Colophon

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Dear PhD candidates,

The PhD Course Centre of the Graduate School of Life Sciences was established in January 2015. Since then, we have developed a programme of courses and workshops, meant to shape your skills according to the PhD Competence Model (next pages). This model focuses on general scientific skills, responsible conduct of science, communication, personal effectiveness, leadership & management, teaching, and professional development. In addition, we offer support and courses for supervisors (promotores and copromotores), enabling them to offer supervision more efficiently and effectively. We will continue to expand our portfolio of courses, trainings and workshops.

This Course Guide contains all courses offered by the PhD Course Centre in 2019. On our website you can find more information regarding registration, course fees, dates and times: http://bit.ly/PhDCourseCentre

A PhD track is the perfect time to work on your personal and academic development. We aim to provide a collection of courses that supports you doing so!

Your feedback on the PhD Course Centre is very much appreciated, as are suggestions for new courses. Please feel free to contact us via pcc@uu.nl.

Kind regards,
the PhD Course Centre team
The development of transferable skills becomes increasingly important in pursuit of a career inside or outside academia. As a PhD candidate, you are challenged to model your personal learning process to be well-equipped for your next step. The PhD Competence Model helps you to develop a set of defined and useful competences. The accompanying self-assessment tool provides a structured framework and can be accessed via phdcompetencemodel.nl. The PhD Course Centre offers a wide array of courses, tailored to develop the competences described in this model.
Research Skills & Knowledge
The expertise to formulate clear research questions and hypotheses and to design solid research protocols. Demonstration of knowledge about the field and about the challenges that lie ahead.

Responsible Conduct of Science
The ability to make sound ethical and legal choices based on accepted professional research practices, relevant policies and guidelines. Awareness of the resources available, should ethical concerns arise.

Personal Effectiveness
The capability to adapt personal qualities and behaviours to achieve improved results. Demonstration of effective performance under time pressure, disappointment and opposition.

Communication
Demonstration of interpersonal, written, verbal, listening and non-verbal communication skills, enabling effective and appropriate communication to colleagues, public and media.

Professional Development
The ability to improve professional skills to further career prospects. Development of a network and professional goals necessary for a career inside or outside of academia.

Leadership & Management
The skill to manage and develop project ideas as well as to facilitate effective team work including problem solving skills and mentoring skills.

Teaching
The capability to define learning outcomes for the target group as well as adequately and suitably convey the material in a motivational manner.

PhD Supervision
The expertise to offer supervision to PhD candidates of the GSLS more efficiently and effectively, enabling PhD candidates to work towards their goals.
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RESEARCH SKILLS & KNOWLEDGE

You can pause the course whenever you want and repeat many times. Very helpful for students with different pre-knowledge levels and for non-native English speakers.”

- PhD candidate about Introductory Biostatistics for Researchers - ONLINE

This interactive workshop provides you with the background and resources needed to become a search expert.”

- PhD candidate about Systematic Literature Searches
This online course provides an introduction to statistical methodology and discusses a number of statistical techniques for practical data analysis.

**Learning objectives**
This course provides an introduction to statistical methodology and discusses a number of statistical techniques for practical data analysis, including T tests, Chi-square tests, analysis of variance (ANOVA), (multiple) linear and logistic regression and survival analysis. You will use concrete examples and case studies to apply the theory to practical situations. The course ends with a group assignment in which you analyse a case study, using the newly acquired statistical techniques.

**Instructional method**
In each Learning Unit (week), we explain a statistical theme, using short web lectures, alternated with computer exercises. Examples from medical and biological research will be used in the exercises. You will analyse data sets, using the statistical software packages R and/or SPSS. Discussion forums provide a platform to discuss theory and practice exercises with the staff and fellow participants. The Statistics Cafe serves as a virtual meeting place to discuss more general statistical questions, and to talk with your peers about your own research.

**About the trainer**

**Cas Kruitwagen, MSc**, studied Mathematics at Utrecht University and is specialised in statistics. He works as Assistant Professor at the Julius Center for Health Sciences and Primary Care of the University Medical Center Utrecht. As education coordinator of the Biostatistics department his main activities consist of developing, coordinating and teaching statistics classes, with a growing emphasis on blended and online education.
This course provides an introduction to statistical methodology and discusses a number of statistical techniques for practical data analysis.

Learning objectives
This course provides an introduction to statistical methodology and discusses a number of statistical techniques for practical data analysis, including T tests, Chi-square tests, analysis of variance (ANOVA), (multiple) linear and logistic regression and survival analysis. You will use concrete examples and case studies to apply the theory to practical situations. The course ends with a group assignment in which you analyse a case study, using the newly acquired statistical techniques.

Instructional method
In general, the daily schedule of our course includes morning lectures, followed by computer sessions in the afternoon. You will use examples from medical and biological research in the exercises. You will analyse data sets on computers, using the statistical software packages R and SPSS.

About the trainer
Cas Kruitwagen, MSc, studied Mathematics at Utrecht University and is specialised in statistics. He works as Assistant Professor at the Julius Center for Health Sciences and Primary Care of the University Medical Center Utrecht. As education coordinator of the Biostatistics department his main activities consist of developing, coordinating and teaching statistics classes, with a growing emphasis on blended and online education.
Do you ever ask yourself any of the following questions? ‘Why do I always have to repeat my experiments three times?’ ‘I clearly see effect of the treatment on cells, but no significance due to large variation. Which statistical test should I use?’

This course will teach the different aspects of experimental design and analysis by using very identifiable problems for basic scientists. You can immediately implement the skills you learn in your daily work. There will be ample opportunity to bring your own data and get advice of experienced statisticians.

**Learning objectives**
During this course you will learn how to design laboratory and small scale studies, including sample size calculations. You will identify the type of data that results from your experiments. You will learn how to select the best way of analysing and interpreting your in vivo and in vitro data and how to write a proper method section for manuscripts.

**Instructional method**
The course is highly interactive. It contains interactive lectures, work groups, discussions and computer practice. During computer practice, you will use real data from animal studies, qPCR experiments, cell-line data, immunohistochemistry, flow cytometry, etc. to get familiar with the methods and the way to interpret the outcome of the analysis. You will make use of SPSS for the analysis.

**About the trainer**
**Judith de Haan, PhD,** completed her degree in experimental cardiology at the University Medical Center Utrecht. During her masters and PhD, she developed a particular interest in experimental design and statistical analysis. **Anton de Haan, MSc,** is a statistical consultant and teacher at the Radboud University Medical Center for over 30 years. He is skilled in teaching experimental design and statistical analysis.
When searching the (life sciences) literature for a quick answer to a research question, a critically appraised topic (CAT) or a systematic review, it is important not to miss relevant articles. In this hands-on workshop you will learn the necessary techniques.

**Learning objectives**
You will start with fine-tuning your research/clinical question, followed by framing it into PICO (Patient-Intervention-Comparison-Outcome) or DDO (Domain-Determinant-Outcome) format. Then, you will learn about the techniques to search databases like PubMed, Embase, Cochrane Library.

**Instructional method**
During this workshop you will receive tips and tricks to optimise your search. You will discuss how to determine when your search is ‘done’ and check this via citation-searching.

**About the trainer**
Information specialists from Utrecht University Library.
Python is a powerful and intuitive scripting language, with a multitude of applications. You can use Python to efficiently handle (large) data set and to prepare your data for analysis and visualisation. In this workshop, we aim to give you the tools to start exploring Python by yourself.

Learning objectives
The course will take you from the very basics in Python syntax, to data handling and visualisation using Pandas and Seaborn. Furthermore, we will take some time to understand datasets and their architecture, preparing you to handle your own data in a clean, robust, and reproducible manner. You will learn to read and write Python code and scripts. You will understand what ‘tidy’ data are and how to generate them. You will learn how to read, manipulate, transform, save and visualise a dataset, using Python, Pandas and Seaborn.

About the trainer
Data specialists from Utrecht University Library.
Introduction to R and Data

R is a powerful scripting language for data handling, data visualisation, and statistics. In this workshop, we explain the tools to start exploring R and all it has to offer.

