in the Netherlands (8 universities) participate in the Progress Test of Medicine to measure their acquired knowledge. 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 2024

Bachelor Medicine

31 Aug 2025
Print course description
ECTS credits:
0.0
Instruction language:
English
Coordinator:

- J.P. Kooman

Assessment methods:
Computertest, Portfolio
Fac. Health, Medicine and Life Sciences

Competency Exam Year 1

Full course description

In the BA-MED curriculum 2022, there is an integrated learning and assessment program. The point of departure for learning and assessment is the 2020 Medical training framework (Raamplan Artsopleiding 2020) and the competency-based learning outcomes therein. The BA-MED program's learning outcomes are described in terms of seven competencies, described in roles, that the graduate must be able to fulfill before embarking on further training: Medical Expert; Communicator; Collaborator; Leader; Professional; Health Advocate; Scholar.In the BA-MED, the Authentic professional task (APT) is the entry-point for learning. The APT also gives the structure of the design of performance objectives, intended learning outcomes, learning activities and the performance information for the student. The APT of the periods will be the basis for the assessment outline and performance information sources per period and therein the embedded longitudinal tracks (Medical professional, Critical professional, Professional and Personal Development). Throughout the year, teaching and learning activities are aligned with assessment and feedback, and the student collects this performance information related to competency development and level in the portfolio. The performance information is actively used for learning, through analysis, drafting of learning goals, guided and coaches by the student's learning team coach. Toward the end of the year, all performance information is aggregated in the competency exam procedure and should demonstrate that the student has reached a satisfactory level and development in each of the seven competency domains. The competency exam is a procedure, with several intermediate prognostic indications for the student on the level and progress in the competencies. Throughout the year, the student works actively, gathers performance information and through reflective practice, is able to self-regulation learning.

Course objectives

The performance information and reflective practice in the portfolio is used for the competency exam at the year level. The student must compose a substantiated analysis, based on a comprehensive portfolio: – in which each of the competencies is subject to feedback, and reflective practice; – that demonstrates that the student has made satisfactory progress and satisfies the requirements set at the Year 1-2-3 assessment of competency exam, respectively. The end objectives for each competency are described in the 2020 Medical training framework (Raamplan Artsopleiding 2020).In the performance information plans of the periods, it is indicated how: - the performance objectives of the period are aligned to the competencies and the teaching and learning activities/

assignments/ tests that generate performance information;- what type of performance information is generated (narrative feedback, indication of competency level, self-evaluation, test-results) and what form is used.The blueprint of BA-MED 2022 curriculum can be found on https://unimaas.act-e.nl/. The rules and procedures of the competency exam are indicated in the competency exam assessment plan.Throughout the year, the student uses and aggregates the performance information in reflective practice, leading to active learning. At indicated times, the student receives an indication on level and progress of competencies: half-way through the year - of a learning team coach - and the CORE teacher. And at the end of the year, an advice on competency level and progress is indicated by the students' clinical skills teacher, the core teacher, and the student's learning team coach. In the competency exam procedure, the level of the 7 competence are assessed by a committee of examiners, the bachelor competency exam assessment committee.

MED1300
Year
1 Sep 2024
31 Aug 2025
Print course description
ECTS credits:
60.0
Instruction language:
English
Coordinator:

- A.J.H.M. Houben

Teaching methods:
Assignment(s), Lecture(s), Work in subgroups, Paper(s), PBL, Presentation(s), Skills, Training(s)
Assessment methods:
Assignment, Computer test, Final paper, Observation, Oral exam, Participation, Portfolio, Presentation, Take home exam, Written exam
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
2 Sep 2024
25 Oct 2024
Print course description
ECTS credits:
7.0

Bachelor Medicine

Instruction language:
Dutch
Coordinator:

- D.M.R. Townend

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
28 Oct 2024
20 Dec 2024
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
3 Feb 2025
4 Apr 2025
Print course description
ECTS credits:
7.0
Instruction language:
Dutch
Coordinator:

Bachelor Medicine

- 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
7 Apr 2025
6 Jun 2025
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
1 Sep 2024
31 Aug 2025
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
1 Sep 2024
31 Aug 2025
Print course description
ECTS credits:

Bachelor Medicine

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
1 Sep 2024
31 Aug 2025
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
1 Sep 2024
31 Aug 2025
Print course description
ECTS credits:
0.0
Instruction language:
Dutch
Coordinator:

Bachelor Medicine

- 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
1 Sep 2024
31 Aug 2025
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
1 Sep 2024
31 Aug 2025
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
1 Sep 2024
31 Aug 2025
Print course description
ECTS credits:
0.0
Instruction language:
Dutch
Coordinator:

- M.M. Verheggen

Bachelor Geneeskunde Jaar 2, Keuzeonderwijs

Fac. Health, Medicine and Life Sciences

Autoimmune Diseases and Autoimmunity 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

GEN2301
Period 3
6 Jan 2025
31 Jan 2025
Print course description
ECTS credits:
4.0
Instruction language:
Dutch
Coordinator:

- K.H.J. Gaens

Fac. Health, Medicine and Life Sciences

Genetic Conditions and Congenital Anomalies

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.

Bachelor Medicine

GEN2303
Period 3
6 Jan 2025
31 Jan 2025
Print course description
ECTS credits:
4.0
Instruction language:
Dutch
Coordinator:

- M. Vreeburg

Fac. Health, Medicine and Life Sciences

European and International Health Law

Full course description

International and European health law is about placing individuals legitimate expectations for their health provision into a context of rights and duties. It is about defining what one can expect, from whom, and in return for what. It is, therefore about seeing differences in those expectations and about seeing how universal standards emerge and are enforced. The relationship between individuals and health expectations and health provision seems, incredibly in the 21st century, to be a lottery of birth. Geographical and economic location, gender and race are all factors that produce difference in health expectations beyond simple genetics and chosen lifestyle factors. Globally, 'health' is a massive industry. Both health care as a service and pharmaceutical provision command enormous resources and a special place in political choices internationally. The implementation of health innovation, from lab to bedside, and in prevention and public health, is set against these backdrop issues.
In many ways, international and European health law is about 'medical mobility'. It is about the way that expectations are mobile between cultures and people; it is about the way that standards and harmonisations operate in opposition to those differences; it is about the ways that individuals can move either to practice medicine or to enjoy the benefits of health care; it is about the way that innovations in care and treatment can move between geographical places.

For more extensive information click this link: Electives Bachelor Medicine

Course objectives

International and European Health Law is a short course that explores some of the aspects of these relationships with health and the health industry. It is grounded in norms - on law and ethics - but it draws on multidisciplinary texts. In the four weeks of the course, we will examine the law relating to the following:
European Health Law. Central to European Union health law is the question of the competence of the European Union - that is to say, the power that the EU has to create law in relation to health. There are then specific legal instruments to discuss in relation to health law: the movement of professionals, the movement of patients; public health responses; health promotion.
International Health Law. International law is a matter of the agreements that States make between themselves in relation to specific purposes. We will consider the place of health in the human rights

instruments, particularly the extent of the right to health care. We will consider the different aspects of ‘global health’, including access to pharmaceuticals.
The Basis of the Right to Health and the Foundation of MobilityUnderpinning the question of health provision at the international and European level are two fundamental issues: the construction of citizenship - the mooring of the individual’s relationship to society; and the basis of solidarity - why, in a geographically-based, or territorially-based, citizenship do individuals and societies have duties that transcend borders, and what are the bases of the construction of these duties.

Recommended reading

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

GEN2304
Period 3
6 Jan 2025
31 Jan 2025
Print course description
ECTS credits:
4.0
Instruction language:
English
Coordinator:

- A. Parziale

Teaching methods:
Assignment(s), Lecture(s), Work in subgroups, PBL
Assessment methods:
Assignment, Oral exam
Keywords:
European Health Law; International Health Law; Human Rights; Law; Ethics
Fac. Health, Medicine and Life Sciences

Fundamentals of Neuroscience

Full course description

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

For more extensive information click this link: Electives Bachelor Medicine

GEN2305
Period 3
6 Jan 2025
31 Jan 2025

Bachelor Medicine

Print course description
ECTS credits:
4.0
Instruction language:
English
Coordinator:

- M.P. Martinez Martinez

Fac. Health, Medicine and Life Sciences

Health & Development Challenges in Developing Countries: a Focus on HIV/AIDS

Full course description

Outline

This course critically focuses on health and development challenges in developing countries. Taking the HIV/AIDS crisis as our lens, we investigate inequalities and interdependencies on a global, international, national and local level, while considering the role of public, private and civil society actors. Why is it that the poor are primarily sick and dying of AIDS? Why does MSF (Doctors Without Borders) know how to solve the AIDS crisis, but does not get the necessary support to do so? It is our aim to understand the underlying development processes and unlock the ongoing debates. The course focuses on the following themes: HIV/AIDS, poverty, the Sustainable Development Goals (SDGs); colonialism and health; the role of actors of health development like, the WHO and UNAIDS; the relationship between human rights and access to medication; women and health; the influence of migration on health infrastructures; food, health and global crises like COVID-19.

Required knowledge

A good command of English is important.

Feedback

Students receive feedback during the conception and design of the development project and during the presentations.

