Colophon

April 2020

**Editor:** Charlotte Steenbrink & Franka de Jong  
**Design:** Graduate School of Life Sciences  
**Cover photography:** Bert Spiertz  
**Printing:** Repro & Drukwerk, UMC Utrecht  
**Edition:** 2020

This PhD Course Guide was composed by the Graduate School of Life Sciences of Utrecht University. This PhD Course Guide was compiled with the utmost care, but is for information purposes only and no rights can be derived from its contents. Suggestions regarding the content can be emailed to pcc@uu.nl.

**Contact**  
Graduate School of Life Sciences  
Hijmans van den Bergh Building, Room 4.51 West  
Universiteitsweg 98  
3584 CG Utrecht  
The Netherlands  
gs.lifesciences@uu.nl
PhD Course Guide

Graduate School of Life Sciences
Utrecht University
The Graduate School of Life Sciences

Utrecht University has organized its master and PhD education in six Graduate Schools:

- Graduate School of Humanities
- Graduate School of Law, Economics and Governance,
- Graduate School of Social & Behavioural Sciences
- Graduate School of Geosciences
- Graduate School of Natural Sciences
- Graduate School of Life Sciences

Of these, the Graduate School of Life Sciences (GSLS) is the only interfaculty graduate school, offering the research master programmes of Biomedical Sciences and Biosciences and all PhD candidates of the UMC Utrecht, the Faculty of Veterinary Medicine, the Bijvoet Institute for Biomolecular Research, the Institute for Pharmaceutical Sciences, the Institute of Environmental Biology, and the Institute of Biodynamics and Biocomplexity of the Faculty of Science. Moreover, PhD candidates who work at other institutions under supervision of an Utrecht University professor (promotor) also participate in the GSLS. These include the Hubrecht Institute and the Princess Máxima Center.

Mission

The mission of the GSLS is to improve life, by providing an inspiring and innovative academic environment that enables our graduates to thrive in the dynamics of life sciences and society.

The GSLS graduate:

- Is an interdisciplinary critical thinker and worker,
- Creates impact in the dynamics of science and society,
- Demonstrates integrity towards science and society,
- Shows leadership,
- Is a team player,
- Is a life long learner.
**Vision**

We aim to achieve this by providing:

- PhD programmes tailored to the needs of science and society, based on Utrecht Life Sciences’ research themes and according to the prevailing (inter)national standards;
- an academic environment to develop professional competences with a distinct profile and tailored to individual needs and talents; and
- inspiring and state-of-the-art teaching and supervision by a qualified team that actively and effectively facilitates academic and personal growth.

Thus, GSLS graduates are more than scientists suited for an academic career. Rather, we envision that they find their way in various roles inside or outside academia, thereby contributing to solutions for today’s societal needs. To this end, it is vital that PhD candidates acquire both scientific and professional knowledge and skills during their PhD track.

Scientific knowledge and skills are acquired while conducting research projects under the guidance of excellent scientists and through participation in one of the 14 thematic PhD programmes, which encompass a total of ± 1,750 PhD candidates. Professional knowledge and skills can be developed through participation in courses provided by the PhD Course Centre and other organisers at the Utrecht Science Park, which can be found on the Course Centre’s online agenda: bit.ly/PhDCourseCentre.

**PhD education: who are we?**

<table>
<thead>
<tr>
<th>Anke Hammerschlag, PhD</th>
<th>Charlotte Steenbrink, BSc</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:pcc@uu.nl">pcc@uu.nl</a></td>
<td><a href="mailto:pcc@uu.nl">pcc@uu.nl</a></td>
</tr>
<tr>
<td>Coordinator, PhD Course Centre</td>
<td>Coordinator, PhD Course Centre</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prof. Toine Egberts, PhD</th>
<th>Saskia Ebeling, PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:a.c.g.egberts@umcutrecht.nl">a.c.g.egberts@umcutrecht.nl</a></td>
<td><a href="mailto:s.ebeling@uu.nl">s.ebeling@uu.nl</a></td>
</tr>
<tr>
<td>Director, Doctoral Education</td>
<td>Managing Director, Doctoral Education &amp; PhD Course Centre</td>
</tr>
</tbody>
</table>
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.

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.

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

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

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

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.
PHD STAGE 1
Research Skills & Knowledge
Responsible Conduct of Science
Personal Effectiveness
Communication
Leadership & Management

PHD STAGE 2

COURSE TIMELINE
You will need some competences at the start of your PhD, while you will want to develop other competences later on. This timeline will help you decide which courses to follow in which stage of your PhD.

- PhD stage 1 is the start of your PhD, when you are planning and setting up your research project. This equals roughly the first year.
- PhD stage 2 is the middle of your PhD, when you are doing your research, start writing your articles and attend conferences. This equals roughly the second and third year.
- PhD stage 3 is the end of your PhD, when you are finalising your thesis and are preparing for the career after your PhD. This equals roughly the fourth year.
## COURSE OVERVIEW

### Research Skills & Knowledge

<table>
<thead>
<tr>
<th>Course</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Epidemiology (- ONLINE)</td>
<td>14-15</td>
</tr>
<tr>
<td>Introduction to R and Data</td>
<td>16</td>
</tr>
<tr>
<td>Introduction to Statistics (- ONLINE)</td>
<td>17-18</td>
</tr>
<tr>
<td>Introductory Biostatistics for Researchers (- ONLINE)</td>
<td>19-20</td>
</tr>
<tr>
<td>Modern Methods in data analyses (- ONLINE)</td>
<td>21-22</td>
</tr>
<tr>
<td>Statistics in the Lab: in vivo et in vitro</td>
<td>23</td>
</tr>
<tr>
<td>Study Design in Etiologic Research (- ONLINE)</td>
<td>24-25</td>
</tr>
<tr>
<td>Systematic Literature Searchers</td>
<td>26</td>
</tr>
</tbody>
</table>

### Responsible Conduct of Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital Pictures &amp; Data Design</td>
<td>30</td>
</tr>
<tr>
<td>Handling personal data in research</td>
<td>31</td>
</tr>
<tr>
<td>Integrity in the workplace: how to do good research?</td>
<td>32</td>
</tr>
<tr>
<td>Introduction to Research Data Management - ONLINE</td>
<td>33</td>
</tr>
<tr>
<td>Learn to Write your Data Management Plan - ONLINE</td>
<td>34</td>
</tr>
<tr>
<td>Quick Start to Research Data Management</td>
<td>35</td>
</tr>
<tr>
<td>This Thing Called Science</td>
<td>36</td>
</tr>
<tr>
<td>Improve your online presence</td>
<td>37</td>
</tr>
</tbody>
</table>