Learning objectives
The course will take you from the very basics in R syntax to data handling and visualisation using a recently designed set of tools known as the ‘tidyverse’. Furthermore, you will learn about the datasets and their architecture, preparing you to handle your own data in a clean, robust, and reproducible manner. We will work in RStudio and use both R and R Markdown: the latter is a great way to combine code and its output with text, allowing you to code in a narrative and intuitive way. You will learn to read and write the lines of R code and to read, manipulate, transform, save and visualise a dataset using tidyverse tools. Finally, you will learn to generate ‘tidy’ data and to write an R script and an R Markdown document.

About the trainer
Data specialists from Utrecht University Library.
RESPONSIBLE CONDUCT OF SCIENCE

“Great contribution to my knowledge of the social scientific aspects of science, very basic and accessible!”

- PhD candidate about This Thing Called Science
**Finding and (re)using Data**

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With the increasing availability of data, it is important to develop skills to find and properly evaluate datasets on their usefulness.

**Learning objectives**
In this workshop you will perform live searches for data using a variety of resources. In addition, you will discuss properties that can be used to evaluate datasets on their usefulness. This enables you to perform a good search for useful data, which funders increasingly ask for. Moreover, you will save you a lot of time and you will be able to complement your own dataset with additional data.

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**About the trainer**

Data specialists from Utrecht University.
With the increasing demands of funders to publish open access and the new Utrecht University Open Science Programme, it is important to learn about open science practices.

**Learning objectives**

As a scientist you can make your research more open. During this workshop, you will learn about the various open access publishing options, and how to choose one that best fits the needs and the demands of both you and your funder. We will also discuss the costs associated with Open Access publishing (if any) and how to cover those. You will learn what open access means for copyright and how to choose a (Creative Commons) license for your work. We will also discuss preprints, preregistration, sharing protocols and other tools and practices that help you to be more open and to work efficiently.

**About the trainer**

The Utrecht University Library supports and facilitates researchers in the realisation of open science. It informs, advises and offers services at every stage of the research cycle. Open Science specialists from Utrecht University Library teach this course to keep you up to date on open science practices and to help you make choices that work for you, your research funder and the people you hope to reach with your work.
Managing your data well is a basic research skill. This workshop teaches you data management: to prepare, handle, and store your research data. Your employer or funder might ask you to create a Data Management Plan. This workshop will take you through the steps of managing your data during your research project.

Learning objectives
In this workshop you will learn about the practices to make your research data FAIR: Findable, Accessible, Interoperable and Reusable, as required in a Data Management Plan. We will discuss the requirements of FAIR data and the issues regarding privacy. We will cover the theoretical background as well as ask you to think about some scenarios regarding data and discuss these.

About the trainer
This course is offered to you by Research Data Management (RDM) Support of Utrecht University. RDM Support consists of a multidisciplinary network of Utrecht University data experts, with expertise on data management issues, IT solutions, security, privacy, legal and ethical issues in the context of research data. You can contact us for any question on these topics, or request a custom training or workshop: www.uu.nl/rdm.
‘Learn to write your Data Management Plan’ is an online self-study course assisting you in writing your Data Management Plan (DMP). Writing a DMP can help you being more efficient and effective in managing your data, from safe storage to publishing your data online to increase the impact of your work. Research Data Management is all about creating and maintaining value of your research data, both during and after your research.

**Learning objectives**
You will learn the background theory to data management planning, with the option to directly apply this knowledge to your Data Management Plan.

**Instructional method**
The course is divided in several chapters. Each chapter is a mixture of text, video, questions, quizzes, polls and assignments. Each chapter ends with the invitation to write the part of your DMP that corresponds with what you have just learned.

**About the trainer**
This course is offered to you by Research Data Management (RDM) Support of Utrecht University. RDM Support consists of a multidisciplinary network of Utrecht University data experts, with expertise on data management issues, IT solutions, security, privacy, legal and ethical issues in the context of research data. You can contact us for any question on these topics, or request a custom training or workshop: www.uu.nl/rdm.
Traditionally, peer review is the gateway to the published journal article. In life sciences it is usually anonymous, not accessible to readers, and without recognition for peer reviewers. New initiatives in publishing, including the growth in preprint servers and independent platforms for peer review, aim to change this, making peer review more continuous, open and accountable. Is this good for science, or will it harm researchers’ careers?

**Learning objectives**
During this workshop you will learn about the pros and cons of (and perhaps even your experiences with) new forms and organisation of peer review, from the perspective of the author, the reader and the reviewer. You will leave this workshop with a concrete overview of peer review alternatives and an inspired view of the role of peer review.

**About the trainer**
Information specialists from Utrecht University Library.
It can be difficult to ensure the reproducibility of your research. To script your analysis is a start, but this alone does not guarantee that your work can be repeated at a later stage. In this workshop, we will help you to not only make your work reproducible, but also to increase the efficiency of your workflow. We do this by teaching you a few good programming habits and we will introduce you to Git and GitHub: essential tools to manage and publish code. Reproducibility requires extra effort, but we will focus on teaching you skills that will save you much more time in the long run than they cost to implement.

Learning objectives
In this hands-on workshop, you will learn to become a better programmer. We will take you through a project from research question to published code in a single (admittedly intense, but fun!) day. You will learn how to set up and use an efficient project structure, how to make it easily replicable and how to document your code. Finally, you will learn how to use Git for version control and GitHub to publish your code and how to license and release your code to ensure maximum reusability.

The workshop is language-independent in principle. We do require participants to have at least a basic understanding of a programming language like Python or R. If you are unsure if the language you use will fit our course, please get in touch before registration.

About the trainer
Data specialists from Utrecht University Library.
In modern life, science is everywhere. The products of life science may help achieve a healthy society and economic progress, but how much do we really know about the production, implementation and evaluation of scientific knowledge? What, exactly, is the basis for our belief in science? Is scientific knowledge something special or ‘just another opinion’? How does science really work? If you want to become a scientist, you should be aware of these and similar questions. You should not just know about the contents of science, but about its context as well.

Learning objectives
This course sets out to create scientific literacy. During nine sessions, we discuss the historical, philosophical, commercial, ethical and political dimensions of the life sciences.

Instructional method
Speakers of the course will provide you with some pre-course reading. We expect you read them before the meetings. For every session, four participants are appointed as (collective) chair. We ask them to formulate a few theses that will be discussed during the session.

About the trainer
Professor Frank Huisman, PhD, studied history and earned his degree in early modern Dutch health care. Currently he is appointed professor in the History of Medicine at the University Medical Center Utrecht, performing research on governance in health care. He is series editor of Clio Medica: Studies in the History of Medicine and Health and co-founder of the academic reform movement Science in Transition.
I learned how to observe myself, to step back and to recognise stress. I feel more confident to set my boundaries and I took steps to change situations.”

- PhD candidate about Stress Management

I have learned how to keep my goals in sight, set challenges and get the most out of my PhD.”

- PhD candidate about Achieving your Goals and Performing more Successfully during your PhD
Communication with your supervisor or other team members can be difficult during a PhD trajectory. During this course you will gain awareness of your own non-verbal behaviour and show how you can use it to have more charisma and status and how to practice with it. The second day of the course will be entirely spent in role-plays with a training-actor. For all previous participants this part was the cherry on the cake!

Learning objectives
During this course you will learn how to have an effective conversation with your supervisor and others and how to give and receive feedback effectively, also when situations become difficult. You will find your preferred communication style and learn how to adapt to others to have more influence. You will learn to listen attentively and communicate effectively and to strengthen your verbal communication with non-verbal behaviour to be more convincing.

Instructional method
This highly interactive course consists of theory combined with a survey, several practical exercises and role plays with specialised role-play actors.