Assessment

1. Take-home exam;
2. Skills assignment: subgroups design a health development project in the field of HIV/AIDS:
   - A project proposal;
   - A presentation;
3. Participation & Attendance

Ad1. The final take-home exam assesses command of the literature in the course: 3 open essay questions; students answer 2 with a 1500-2000 word limit (60% of the final grade);
Ad2. The project proposal has to be handed in on the Thursday of week 3 before 23.59 hrs (30% of the final grade);
Ad3. In week 3 students present the development project they designed (10% of their grade);

Bachelor Medicine

Ad4. According to criteria set by FHML.

Final assessment

Take-home exam

For more extensive information click this link: Electives Bachelor Medicine

Course objectives

- To understand and analyze challenges of health and development in developing countries.
- To connect issues of globalization, inequality, poverty, development, capabilities and health.
- To understand theories, concepts and historical roots of global social, political and economic inequalities.
- To gain knowledge of the main global and international actors and networks in the field of health and development, including their aim, reach and effectiveness.
- To gain knowledge about the intertwined nature of major contemporary global health issues and the interconnection between finances, climate change, food, energy and migration in the Global North and South.
- To learn skills necessary to write a health development project proposal

Recommended reading

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

GEN2306
Period 3
6 Jan 2025
31 Jan 2025
Print course description
ECTS credits:
4.0
Instruction language:
English
Coordinator:

- W.W. Nauta

Teaching methods:
Assignment(s), Lecture(s), Work in subgroups, Paper(s), PBL, Presentations
Assessment methods:
Assignment, Participation, Presentation, Take home exam
Keywords:
HIV/AIDS, NGOs, poverty, human rights, inequality and globalization, gender and health, global health, pharmaceutical companies.
Fac. Health, Medicine and Life Sciences

Exercise Physiology

Bachelor Medicine

Full course description

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

For more extensive information click this link: Electives Bachelor Medicine

Course objectives

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

Recommended reading

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

GEN2307
Period 3
6 Jan 2025
31 Jan 2025
Print course description
ECTS credits:
4.0
Instruction language:
English
Coordinator:

- E. Phielix

Teaching methods:
Assignment(s), Lecture(s), PBL, Presentation(s), Skills, Work in subgroups
Assessment methods:
Presentation, Written exam
Keywords:

exercise; physiology; pathology; respiration; water and salt homeostasis; heat acclimatization; heart; training
Fac. Health, Medicine and Life Sciences

Clinical Neurology

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

GEN2310
Period 3
6 Jan 2025
31 Jan 2025
Print course description
ECTS credits:
4.0
Instruction language:
Dutch
Coordinator:

- M.H.M.E. Anten - Dankers

Fac. Health, Medicine and Life Sciences

Klinische Stage Complexe Zorg uit Patiëntperspectief

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

Course objectives

GEN2311
Period 3
6 Jan 2025
31 Jan 2025
Print course description
ECTS credits:
4.0
Instruction language:
Dutch
Coordinator:

Bachelor Medicine

- K.R.J. Schruers

Fac. Health, Medicine and Life Sciences

Multidisciplinary Multimorbidity in Nursing Home Practice

Full course description

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

Course objectives

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

Recommended reading

Olde Rikkert, ea ; Probleemgeorienteerd denken in de geriatrie.

GEN2313
Period 3
6 Jan 2025
31 Jan 2025
Print course description
ECTS credits:
4.0
Instruction language:
Dutch
Coordinator:

- W.M.P.G. Wolfs

Bachelor Medicine

Teaching methods:
Assignment(s), Patient contact, Presentation(s), Skills
Assessment methods:
Assignment, Presentation
Keywords:
Stage met patientcontacten in een verpleeghuis.
Fac. Health, Medicine and Life Sciences

Pathologie: De Wetenschap achter de Diagnose

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

GEN2314
Period 3
6 Jan 2025
31 Jan 2025
Print course description
ECTS credits:
4.0
Instruction language:
Dutch
Coordinator:

- M.A. Abdul-Hamid

Fac. Health, Medicine and Life Sciences

Patient-centric Precision Oncology

Full course description

Now-a-days, patients are put centrally in the plethora of treatment options and each case is discussed individually to increase treatment effectiveness, precision, survivability and quality of life. The best treatment for the patient is chosen in a multidisciplinary discussion based on guidelines and decision support systems (see for example th century, while chemotherapy, immunotherapy and newer targeted therapies are products from the 20thIncreased understanding of the underlying biological processes drives the evolutionary changes in cancer treatment. Already in ancient Egypt, surgical removal of tumors has been documented. First reports on hormonal and radiation therapy are from the late 19www.predictcancer.org or www.adjuvantonline.com). The choice of therapy (or therapy combinations) depends upon the location and grade of the tumor and the stage of the disease, indicating the importance of non-invasive imaging tools, as well as the general state of the patient (performance status) and his/her wishes.

The goal of cancer treatment is a complete removal of the cancer without damaging the rest of the body, i.e. achieving cure with near-zero adverse effects. For early stage cancers this can be accomplished by surgery. In general, effectiveness is only limited due to the propensity of cancers to

invade adjacent tissue or to spread to distant sites by microscopic metastasis. Furthermore, other treatments such as chemotherapy, radiotherapy and immunotherapy can have negative effects on normal healthy cells. Therefore, cure with non-negligible adverse effects may be accepted as a practical goal in some cases. Besides curative intent, practical goals of therapy can also include (1) suppressing the cancer to a subclinical state and maintaining that state for years of good quality of life (that is, treating the cancer as a chronic disease), and (2) palliative care without curative intent (for advanced-stage metastatic cancers).

Number of available places: 36

For more extensive information click this link: Electives Bachelor Medicine

Course objectives

Main goal

To learn about all multidisciplinary aspects related to Precision Oncology

Learning goals

- To understand the workflow of a patient
- To have a clear view of the contribution of the different disciplines within oncology:

1. Surgery
2. Radiotherapy
3. Systemic therapy (targeted, hormonal, chemo and immunotherapy)
4. Imaging
5. Physics
6. Biology
7. Computer sciences
8. Shared Decision Making

Outline of the program

The different disciplines contain one or more of the following components

- tutorial
- lecture
- assignment
- practical
- skills lab
- self-study cases
- visits to for example imaging, radiotherapy and surgery facilities

International health themes (ITM major / minor)

- Major: Cancer
- Minor: Treatments, tumor biology, imaging, medical physics, Shared Decision Making.

Required knowledge

English, basic of anatomy, physiology and biology

Bachelor Medicine

Feedback

Teachers, assignments, exam

Way of assessment

Your learning will be assessed in the following ways:

1. Written exam at the end of the block. The written exam will test your knowledge on the topic acquired during lectures, cases, assignments, practicals, … The mark will be 70% of the total grade.
2. Group assignment practicum DNA repair to be delivered within one week after the practicum: 10% of the total grade
3. Individual assignment practicum image analysis to be delivered within one week after the practicum: 10% of the total grade
4. TNM assignment: 10% of the total grade

Final assessment

The assignments count for 30% and the written exam for 70%.
The final grade will be converted to an F/P/G with an F (fail) corresponds to a score of
A written re-exam will be provided upon a score of

Recommended reading

Verellen, Nature Reviews Cancer 2007 Aupérin, Journal of Clinical Oncology 2010 Van Elmpt, Radiother Oncol 2012 Van Elmpt, J Nucl Med 2012 Lambin P, Predicting outcomes in radiation oncology —multifactorial decision support systems, Nature reviews | Clinical Oncology 2012 De Ruysscher D, European Organization for Research and Treatment of Cancer Recommendations for Planning and Delivery of High-Dose, High-Precision Radiotherapy for Lung Cancer. Journal of Clinical Oncology. November 16, 2010

GEN2315
Period 3
6 Jan 2025
31 Jan 2025
Print course description
ECTS credits:
4.0
Instruction language:
English
Coordinator:

- L.J. Dubois

Teaching methods:
Assignment(s), Lecture(s), Work in subgroups, Presentation(s), Onderwijspoli('s), Skills
Assessment methods:
Assignment, Attendance, Written exam, Presentation, Participation
Keywords:
Cancer and Radiotherapy Radiotherapy and oxygen Radiotherapy and immunotherapy agents Physics Advanced Imaging Brachytherapy Lung Cancer Linear accelerator, radiation, detection

Bachelor Medicine

Dosimetry External Beam therapy Knowledge engineering oncology Palliative irradiation Patient safety Shared Decision Making
Fac. Health, Medicine and Life Sciences

Gezondheidszorg voor Mensen met een Verstandelijke Beperking

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

GEN2317
Period 3
6 Jan 2025
31 Jan 2025
Print course description
ECTS credits:
4.0
Instruction language:
Dutch
Coordinator:

- S. Franck

Fac. Health, Medicine and Life Sciences

Werken aan een Medisch Probleem met behulp van Creative Problem Solving en Design Thinking 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.