### Personal Effectiveness

<table>
<thead>
<tr>
<th>Course</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieving your Goals and Performing more Successfully in your PhD</td>
<td>40</td>
</tr>
<tr>
<td>Influencing &amp; Conflict Styles</td>
<td>41</td>
</tr>
<tr>
<td>Mindfulness and Stress Reduction</td>
<td>42</td>
</tr>
<tr>
<td>Psychological Flexibility</td>
<td>43</td>
</tr>
<tr>
<td>Tackle your stress with mindfulness</td>
<td>44</td>
</tr>
<tr>
<td>Working Consciously and Effectively</td>
<td>45</td>
</tr>
<tr>
<td>Your Personal Development and Competences</td>
<td>46</td>
</tr>
</tbody>
</table>

### Communication

<table>
<thead>
<tr>
<th>Course</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Writing in English</td>
<td>50</td>
</tr>
<tr>
<td>Analytic Storytelling</td>
<td>51</td>
</tr>
<tr>
<td>Breaking Science</td>
<td>52</td>
</tr>
<tr>
<td>Giving Effective Presentations</td>
<td>53</td>
</tr>
<tr>
<td>Illustrator</td>
<td>54</td>
</tr>
<tr>
<td>InDesign</td>
<td>55</td>
</tr>
<tr>
<td>Intercultural Communication</td>
<td>56</td>
</tr>
</tbody>
</table>
Schrijf een Proefpersoon-Informatiebrief (Dutch only) 57
Science Communication: Relevant and Clear 58
The Art of Presenting Science 59
The Art of Scientific Writing 60
Writing a Scientific Paper (- ONLINE) 61-62
Writing for Academic Publication 63
Writing Successful Grant Proposals - ONLINE 64

Professional Development 67
BioBusiness Summer School 68
Exploring the job market & networking 69
Future crafting 70
LinkedIn Advanced 71
LinkedIn Basics 72
PhD Activating Career Event (PhACE) 73
PhD Day - Graduate School of Life Sciences 74
Preparing a job interview 75
Research Funding Days 76
Self-analysis for Career Orientation 77
Selling your Science 78
Transferable skills 79
Writing a CV and cover letter 80

Leadership & Management 83
Manage your supervisor 84
Research Planning and Time Management 85
What’s your team role? 86

Teaching 89
Start to Teach 90
Supervising Research of MSc students 91
Supervision of Master’s students 92
Supervision of High School students 93

PhD Supervision 95
Supervising PhD Candidates at the Graduate School of Life Sciences 96
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

**Systematically Searching the Literature**
This course gives an insight in the basic terminology and principles used in epidemiology. Also, the principles of bias and confounding are addressed.

Learning objectives
This course provides insight in the basic terminology and principles used in epidemiology. You will learn different aspects of epidemiological research and to apply the correct measures of frequency and association belonging with the different epidemiological study designs.

Instructional method
The face-to-face course is a two-week full-time course with lectures, exercises and self-study. You are required to complete the practical exercises (self-study), students should attend at least 80% of the classes in the course and pass the exam.

About the trainer
The trainer of this course is Dr. Patrick Souverein, a teacher of the Master’s programme Epidemiology.
Introduction to Epidemiology  
- ONLINE

This course gives an insight in the basic terminology and principles used in epidemiology. Also, the principles of bias and confounding are addressed.

Learning objectives
This course provides insight in the basic terminology and principles used in epidemiology. You will learn different aspects of epidemiological research and to apply the correct measures of frequency and association belonging with the different epidemiological study designs.

Instructional method
The online course is a 3 week part-time course with a study load of 14 hrs/w. Web lectures, articles, assignments and group discussions are the learning methods that will be used. There are interim deadlines and the course ends with an exam.

About the trainer
The trainer of this course is Dr. Patrick Souverein, a teacher of the Master’s programme Epidemiology.
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.
Introduction to Statistics

The course will provide you with a basic understanding of statistics and enables you to interpret research data, and to explain and use different types of variables.

Learning objectives
This course explains and uses the different types of variables: quantitative (numerical) vs qualitative (non-numerical) with their corresponding sub-types (continuous, discrete, ordinal, non-ordinal). You will learn how to interpret univariate graphs and calculate descriptive statistics, (standard) normal and binomial probabilities and confidence intervals. At the end of the course you can perform simple statistical analyses in the statistical packages SPSS and R.

Instructional method
This face-to-face course is a blended course with e-lectures, self-study and face-to-face computer labs. The course ends with an exam.

About the trainer
Cas Kruitwagen, MSc, studied Mathematics at Utrecht University and is specialized 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.
Introduction to Statistics - ONLINE

The course will provide you with a basic understanding of statistics and enables you to interpret research data, and to explain and use different types of variables.

Learning objectives
This course explains and uses the different types of variables: quantitative (numerical) vs qualitative (non-numerical) with their corresponding sub-types (continuous, discrete, ordinal, non-ordinal). You will learn how to interpret univariate graphs and calculate descriptive statistics, (standard) normal and binomial probabilities and confidence intervals. At the end of the course you can perform simple statistical analyses in the statistical packages SPSS and R.

Instructional method
In this online course, web lectures, assignments and group discussions are the learning methods that will be used. There are interim deadlines and the course ends with an exam.

About the trainer
Cas Kruitwagen, MSc, studied Mathematics at Utrecht University and is specialized 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 specialized 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 online course provides an introduction to statistical methodology and discusses a number of statistical techniques for practical data analysis.

Learning objectives
This online 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 analyze 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 analyze 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 specialized 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.
Modern Methods in data analyses

This course provides statistical methods to study the association between (multiple) determinants and the occurrence of an outcome event. The course starts with an introduction to likelihood theory, using simple examples and a minimum of mathematics. Next, the most important regression models used in medical research are introduced. Topics are: maximum-likelihood methods, multiple linear and logistic regression, model validation and regression diagnostics, Poisson regression, and analysis of `event-history´ data, including an extensive discussion of the Cox proportional hazards regression model. Also, the basic principles of resampling methods (bootstrapping and permutation tests) and of longitudinal data analysis are taught.

Learning objectives
At the end of the course you can identify the situations in which the aforementioned modelling techniques can be applied and the conditions that should be met to obtain reliable results using these techniques. You are also able to explain and interpret the results obtained with the techniques, and apply these results in practice (e.g. to answer a research question).