About the trainer
Louise Mennen, PhD, worked as a scientist for over ten years. She has noticed that, besides increasing scientific skills and knowledge, scientists also need to improve their soft skills and self-awareness. This is why she now coaches and trains scientists, to stimulate their personal development. Due to her extensive experience in life science, she understands the work of PhD candidates and is well-equipped to help with personal skills.
This course focuses on cultural differences, not on a ‘do’s and don’ts’-level, but on the level of basic values. Effective intercultural communication starts with knowing your own basic values. Having an insight in what you consider to be ‘normal behaviour’ and learning about other people’s basic values helps you stay away from judging other people’s behaviour, even if it seems strange or unpleasant to you.

Learning objectives
During this workshop you will gain insight in cultural differences, both in work and private settings. International PhD candidates will learn more about Dutch norms. Understanding more about Dutch values and behaviour will help to feel more at home in the Netherlands. Dutch participants will gain perspective on the relativeness of Dutch standards of ‘normal behaviour’, helping to become more flexible in dealing with other frames of reference.

Instructional method
In this course, you will practice specific situations with a specialised role play actor and refer to the theory participants studied beforehand. You will answer some preparatory questions in advance in order to make sure the course addresses their specific questions and needs. This workshop is highly interactive and above all fun!

About the trainer

Janneke Dubbelboer, MSc, graduated with a degree in Latin America Studies at Utrecht University after which she specialised in teaching courses in (intercultural) communication. Teaching about intercultural communication means helping to enlarge the participant’s knowledge and skills concerning communication and culture. As a result, participants relate more easily to people from different cultural backgrounds.
Achieving your Goals and Performing more Successfully during your PhD

This personal development course helps you to become more effective in your PhD project. It incorporates elements of psychology, drawing from the research of prominent scientists. Previous participants characterised the course as engaging, fun and open to interaction. One PhD candidate described it as ‘improving your ability to get things done, not just in your PhD project, but also in your subsequent career.’

Learning objectives
In four sessions we will discuss how to set good goals and achieve them, how to strengthen your motivation, how to get more out of the people that you work with, and how to best manage your time and the risks in your project. Along the way, you will gain important insights into your personality, your personal strengths and skills, and your pitfalls.

Instructional method
The course provides an equal balance between theoretical background, discussions and exercises. The interactive group exercises will help you develop a solid understanding of the covered topics by putting the theory into practice using your own personal examples. During the course, we ask you to stay actively involved and encourage you to share your own experiences and insights.

About the trainer
Michiel Jongerden, MSc, founded his training company Exergy Training in 2009. He is an organisational psychologist with a broad theoretical foundation and martial arts specialist. Michiel provides training together with his brother, Jacques Jongerden, who has worked as a consultant and manager with a variety of corporations and governmental clients. He helps to reinforce the course content with real-world experience of what works.
To reach their optimal performance, (elite) athletes need to learn to handle the pressure to get results, to cope with adversity or setbacks and to deal with criticism or fatigue. Obtaining your PhD is much like performing as an elite athlete. It requires dealing with setbacks, slow progress and taking courage. Like an elite athlete, to stay motivated, to perform at your best and to handle difficult thoughts, being ‘psychologically flexible’ is key. This personal development course will help you develop psychological flexibility for life.

Learning objectives
During this course you will gain insight in the way your thoughts and emotions affect your behaviour and performance and you will acquire the skills to deal with them effectively. You will work on your mental skills to stay focused and avoid distraction by concerns. You will assess self-valued behaviour regarding your PhD activities as well as other areas in life and learn to behave accordingly, retaining the optimum level energy during their PhD trajectory.

Instructional method
The course consists of an individual in- and outtake and four group meetings in between. The group meetings serve to create self-awareness among the participants through education, small exercises and peer discussions. Furthermore, experiential learning through homework assignments is an essential part of the learning process.

About the trainer
Martijn Ruitenburg, PhD, obtained his degree from the Amsterdam Medical Center in 2016. He has a background in Human Movement Sciences and completed a postmaster programme to become an applied sport psychologist at Exposz / VU University. With Pepijn Lochtenberg and Rianne van Strien, Martijn founded a company called Coach2score to provide high-level and long term sport- and performance psychological services.
Our habitual, automatic and unconscious patterns of reacting to stressful situations are known to be a source of stress, both at work and in our personal life. The aim of this course is to fully understand this process, to gain insight into our own patterns, and to acquire alternative, more flexible ways of responding to situations that repeatedly have been stressful to us in the past. The skills you will learn in this course help to prevent (work)stress from accumulating and becoming a health problem in the future.

Learning objectives
In this course you will learn how to stop automatic patterns and respond in a more effective and flexible way. You will learn about the physiology of stress, stress in interaction and in communication with others. Moreover, we will discuss the importance of self-acceptance, self-kindness and self-care and the awareness of unpleasant sensations, emotions and thoughts. You will learn how to recognise and respectfully take care of your personal boundaries.

Instructional method
The course contains eight weekly sessions, plus an extra session of practicing ‘silence’, in which all aspects of the course come together. We ask you to practice one hour each day at home (doing meditation exercises and keeping a log); the willingness to do this is necessary to participate. The programme is preceded by filling in a questionnaire.

About the trainer
Marjan Ossebaard, MSc, has an academic background in both chemistry and psychology. She has worked as a researcher in sustainable energy at Utrecht University and later as a teacher in academic skills. She started her own business, i2L (Institute for Innovation and Learning), teaching academic skills and mindfulness-based stress reduction, being a certified mindfulness teacher (Radboud University).
Most PhD candidates will experience some level of stress sometime during their PhD. If you are looking to learn how to deal with this in a positive way, this workshop might be for you. During this workshop you will work on your mental resilience by reflecting on your behaviour and by looking at your strengths in order to use these to prevent and deal with stressful moments.

**Learning objectives**
During this course you will learn how to set boundaries and to manage expectations from yourself and others. You will discover the role you play in stressful situations yourself and learn how you can change this to feel more at ease. You will learn how to deal with negative thoughts, worries and feelings of inadequacy.

**Instructional method**
The workshop is a mixture of creative and practical exercises and several reflective exercises where you have to go beyond the simple cognitive answers, by digging into your personal feelings.

**About the trainer**

Louise Mennen, PhD, worked as a scientist for over ten years. She has noticed that, besides increasing scientific skills and knowledge, scientists also need to improve their soft skills and self-awareness. This is why she now trains scientists to stimulate their personal development. Due to her extensive experience in life science, she understands the work situation of PhD candidates and is well-equipped to help with personal challenges.
Bij een intervisie worden situaties en problemen uitgewisseld waarover men de ideeën van anderen wil horen. Dit gebeurt op een methodische, laagdrempelige wijze en is gericht op het vinden van concrete oplossingen. Een intervisiegroep biedt hiervoor een veilige omgeving en kent geen hiërarchie. De onderwerpen kunnen o.a. zijn: het inhoudelijke werk, problematische vraagstukken, professionele ervaringen, samenwerkingsvraagstukken, etc.

**Learning objectives**
Het doel van deze bijeenkomsten is het bespreken en delen van de situaties die je tegen komt binnen jouw werkterrein. Op deze manier bevorder je je deskundigheid en verbeter je de kwaliteit van je werk. Door de groep te gebruiken als oefensituatie zal je themagerichte situaties bespreken en de groep laten meedenken over een probleem of praktijksituatie. Je leert van elkaar en maakt kennis met de intervisiemethodiek.

**Instructional method**
Onder begeleiding van een coach vinden er zes intervisiebijeenkomsten plaats. Voor iedere intervisiebijeenkomst beschrijf je een praktijksituatie waarbij je vragen hebt over jouw rol. Per bijeenkomst worden er maximaal twee situatiebeschrijvingen besproken. De coach stimuleert de intervisiegroep om te leren van elkaar en reikt handvatten aan. Na afloop van het traject is er van iedere deelnemer minimaal één situatie besproken.

**About the trainer**

*Ellen Wiersema* is tien jaar als verpleegkundige werkzaam geweest en heeft daarna op vele niveaus als leidinggevende gewerkt. Op dit moment ontwikkelt ze trainingen in persoonlijk leiderschap voor medewerkers en leidinggevenden van het UMC Utrecht. Ze geeft coaching sessies aan alle disciplines, van hoogleraren tot aan facilitair medewerkers.
Even though I thought I could already present pretty well, this course taught me many useful tips that gets your audience to really listen to what you say, greatly increasing the impression you make.”