GEN2320
Period 3
6 Jan 2025
31 Jan 2025
Print course description
ECTS credits:
4.0
Instruction language:
English
Coordinator:

- E. Pragt

Bachelor Medicine

Fac. Health, Medicine and Life Sciences

Autoimmune Diseases and Autoimmunity II

Full course description

In dit keuzeblok wordt in theorie en praktijk kennis gemaakt met autoimmuunziekten in het algemeen, en met een aantal in het bijzonder. Wat precies autoimmuniteit is, welke mechanismen er achter zitten, de typen autoimmuunziekten, de incidentie en prevalentie, de mortaliteit en morbiditeit , en de pathogenese ervan zullen worden belicht. Daarnaast komt de pathofysiologie, de laboratorium diagnostiek, en de therapie van de verschillende autoimmuunziekten aan de orde. . In blok 2.6 worden de studenten in staat gesteld opgedane kennis toe te passen en zich daadwerkelijk in autoimmuunziekten te verdiepen. Hierbij wordt gefocusseerd op bestudering van een bepaalde autoimmuunziekte in detail. Hierbij komen klinische- en patient-aspecten nader aan de orde. Dit gebeurt in groepjes van 2-3 studenten onder begeleiding van een medisch specialist aan de hand van besprekingen, casuistiek, patientcontacten, laboratorium/revalidatie-visits en wetenschappelijke literatuur. Aantal beschikbare plaatsen: 30

Course objectives

Het programma heeft de volgende eindtermen ten doel staan voor wat betreft kennisvergaring en persoonlijke ontwikkeling door de student: I)Immunologische kennis - Toepassen immunologische kennis in autoimmuunziekten II)Medische aspecten - Algemene kennis van bepaalde typen autoimmuunziekten - Verdieping in 1 specifieke autoimmuunziekte . herkenning en klinische routing van huisarts tot specialist . patientcontact . het chronisch ziektebeeld . diagnostiek . therapie III)Wetenschappelijke aspecten - Kennis making met onderzoek in autoimmuunziekten - Wetenschappelijke voordracht (duo's of drietallen; powerpoint) IV)Persoonlijke aspecten - Inleving in het (chronisch) ziektebeeld van autoimmuniteit - Inleving in en contact met de patient V)Maatschappelijke en gezondheidszorgaspecten van autoimmuunziekten

Recommended reading

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

GEN2601
Period 6
9 Jun 2025
4 Jul 2025
Print course description
ECTS credits:
4.0
Instruction language:
Dutch
Coordinator:

- K.H.J. Gaens

Teaching methods:
Assignment(s), Work in subgroups, Patient contact, PBL, Onderwijspoli('s), Presentation(s), Research
Assessment methods:

Bachelor Medicine

Assignment, Presentation, Written exam
Keywords:
- Immunologie - Autoimmuunziekten
Fac. Health, Medicine and Life Sciences

Metabolism from Child to Adult

Full course description

Dit blok gaat over kinderen en volwassenen met een erfelijke stofwisselings-ziekte. Ongeveer 0.5% van alle pasgeboren kinderen heeft een erfelijke stof-wisselingsaandoening, hetgeen voor Nederland neerkomt op jaarlijks aantal van ca 900 kinderen. In dit blok zul je aan de hand van contacten met kin-deren (huisbezoek, poli, lezingen door patiënten, klinische besprekingen) en met zorg gekozen casuïstiek ontdekken dat een afwijking in een bepaald deel van de stofwisseling aanzienlijke gevolgen kan hebben voor groei en ontwikkeling van het kind. Het is dan ook van groot belang om een stofwisselingsdefect in een zo vroeg mogelijk stadium te onderkennen en, zo mogelijk, de juiste maatregelen te nemen. Daarom zul je via de casuïstiek eveneens aandacht besteden aan vroegtijdige diagnostiek en therapie. Gezien de ernst van sommige stofwisselingsaandoeningen kan het bovendien noodzakelijk zijn verder familieonderzoek te doen op basis waarvan bepaalde adviezen kunnen worden gegeven. Soms doen zich hierbij problemen voor van ethische en juridische aard. Ook hieraan zal aandacht worden besteed. Het gaat in dit blok dus om een veelzijdige benadering van erfelijke stofwisselingsziekten, waarbij echter het kind zoveel mogelijk centraal zal staan. Dat betekent dat er in een aantal gevallen direct contact zal zijn met het kind en ouders. De casuïstiek wordt vanuit verschillende invalshoeken benaderd en beoogt daarmee een brug te leggen tussen de klinische vakken (kindergeneeskunde, klinische genetica, diëtetiek) en de basisvakken (biochemie, moleculaire biologie, fysiologie). Het verkrijgen van inzicht in genetische, biochemische en fysiologische principes in een klinische context staat hierbij voorop. Ook wordt er ingegaan op de link tussen stofwisselingsziekten en andere keuzeblokken, zoals het blok “erfelijke en aangeboren aandoeningen”. Aantal beschikbare plaatsen: 30
GEN2603
Period 6
9 Jun 2025
4 Jul 2025
Print course description
ECTS credits:
4.0
Instruction language:
Dutch
Coordinator:

- M.E. Rubio Gozalbo

Fac. Health, Medicine and Life Sciences

Dutch Health Law

Full course description

Dutch Health Law and Health Ethics play an important part in setting the norms within which medicine is practiced. A study of the Dutch Law allows medical students the opportunity to explore

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

Recommended reading

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

GEN2604
Period 6
9 Jun 2025
4 Jul 2025
Print course description
ECTS credits:
4.0
Instruction language:
English
Coordinator:

- G. Delliou

Fac. Health, Medicine and Life Sciences

Introduction in Forensic Medicine

Full course description

In het programma Forensische Geneeskunde komt de student in aanraking met vele aspecten van geneeskunde: post mortale veranderingen en pitfalls, hoe te handelen in situaties waarin sprake kan zijn van niet- natuurlijk overlijden. Wet op de lijkbezorging, weten welke instanties te raadplegen bij onzekerheid over natuurlijk of niet natuurlijk overlijden, wiegedood, herkenning van intoxicaties en het nemen van de nodige maatregelen worden eveneens onderwezen alsmede problematiek in de gezinssituatie, kennis over juridische aspecten en rechten en plichten van de arts op dit gebied. Ook kindermishandeling komt aan het bod. Herkennen van crimineel risicogedrag en verslavingsproblematiek, alsmede forensische psychiatrie wordt tevens uitgebreid aandacht aan besteed. Ook het euthanasie vraagstuk komt aan bod met daarbij inzicht in en kennis van de werkzaamheden van de technische recherche, samenwerking tussen forensische arts, forensisch patholoog en justitie, ondersteund door de forensisch anthropoloog en de forensisch tandarts. Aantal beschikbare plaatsen: 30
GEN2605
Period 6
9 Jun 2025

Bachelor Medicine

4 Jul 2025
Print course description
ECTS credits:
4.0
Instruction language:
Dutch
Coordinator:

- J.M. Nobel

Fac. Health, Medicine and Life Sciences

Hormones

Full course description

De mens is een complex organisme waarin een groot aantal regelmechanismen operationeel zijn, die tot doel hebben belangrijke lichaamsprocessen goed te laten verlopen. Deze regelmechanismen onttrekken zich vrijwel geheel aan ons bewustzijn en wilscentrum, en worden daarom gerekend tot het vegetatief stelsel. Bij deze regelmechanismen spelen hormonen een belangrijke rol. Er zijn vele tientallen hormonen bekend en er worden nog altijd nieuwe hormonen ontdekt. Voor al deze hormonen geldt dat er specifieke cellen in het lichaam zijn waar zij gesynthetiseerd worden, dat zij door deze cellen uitgescheiden worden, door het bloed getransporteert worden en hun werking uitoefenen op andere (doel-)cellen in het lichaam. De synthese, uitscheiding en het transport van deze hormonen worden nauwkeurig gereguleerd. Omdat afwijkingen in de hormoonhuishouding kunnen leiden tot ziekte en omdat bij veel ziekten hormonen een belangrijke rol spelen, is een goed inzicht in het hormonale stelsel van mens van groot belang bij het volgen van de klinische stages in jaar 4 en 5. Een aantal hormonen is gedurende de eerste 2 jaren van de studie oppervlakkig behandeld, maar dit blok zal de kennis van de werking van deze hormonen verdiepen en de samenhang tussen de verschillende hormoonsystemen inzichtelijk maken. Aantal beschikbare plaatsen:
GEN2607
Period 6
9 Jun 2025
4 Jul 2025
Print course description
ECTS credits:
4.0
Instruction language:
Dutch
Coordinator:

- B.J.D. Boukens

Fac. Health, Medicine and Life Sciences

Infectious Diseases

Full course description

The importance and impact of infectious diseases is clearly demonstrated in the current COVID-19

pandemic. The different aspects of infectious diseases, like transmission, prevention, immune respons, diagnostics, treatment, epidemiology and pathogenesis are in the spotlight. Infectious diseases have always been an important cause of illness and death. Even in this century approximately a quarter of all deaths worldwide can be attributed to fatal infections. Because infections occur in all age groups and can affect all organs and tissues of the body, the study of these diseases is complex. The host's condition as well as factors pertaining to the microorganism, determine the course of the disease. In order to obtain an insight into infectious diseases in general, we chose to study a few representative infection types in this block. A study of these 'models' will provide students with a good basic knowledge of infectious diseases. The focus is on the clinical picture, causing microörganisms, microbiological diagnostics, antimicrobial treatment and epidemiology. The course is more focused on clinical practice than on pathogenesis. In the first 2 weeks of the block, bacterial infections will be studied, including antibiotic treatment, resistance and prevention of spread. The second half of the block will address viral, parasitic and fungal infections. This will be accomplished by means of clinical cases discussed in the tutorial groups, lectures, a workhop, a laboratory training and a quiz. In week 3, a conference will be organised and held by the participating medical students themselves. Depending on the situation regarding COVID-19, online alternatives will be organised.