Instructional method
This face-to-face course is a three weeks full-time course with lectures, self-study and computer labs. It ends with an exam.

About the trainer
Cas Kruitwagen, MSc, studied Mathematics at Utrecht University and is specialized 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 statistical methods to study the association between (multiple) determinants and the occurrence of an outcome event. The course starts with an introduction to likelihood theory, using simple examples and a minimum of mathematics. Next, the most important regression models used in medical research are introduced. Topics are: maximum-likelihood methods, multiple linear and logistic regression, model validation and regression diagnostics, Poisson regression, and analysis of `event-history´ data, including an extensive discussion of the Cox proportional hazards regression model. Also, the basic principles of resampling methods (bootstrapping and permutation tests) and of longitudinal data analysis are taught.

**Learning objectives**
At the end of the course you can identify the situations in which the aforementioned modelling techniques can be applied and the conditions that should be met to obtain reliable results using these techniques. You are also able to explain and interpret the results obtained with the techniques, and apply these results in practice (e.g. to answer a research question).

**Instructional method**
This online course is a nine weeks part-time course with a study load of 14 hrs/w. Web lectures, assignments and discussions are the learning methods that will be used. There are interim deadlines and the course ends with an exam.

**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**

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.
In this course the principles and practice of cohort, case-control and cross-sectional studies are taught. Design, data collection and outcome measures are discussed, as well as the major advantages and disadvantages of the different study designs.

Learning objectives
In this course you will learn the principles, design, differences, advantages and disadvantages of cohort, case-control and cross-sectional studies. You will get an insight in the validity aspects and in the measures of frequency and association that can be calculated from cohort, case-control and cross-sectional studies.

Instructional method
This face-to-face course is a two-week full-time course with lectures, exercises and self-study. You are required to complete the practical exercises (self-study), students should attend at least 80% of the classes in the course and pass the exam.

About the trainer
Cas Kruitwagen, MSc, studied Mathematics at Utrecht University and is specialized 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.
Study Design in Etiologic Research - ONLINE

In this course the principles and practice of cohort, case-control and cross-sectional studies are taught. Design, data collection and outcome measures are discussed, as well as the major advantages and disadvantages of the different study designs.

Learning objectives
In this course you will learn the principles, design, differences, advantages and disadvantages of cohort, case-control and cross-sectional studies. You will get an insight in the validity aspects and in the measures of frequency and association that can be calculated from cohort, case-control and cross-sectional studies.

Instructional method
This online course is a 6 week part-time course with a study load of 14 hrs/w. Web lectures, group assignments and group discussions are the learning methods that will be used. There are interim deadlines and the course ends with an exam.

About the trainer
Cas Kruitwagen, MSc, studied Mathematics at Utrecht University and is specialized 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.
When searching the literature, either for a quick answer, or a more extensive search for a systematic review and meta-analysis, you want to be sure you find what you need, and don’t miss anything.

Learning objectives
During the workshop you’ll learn how to set up a search strategy by covering the following aspects: how to start? – from question to search strategy; where to search? – what databases to use and how to use them; and when to stop? – will this search find it all, or not...

During the workshop you’ll get some theoretical background on where and how to search; the systematic approach works for all disciplines and for both short comprehensive topics as well as for full systematic reviews.

Instructional Method
After some theory you will work an example searches that will be discussed at the end. We will point out common mistakes and issues and show the most important functions of several databases.

About the trainer
Information specialists from Utrecht University Library.
Finally, a safe space to openly discuss dilemmas that I face when conducting research!”

- PhD candidate about *Being a Scientist: Integrity Issues in Practice*

Do you have doubts, critiques or bugs about science? This is a good place to address them. This course made me a better scientist, and a better informed layman. I strongly recommend it to anyone interested in science.”

- PhD candidate about *This Thing Called Science*
The output of scientific experiments often comes in the form of digital images e.g. scans of Western blots and microscopic images. This certainly has a lot of advantages, because digital images can contain spatial information and can be more telling than plain numerical data. A disadvantage of data in the form of digital images is that they can, often unintendedly, be manipulated using computer software in a way that is not in agreement with scientific standards. In this course we will focus on what you can do and what you shouldn’t do to get the best representation of your digital image without altering the actual data.

Learning objectives
At the end of the course you will be acquainted with the theory behind digital images. You will be able to apply image processing software and to make a publication quality figure based on vector-based software according to scientific standards.

Instructional method
The course will be given in an interactive way, with time for practicing on assignments on laptops (provided). The first day we will go into some theory behind digital images and practice with two different image processing software packages. The second day we will go more into presenting your images in publication quality figures and/or presentations using vector-based software. There will be a pre-course assignment to start getting a feeling for working with images. As a final assignment the students will hand in a publication quality figure made from images provided at the course.

About the trainer
Kasper van Gelderen, Tobias Dansen and Koen Braat are the trainers of this course.
Handling personal data in research

This workshop will introduce you to the General Data Protection Regulation (GDPR) and how it applies to research data. You will learn about available research data management tools and how they comply with privacy regulations.

Learning objectives
For any research project that handles personal data, you must make the privacy of the data subjects a primary concern. Grant proposals dealing with personal data must therefore clearly depict the technical and organisational measures that will be taken to safeguard the privacy of their data subjects. This serves to protect data subjects from an ethical standpoint and to protect researchers from a legal standpoint. By the end of this workshop, you will have a clearer understanding of how privacy regulations affect your research. You will also know how you should protect the personal data you collect and whom you can ask for help with difficult scenarios on this matter.

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.
Integrity in the workplace: how to do good research?

Why is replication of research so problematic? Who should decide on the order of authorship: my supervisor, a publishing journal or..? How to collaborate with another PhD if this person tends to keep all data to himself? Can I avoid conflicts of interest when working with third parties? What precautions can I take when my research involves vulnerable human beings or animals? (How) can I reduce the risk of bias in my research? When is my behavior conceived as (ab)normal in research practices? These are all questions that belong to the domain of research integrity: they include questions about how to do science right and how things can go wrong, but also all the grey area questions in between. In this course, we focus on the daily life experiences in research practice from the PhD candidates perspective.

Learning objectives
Participants learn strategies on how to discuss and deal with issues and dilemmas that occur in doing research; they will learn to deal with these issues from a Responsible Conduct of Research perspective; and they will be stimulated to communicate about these issues with relevant persons.