- PhD candidate about The Art of Presenting Science

It gave me insight into the writing process as well as into the tools that will help me to write more efficiently and to write more ‘readable’!“

- PhD candidate about Writing for Academic Publication
When you present, you expect your audience to be attentive throughout your talk - after all, they love science. Sadly, this is rarely the case. We blame this on a short attention span, but why can the same audience watch movies for hours on end? Apparently, actors and playwrights have found a way to engage their audience better. So, why not use their tools to learn how to present better? In this three-day course you will learn to engage your audience with theatrical skills and shape your content with storytelling and style tools. Master your performance skills and let your content take centre stage!

Learning objectives
During this course you will learn the fifteen signals necessary for effective communication. You will learn how to get attention at the start of your presentations and how to keep the audience attentive by using style and transitions. You will learn to design a presentation using story tools and supportive slides that allow you to be the main act on the stage and you will learn how to respond to questions effectively.

Instructional method
You will discover the necessary tools and apply them to your presenting. Various methods will be applied, such as theatre exercises, individual presenting exercises, group discussion, peer review, story design exercises and interactive lecturing.

About the trainer
The course is taught by various Artesc trainers. Artesc was founded by Gijs Meeusen – a composer with a PhD in physics. With his team he unravelled the secrets of communication to solve problems in science communication. The course trainers are either scientists with a professional interest in prose writing or prose writers and playwrights who are specialised in teaching you the skills you need to progress.
There is more to a successful presentation than having good slides and knowing your stuff. Effective presentations are also about communication, energy, confidence and knowing your audience. This intensive and hands-on course offers you the opportunity to get a fresh perspective on presenting, try out new techniques and experiment with ideas you might not have considered before.

**Learning objectives**
This three-session course helps you to give clear and convincing oral presentations in English.

**Instructional method**
In the first meeting, you will give a 10-minute research-related presentation and receive feedback on your performance. Your talk is geared towards your fellow participants (i.e. a mixed-background life sciences audience) and you do not use a full script. In the second meeting, you will give two prepared short talks. We will explore and reflect on the ingredients of effective presentations. In the third meeting, you will make a fresh 10-minute research-related presentation to demonstrate what you have learned. You will also do a brief talk.

**About the trainer**

Margo de Wolf has a master’s degree in English and is a near-native user of the language. She is a qualified, enthusiastic and creative language and communications skills trainer. Her extensive experience covers one-to-one and group training for specific needs in academic and professional fields. Before becoming self-employed, she set up and ran a languages department at Utrecht University.
Societal impact of research has become crucial. Funding agencies for scientific research often demand that the knowledge acquired has added value for society. As a result, scientists frequently encounter stakeholders, such as patients, farmers or entrepreneurs or are asked to present in front of an audience of interested citizens. In this course, you will explore the added value of your research for society. You will acquire the skills for successful communication with stakeholders or the public.

**Learning objectives**
During this course, you will write a popular text about your research for a relevant audience. You will design and plan a strategy for increased societal impact of your research. You will learn how to present your research in front of a laymen’s audience and how to give and receive feedback.

**Instructional method**
Every session builds on the previous sessions. You will provide the topic for your popular text and presentation, and develop a text and presentation at home. You will improve your draft texts and presentations according to feedback of the trainer and your peers. Finally, you will give a presentation to laymen in a venue in or around Utrecht.

**About the trainer**

**Frans van Dam, MSc**, is an experienced science communicator and skills trainer. He was head of communications at an institute at the Radboud University Nijmegen and now teaches science communication at Utrecht University. He is a trainer of popular and academic writing and oral presenting. In addition, he manages the innovation of education at Utrecht University Teaching & Learning Lab.
Increasingly, researchers are asked to explain their research in a (very) short timeframe and to an audience of laymen. It is quite a challenge to explain something you are unravelling for years, in just 3 minutes! Mastering the skill of pitching is very useful, for instance when seeking personal grants. Therefore, Utrecht University organises a contest for young (20-40 yrs.) researchers: Breaking Science. During the heats and the finals, you will explain your research or scientific concept in just 3 minutes.

In preparation for the contest you will be trained by the professionals of Artesc. You will learn to perform on stage and deliver an excellent pitch. You will receive an extensive and professional pitch training and a professional video of your pitch and you have the possibility to win €1,500 to attend a conference or summer school.
Analytic Storytelling is a method for people working with complex content. You will learn a step-by-step method to organise your content into a clear and compelling story that forms a solid base for writing or presenting. You can use these skills when pitching or presenting to colleagues as well as laymen, or when writing a paper or a grant application.

**Learning objectives**
You will acquire skills to adapt your story to various audience (from peers to laymen) and to structure your information in a strong, logical flow. You will learn how to provide a rich and relevant context and make original visualisations, while maintaining structure in your story. Using these skills you can adapt your story to various types of communication as well as to various types of audience.

**Instructional method**
This course consists of an online preparatory module (two hours) followed by two full training days with two hours of homework in between. The course contains a lot of exercises to put the theory into practice immediately. During the training you will work on a story of (one of) your own project(s). You will receive extensive feedback on your storyline from the trainer and your peers.

**About the trainer**

Priscilla Brandon, MA, and the other trainers from Analytic Storytelling are sharp analytic thinkers as well as strong storytellers, and able to combine these two elements. Each of them does so from his or her personal background and expertise. These range from chemical engineering to analytic philosophy, and from theatre performance to science journalism and creative writing.
In this course, we will introduce writing techniques that you can use to communicate your message as clearly and concisely as possible. After learning the techniques in class, you will immediately apply them to your current article and you will receive personal feedback every week. You will develop the confidence to become an equal player in discussions about writing with your peers and superiors.

Learning objectives
You will learn to assess your own and others’ writing, with a focus on clarity and conciseness. You will learn to craft better sentences and paragraphs in English, to create logical flow in paragraphs and to improve readability. You will learn to use the appropriate tone and to nuance with tenses and verb structures. We also review grammar and vocabulary and discuss American vs British.

Instructional method
This course consists of face-2-face lectures and discussions. You will receive individual feedback from the trainer online. You need a rough draft of your paper in hand at the start of the course. You need to submit a methods section (or a part thereof) within 24 hours after the first session. You will work on Methods in Week 1, Results in Week 2, Introduction in Week 3, etc.

About the trainer
Taylor Krohn, MSc, is a native English speaker from the United States and has a background in teaching language and writing, from university writing centers to private tutoring. In 2011, she moved to the Netherlands, where she started her own company in teaching English. She quickly saw the need for writing instruction at an academic level.
Writing a Scientific Paper

This six-session course covers all basic skills and topics of the writing process, structure and style of a scientific paper. During the training, the primary focus lies on the writing process of a paper and on the linguistics of academic writing: structure, cohesion and style.

Learning objectives
This course offers practical guidelines for a successful approach of your (future) writing task. We will pay special attention to the problems of the beginning writer: how to start, how to determine what you have to say, how to overcome writing blocks, how to compose a coherent line of thought? During this course you will learn about the process of writing a scientific paper and the criteria it should meet. You will learn how to design, write, analyse and edit a scientific paper with an eye for cohesion, clarity and conciseness and gain confidence in writing.

Instructional method
It is not mandatory for participants to be writing an article at the time of the course, but if you wish, you may submit a draft for discussion and feedback. Between every session you should plan a few hours of study time to carry out small writing assignments.

About the trainer
Annemarie van der Zeeuw, MSc, has a background in modern linguistics from Leiden University. She has been a language teacher and writing coach since 1981. She plunged into the world of science writing in 2002, and nowadays the research paper is her single focus. Since April 2017, she also teaches this course online, for which she has received the Teacher of the Year Award 2018 from Elevate Health.
This seven-week course covers all basic skills and topics of the writing process, structure and style of a scientific paper. During the training, the primary focus lies on the writing process of a paper and on the linguistics of academic writing: structure, cohesion and style.