For the final assessment, the written examination (60 multiple choice questions) accounts for 70% and the conference presentation for 30%. Due to COVID-19 it is possible that the examination will be held online and that open questions will be used instead of multiple choice questions.

Number of available places: 30

For more extensive information click this link: Electives Bachelor Medicine

Course objectives

- To gain insight into the classification of microörganisms and in the characteristics of microörganisms that are of importance for human beings.
- To understand the mechanisms that underlie the transmission and epidemiology of infectious diseases.
- To get insight in the problems of growing resistance of bacteria, and the efforts made to prevent spread
- To acquire knowledge about of a number of important infectious diseases
- To know the principles of microbial diagnostics.
- To know the principles of antimicrobial therapy.
- To acquire knowledge about antibiotic therapy
- To be aware of the importance of commensal flora, and to know the difference between colonization and infection
- To gain knowledge how to manage a hospitalized patient suspected of an infection.
- To be able to examine a current topic in the field of infectiology and to understand this subject either through recent articles or by means of a presentation by someone with expertise in the subject

Recommended reading

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

GEN2608
Period 6

Bachelor Medicine

9 Jun 2025
4 Jul 2025
Print course description
ECTS credits:
4.0
Instruction language:
English
Coordinator:

- H.A. van Dessel

Teaching methods:
Work in subgroups, Lecture(s), PBL, Presentation(s), Skills, Training(s)
Assessment methods:
Presentation, Written exam
Keywords:
Infection Infectious disease Antibiotic Isolation Surveillance Bacterium Virus Parasite Fungus Prevention
Fac. Health, Medicine and Life Sciences

Rehabilitation Medicine

Full course description

In dit keuzeblok maakt de student kennis met de inhoud van de medische specialisatie revalidatiegeneeskunde. Zowel de patiënt (de revalidant, geconfronteerd met gevolgen van ziekte/ongeval) als het werk van de revalidatiearts staan in deze kennismaking centraal. De student maakt zowel in theorie als praktijk kennis met de multidisciplinaire werkwijze binnen de revalidatiegeneeskunde. Naast de rol van de revalidatiearts, vormen de werkzaamheden van andere disciplines (zoals fysiotherapie, ergotherapie, logopedie, psychologie en maatschappelijk werk) een wezenlijk onderdeel in de kennismaking. Integraal in dit blok wordt tevens de impact van ongeval/ziekte op maatschappelijke participatie en kwaliteit van leven van patiënten belicht. In het blok wordt gewerkt met onderwijsgroepen, colleges, practica en patiëntencontacten. Aantal beschikbare plaatsen: 30
GEN2612
Period 6
9 Jun 2025
4 Jul 2025
Print course description
ECTS credits:
4.0
Instruction language:
Dutch
Coordinator:

- W.A.J. Vints

Fac. Health, Medicine and Life Sciences

Translational Neuroscience

Full course description

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

For more extensive information click this link: Electives Bachelor Medicine

GEN2614
Period 6
9 Jun 2025
4 Jul 2025
Print course description
ECTS credits:
4.0
Instruction language:
English
Coordinator:

- M.P. Martinez Martinez

Fac. Health, Medicine and Life Sciences

Personalized Medicine in Cancer Treatment and Care

Full course description

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

are used to determine how cost-effective a treatment is, will be discussed. These economical facts are increasingly important in our expensive healthcare system and provide challenging ethical considerations for our society. Number of available places: 25

Course objectives

1. Understand the concept of personalized medicine, how is it investigated and how it can be applied in cancer patients 2. Understand the genetic basis for cancer development and treatment response and the role of the tumor microenvironment therein. 3. Understand the concept and implications of shared decision making and economical analysis of healthcare decisions in (personalized) medicine
GEN2615
Period 6
9 Jun 2025
4 Jul 2025
Print course description
ECTS credits:
4.0
Instruction language:
English
Coordinator:

- T.G.H. Keulers

Teaching methods:
Assignment(s), Work in subgroups, Lecture(s), PBL, Presentation(s), Skills, Working visit(s)
Assessment methods:
Participation, Written exam
Fac. Health, Medicine and Life Sciences

Gender and Diversity in Medicine

Full course description

Gender Medicine is a specialty at the forefront of medical research. Health issues related to sex and gender, however, are not systematically taught in regular medical curricula. This course will introduce students to the field of Gender Medicine and provide an overview of the most recent insights into sex and gender implications in medical fields such as cardiology, pharmacology, and mental health. Students will learn to understand how sex and gender and diversity are important factors in disease susceptibility, recognition of symptoms, presentation of symptoms, compliance with therapy, and coping with diseases. Please note that only students of the second year and above can enroll in the course.

For more extensive information click this link: Electives Bachelor Medicine

Course objectives

The aim of the module is to integrate gender medicine into medical education and research. Students will learn to grasp the fundamental principles and scientific standards of gender medicine in selected medical disciplines (specializations). Students will learn to understand the importance of taking sex, gender, and diversity aspects into consideration in medical treatment and research. They will acquire an overview of fields of evidence-based medicine, where sex and gender aspects are

already implemented. They will familiarize themselves with instruments of gender and sex differences in diagnosis and therapy with a view to implementing these in their future work as physicians or as biomedical researchers. Number of available places: 30

Recommended reading

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

GEN2316
Period 6
9 Jun 2025
4 Jul 2025
Print course description
ECTS credits:
4.0
Instruction language:
English
Coordinator:

- A.M. Meershoek

Teaching methods:
Assignment(s), Work in subgroups, Lecture(s), Paper(s), Presentation(s), Research, Training(s)
Assessment methods:
Assignment, Attendance, Final paper, Participation, Presentation
Keywords:
sex; gender; basic research; biomedicine; clinical practice; health; research; innovative methodologies
Fac. Health, Medicine and Life Sciences

Public Health in International Context

Full course description

A look at questions of public health and health care from an international perspective reveals two persistent trends. The first is globalization. As the world continues to globalize, health threats and health opportunities themselves are becoming more global, and this is readily apparent in recent developments like the Covid-19 pandemic and climate change, but also in the context of much older health conditions, such as tuberculosis. The second trend is that of increased diversity and variation. Public health and health care systems are often challenged by the multiplicity of meanings when we talk about health, and, accordingly, also a multiplicity of approaches to, and perspectives on, how health can best be pursued. Analogously, health inequities across various domains are present and these layer with factors that are sometimes considered beyond the boundaries of (public) health (e.g. poverty, gender inequality, racism) but nonetheless need to be tackled if we are to ensure health for all.

The module is divided into five major thematic areas: 1) Global Health Epidemiology and Data Sources; 2) Transnational Health Governance; 3) HIV in Global Perspective; 4) Tobacco; 5) Climate Change. Some cross-cutting dimensions and additional themes in the module are: 1) ethics and ethical dilemmas; 2) interdependence of human populations; 3) health inequalities; 4) environmental

issues.

This module also includes a training in which students engage with a public health problem at the international level, and a 2 day seminar with an invited international guest.

Course objectives

Knowledge and insight :

- to comprehend the primary components of what has been called “globalization” and how these processes relate to and impact health;
- to gain an understanding of the most common causes of mortality and morbidity worldwide and how these are addressed by care systems and public policies;
- to gain insight into socioeconomic inequities at the international level (i.e. among and within nations) and to learn about the relevance of these for both health status and strategy regarding the protection and promotion of health.

Application of knowledge and insight:

- to be better able to contribute to health care and public health planning at the international level, both in developing nations and within the context of transnational health governance structures such as international health organizations (e.g. WHO), health treaties (e.g. Framework Convention on Tobacco Control), and public-private partnerships (e.g. GAVI, STOP-TB);
- to be better able to contribute to national and local policies based on a knowledge of the international context of health threats and resources for health.

Formation of a judgement:

- to be able to critically evaluate the scientific and applied value of health data and policy initiatives that relate to the comparison of health or health systems across international borders;
- to be able to critically evaluate the relevance of health data and policy initiatives that relate to the comparison of health or health systems across international borders for the Netherlands and European contexts;
- to be able to identify and discriminate among opportunities for the improvement of health both in developing nations and nations in transition, and through international health organizations, treaties and partnerships.

Communication and learning skills:

- to improve in the ability to present findings to groups on themes of healthcare and public health relevance;
- to gain enhanced understanding of data sources about health topics globally and be able to utilize these efficiently and effectively.