Instructional method
Participants prepare for the course by reading an article on behavior in research, by filling in a short questionnaire and by preparing a case from your own experience.

About the trainer
Roald Verhoeff is assistant professor in science education & communication. He is interested in societal and normative aspects of science, and in finding ways to empower young scientists to combine ‘ambition’ with ‘conscience’ in becoming responsible scientists.
Mariette van den Hoven is Senior Fellow at the Centre for Academic teaching and coordinator of an H2020 project on Research Integrity.
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.
The workshop includes an insight into all aspects of research data management: data collection, data documentation, data storage, data security, data selection and preservation, and data availability for reuse.

Learning objectives
With the knowledge acquired you will be able to get started with gathering, handling, preserving and sharing your research data and use the best practices. The workshop is also appropriate if you want to learn how to fill in a Data Management Plan (DMP). If after the workshop you want to dive into any of the aspects in more detail, online training is available to you.

Instructional method
As some of these aspects might interest you more than others, this workshop has the format of a carousel. At the beginning of the workshop, the participants choose which of the aspects we will address in detail.

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.
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
During the course many guest lecturers – each of them specialists in their field – will enlighten you on the many dimensions of science and medicine. 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. During the course, many guest lecturers – each of them specialists in their field – will enlighten you on the many dimensions of science and medicine.
Improve your online presence

How visible are you and your research online? Is it easy for others to find and cite your papers? Is it possible to share your posters and slides? How many online profiles do you need, and how do you keep them up-to-date? What is an ORCID? Should you share your research results on the mainstream social media, or join online research platforms like research gate? This and more will be discussed during this workshop.

Learning objectives
We will explore frequently used platforms, their pros and cons, and how to use them effectively. We will focus on their technical aspects, how to create links to your papers and posters, and how to make use of the auto-update functions.

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.
The course helped me to realize that we are human beings and not human doings, and that we have to take care of ourselves to also be able to perform.”

- PhD candidate about Mindfulness and Stress Reduction

I have actually learnt a lot on how to overcome difficult situations in a positive way! I have learned the importance of knowing my values and to work on them. I am now able to handle all issues related to my PhD project very positively.”

- PhD candidate about Psychological Flexibility
Achieving your Goals and Performing more Successfully in your PhD

This evidence-based course helps you achieve your goals and become more effective in your PhD project, considering your personal situation. We’ll discuss how to set good goals and achieve them, how to structure and prioritize your work, how to get the most 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’ll gain important insights into your personality, your personal strengths and your pitfalls.

Learning objectives
After this course, you will be able to set clear and effective goals, understand how you can structure and prioritize your work, and better manage your time and risk. You will also have a clear sense of your drivers, strengths and skills, guiding your future (career) choices. Finally, you will be more proficient in how you interact and collaborate with people in order to get things done and attain your goals.

Instructional method
The course provides an equal balance between theoretical background, discussions and exercises. It incorporates elements of industrial and organizational psychology, drawing from the research of prominent scientists.

The interactive group exercises will help you develop a solid understanding of the covered topics by putting the theory to practice using your own personal examples. During the course, participants are actively involved and encouraged to share their own experiences and insights.

About the trainer
This course is given by Jacques and Michiel Jongerden of Exergy Training. Exergy Training was founded in 2009 by several communication, training and coaching professionals, including Michiel Jongerden. He is an organizational psychologist with extensive experience in training young professionals. Jacques Jongerden is involved in sustainable energy R&D and business development, and helps reinforce the course with real-world experience.
Influencing & Conflict Styles

Don’t you mind being more forceful with someone or do you prefer to be more subtle and do you perhaps avoid possible frictions? During your PhD-project you will find out that disagreements about divergent ideas and interests are inevitable, normal and even healthy. To strengthen your interpersonal communication, it is valuable to know what kind of influencing and conflict styles you can adopt.

Learning objectives
We begin this workshop with exploring the various options for influencing one another. You will discover your preferred influencing style(s) and you will learn more about useful phrasings. Hence we take a look at the Thomas Kilmann Conflict Mode Instrument to examine 5 different conflict styles. You will fill in a self-assessment questionnaire to identify your own preferences. We discuss the differences between these styles and zoom in on the importance of style flexibility. What style is most effective in a particular situation? In the last part of the workshop you analyze a conflict situation that you experienced to understand what you could do differently a next time.

After this workshop you are more aware of the various influencing and conflict styles. You know which style(s) suits you best and how to adapt to the circumstances when necessary.

About the trainer
Career coaches from Utrecht University Career Services.
Mindfulness and Stress Reduction

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 recognize and respectfully take care of your personal boundaries.

**Instructional method**

This intensive course contains eight weekly sessions, plus an extra session of practicing ‘silence’, in which all aspects of the course come together. Mindfulness meditation is used (sitting/lying and mindful movement). Meditations are followed by reflection on and sharing of experiences. Relevant theory is (briefly) discussed. Participants are asked to practice one hour each day at home (mostly doing guided meditation exercises and keeping a log). The willingness to do this is necessary to participate. The program is preceded by filling in a questionnaire. This questionnaire is used by the trainer to decide per individual whether participation is advisable or not.

**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).
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 your 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 program to become an applied sport psychologist at Exposz / VU University. Martijn is co-owner of Coach2score, a company that provides high-level and long-term sports and performance psychological services.
Being a PhD, a lot of pressure can be felt. Perhaps you experience stress from finding funds, from striving for good research result or from being dependent on your supervisor/promotor. Moreover, a lot of work needs to be done. Sometimes self-starting is difficult and you might experience guilt from procrastination.

**Learning objectives**
In this workshop we take a closer look at stress. We will notice its benefits as well as its pitfalls. You will investigate for your own situation how it is provoked and in what ways it manifests. We will discuss good practices that can help you to find more relaxation. One of those practices we will particularly focus on is mindfulness. This combination of eastern meditation techniques and western psychology can help you to find stress relief. We train our attention in order to be more aware in the present moment and make our decisions consciously. This is an introduction to mindfulness, it aims to let you experience what it is about.

**Instructional method**
We will practice with mindfulness exercises to calm your mind, to consciously relax your body and to deal with unpleasant situations. Practicing the exercises on a regular basis is needed for sustainable results. You can do the exercises at home, for which helpful apps and links will be provided. After this session you are welcome to join our weekly sessions at the Meditation Lab where guided meditations are offered to keep up the mindful spirit.