Learning objectives
This course offers practical guidelines for a successful approach of your (future) writing task. We will pay special attention to the problems of the beginning writer: how to start, how to determine what you have to say, how to overcome writing blocks, how to compose a coherent line of thought? During this course you will learn about the process of writing a scientific paper and the criteria it should meet. You will learn how to design, write, analyse and edit a scientific paper with an eye for cohesion, clarity and conciseness and gain confidence in writing.

Instructional method
You are trained through short web lectures as well as through feedback from the trainer and your peers. It is not mandatory for participants to be writing an article at the time of the course, but if you wish, you may submit a draft for discussion and feedback. Every week you have to work on assignments that you need to submit before the new week (learning unit) starts.

About the trainer
Annemarie van der Zeeuw, MSc, has a background in modern linguistics from Leiden University. She has been a language teacher and writing coach since 1981. She plunged into the world of science writing in 2002, and nowadays the research paper is her single focus. Since April 201, she also teaches this course online, for which she has received the Teacher of the Year Award 2018 from Elevate Health.
Contrary to the science part of the job, writing an article is something you initially do by yourself. This is where the challenge starts: writing takes too much time, you get lost in thousands of writing methods, and you are rarely satisfied with the end result. In this three-day course you will solve many of your scientific writing challenges with tools used by prose writers. These tools allow you to plan, write and edit effectively, resulting in a text that communicates your ideas in a clear and inspiring way. Learn to write better, more pleasantly and in less time!

**Learning objectives**
During this course you will discover what the reader needs in a text and how to meet these needs. You will learn how to stay out of writing pitfalls such as long sentences and unnatural rhythms. With special tools you will be able to design sections as well as the whole paper prior to writing and to design a through line in you text for a coherent story. You will discover tips and tricks to learn how to plan your writing effectively.

**Instructional method**
We will discover the necessary tools and apply them to your writing. We use various methods, such as individual writing exercises, group discussion, peer review, plenary writing exercises and interactive lecturing.

**About the trainer**
The course is taught by various Artesc trainers. Artesc was founded by Gijs Meeusen – a composer with a PhD in physics. With his team he unravelled the secrets of communication to solve problems in science communication. The course trainers are either scientists with a professional interest in prose writing or prose writers and playwrights who are specialised in teaching you the skills you need to progress.
During this ten-session course, you will write an article based on your research for submission to a peer-reviewed journal. All participants must begin with their own current writing project. Evidence of this will be needed on day one – the course is only suitable for people who already have at least some of the results they wish to include in a real article. The aim is to finish your paper and publish it in a refereed journal (nearly every paper finished with the help of this course is published).

Learning objectives
This is a course on research writing for academic publication, not on English and it is as relevant for native English speakers as for those with English as a second language. You will gain skills and insights that will make you a clearer and more productive writer. During this course you will learn to improve your research-related writing by structuring a research article (or proposal or review or conference paper), by drafting more efficiently, by editing more purposefully, for clarity, fluency and conciseness and by applying practical insights.

Instructional method
Through email, follow-up support extends beyond these 10 weeks and includes a copy-edit of the final paper. Individual support continues through revisions to the paper's acceptance. The level of lecturer engagement offered in this course is therefore unique. At least 95% of non-class time is spent directly on writing, revising and finishing a real article for submission to an appropriate peer-reviewed journal.

About the trainer
Linda McPhee, MA, is an Applied Linguist specialised in academic writing. For over 35 years she has taught research writing courses for PhD candidates, faculty and professional researchers, mainly in Europe but also in Africa and North America. She has also been the managing (desk) editor of a respected social science journal, and has edited dozens of academic books and hundreds of articles.
A successful grant proposal is more than an excellent scientific research idea. The idea needs to be conveyed in a clear and compelling manner with realistic objectives, state-of-the-art methodology and a well-structured work plan and budget. Also, you must present yourself as the best person to carry out the research idea. This course teaches you how to optimally convey your research idea to funding agencies and reviewers, and to maximise your chances of success.

Learning objectives
In this course you will learn to choose the correct funding scheme and make a realistic schedule for the proposal writing effort and structure a realistic work plan and budget. You will discover how to distil your research idea into a few sentences and write the proposal text in a style that impresses reviewers. You will get tips and tricks on how to make effective graphics, how to present your research track record and CV in the best light and how to avoid common pitfalls.

Instructional method
The entire course will take place online. This includes web lectures by the expert, real world examples, cases, self-editing exercises and group discussions.

About the trainer
Karen Galindo has over 25 years of experience in grant writing supporting researchers seeking funding. She has also served on review panels and was an administrator for the University of Arizona’s grants for Middle Eastern languages. Knowing the grant writing process from the perspective of the writer, reviewer and administrator makes Karen a great resource for researchers looking to develop strong grant writing skills.
Het schrijven van een proefpersonen-informatiebrief (PIF) lijkt zo eenvoudig. Je zit er immers zelf helemaal in. Maar dat blijkt nu juist een valkuil te zijn. Hoe maak je de complexe materie begrijpelijk voor de lezer? Hoe belangrijk zijn de opbouw en de lay-out? En wat is begrijpelijk schrijven eigenlijk? Een goede PIF is een visitekaartje voor je onderzoek! Tijdens deze praktische training leer je hoe je een PIF schrijft die de lezer in één keer begrijpt.

Learning objectives
Tijdens deze training richten we ons op de onderdelen inhoud, opbouw en formulering. Er is uitgebreid aandacht voor eenvoudige taal en de toonzetting van de tekst. Ook wordt je kennis van taal en spelling opgefrist. We hebben het in deze taaltraining nadrukkelijk niet over de juridische aspecten van een PIF.

Instructional method
Van te voren dien je een zelfgeschreven PIF in te leveren. Delen uit deze brieven worden gebruikt voor gerichte opdrachten tijdens de training. Tijdens de cursus wordt theorie afgewisseld met schrijfopdrachten. Na afloop ontvang je je eigen PIF terug, voorzien van feedback van de trainer en van een patiënt.

About the trainer
This two-day course in Adobe InDesign is meant to teach you how to create beautiful but also functional layouts, such as books, posters, cv’s, presentations, figures and more. You will be introduced to the Adobe workspace and you will be able to combine photos, graphics, illustrations, tables, charts and text with a remarkable ease.

Learning objectives
In this course you will learn about the main functionality and structure of the program. You will learn how to navigate through the different tools and functions. You will discover how to format text, images and tables. You will understand what master pages are and how to use these when creating complex layouts such as PhD dissertations. Finally, you will learn about the differences between print and screen colours and about exporting your file to PDF format.

Instructional method
This course starts with basic theory in Adobe InDesign and goes into depth practice of all the necessary tools to create stunning layouts. We will pay special attention to the creation of a thesis or book, poster/document layout and figure design. You will work on several exercises to practice, depending on your goals.

About the trainer

Iliana van Boshoven-Gkini, MSc, is a graphic designer with a background in Plant Protection and Landscape Architecture. She opened her own studio, Agile Color, in 2012, assisting PhD students with their dissertation books. She also designs house branding, infographics, brochures, posters and invitations for several occasions. Through working with Adobe Suite daily, she discovered tricks which will help you design faster and without stress.
This course will help you to create beautiful and functional scientific graphics, to retouch images and to create impressions such as a thesis cover. This includes designing both vector and pixel graphics. You will learn what Illustrator and Photoshop are used for and understand the workspace of both programmes and all necessary tools used to design. We recommend this course to PhD candidates with no previous knowledge of Adobe Photoshop or Adobe Illustrator.

Learning objectives
In this course you will learn about the main functionality and structure of the programs. You will learn how to set up artboards and documents and how to use layers and masks. You will discover how to create basic and complex shapes using drawing, transforming and grouping tools. You will work with text, type and colour and learn about the differences between RGB and CMYK. Finally, you will learn how to export and print files.