Recommended reading

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

PGZ2026

Bachelor Medicine

Period 6
9 Jun 2025
4 Jul 2025
Print course description
ECTS credits:
5.0
Instruction language:
English
Coordinator:

- S. Stutterheim

Teaching methods:
Work in subgroups, Lecture(s), PBL, Paper(s), Training(s)
Assessment methods:
Attendance, Final paper, Written exam
Keywords:
Public Health, health inequalities, migration, ethics, interdependence, health epidemiology, international health institutions, HIV, tobacco control, climate change, Globalization
Fac. Health, Medicine and Life Sciences

Practical Skills Public Health in International Context

Full course description

Training 2.2: Role of culture in international healthcare and public health practice

In this training, students will work in small groups and develop an assessment of cultural factors within one specific population worldwide that must be taken into account if any specific type of health problem is to be addressed within that population. In addition to researching and documenting the cultural factors that must be taken into account, groups will develop a method for global communication among colleagues using any available (free) social media platform in a new and innovative way. This platform should be capable of allowing 5-10 public health professionals to develop a rapid assessment of the cultural barriers and assets to addressing a health problem within a specific population. Students will give a short presentation about their findings and will write an executive summary with a high-level description of the barriers and assets and the method. Detailed information about this training can be found in the Training 2.2 Manual.

Training 2.3: Skills in international and online collaboration

The development of skills to collaborate in teams is emphasized in every module in the Prevention and Health Bachelor programme. In a 1-hour training session in the first week of this course, you will receive practical information about intercultural and online collaboration. We will focus on what culture and cultural diversity are, and how culture can affect collaboration in teams. In addition, we will focus on strategies to ensure successful collaboration, both with international and online teams. Through theoretical information, practical tips, and interactive exercises, you will learn more about this topic. There are no deliverables associated with this training for students, although attendance is required.

Training 2.4: Migration as a public health concern

Bachelor Medicine

In this module, we will dive into migration as a public health concern. In training 2.4, you will receive a lecture on refugees and health, and visit an asylum seekers centre in Limburg. This visit will provide an insight into inequalities in health related to migration and it can be food for thought on ethical dilemmas in health (care) and migration. Go with an open and critical mind. This visit will demonstrate how globalization and health care interact, and how migration can impact health care provision. It also illuminates differences between health care in the Netherlands and elsewhere. Additionally, as part of this training, writer Alejandra Ortiz will visit our university to talk about her experiences as transgender woman from Latin America seeking asylum in the Netherlands. Then, in final week, we will do debrief session in which you reflect on the lecture, your visit to an asylum seeker centre, and the seminar.

PGZ2226
Period 6
9 Jun 2025
4 Jul 2025
Print course description
ECTS credits:
1.0
Instruction language:
English
Coordinator:

- S. Stutterheim

Teaching methods:
Assignment(s), Work in subgroups, Lecture(s), Working visit(s)
Assessment methods:
Attendance, Final paper, Presentation
Keywords:
Public Health, migration, intercultural collaboration, cultural competence, Globalization
Fac. Health, Medicine and Life Sciences

Clinical and Therapeutic Aspects of Thrombosis

GEN2617
Period 6
9 Jun 2025
4 Jul 2025
Print course description
ECTS credits:
4.0
Instruction language:
English
Coordinator:

- H.M.H. Spronk

Fac. Health, Medicine and Life Sciences

Artificial Intelligence (AI) in Medicine

Full course description

Outline of the programme

In this 4 week course, students will familiarize themselves with the uses of AI in medicine / healthcare both from a theoretical and practical perspective.
The first 2 weeks of the course will take place at Maastricht University where students will learn to effectively cooperate in small groups with persons of different background on a number of principles and pitfalls of AI in medicine, both in theory and in practice. The second 2 weeks of the course will take place at the University of Paris where students will put into practice what they have learned in the first 2 week at Maastricht University and where they will further specialise in the field of AI in medicine.
The different topics will contain one or more of the following educational formats:

- PBL cases
- interactive lectures
- practicals
- visit to imaging and radiotherapy facilities that use AI
- seminars

International health themes

The course is well suited for international students, as students will be able to experience the use of AI in medicine in two different countries (The Netherlands and France) and collaboration between students from different countries is required.

Required knowledge

No prior knowledge is required; good command of English language is important, some programming experience and interest in artificial intelligence in medicine is recommended.

Feedback

Weekly feedback will be provided on the ‘working out’ of and participation in the cases, practicals and interactive lectures by staff and peer students. Feedback will be assembled by the students in a short personal portfolio. Halfway and at the end of the course a feedback and evaluation session are scheduled to review the course and prepare for the final group presentation and group report.

Course objectives

In this module, students will familiarize themselves with the basics of AI; from the underlying mechanisms to an overview of the current state. Furthermore, they will explore the issues that influence (individual) uptake of AI by stakeholder (groups) in the context of health care and prevention, both from a theoretical and practical perspective. Ideally, healthcare practitioners will understand the technical, legal, and ethical challenges facing clinical AI use.

Knowledge and insights

After completing the module, the student has knowledge of:

Bachelor Medicine

- - the underlying mechanisms of AI and machine learning;
- - the fundamentals of data curation for the purpose of training AI and machine learning
- - the technical, legal, and ethical challenges facing clinical AI use

Application of knowledge and understanding

After completing the module, the student is able to:

- read and modify computer code in the language Python
- identify aspects of datasets that need to be curated for the purpose of training AI and machine learning, and to curate these.

Forming Opinions

After completing the module, the student is able to:

- judge the quality of scientific publications and reviews regarding the application of AI in a healthcare setting

Communication

After completing the module, the student is able to:

- have a clear view of the contributions of AI to the field of medicine and communicate this.
- communicate the underlying mechanisms of AI and machine learning in oral and written form

Learning skills

After completing the module, the student is able to:

- effectively cooperate in small groups with persons of different background and initial level of experience with AI

Recommended reading

Smith 2021 and Lin SY, Mahoney MR, Sinsky CA. Ten ways artificial intelligence will transform primary care. J Gen Intern Med. 2019;34:1626-1630.

GEN2623
Period 6
9 Jun 2025
4 Jul 2025
Print course description
ECTS credits:
4.0
Instruction language:
English
Coordinator:

- M.M. Verheggen

Teaching methods:
Assignment(s), Lecture(s), Work in subgroups, PBL, Presentations, Skills, Working visit(s)

Bachelor Medicine

Assessment methods:
Assignment, Attendance, Participation, Portfolio, Presentation
Keywords:
AI in Medicine, technical, legal, ethical challenges, PBL, international collaboration

Bachelor in Medicine Year 2

Fac. Health, Medicine and Life Sciences

Short Term Care II

Full course description

In this course, you will work again with every day, short-term complaints. This time, the focus will be on formulating various policies together with the patient, shared decision making, and the added value and risks of digital care (e. g. artificial intelligence (AI)). This will be done in the context of the senses, soft tissues (muscles and skin), and the stress-system and personal coping strategies (work-life balance).

You learn the foundations of quantitative research by writing the methods section of an academic article. Furthermore, we pay attention to fraud in science and your responsibility as a future doctor. You will learn about the relationship between health problems and work and how to communicate with different therapists and occupational health and safety experts. The organisation of curative care and the indication for referral to other care providers are also discussed.

Course objectives

1. Understands the most common diagnoses related to the senses and overexertion of the upper extremities and the mind (stress, sleep disorders, burnout) and is able to perform a whole consultation (phase 1, 2 and 3)
2. Proposes a suitable treatment plan and explains the indication for a referral to a relevant specialist/health care professional (alarm symptoms, a sense of alarm/sense of reassurance
3. Relates a treatment plan to the care request of the patient, alternative treatment options, prevention and aftercare, understands the relevance of shared decision making in this context and recognizes the value of legal and scientific aspects.
4. Documents, archives and organizes patient data, treatment logs and treatment effects and analyses, construes and demonstrates components within quantitative research.
5. Adopts a critical attitude towards digital care (e.g. artificial intelligence (AI)), 'honest science' and security of information and reflects on this in their professional development.
6. Has insight into the effectiveness and sustainability of short term care related to work (role occupational physician), expenses, efficiency, legislation and planetary health
7. Considers the biopsychosocial consequences of an illness/loss of function of a patient and their environment and how these can influence the diagnosis, the treatment and the wellbeing of a patient.
8. Has insight into their own functioning, development, learning process and attitude and tools to guard the work-life balance

Bachelor Medicine

Recommended reading

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

MED2001
Period 1
2 Sep 2024
8 Nov 2024
Print course description
ECTS credits:
0.0
Instruction language:
English
Coordinator:

- H.H.C.M. Savelberg

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

Acute Care II

Full course description

Recovery of a patient with acutely threatened vital functions at the hospital emergency department

In this course you will learn how to treat children as well as adults with a compromised vital function in a clinical setting. To be able to do this, you will refresh existing and gather new knowledge on different organ systems (lungs, nervous system, and bones). Psychiatric emergency situation will also be addressed. You will elaborate on the structured approach, including how to communicate information to professionals who take over medical care. You will learn how to reflect on the delivered care and formulate points for improvement. You will learn to use capacity management and figures regarding quality of care.

You will learn how to incorporate prognosis into your assessments and to discuss the limitation of care with the patient. You will reflect on starting and stopping treatments, also in mentally incompetent patients.