**About the trainer**
Career coaches from Utrecht University Career Services.
A day planner brimming with tasks and responsibilities: how familiar does that sound to you as a PhD? How do you ensure that your efforts are effectively and efficiently directed while at the same maintaining your well-being under the onslaught?

**Learning objectives**
In this workshop, you'll explore a number of models and insights from the field of time management. These will help you organise and prioritise your tasks. This interactive workshop will help you work with a purpose and reduce your stress levels into the bargain. Conscious and effective!

**Instructional method**
We will distinguish between urgent and important tasks and practice the ‘Getting Things Done’ method. We will also examine which style of working is best for you, so that you may enjoy all of its benefits during your PhD research and will be able to avoid (many of) the pitfalls.

**About the trainer**
Career coaches from Utrecht University Career Services.
Your Personal Development and Competences

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 PhD Competence Model to plan your personal development, to optimally equip yourself for your next step after obtaining your PhD.

Learning objectives
During this course you will gain the insight what competences you need during your PhD and where you can find your chances to develop yourself. You will learn how to deal with bumps on the PhD-road by learning about yourself as a person and gain more trust in your future. You will be able to recognise which competences you have already developed and which could use some more attention. You will make a clear plan to develop the needed competences to make your way through your PhD.

Instructional method
The workshop is a mixture of practical and reflective exercises guided by the trainer. If you want to learn about you, you will have to focus on all of you: what you want, need and feel. We will do so individually, in pairs or small groups.

About the trainer
Drs. Simone Schut was graduated as a behavioral biologist. After a few years as a consultant she worked for 10 years with students of Biology and Biomedical Sciences in Amsterdam and in Utrecht, teaching soft skills and self-awareness. During that time she became a coach and trainer to really be of influence on a person’s development and personal leadership.
COMMUNICATION

It started with the basics and built up little by little into more detailed concepts to allow not just to write a scientific paper, but a good one.”

- PhD candidate about Writing a Scientific Paper
- ONLINE

This is a Must Take course! Everyone in science needs to communicate with the public in a more efficient way, and this course gives you all the basics to succeed on it and become a great presenter.”

- PhD candidate about The Art of Presenting Science
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. Apart from the weekly sessions, the course will require 2-3 hours of your time for reading, writing and peer review.

About the trainer
Taylor Krohn, MSc, is a native English speaker from the United States and has a background in teaching language and writing. She moved to the Netherlands, where she started her own company in teaching English.
Dianna Beaufort, MA, MArch, is a native English speaker who has focused on translating and teaching English to professionals and academics, for the purposes of publication and IELTS & OET exam training.
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 audiences (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 (scientific articles, grant applications, conference presentations) 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 immediately into practice. 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 combine sharp analytic skills with storytelling expertise. They bring their own personal background and expertise to the course, from scientific research, creative writing, analytic philosophy, science journalism and theatre.
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.

Learning objectives
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.

About the trainer
You will be trained by the trainers of Artesc. 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 trainers are either scientists with a professional interest in performance and prose writing or actors, 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, having rapport with 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 aims to help you give clear and convincing 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, we will explore and reflect on some of the ingredients of effective presentations. You will give two prepared short talks. 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, MA, 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.
This illustration course will teach you how to design and create scientific illustrations and diagrams, using Adobe Illustrator. With this software, you will convert your pencil sketches into professional-looking illustrations to be used in your presentation, poster, report, thesis, or other publication. You will be introduced to the basic principles of design and hands-on guided through all the ins and outs of the Adobe Illustrator workspace.

Learning objectives
During this course, you will learn how to start out with a (pencil) sketch or a basic concept and convert that into a beautiful illustration or diagram. You will be educated in the basic principles of colour theory, typography and design knowledge. After this course you will master Adobe Illustrator sufficiently to create professional-looking diagrams and illustrations and getting these ready for print and digital use. Be warned that Adobe Illustrator is a professional illustration tool, not a page lay-out app. If your objective is to manage a multi-page document like a thesis, digital whitepaper or scientific poster, the course ‘InDesign’ might be a better fit for you.

Instructional method
At the start of each course session there will be a short lecture about theoretical design knowledge (colour, typography and composition). Theory takes about 30% of the total course duration. The second part of each session consists of an interactive workshop, in which you will learn to use Illustrator after the teacher’s instruction and example. In between the course sessions, you will practice with several exercises, depending on your own goals.

About the trainer
Vincent van der Vliet (1978) graduated in Chemistry at Utrecht University. After that, he worked in banking for six years. His creativity wouldn’t have itself be suppressed, so he got a Graphic Designer certification in 2007. Since then, he is a self-employed designer. Vincent has been teaching design courses for over ten years, among others for the UU’s Cultural Centre, Parnassos.
This lay-out course will teach you how to design and beautifully lay-out an academic publication, such as a poster or thesis, using Adobe InDesign. You will be introduced to the basic principles of design and hands-on guided through all the ins and outs of the Adobe workspace.

**Learning objectives**
During this course you will learn all about setting up and managing a publication file for a scientific poster, a thesis, a digital whitepaper or a report. You will be placing and manipulating images and copy on a single or multiple pages. You will be educated in the basic principles of colour theory, typography and design knowledge. After this course you will master InDesign sufficiently to lay out a publication of multiple pages and can get your design work ready for print or digital publication.

Be warned that InDesign is professional page lay-out software, and not a traditional graphics app. If your objective is to design diagrams, illustrations, or figures from scratch, the [Adobe Illustrator][link] course might be a better fit for you.

**Instructional method**
At the start of each course session there will be a short lecture about theoretical design knowledge (colour, typography and composition). Theory takes about 30% of the total course duration. The second part of each session consists of an interactive workshop, in which you will learn to use InDesign after the teacher’s instruction and example. In between the course sessions, you will practice with several exercises, depending on your own goals.

**About the trainer**

Vincent van der Vliet (1978) graduated in Chemistry at Utrecht University. After that, he worked in banking for six years. His creativity wouldn’t have itself be suppressed, so he got a Graphic Designer certification in 2007. Since then, he is a self-employed designer. Vincent has been teaching design courses for over ten years, among others for the UU’s Cultural Centre, Parnassos.
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, theory is dealt with in an interactive way. In the second part of the course, you will practice specific situations with a specialized bicultural role play actor. You will answer some preparatory questions in advance in order to make sure the course addresses your specific questions and needs. This workshop is highly interactive and above all fun!