Instructional method
This two-day course in Adobe Photoshop and Illustrator provides an in depth explanation of the workspace of both programs and all necessary tools. During step-by-step exercises, you will practice several techniques.

About the trainer
Ilíana van Boshoven-Gkini, MSc, is a graphic designer with a background in Plant Protection and Landscape Architecture. She opened her own studio, Agile Color, in 2012, assisting PhD students with their dissertation books. She also designs house branding, infographics, brochures, posters and invitations for several occasions. Through working with Adobe Suite daily, she discovered tricks which will help you design faster and without stress.
This is a one-day workshop in understanding, designing and using infographics, icons and illustrations. An infographic is a form of visual communication, using images, icons or illustrations to display a message with a very limited amount of text. The popularity of infographics and iconography (graphs, tables and graphical abstracts) has grown exponentially the last few years.

Learning objectives
In this course you will learn about infographics and their attractiveness. You will learn how to plan an effective infographic, making use of building blocks, colours and structure. You will discover how to draw charts and graphs in Illustrator and how to visually improve them. Finally, you will learn how to draw icons in Illustrator and how to combine these with illustrations to make your infographic.

Instructional method
This workshop starts with the theory of infographics and a better understanding of iconography. It is designed to help you understand the power of data visualisation and icon design towards the design of an infographic. You will do this in steps through different assignments during the course. For this course, you should have a good understanding of Adobe Illustrator and Photoshop. If you need to improve your Illustrator and Photoshop skills please follow the Scientific Artwork with Photoshop and Illustrator course first.

About the trainer
Iliana van Boshoven-Gkini, MSc, is a graphic designer with a background in Plant Protection and Landscape Architecture. She opened her own studio, Agile Color, in 2012, assisting PhD students with their dissertation books. She also designs house branding, infographics, brochures, posters and invitations for several occasions. Through working with Adobe Suite daily, she discovered tricks which will help you design faster and without stress.
I am able to use these techniques not only for networking, but in my daily scientific life of keeping in contact with colleagues and forcing myself to ask questions during seminars.”

- PhD candidate about *Honest Networking*

If you think this course is not for you, think a bit further than only the scope of your research. This course is important for the rest of your career!”

- PhD candidate about *Selling your Science*
Are you wondering about your career after your PhD? Are you constantly negotiating with your (co)supervisor? Do you want to stay in academia or work outside university? Do you have entrepreneurial plans? Do you want your research to reach society? Selling your Science is about skills, ideation, presenting, pitching and persuasion. In this interactive course, you will learn to sell your science, either to external parties, or through a convincing knowledge utilisation paragraph in a research proposal.

Learning objectives
You will practice key skills such as negotiation, pitching and entrepreneurship. To provide you with the basics of a business perspective on research, you will learn some fundamentals about entrepreneurship, intellectual property (patents and copyright) and conflicts of interest.

Instructional method
The knowledge and skills you learn at the first day are applied to your own research on the last day. We will conclude the last course day (from 17:00 onwards) with an optional celebration at UtrechtInc (Padualaan 8, Uithof Utrecht). All Selling Your Science alumni (including you from that point onwards) are welcome at this celebration.

About the trainer
Genoveva Heldens, MSc, is a success story of Selling your Science: It was through the course that she found a job at Utrecht Holdings during her PhD. In her role as Business Developer at Utrecht Holdings, she is familiar with the commercialisation of science. Tijmen Altena, MSc, is an entrepreneur at IDfuse. He has seen more than 500 utilisation cases and is involved in large impact efforts such as the Anchoring Innovation project.
Do you find it difficult to approach a busy professor at a conference or to talk to strangers and start a conversation? This workshop may be exactly what you need. It is impossible to conduct research just by yourself. You need to collaborate with others, for which a network is necessary. Also, when you are looking for your next job, you need people to know you as well as your expertise. During this workshop you will practice with networking techniques, to be well prepared for your next networking opportunity.

**Learning objectives**
After this course you will know how to be prepared for small talk and how to give an interesting pitch. You will learn to listen attentively and ask the right questions, to be able to network in an honest way, staying true to yourself.

**Instructional method**
This highly interactive workshop consists of a series of exercises to practice networking combined with many examples. You will receive small and simple tips and tricks to make networking easy and fun.

**About the trainer**

Louise Mennen, PhD, worked as a scientist for over ten years. She has noticed that, besides increasing scientific skills and knowledge, scientists also need to improve their soft skills and self-awareness. This is why she now trains scientists to stimulate their personal development. Due to her extensive experience in life science, she understands the work situation of PhD candidates and is well-equipped to help with personal challenges.
Whether you will pursue a career in science or outside of academia, LinkedIn is a great tool to keep in touch with your network and to brand yourself online. When you apply for jobs, promoting yourself online is essential. Potential employers will definitely google you, so you want to look professional when they see your profile. LinkedIn is not only useful for your online visibility, it is also a great tool to search for jobs and promote yourself online.

**Learning objectives**
You will learn how to use LinkedIn in your online branding and how to attract people to your profile. You will be able to connect with new people and to use LinkedIn for networking purposes. We will discuss how you can build your network and how to use LinkedIn groups, company pages and the jobs page.

**Instructional method**
During this interactive workshop you will work with your personal LinkedIn profile. We recommended that you already have a complete profile to work with. And please bring your laptop!

**About the trainer**

*Marte Otter, MSc,* has a background in human geography and (job) coaching and works as a career counsellor at Utrecht University and as a freelance workshop leader. As a career counsellor she guides and advice students and young professionals about their career perspectives. Via individual coaching, workshops and career events, she prepares job seekers for their first steps towards the labour market.
In this workshop you will learn how to write a good personal and professional CV and cover letter. Before participating in this workshop, we ask you to already have an idea what type of job you would like to apply for.

Learning objectives
By the end of this workshop you will know how to create a CV, showing why you are the best candidate for your desired job. By using instruction video’s and discussing the do’s and don’ts, we will show you the different components that make up CV’s and cover letters.

Instructional method
During the workshop you will start working on your CV and cover letter and give each other feedback with the help of a checklist. There will be plenty of time for you to ask any questions you may have.

About the trainer
Marte Otter, MSc, has a background in human geography and (job) coaching and works as a career counsellor at Utrecht University and as a freelance workshop leader. As a career counsellor she guides and advises students and young professionals about their career perspectives. Via individual coaching, workshops and career events, she prepares job seekers for their first steps towards the labour market.
Preparing for a Job Interview

Do you know what is important during job interviews? This workshop will help you understand the employer’s perspective and teaches you to present yourself in the best way. For this workshop, it is important that you have a relatively clear idea of what type of organisations and jobs appeal to you.

Learning objectives
In this workshop, you will analyse a vacancy of your choice in order to assess what an employer is looking for. You will learn to examine how your motivation and experience align with the job. Furthermore, you will practice your answers to some common job interview questions and will be coached on how to improve your presentation. This practical workshop will help you build confidence for your next job application.

Instructional method
During this interactive workshop, theory is combined with group exercises. You will practice a job interview with questions and answers together with other participants. You will receive feedback from the trainer and your peers.

About the trainer
Marte Otter, MSc, has a background in human geography and (job) coaching and works as a career counsellor at Utrecht University and as a freelance workshop leader. As a career counsellor she guides and advises students and young professionals about their career perspectives. Via individual coaching, workshops and career events, she prepares job seekers for their first steps towards the labour market.
To do a PhD is a wonderful learning opportunity. You will grow to be an independent researcher. However, you can get overwhelmed by the amount of work, resulting in a low priority on developing competences. A clear set of competences that are thought to benefit PhD candidates in their future career was established recently. During this workshop you will work with this set to plan your personal development, to optimally equip yourself for your next step after obtaining your PhD.

**Learning objectives**
At the end of this workshop you will have an idea what the goal is of your PhD and how to reach this. You will be able to recognise which competences you have already developed and which could use some more attention. You will have a clear plan to develop the needed competences to finish your PhD with success and to be ready for the next step.

**Instructional method**
After an introduction, the trainer will guide you through several reflective exercises, individually, in pairs or small groups.