Course objectives

1. Apply and analyze the ABCDE assessment; to recognize abnormalities in vital functions using the ABCDE assessment in an emergency department including early warning system.
2. Apply primary and secondary treatment measures in ABCDE abnormalities in adults and in children, including the clinical reasoning process and to perform the SBARR system. To apply BLS AED in children and adults.
3. Applies the principles of crew resource management and debriefing in the acute interprofessional teams setting

4. Motivates possibilities surrounding decisions in and for patients with mental incompetence, end-of-life care, and organ donation procedures in the emergency setting
5. Evidence based risk analysis: Explain methodological theory on risk analysis in patients in the acute care setting
6. Coping strategies: Knowing how tolerance of ambiguity affects clinical decision making and applying different coping strategies to deal with uncertainty in acute care situations

Recommended reading

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

MED2002
Period 2
11 Nov 2024
31 Jan 2025
Print course description
ECTS credits:
0.0
Instruction language:
English
Coordinators:

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

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

Prevention

Full course description

In this period you will learn to recognize opportunities for prevention at individual and population level, and take responsibility for the doctor's role in prevention.

Course objectives

1. At individual level, advocate a healthy lifestyle that promotes positive health and prevents noncommunicable diseases in particular obesity, diabetes and cardiovascular diseases, and herein collaborate with other health care professionals(Track 1, 2, 3)
2. At population level, advocate a healthy environment that protects human and planetary health in particular protection against the obesogenic environment and air pollution, and herein collaborate with other sectors (Track 1, 2, 3)
3. At population level, advocate screening, vaccination, and outbreak management programs to prevent specific diseases in particular sexually transmitted diseases, cancer and infectious

diseases (Track 1, 2, 3)
4. Express an educated opinion on the doctor's role in prevention including ethical issues, and take care of one's own lifestyle and balance in life (Track 1, 2, 3)

MED2003
Period 4
3 Feb 2025
18 Feb 2025
Print course description
ECTS credits:
0.0
Instruction language:
English
Coordinators:

- R.M. Vasse
- C.D.J. den Heijer

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

Chronic Care II

Full course description

During this period, transmural care for patients with chronic conditions will be discussed again. This time the focus is on developing a tailor-made treatment plan together with the patient, which takes into account the biopsychosocial aspects of disease and health, in the context of oncology. Problems with various organs and organ systems (particularly lungs, heart, liver) also return as a reason for repetition and deepening. During this period you will learn that despite existing evidence, different policies are often proposed and you will practice working on systemic reviews.

Course objectives

1. Perform a whole integrated consultation and devise a differential diagnosis and an action plan for further diagnostic tests and therapy, based on basic mechanisms and knowledge of the pathogenesis in the case of chronic diseases, with an emphasis on oncology.
2. Discuss management for a chronically ill person, tailored to the specific person and in consultation with the patient and family, within the framework of relevant guidelines, financing of care and the applicable legal and ethical frameworks in society.
3. Formulate an advance care plan in collaboration with the person, in which both medical and logistic aspects are included within the relevant ethical and legal frameworks.
4. Perform a bad news consultation with a person suffering from a chronic, sometimes life-threatening condition, in a simulated setting. Reflect on their own emotions as a professional. Develop coping strategies for these emotions afterwards.

5. Apply the basic principles of a systemic review.

MED2004
Period 5
22 Apr 2025
4 Jul 2025
Print course description
ECTS credits:
0.0
Instruction language:
English
Coordinators:

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

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

Medical Professional (CORE) Year 2

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

MED2101
Year
1 Sep 2024
31 Aug 2025
Print course description
ECTS credits:
0.0
Instruction language:
English
Coordinator:

- I.M.E. Caubergh - Sprenger

Teaching methods:
Patient contact, Working visit(s)
Assessment methods:
Attendance, Observation, Participation
Fac. Health, Medicine and Life Sciences

Medical Professional (Clinical Skills) Year 2

Full course description

In preparation

Recommended reading

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

MED2102
Year
1 Sep 2024
31 Aug 2025
Print course description
ECTS credits:
0.0
Instruction language:
English
Coordinators:

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

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

Medical Professional (Trajectory) Year 2

Full course description

The Track Medical Professional aims to educate and inspire students into motivated, self-regulated learners. 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.

1. Basic Knowledge includes anatomy, (patho)physiology, histology, immunology, microbiology and (epi)genetics.
   ♦ Anatomy: Students have to understand how the human body is organised and how it's related to function in order to able to assess, evaluate, diagnose, and track a patient's health as a future doctor.

♦ Radiology: students are able to use various imaging techniques to assess and study anatomical structures and translates anatomy and basic pathology based on the imaging techniques into 3D anatomy in relation with the physical examination and clinical reasoning.
♦ Pharmacology: students must have sufficient knowledge of the scientific basis of pharmacotherapy, are able to apply this knowledge when preparing a treatment/care plan (drug therapy and other therapies), and demonstrate the integration of the pharmacological six-step method in a consultation.

2. Clinical practice stimulates students to train and gain clinical practice experience in a simulated setting. Clinical practice consists of five pillars: Communication skills, consultation skills, clinical skills, clinical reasoning, and documentation & transfer. These pillars are integrated into the Skillslab programs CORE and Clinical Skills.
3. Patient Contact gives students the opportunity to gain learning experiences by applying knowledge, skills and attitude in a 'real' healthcare environment under supervision. Note: This module will only be available from year 2 on.

Course objectives

At the end of the Bachelor (BaMED), the student performs an integrated consultation (clinical skillsAt the end of the Bachelor (BaMED), the student performs an integrated consultation (clinical skillsand CORE) (Whole task) in patients with a standardised/simple symptom/problem and who areABCDE haemodynamically stable. The student demonstrates the skills in a simulated professionalsituation and is able to apply the skills under direct/indirect supervision in a simple practice setting(patient contact/start clinical rotation/intramural/extramural) while ensuring patient safetyand CORE) (Whole task) in patients with a standardised/simple symptom/problem and who are

At the end of the Bachelor (BaMED), the student performs an integrated consultation (clinical skills and CORE) (Whole task) in patients with a standardized/simple symptom/problem and who are ABCDE hemodynamically 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 (patient contact/start clinical rotation/intramural/extramural) while ensuring patient safety.

Specific skills with respect to acute care and therapeutic and laboratory skills

At the end of the Bachelor of Medicine, the student is able to:

- Recognise a critically ill patient and perform the basic interventions included in acute care (BLS AED in adults is a mastery skill). (MED-3)
- Demonstrate interventions included in therapeutic skills in an integrated consultation (Whole task). (MED-2, MED-3, MED-5)
- Perform interventions included in additional laboratory diagnostics (aimed especially at POCT) and handle human sample materials and the required instruments in an integrated consultation professionally and safely (Whole task). (MED-2, MED-3, MED-5)

1C. Specific skills with respect to communication and consultation skills, using patient- appropriate language, in a diversity-sensitive and non-judgmental way:

At the end of the Bachelor of Medicine, the student is able to:

- apply motivating interviewing techniques with respect to simple preventive measures and lifestyle and behavioural changes. (HEALTH ADV-1, HEALTH ADV-2)
- discuss the results and diagnosis with the patient and/or relatives. This includes breaking bad news in a simulated and/or simple practice setting. (COM-1, COM-4)

Bachelor Medicine

- avert a threatening aggressive escalation in a conversation and apply de-escalating techniques in a simulated professional situation and/or simple practice setting. (COM-1)

MED2103
Year
1 Sep 2024
31 Aug 2025
Print course description
ECTS credits:
0.0
Instruction language:
English
Coordinators:

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

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

Critical Professional Year 2

Full course description

The Critical Professional track engages the student as a future professional from three domains; the health networks domain, the science domain and the domain of ethics and law. Within each domain a number of subdomains can be distinguished:

- Health networks deal with interprofessional collaboration, organization of health care and health literacy/e-health.
- The science domain covers disciplines like epidemiology, statistics, evidence based medicine, writing essays and scientific papers, and presentation skills.
- Finally the domains ethics and law, which deals with values, norms and rules governing medicine, including the other 2 domains.
- In the track Critical Professional, these domains will be integrated in the periods, its teaching and learning activities

Course objectives

Short term Care II

- Health Networks - sustainable employability and care network
- Science - critical appraisal of topic (CAT) 'therapy' assignment; assignment writing an introduction
- Ethics and law - assignment health law and health ethics (HLHE)

Bachelor Medicine

Acute Care II

- Health Networks - health care innovation and capacity management
- Science - CAT 'diagnosis', assignment writing method section
- Ethics and law - assignment health law and health ethics (HLHE)

Prevention

- Science - assignment writing result section, qualitative research

Chronic Care II

- Science - introduction to systematic review, assignment writing discussion and conclusion section, assessing bias
- Ethics and law - moral deliberations

MED2104
Year
1 Sep 2024
31 Aug 2025
Print course description
ECTS credits:
0.0
Instruction language:
English
Coordinators:

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

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

Personal and Professional Development Year 2

Full course description

In year 2 - continuation of ILOs year 1.As in year 1: All learning activities are integrated in APT and period.

Course objectives

Questioning medicine’s discipline: The arts of emotions in undergraduate medical education. Sarah de Leeuwa,*, Margot W. Parkesa,c, Deborah Thien
a The Northern Medical Program, The University of Northern British Columbia, The Faculty of Medicine at the University of British Columbia, Prince George, B.C., Canada
b Department of Geography, University of California State, Long Beach, USA
c School of Health Sciences, The University of Northern British Columbia, Canada

Bachelor Medicine

https://doi.org/10.1016/j.emospa.2013.11.006Links to an external site.