**About the trainer**

**Janneke Dubbelboer**, MA, graduated with a degree in Latin America Studies at Utrecht University after which she specialized 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.
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 layout? 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 afgelopen ontvang je je eigen PIF terug, voorzien van feedback van de trainer en van een patiënt.

**About the trainer**

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
After this course, you will be able to write a popular text about your research for a relevant audience, design and plan a strategy for increased societal impact of your research, and present your research in front of a laymen’s audience.

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.
The Art of Presenting Science

When you present, you expect your audience to be attentive throughout your talk - after all they love science, don’t they? Sadly enough, this is rarely the case. We blame this on the short attention span of our audience. But, if that is the case, how come that the same audience can easily watch movies for hours on end? Apparently the short attention span just does not exist, and actors and playwrights have found a way to engage their audience better. If so, why not use their tools to learn how to present better? That is exactly what this course will do for you!

Learning objectives
In this three-day course you will learn to engage your audience with theatrical skills and shape your content with storytelling tools. The result is that you will master your performance skills and let your content take centre stage! During this course you will learn to use the fifteen signals necessary for effective communication in such a way that you maximize attention at the start of your presentation.

Instructional method
The main method in the course is that you will find the tools yourself and test them so you are convinced of their effectiveness. To that aim various methods will be applied, such as theatrical 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 trainers are either scientists with a professional interest in performance and prose writing or actors, prose writers and playwrights who are specialised in teaching you the skills you need to progress.
The Art of Scientific Writing

So you became a scientist, started a PhD and then you found that writing makes up a huge part of your work. And if you had a clue how get your ideas on paper, it would be great. But most PhD students find themselves in the dark when it comes to writing or even planning their research. The result: papers that take way too long to write, research based or unclear research. This five-session course covers the writing process, structure and style of a scientific paper. The template and style specifics of science writing are taught as instruments that support your writing process. Key topics are the steps in the writing process, the story line of a paper, the conventions of structure and style, and typical grammar features of the scientific style.

Learning objectives
This course is a thorough preparation for the writing task of the PhD student. Special attention is paid to the problems of starting up the writing process: how to overcome writer’s block and how to compose a coherent line of thought. The student will learn how to design, write, analyze, and edit a scientific paper with an eye for cohesion, clarity and conciseness. By working on these issues, the student will gain confidence in writing.

Instructional method
We use various methods, such as individual writing exercises, group discussion, peer review, plenary writing exercises and interactive lecturing. The core of the course is inventing the tools as we go along as a logical consequence of some very simple observations.

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 trainers are either scientists with a professional interest in performance and prose writing or actors, prose writers and playwrights who are specialised in teaching you the skills you need to progress.
Writing a Scientific Paper

This five-session course covers the writing process, structure and style of a scientific paper. The template and style specifics of science writing are taught as instruments that support your writing process. Key topics are the steps in the writing process, the story line of a paper, the conventions of structure and style, and typical grammar features of the scientific style.

Learning objectives
This course is a thorough preparation for the writing task of the PhD student. Special attention is paid to the problems of starting up the writing process: how to overcome writer’s block and how to compose a coherent line of thought. The student will learn how to design, write, analyze, and edit a scientific paper with an eye for cohesion, clarity and conciseness. By working on these issues, the student will gain confidence in writing.

Instructional method
The course is a mix of lectures and practical assignments, focused on the individual project of the participant. It is not mandatory to be writing a paper at the time of the course, but if so, the participant may submit a draft or outline for discussion and feedback. Homework between the sessions is also aimed at the (future) writing task.

About the trainer
Annemarie van der Zeeuw, (drs), has a background in modern linguistics from Leiden University. She has been a language teacher and writing coach for almost 40 years. Since 2002, she works in the world of science writing. Starting in 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 the writing process, structure and style of a scientific paper. The template and style specifics of science writing are taught as instruments that support your writing process. Key topics are the steps in the writing process, the story line of a paper, the conventions of structure and style, and typical grammar features of the scientific style.

**Learning objectives**
This course is a thorough preparation for the writing task of the PhD student. Special attention is paid to the problems of starting up the writing process: how to overcome writer’s block and how to compose a coherent line of thought. The student will learn how to design, write, analyze, and edit a scientific paper with an eye for cohesion, clarity and conciseness. By working on these issues, the student will gain confidence in writing.

**Instructional method**
You are trained through short web lectures, various materials and exercises, as well as feedback from the trainer and your peers through a Moodle Platform. It is not required to be working on a paper at the start of the course. Yet if you are, you may submit a draft – or part of your manuscript, in any stage - for discussion and feedback. Every week you have to work on assignments (6 hours a week) that you need to submit before the new week (learning unit) starts. You may choose to relate some of the assignments to your own writing.

**About the trainer**

Annemarie van der Zeeuw, (drs), has a background in modern linguistics from Leiden University. She has been a language teacher and writing coach for almost 40 years. Since 2002, she works in the world of science writing. Starting in 2017, she also teaches this course online, for which she has received the Teacher of the Year Award 2018 from Elevate Health.
Writing for Academic Publication

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 specialized in academic writing. For nearly 40 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.
I found that the practice part is quite helpful since you are not very familiar with the other participants who act as interviewers.”

- PhD candidate about Preparing a Job Interview

Very clear and concise training on how to pitch, negotiate and sell your work. Best course I’ve had within my PhD track.”

- PhD candidate about Selling your Science
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.
Exploring the job market & networking

Do you know how to find job possibilities or organisations that match your wishes? Do you know how employers find employees and how to increase your chances of finding a job? During this workshop you will explore the job market with your own preferences, drives and qualities in mind. In order to do this, you first need to form a clear idea of your criteria for a job. If you’re not quite at that point yet, take the workshop Self-analysis for career development first.

Learning objectives
In the workshop Exploring the job market & networking we will show you how to use LinkedIn to map out the job market and how to develop useful contacts in it. You will also learn how organisations select their employees and how you can play into this in a clever way. In addition, we will look at finding job openings and using your own network to do so. Finally, you will be trained to present yourself confidently to employers by developing a professional pitch.

After taking this workshop you will have gained more insight into approaching future employers and you will be more aware of the potential usefulness of your own network.

About the trainer
Career coaches from Utrecht University Career Services.
Only a small minority of PhD’s will progress into an academic career after completing their promotion. Most PhD’s will continue their career in the public sector, business or industry. Do you know what you can do after obtaining your PhD? Having options broadens your horizon, decreases stress and will help you prepare for the future.

Learning objectives
After the workshop Future Crafting you will have a better grip on what might come next after your PhD. Having options for your future career will help you to reduce stress and increase self-confidence in the present.