**About the trainer**
Louise Mennen, PhD, worked as a scientist for over ten years. She has noticed that, besides increasing scientific skills and knowledge, scientists also need to improve their soft skills and self-awareness. This is why she now trains scientists to stimulate their personal development. Due to her extensive experience in life science, she understands the work situation of PhD candidates and is well-equipped to help with personal challenges.
The PhD Day is an annual event organised by the PhD Council, the representatives of the life sciences PhD candidates. This day is centralised around a theme in career and/or personal development. The PhD Day will be announced via the website of the PhD Course Centre of the Graduate School of Life Sciences as well as via e-mail in the bi-weekly Course Update.

The PhD Day is filled with plenary sessions and workshops as well as opportunities to expand your professional network, all centered around one theme. Previous themes were: Maximise your Career Opportunities, The Future of Science, How to Stand Out in the Crowd, Talkin’ Science and Getting published from A to Z. Seminars were given by Anthony Newman (publisher at Elsevier), Hidde Boersma (journalist at Volkskrant, De Correspondent and VICE) and prof. dr. Martin van den Berg (winner of the Media Award 2016) and many more.

During the Course Market you can discover the courses that are organised by the PhD Course Centre, presented by the course trainers.

About the organisation

The annual PhD Day is organised by the PhD Council of the Graduate School of Life Sciences in collaboration with the PhD Course Centre.
In this seminar series we invite former PhD candidates to elaborate on the career choices they made after obtaining their PhD in life sciences. What was their next job? In or outside of academia? What choices did they make and how do they look back on their PhD track? How do they stay happy while balancing professional and private life? The PhD Events will be announced via the website of the PhD Course Centre of the Graduate School of Life Sciences as well as via e-mail in the bi-weekly Course Update.

For every edition we invite two speakers: one who stayed in academia and one who is following a different career path. After the seminars you will have time to network with the speakers and your peers.

Previously, Lot de Witte, MD, PhD talked about her path to becoming an assistant professor, managing labs at Mount Sinai, New York as well as in the UMC Utrecht. Mauro Muraro, PhD, CEO of Single Cell Discoveries, launched this company as a result of his work during his PhD. Sjoerd van Gorp, PhD, talked about the choices he made before he started working as Investment Manager Life Sciences & MedTech at BOM Capital.

About the organisation

The PhD Events - Career Perspectives are organised by the PhD Course Centre of the Graduate School of Life Sciences in collaboration with the PhD Council.
Many people start their PhD thinking that they will continue with a career in academia, whereas in fact only a relatively small group of PhD’s end up in long-term academic careers. The ‘PhD Activating Career Event’ (PhACE) aims to help PhD’s at the end of the doctorate to think about their future career.

During this 2-day event, developed by Prout and Utrecht University, PhD candidates in the before last year of their PhD track can explore different career options. Do you stay in academia or not? What are the alternative possibilities and how do your skills and competences fit into these new career choices?

PhACE has defined several career options for PhD candidates. These will be discussed by an inspiring speaker that highlights his or her personal career choices. The tracks are: academia, NGO, teaching, research & development, management, government, consultancy and ‘next to science’. During these two days you will participate in a range of workshops. These workshops will help you to explore your personal strengths and skills and create awareness of personal weaknesses to help you surpass yourself!
BCF Career Event is the largest career event for the Life Sciences in the Netherlands. It is the meeting place for everyone who is or wants to be active in Bio/Life Sciences, Chemistry, Food or Pharma. BCF Career Event offers you the opportunity to get into direct contact with a broad range of employers in the sector, but also with other organisations that can help you develop your career.

- More than 100 interesting organisations
- Over 80 exhibitors and employers on the exhibition floor
- Inspiring programme & presentations
- Career Q&A with professionals
- CV & LinkedIn checks by experienced recruiters
- One-on-one conversations with a career coach
- Several network possibilities
- Free goody bag with a.o. the BCF Career Guide

For the date and location of the next edition of the BCF Career Event, go to www.bcfcareer.nl.

About the organisation

The BCF Career Event is organised by Hyphen Projects. The Graduate School of Life Sciences highly recommends this event. Hyphen Projects is a specialized project office that initiates, develops and organizes career fairs, network events and other formats for the Life Sciences. These projects aim at bringing professionals and organisations within the Life sciences field together.
Are you a PhD student, a postdoc or a Master student and are you interested to pursue your career in one of the many Life Sciences companies? Do you want to know more about the business field and your career opportunities? Then we invite you to participate in the unique programme of this international summer school. The five-day intensive programme of the BioBusiness Summer School introduces you to the business world of Life Sciences.

**Learning objectives**
During this summer school you will learn about the challenges in product development in the life sciences industry. The lectures are given by inspiring speakers, professional trainers and guest subject specialists. Not only will you learn about all important business topics, you will also have ample opportunities to network and to meet many representatives of leading Life Sciences companies. You will gain insight into the purpose, use, legal and regulatory aspects of intellectual property rights and how to obtain them. You will discuss various types of business models in life sciences industry and gain insight into the concept of financial statements, costs and revenue allocations, budgeting and forecasting. Finally, you will recognize opportunities and challenges in starting up a company, expand your business network in life sciences and learn about career opportunities in the industry.

The Graduate School of Life Sciences offers scholarships for motivated PhD candidates. Please contact the PhD Course Centre (pcc@uu.nl) if you are interested.

**About the organisation**
The BioBusiness Summer School is organised by Hyphen Projects. The Graduate School of Life Sciences highly recommends this course. Hyphen Projects is a specialized project office that initiates, develops and organizes career fairs, network events and other formats for the Life Sciences. These projects aim at bringing professionals and organisations within the Life sciences field together.
During this two-day event you can attend sessions on funding opportunities, expert panel meetings, workshops on how to improve your grant proposal writing skills and learn how to write a strong knowledge utilisation paragraph in your research proposal.

This is a unique chance to meet successful laureates, research support officers, fellow researchers looking for funding and research funding experts. Utrecht University is organising this event in cooperation with the University Medical Center Utrecht and open for UU, UMC Utrecht and Hubrecht Institute staff only.

Are you a junior or a senior researcher? Would you like to know how funding could advance your research? Be sure to take part in one or more of the Research Funding Days activities!

About the organisation

The Research Funding Days are organised by Utrecht University and University Medical Center Utrecht.
This course should be required for all new PhD candidates to help them set up a plan to complete their PhD. It was a perfect blend of information and skills that immediately helped me to plan my work.”

- PhD candidate about Research Planning and Time Management
As a PhD candidate, you need to manage your research and perform administrative and teaching duties. In practice, it can be hard to balance the various duties, to find a focus and to set priorities. This course, consisting of a workshop and an individual meeting, helps you to improve your planning and time management skills. Related topics such as working style, causes of stress, procrastination and the relationship with your supervisor can be addressed as well.

Learning objectives
During this workshop you will learn how to make long-term and short-term plans for your research. You will discover how to monitor the progress and quality of your research and set priorities. You will learn about the personal time-management and self-management skills that you need to carry out your plans.

Instructional method
You will carry out a number of assignments, both as preparation for the workshop and during the session. There will also be time to share experiences and ideas. In a follow-up individual meeting we discuss personal topics and your research plans.

About the trainer
Angela Markenhof, MSc, works as a trainer and educational consultant at Educational Consultancy & Professional Development at Utrecht University. She trains students and PhD candidates in academic and research skills and their supervisors in mentoring skills. She advises study programmes on how to implement academic and professional skills in the curriculum. Planning, self-management strategies and motivation have her special interest.
I learned a lot about supervising by discussing previous experiences of other PhD candidates. The given situations made me think about how I would handle such situations.”

- PhD candidate about *Supervision of Master’s Students*
As a PhD candidate, you are often involved in supervising Master’s students during their research project (internship). Good supervision is an important, but not an easy job. This course focuses on mastering the basic skills of guiding Master’s students during their research project.