Professional Identity Formation: Creating a Longitudinal Framework Through TIME (Transformation in Medical Education)
Mark D. Holden, MD, Era Buck, PhD, John Luk, MD, Frank Ambriz, MPAS, PA-C, Eugene V. Boisaubin, MD, Mark A. Clark, PhD, Angela P. Mihalic, MD,
John Z. Sadler, MD, Kenneth J. Sapire, MD, Jeffrey P. Spike, PhD, Alan Vince, PhD, and John L. Dalrymple, MD. Academic Medicine, Vol. 90, No. 6 / June 2015

Practice Transformation: Professional Development Is Personal
Meaghan P. Ruddy, MA, PhD, Linda Thomas-Hemak, MD, and Lauren Meade, MD
Academic Medicine, Vol. 91, No. 5 / May 2016

Sylvia R. Cruess, Richard L. Cruess & Yvonne Steinert (2019) Supporting the development of a professional identity: General principles, Medical Teacher, 41:6, 641-649
https://doi.org/10.1080/0142159X.2018.1536260

Recommended reading

Questioning medicine's discipline: The arts of emotions in undergraduate medical education. Sarah de Leeuwa,*, Margot W. Parkesa,c, Deborah Thien
a The Northern Medical Program, The University of Northern British Columbia, The Faculty of Medicine at the University of British Columbia, Prince George, B.C., Canada
b Department of Geography, University of California State, Long Beach, USA
c School of Health Sciences, The University of Northern British Columbia, Canada
https://doi.org/10.1016/j.emospa.2013.11.006Links to an external site.
Professional Identity Formation: Creating a Longitudinal Framework Through TIME (Transformation in Medical Education)
Mark D. Holden, MD, Era Buck, PhD, John Luk, MD, Frank Ambriz, MPAS, PA-C, Eugene V. Boisaubin, MD, Mark A. Clark, PhD, Angela P. Mihalic, MD,
John Z. Sadler, MD, Kenneth J. Sapire, MD, Jeffrey P. Spike, PhD, Alan Vince, PhD, and John L. Dalrymple, MD. Academic Medicine, Vol. 90, No. 6 / June 2015
Practice Transformation: Professional Development Is Personal
Meaghan P. Ruddy, MA, PhD, Linda Thomas-Hemak, MD, and Lauren Meade, MD
Academic Medicine, Vol. 91, No. 5 / May 2016
Sylvia R. Cruess, Richard L. Cruess & Yvonne Steinert (2019) Supporting the development of a professional identity: General principles, Medical Teacher, 41:6, 641-649

MED2105
Year
1 Sep 2024
31 Aug 2025
Print course description
ECTS credits:
0.0
Instruction language:
English
Coordinators:

- M.M. Verheggen
- C. Willekes

Bachelor Medicine

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

Electives & Student Clinics Year 2

Full course description

Two types of personal programmes are present.

One is the ‘student clinics’ programme, in which students **participate** in health care in a broad sense, but not in their role as a future medical doctor.

The second is the ‘electives’ programme, in which **topics are addressed that are not covered in the core curriculum or go more deeply** into the topics of the 2020 Framework Medical Education (Raamplan Artsopleiding 2020) than the core curriculum

Course objectives

Several Raamplan 2020 competencies

MED2106
Year
1 Sep 2024
31 Aug 2025
Print course description
ECTS credits:
0.0
Instruction language:
English
Coordinators:

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

Teaching methods:
Assignment(s), Work in subgroups, Working visit(s)
Fac. Health, Medicine and Life Sciences

Progress Test Year 2

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.

Bachelor Medicine

Four times a year, alm. 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.

Recommended reading

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

MED2201
Year
1 Sep 2024
31 Aug 2025
Print course description
ECTS credits:
0.0
Instruction language:
English
Coordinator:

- J.P. Kooman

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

Competency Exam Year 2

Full course description

In the BA-MED curriculum 2022, there is an integrated learning and assessment program. The point of departure for learning and assessment is the 2020 Medical training framework (Raamplan Artsopleiding 2020) and the competency-based learning outcomes therein. The BA-MED program's learning outcomes are described in terms of seven competencies, described in roles, that the graduate must be able to fulfill before embarking on further training: Medical Expert; Communicator; Collaborator; Leader; Professional; Health Advocate; Scholar.In the BA-MED, the Authentic professional task (APT) is the entry-point for learning. The APT also gives the structure of the design of performance objectives, intended learning outcomes, learning activities and the performance information for the student. The APT of the periods will be the basis for the assessment outline and performance information sources per period and therein the embedded longitudinal

tracks (Medical professional, Critical professional, Professional and Personal Development). Throughout the year, teaching and learning activities are aligned with assessment and feedback, and the student collects this performance information related to competency development and level in the portfolio. The performance information is actively used for learning, through analysis, drafting of learning goals, guided and coaches by the student's learning team coach. Toward the end of the year, all performance information is aggregated in the competency exam procedure and should demonstrate that the student has reached a satisfactory level and development in each of the seven competency domains. The competency exam is a procedure, with several intermediate prognostic indications for the student on the level and progress in the competencies. Throughout the year, the student works actively, gathers performance information and through reflective practice, is able to self-regulation learning.

Course objectives

The performance information and reflective practice in the portfolio is used for the competency exam at the year level. The student must compose a substantiated analysis, based on a comprehensive portfolio: – in which each of the competencies is subject to feedback, and reflective practice; – that demonstrates that the student has made satisfactory progress and satisfies the requirements set at the Year 1-2-3 assessment of competency exam, respectively. The end objectives for each competency are described in the 2020 Medical training framework (Raamplan Artsopleiding 2020).In the performance information plans of the periods, it is indicated how: - the performance objectives of the period are aligned to the competencies and the teaching and learning activities/ assignments/ tests that generate performance information;- what type of performance information is generated (narrative feedback, indication of competency level, self-evaluation, test-results) and what form is used.The blueprint of BA-MED 2022 curriculum can be found on https://unimaas.act-e.nl/. The rules and procedures of the competency exam are indicated in the competency exam assessment plan.Throughout the year, the student uses and aggregates the performance information in reflective practice, leading to active learning. At indicated times, the student receives an indication on level and progress of competencies: half-way through the year - of a learning team coach - and the CORE teacher. And at the end of the year, an advice on competency level and progress is indicated by the students' clinical skills teacher, the core teacher, and the student's learning team coach. In the competency exam procedure, the level of the 7 competence are assessed by a committee of examiners, the bachelor competency exam assessment committee.

MED2300
Year
1 Sep 2024
31 Aug 2025
Print course description
ECTS credits:
60.0
Instruction language:
English
Coordinator:

- A.J.H.M. Houben

Teaching methods:
Assignment(s), Lecture(s), Work in subgroups, Patient contact, Paper(s), PBL, Presentations, Research, Skills, Training(s)
Assessment methods:

Bachelor Medicine

Assignment, Computer test, Final paper, Observation, Oral exam, Participation, Portfolio, Presentation, Take home exam, Written exam
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
2 Sep 2024
8 Nov 2024
Period 2
11 Nov 2024
31 Jan 2025
Period 4
3 Feb 2025
18 Feb 2025
Period 5
21 Apr 2025
4 Jul 2025
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

Bachelor Medicine

2 Sep 2024
8 Nov 2024
Period 2
11 Nov 2024
31 Jan 2025
Period 4
3 Feb 2025
18 Feb 2025
Period 5
21 Apr 2025
4 Jul 2025
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
2 Sep 2024
8 Nov 2024
Period 2
11 Nov 2024
31 Jan 2025
Period 4
3 Feb 2025
18 Feb 2025
Period 5
21 Apr 2025
4 Jul 2025
Print course description
ECTS credits:
10.0
Instruction language:
Dutch
Coordinator:

- J.H.H. van Laanen

Bachelor Medicine

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
2 Sep 2024
8 Nov 2024
Period 2
11 Nov 2024
31 Jan 2025
Period 4
3 Feb 2025
18 Feb 2025
Period 5
21 Apr 2025
4 Jul 2025
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
1 Sep 2024
31 Aug 2025
Print course description
ECTS credits:
4.0
Instruction language:
Dutch
Coordinator:

- J.P. Kooman

Fac. Health, Medicine and Life Sciences

Programma Klinische 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

GEN3008
Year
1 Sep 2024
31 Aug 2025
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
1 Sep 2024
31 Aug 2025
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
1 Sep 2024
31 Aug 2025
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
1 Sep 2024
31 Aug 2025
Print course description
ECTS credits:
0.0
Instruction language:
Dutch
Coordinator:

- H. Ismaïli M'hamdi

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
1 Sep 2024
31 Aug 2025
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
1 Sep 2024
31 Aug 2025
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
1 Sep 2024
31 Aug 2025
Print course description
ECTS credits:
0.0
Instruction language:

Bachelor Medicine

Dutch
Coordinator:

- M.M. Verheggen

Bachelor in Medicine Year 3

Fac. Health, Medicine and Life Sciences

Minor

Full course description

During your minor period, you can choose one of the minor courses at FHML, or other UM faculties, study abroad as an exchange student at a partner university or as freemover at a non-partner university.There is a procedure in year 2 to register, have modules approved, and arrange everything. For a successful minor period, it is important to follow procedures and meet deadlinesIn the minor, you can go into more depth in certain (bio)medical topics, another topic related to heath care, or outside health care professions. Whatever the topic, you can work on your competencies in the minor period.