Instructional method
In this workshop we will focus on alternative scenarios for a non-academic career. You will do this by applying some principles from Design Thinking. This practice necessitates a certain level of self-knowledge and self-reflection. We will start by reflecting on past activities and finding your “why”. You will then be challenged to generate ideas for the future by using brainstorm-techniques. The focus will be on exploring various scenarios and not on finding the single right solution. In the last part of the workshop you will convert your findings into actions. If you then want to continue your explorations, we advise you to attend the workshop Exploring the Job Market & Networking.

About the trainer
Career coaches from Utrecht University Career Services.
LinkedIn Advanced

Do you already have a completed LinkedIn profile? And do you want to know how to make LinkedIn really work for you? Then this workshop is the right choice for you!

Learning objectives
In this workshop you will learn how to make sure that recruiters/employers find you, how to write a good summary and how to use groups and company pages. Furthermore, you will learn how to find jobs and how to build and maintain a good network.

Instructional method
To participate, you need to already have a completed LinkedIn profile. Don’t have one yet? Sign up for the workshop LinkedIn Basics, or get started yourself prior to the LinkedIn Advanced workshop. It could help to also follow the workshop Exploring the Job Market & Networking. Bring your (charged) laptop with you so you can get started right away.

About the trainer
Career coaches from Utrecht University Career Services.
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 longterm 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!

About the organisation

The PhD Activating Career Event is organised by Utrecht University.
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.

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.
Have you already made a LinkedIn account but is your profile still not set up properly? Are you unsure what exactly LinkedIn can be used for at all? In this LinkedIn Basics workshop, you will learn how to build a strong profile and how to expand your network. The sooner you start working on this, the easier it will be to use LinkedIn when searching for a job. Since we all know, nowadays: a strong online presence is essential.

**Learning objectives**
In this workshop you will learn what a strong profile looks like, you will get to work on your own profile, and receive feedback on your profile. After this workshop, you will know how to further improve your profile as well as how to connect with people.

**Instructional method**
You will work on your own profile during this workshop. Bring your (charged) laptop with you so you can get started right away. After this workshop, or if your profile is all done already, you can sign up for the Advanced LinkedIn workshop. In this workshop you will learn how to use LinkedIn when trying to find a job.

**About the trainer**
Career coaches from Utrecht University Career Services.
Preparing a job interview

Do you know what is important during job interviews? This practical workshop will help you build confidence for your next application for the next step in your career.

Learning objectives
This workshop will help you understand the employer’s perspective and how to play into their needs effectively. In this workshop we will focus on the interview that you need to do to get a job or internship. You will also learn about the do’s and don’ts of writing your CV and cover letter.

Instructional method
For the Preparing a job interview workshop, you will analyze a vacancy of your choice in order to assess what an employer is looking for. You will examine how your motivation and experience align with the job. You will also practice your answers to some common job interview questions and will be coached on how to improve your presentation. Afterwards, you can make an appointment with a career officer to practice one-to-one. For this workshop, it is important that you have a relatively clear idea of what kinds of organizations and jobs appeal to you. If you are not there yet, we recommend that you take the Exploring the Job Market & Networking workshop first.

About the trainer
Career coaches from Utrecht University Career Services.
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.
Self-analysis for Career Orientation

Are you unclear on what kind of job will suit you, what you are passionate about, or what is possible with your educational background? In this workshop, we will explore these questions to find out what is in your wheelhouse. By consciously and actively engaging with these themes, you will find out what it is you really want.

Learning objectives
After this workshop, you will be better able to consider the jobs, organizations and tasks that fit your preferences. You will continue your job search with more self-knowledge and more self-confidence.

Instructional method
An experienced career coach will encourage you to look at different aspects of yourself and your life to extract information for your future. Through different assignments and questionnaires we will map out your interests, capabilities, motives and career values, so that you are able to determine what is (most) important to you.

About the trainer
Career coaches from Utrecht University Career Services.
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 the fundamentals of (academic) entrepreneurship, intellectual property (patents and copyright) and conflicts of interest.

Instructional method
This course is highly interactive and alternates between lectures, applying the knowledge to an unfolding case topic by topic. Finally you will apply the knowledge and skills to your own research, concluding with a professional pitch on your research value to obtain the goal you decide upon. We will conclude the second course day with an optional celebration (free drinks) at UtrechtInc. 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.
Transferable skills

Do you know what skills you’ve acquired during your studies and PhD? People tend not to think much about these things. Transferable skills are useful in all kinds of professional contexts and you carry them with you from one job to the next.

Learning objectives
If you want to convince an employer that you’re the right person for a job, you need the ability to present your skills with clarity and conviction. This workshop will make you aware of the transferable skills you’ve developed in your studies, your PhD and in your other activities. Upon completing the workshop, you’ll know exactly what your skills are and you will be better able to advertise them.

Instructional method
In the workshop, you will analyse a job opening and try to assess, as accurately as you can, what the employer is looking for. You will learn to distinguish between specialist and generic (though job-specific) skills. You will then catalogue your transferable skills and practice providing examples that show what skills you possess.

About the trainer
Career coaches from Utrecht University Career Services.
Are you ready to look for a new job after your PhD? In this workshop you will learn all about writing cv’s and cover letters.

Learning objectives
In this workshop you will learn what is standard practice for writing an effective cv and appropriate cover letter.

Instructional method
Using instruction video’s and detailed explanations of do’s and don’ts, we will show you the different components that make up cv’s and cover letters. We’ll also discuss how employers select from all the cv’s and letters they receive, and how you can use this knowledge to your advantage. 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. Once you have finished your cv and/or cover letter using all the knowledge you’ve gained during the workshop, you can get this checked by a career officer in an individual session.

About the trainer
Career coaches from Utrecht University Career Services.
I learned how to be more realistic while planning, and how to make a long, mid-term and weekly plan”

- PhD candidate about 
Research Planning and Time Management
A PhD-project comes with many challenges. You have to organize your research activities independently and are expected to handle workload. At the same time you are responsible to report your ideas, findings and progress to your promotors. Communication competency is essential to professional success and well-being in the workplace.

**Learning objectives**
The result of this workshop will be that you have a better understanding of your own communication style and that of your supervisor. By combining these insights with experiential learning you will be able to improve the communication with your supervisor.