Learning objectives
During this course you will learn about supervising tasks, roles and criteria. We will also touch upon mutual expectations of the Master’s student and the supervisor. You will learn how to design and plan a supervision route. We will discuss basic conversation skills and written feedback on your student’s texts. Specific issues based on the questionnaire, that you fill in at the start of the course, will be considered as well.

Instructional method
We will mainly explore everyone’s own experiences by discussion, self-reflection and communication exercises in pairs and we will do some role play. Please note that part of the course is a homework assignment, which includes developing a supervision plan, exchanging that with a peer and writing feedback on each other’s work. Before the start of the course, a questionnaire is to be filled in, providing the teacher with information about entry level and specific interest.

About the trainer
Marjan Ossebaard, MSc, has an academic background in both chemistry and psychology. She has worked as a researcher in sustainable energy at Utrecht University and later as a teacher in academic skills. She started her own business, i2L (Institute for Innovation and Learning), teaching academic skills and mindfulness-based stress reduction, being a certified mindfulness teacher (Radboud University).
Teaching in the International Classroom equips you to take on the challenges of teaching to an international student population. The course provides hands-on practice and tailored strategies that can be directly implemented in your own teaching context. We will focus on encouraging interaction between (Dutch and international) students and we will provide teaching tools for different teaching contexts, e.g. lectures, tutorials and supervision. Lastly, we will discuss the role (and impact) of grading and assessment in the international classroom.

Learning objectives
After completing the course, you will be able to use didactic and presentation skills that a non-native speaker of English needs in order to provide high-quality activities to students who are often also not native speakers. You will learn to reflect on differences in cultural and educational backgrounds and adapt assessments to use in the international classroom.

Instructional method
This course is meant for Higher Education teachers who (are going to) teach in English in an international classroom. You will work with your own course materials (designing active learning tasks, adapting current activities and assessment). There will be two trainers present to effectively support individual work and work in pairs or sub-groups.

About the trainer
Gemma Corbalan, PhD, has a degree in educational technology. Currently, she works as researcher and trainer within the educational consultancy department at Utrecht University. Nathalie Veenendaal, PhD, studied reading fluency and comprehension in children at Radboud University. She is a trainer and consultant at the educational consultancy department at Utrecht University and works on internationalisation in higher education.
This programme includes an introduction to the Utrecht teaching model and a didactic skills training. The focus will be on how to motivate students, on the range of activating teaching formats and on the role of testing. Furthermore, the programme will offer you the chance to get the trainer’s feedback on your own teaching activities as well as the opportunity to participate in peer-to-peer coaching activities with other participants. It is important that you will be providing teaching activities during the term that the Start to Teach takes place.

Learning objectives
During this course you will prepare for teaching activities by learning what skills are required, how to create a relationship with the audience and how to respond to difficult situations. You will learn about activating teaching formats, providing feedback and assessing written assignments. The theory will be supported by practice examples from the Utrecht University Lecturer of the Year.

Instructional method
The programme comprises two days of training: a start-up day and a follow-up day, ten weeks later. Additionally, the trainer observes you once during your teaching activity after which you receive feedback.

About the trainer
Education specialists from Utrecht University.
This workshop helps you to get acquainted with several aspects of the Graduate School of Life Sciences (GS-LS) and to get to know your colleagues. It is intended for all teachers and supervisors—including PhD candidates—that participate in teaching activities in one of the Master's or PhD programmes of the GS-LS.

**Learning objectives**
During this workshop you will learn about the organisation, vision, educational philosophy and learning objectives of the Graduate School of Life Sciences. You will learn about the Rubrics of the research projects and the writing assignments. Finally, you will get an overview of the activities that are organised to stimulate the GS-LS community, such as teacher lunches, education seminars, etc.

**Instructional method**
Interaction is a key element during this workshop and we highly appreciate input from all participants.

**About the trainer**
The workshop trainers are Gönül Dilaver, PhD, Mieke Lumens, PhD, Geert Ramakers, PhD and Shririnka Goubitz, PhD, all involved in education at the Graduate School of Life Sciences at Utrecht University.
I have gained awareness and more understanding of theory and practice when it comes to communicating in the presence of cultural barriers.”

- Supervisor about *Cross Cultural Challenges in PhD Supervision*
In a nutshell, the course aims to expand the repertoire of PhD supervisors, enabling them to offer supervision more efficiently and effectively. This involves enabling their PhD candidates to work towards the goals of their doctorates in a targeted way, taking into account the limited time available for supervision as well as the rules, regulations and guidelines of the Graduate School of Life Sciences.

Learning objectives
During this course you will discuss the Organisation & Regulations of the Graduate School of Life Sciences. You will talk about selection of PhD candidates, intercultural communication, progress assessments and recognising risks and warning signals. Furthermore, you will discuss goal-oriented supervision: giving balanced feedback, adjusted to learning needs, type of PhD candidate and research phase. The mutual expectations of PhD candidates and supervisors will be clarified, partly in relation to the implicit standards and guidelines for obtaining a doctorate and the associated supervision.

Instructional method
Interaction is a key element during this workshop and we highly appreciate input from all participants. After finishing the course, each participant can opt for individual coaching sessions with an experienced coach.

About the trainer
Jessica Hegeman, PhD, works in the department of Educational Consultancy and Teacher Development (O&T) at Utrecht University. The course meeting 'intercultural communication' is instructed by Janneke Dubbelboer, MSc. Coaching is provided by Ellen Wiersema from the University Medical Center Utrecht Academy.
This course focuses on cultural differences, not on a “do’s and don’ts” level, but on the level of basic values. Effective intercultural communication starts with knowing your own basic values. Having an insight in what you consider to be ‘normal behaviour’ and learning about other people’s basic values helps you stay away from judging other people’s behaviour, even if it seems strange or unpleasant to you.

**Learning objectives**
During this workshop you will gain insight in cultural differences, both in work and private settings. Supervisors with a non-Dutch background will learn more about Dutch norms. Understanding more about Dutch values and behaviour will help in their supervision. Dutch participants will gain perspective on the relativity of Dutch standards of ‘normal behaviour’, helping to become more flexible in dealing with other frames of reference while supervising international PhD candidates or in interaction with colleagues.

**Instructional method**
In this course, you will practice specific situations with a specialised role play actor and refer to the theory participants studied beforehand. We ask you to answer some preparatory questions in advance in order to make sure the course addresses your specific questions and needs. This workshop is highly interactive.

**About the trainer**
**Janneke Dubbelboer, MSc**, graduated with a degree in Latin America Studies at Utrecht University after which she specialised in teaching courses in (intercultural) communication. Teaching about intercultural communication means helping to enlarge the participant’s knowledge and skills concerning communication and culture. As a result, participants relate more easily to people from different cultural backgrounds.
EXTRA COURSES

Next to the courses offered by the PhD Course Centre of the Graduate School of Life Sciences, there is a range of courses and initiatives, organised by other institutions, that might be interesting for you.

Utrecht University Development Guide
Utrecht University has collected courses and workshops, focused on personal development, professional skills and leadership and management.

uudevelopmentguide.nl - UU employees only

ULearn
The University Medical Center Utrecht developed a new learning management system. Here, you can find courses in teaching, leadership and personal development.

ulearn.umcutrecht.nl - UMC Utrecht employees only

PhD Programmes
All fourteen PhD programmes of the Graduate School of Life Sciences offer thematic courses, open for all PhD candidates of the Graduate School of Life Sciences.

uu.nl/en/education/graduate-school-of-life-sciences/phd-programmes

Parnassos
Parnassos is the cultural centre of Utrecht University at which you can attend courses and workshops. Parnassos is open to everyone, but staff and PhD candidates of Utrecht University and the UMC Utrecht receive a discount.

uu.nl/parnassos

Utrecht Summer School
Utrecht Summer School offers over two hundred courses and summer school programmes for all levels of academic experience. These courses are taught in English, open for everyone interested.

utrechtsummerschool.nl

COLUU
The Centre for Education and Learning of Utrecht University combines all initiatives directed to professionalise teaching activities.

uu.nl/centrum-voor-onderwijs-en-leren - UU employees only