MED3001
Period 1
2 Sep 2024
25 Oct 2024
Print course description
ECTS credits:
0.0
Instruction language:
English
Coordinator:

- F.G. Schaap

Fac. Health, Medicine and Life Sciences

Integrated Care 1

Full course description

The APT of period 'Integrated care' is : Being able to address a care problem from different perspectives and to integrate these perspectives where needed appropriately. In this period the student will apply clinical reasoning and clinical management in an integrated manner. Integration will take place at various levels: multiple tracti; multiple perspectives; multiple stakeholders; multiple guidelines; multiple (conflicting) interests. The student learns to apply integrated clinical reasoning and management in the context of various health care settings and gains insight in choosing the appropriate approach, dealing with emotions, including self- management support, tailored to the context. A variety of patients presenting different complaints allows the student to rehearse all organ systems, and study these organ systems in an integrated and contextual (acute

care, short term, chronic care) manner dealing with the individual patient/client in their system and global health. On top of this, the student learns how to summarise the patient case to the clinical supervisor (reporting), and about responsibilities and delegation of tasks with respect to sharing data and medical decision making of an individual patient with colleagues, including non-medical collaborative partners.This period also challenges the student to learn about big patient data and how to best share medical data with the patient. The student will learn about the basics of quality assurance and public health policy. After period Integrated care the student is able to formulate and express a personal opinion or policy plan on a complex, controversial health problem that receives much attention on social media, underpinned with adequate academic reasoning.This period will also support the transfer to the master phase. At the end of this period the student has developed a start-document as part of the substantiated analyses. Personal growth and reflection on professional development and identity will have specific attention in this period.

Course objectives

1. analyse a patient's health problem in a simulated practice or simple practice setting from different medical tracts, applying clinical reasoning, while taking the patient's profile and context (apply the biopsychosocial approach) into account, resulting in working diagnosis and differential diagnosis.
2. perform a whole consultation with a patient in a simulated practice or simple practice setting, resulting in formulating possible treatment plan/care plan (for screening, diagnostic, therapeutics, monitoring, or palliation) together with the patient (Shared Decision Making).
3. critically appraise the value of available medical knowledge (e.g. in bibliographic databases, clinical practice guidelines, AI based prediction rules. etc) from medical and societal perspective and translate to an individual patient with a complex problem.
4. explain how interdisciplinary and interprofessional care is being organised, including an effective and efficient role of the doctor in such collaboration, and how to report the patient's data in the (digital) medical record.
5. recognise being a person in a continuous learning process, that needs to be prepared for an intense process of socialisation and professionalization (professional identity) during the master internships, and to recognize the principles of change management needed being a professional working in a healthcare system and society that is continuously changing (e.g. digitization).

Recommended reading

See canvas course

MED3003
Period 4
3 Feb 2025
4 Jul 2025
Print course description
ECTS credits:
0.0
Instruction language:
English
Coordinators:

Bachelor Medicine

- G.D.E.M. van der Weijden
- R.I. Lalisang

Teaching methods:
Assignment(s), Lecture(s), Work in subgroups, Patient contact, Paper(s), PBL, Onderwijspoli('s), Presentations, Research, Skills, Training(s), Working visit(s)
Assessment methods:
Portfolio
Fac. Health, Medicine and Life Sciences

Integrated Care 2

Full course description

Period "integrated care" has two booking codes; MED3003 and MED3004, for content: go to course MED3003

Course objectives

Period "integrated care" has two booking codes; MED3003 and MED3004, for content: go to course MED3003

MED3004
Period 5
22 Apr 2025
4 Jul 2025
Print course description
ECTS credits:
0.0
Instruction language:
English
Coordinators:

- G.D.E.M. van der Weijden
- R.I. Lalisang

Fac. Health, Medicine and Life Sciences

Medical Professional (CORE) Year 3

Full course description

In preparation

MED3101
Year
3 Feb 2025
4 Jul 2025
Print course description
ECTS credits:

Bachelor Medicine

0.0
Instruction language:
English
Coordinator:

- I.M.E. Caubergh - Sprenger

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

Medical Professional (Clinical Skills) Year 3

MED3102
Year
3 Feb 2025
4 Jul 2025
Print course description
ECTS credits:
0.0
Instruction language:
English
Coordinators:

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

Fac. Health, Medicine and Life Sciences

Medical Professional (Trajectory) Year 3

Full course description

In preparation

MED3103
Year
1 Sep 2024
31 Aug 2025
Print course description
ECTS credits:
0.0
Instruction language:
English
Coordinators:

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

Teaching methods:

Bachelor Medicine

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

Critical Professional Year 3

Full course description

In preparation

MED3104
Year
1 Sep 2024
31 Aug 2025
Print course description
ECTS credits:
0.0
Instruction language:
English
Coordinators:

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

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

Personal and Professional Development Year 3

Full course description

In preparation

MED3105
Year
1 Sep 2024
31 Aug 2025
Print course description
ECTS credits:
0.0
Instruction language:
English
Coordinator:

- M.M. Verheggen

Bachelor Medicine

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

Progress Test Year 3

Full course description

A Progress Test is like a final exam in which all (cognitive) learning goals of the curriculum are tested. The growing knowledge level among students of different years leads to different test results. Four times a year, almost all medical students in the Netherlands (8 universities) participate in the Progress Test of Medicine to measure their acquired knowledge

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.

MED3201
Year
3 Feb 2025
4 Jul 2025
Print course description
ECTS credits:
0.0
Instruction language:
English
Coordinator:

- J.P. Kooman

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

Competency Exam Year 3

Full course description

In the BA-MED curriculum 2022, there is an integrated learning and assessment program. The point of departure for learning and assessment is the 2020 Medical training framework (Raamplan

Artsopleiding 2020) and the competency-based learning outcomes therein. The BA-MED program’s learning outcomes are described in terms of seven competencies, described in roles, that the graduate must be able to fulfill before embarking on further training: Medical Expert; Communicator; Collaborator; Leader; Professional; Health Advocate; Scholar.In the BA-MED, the Authentic professional task (APT) is the entry-point for learning. The APT also gives the structure of the design of performance objectives, intended learning outcomes, learning activities and the performance information for the student. The APT of the periods will be the basis for the assessment outline and performance information sources per period and therein the embedded longitudinal tracks (Medical professional, Critical professional, Professional and Personal Development). Throughout the year, teaching and learning activities are aligned with assessment and feedback, and the student collects this performance information related to competency development and level in the portfolio. The performance information is actively used for learning, through analysis, drafting of learning goals, guided and coaches by the student's learning team coach. Toward the end of the year, all performance information is aggregated in the competency exam procedure and should demonstrate that the student has reached a satisfactory level and development in each of the seven competency domains. The competency exam is a procedure, with several intermediate prognostic indications for the student on the level and progress in the competencies. Throughout the year, the student works actively, gathers performance information and through reflective practice, is able to self-regulation learning.

Course objectives

The performance information and reflective practice in the portfolio is used for the competency exam at the year level. The student must compose a substantiated analysis, based on a comprehensive portfolio: – in which each of the competencies is subject to feedback, and reflective practice; – that demonstrates that the student has made satisfactory progress and satisfies the requirements set at the Year 1-2-3 assessment of competency exam, respectively. The end objectives for each competency are described in the 2020 Medical training framework (Raamplan Artsopleiding 2020).In the performance information plans of the periods, it is indicated how: - the performance objectives of the period are aligned to the competencies and the teaching and learning activities/ assignments/ tests that generate performance information;- what type of performance information is generated (narrative feedback, indication of competency level, self-evaluation, test-results) and what form is used.The blueprint of BA-MED 2022 curriculum can be found on https://unimaas.act-e.nl/. The rules and procedures of the competency exam are indicated in the competency exam assessment plan.Throughout the year, the student uses and aggregates the performance information in reflective practice, leading to active learning. At indicated times, the student receives an indication on level and progress of competencies: half-way through the year - of a learning team coach - and the CORE teacher. And at the end of the year, an advice on competency level and progress is indicated by the students' clinical skills teacher, the core teacher, and the student's learning team coach. In the competency exam procedure, the level of the 7 competence are assessed by a committee of examiners, the bachelor competency exam assessment committee.

MED3300
Year
1 Sep 2024
31 Aug 2025
Print course description
ECTS credits:
30.0
Instruction language:
English

Bachelor Medicine

Coordinator:

- A.J.H.M. Houben

Teaching methods:
Assignment(s), Lecture(s), Work in subgroups, Patient contact, PBL, Paper(s), Onderwijspoli('s), Presentation(s), Research, Skills, Training(s), Working visit(s)
Fac. Health, Medicine and Life Sciences

Electives & Student Clinics Year 3

MED3106
Year
1 Sep 2024
31 Aug 2025
Print course description
ECTS credits:
0.0
Instruction language:
English
Coordinators:

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