**Instructional method**
In this workshop we will focus on the communication between you and your supervisor. Managing your supervisor and co-workers starts with managing yourself. Therefore, you will answer a short questionnaire to reflect on your own working-style. We discuss the differences between styles and zoom in on strengths and possible challenges. Next you explore the leadership-style of your supervisor. We will discuss different types of leadership and how to deal with them. Ultimately, we will simulate feedback-sessions where you can practice your personal learning goal and improve on your communication skills.

**About the trainer**
Career coaches from Utrecht University Career Services.
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.

**Instructonal 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, LL.M., 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.
At times, doing a PhD can be a solitary process. You are expected to work independently on your research and writing activities. At the same time you are required to collaborate with PhDs and scientists from your department. And for some of your (extracurricular) research activities you team up with people and professionals from different backgrounds. Developing your teamwork skills as a scientist is key to professional success and well-being in the workplace. What role do you prefer to take when working in a team?

Learning objectives
After this workshop you will have a better understanding of group dynamics and your own team role preference(s). This can help you to make teamwork both more pleasant and productive. Aside from these benefits it may also guide you in the process of career orientation and planning.

Instructional method
In this workshop you will get an introduction to several team role theories. We will then focus on the 9 Belbin team roles. You will fill in a self-assessment questionnaire to explore your own team role preference. As a group we will make an inventory and you will learn more about the strengths and possible pitfalls that come with each role. You will also get a group assignment to further experience the various team roles and to understand how these roles are complementary. We conclude the workshop by looking ahead on how to maximize your team role preference(s) within your PhD-project and, possibly, the next step in your career.

About the trainer
Career coaches from Utrecht University Career Services.
This course is a good way of getting to know the most important aspects of what it entails to become a good supervisor. Both the experience from the teacher as well as from the other students really helped me gain more insight into the supervision process.

- PhD candidate about *Supervision of Master’s students*
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.
Supervising MSc student research is a complicated process. What is the best way to supervise depends on many factors: the abilities of the student, the type of research, the research phase and of course the abilities of the supervisor. In this course, supervisors work on expanding their own repertoire and gaining insights in their own style and possibilities regarding the supervision of MSc student research.

Learning objectives
During this course you will learn to reflect on your own supervision practice. You gain insights in your own strength and development points, but also in those of your MSc student. You will learn to apply didactical insights (theories) to your own supervision practice and broaden your supervision skills (e.g. coaching & conversation skills, feedback skills, assessment skills). You will practice how to use more effective ways to handle intercultural work situations and will learn to deal with difficult situations in your supervision practice from a broader perspective. You will formulate, implement, and evaluate plans how to optimize your supervision practice to meet MSc students’ needs. Lastly you will learn to develop a personal supervision plan.

Instructional method
We will focus as much as possible on exchanging of experiences and sharing of “good practices”. The course does not start from “zero”. We try to find out as much as possible what is already going well, and try to build on that. We will use our own experiential expertise, but also the (semi) scientific literature in the field of supervising students. Interaction is a key element during this workshop and we highly appreciate input from all participants.

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.
A two-days course for those who have little experience with supervision of master research. 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 practice basic conversation skills and written feedback on texts. Specific issues based on the questionnaire, that you fill in at the start of the course, will be considered as well.

Learning objectives
This course will improve your supervision skills from ‘simply copying what you experienced as a master student’ to knowing what to do, when to do it and how to do it. You will learn how to work with a student towards a good end result in a pleasant and effective way.

Instructional method
This course requires active engagement of the participants. Personal experiences with supervision are used as a basis. Reflection, both in smaller and larger groups, and discussion, will help to place this in the context of what we know from theory. Written assignments, role play and peer coaching will be used as well.

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).
Supervision of High School students

If you enjoy doing research and like to motivate talented high school students to become enthusiastic as well, this course could be exactly what you are looking for. In this hands-on course you will learn both communicating about your subject and supervising young students from the U-Talent Academy in their research thesis.

Learning objectives
At the end of the course, you will know how to supervise high school students (16-18 years old) who have little to none research experience; you can present your work at a relevant level to the students and you can identify a small but relevant research topic (relevant for you and the students).
During the course sessions you will get do’s and don’ts in how to supervise the students during their actual four days of ‘practical’ work, how to discuss the results with the students and keep them motivated to work like a professional scientist as well as give them feedback on how they evaluate their results.

Instructional method
You will give a short presentation on your field of research and the part in which the U-Talent students could be working on. Next to this you will get presentations, instruction do’s and don’ts and exercises about setting up a research cycle, giving different types of feedback on students work, written work etc.

About the trainer
Anita Kokelaar, PhD, was a high school chemist teacher and is now curriculum coordinator at the U-Talent Academy. The teachers at the U-Talent Academy all have or have had a job as a high school teacher and are experienced in guiding/supervising U-Talent students with their thesis. The trainers form the Freudenthal Institute (PhD’s) have experience with training students at the Graduate School of Teaching.
I got introduced into a huge body of knowledge on supervision that will help me improve my supervision style for the rest of my career.”

- Supervisor about *Supervising PhD Candidates at the Graduate School of Life Sciences*
Supervising PhD Candidates at the Graduate School of Life Sciences

This course aims to expand the repertoire of PhD supervisors, enabling them to offer supervision more efficiently and effectively. As a daily supervisor or (co)promoter you are a content expert, but also a (co)researcher, coach and assessor. In this course, supervisors learn to handle these roles more efficiently and effectively.

Learning objectives
During this course you will reflect on your own supervision practice. You will gain insights in your own strength and development points, but also in those of your PhD candidate. You will learn to apply didactical insights (theories) to your own supervision practice. You will broaden your supervision skills (e.g. coaching & conversation skills, feedback skills) and practice how to use more effective ways to handle intercultural work situations. You will learn to signal problem behaviour in time, and deal with difficult situations in your supervision practice from a broader perspective. You will formulate, implement, and evaluate plans how to optimize your supervision practice to meet PhD candidates’ needs and you will develop a personal supervision plan.

Instructional method
We will focus as much as possible on exchanging of experiences and sharing of “good practices”. We will use our own experiential expertise, but also the (semi) scientific literature in the field of supervising students. 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.
OTHER COURSE ORGANISERS
OTHER COURSE ORGANISERS

Next to the courses of the PhD Course Centre of the Graduate School of Life Sciences, there is a range of other courses and initiatives to take look at:

Utrecht University Development Guide
Utrecht University offers courses and workshops for its employees, focused on personal development, professional skills and leadership and management. Some workshops and courses are free of charge.
intranel.uu.nl/en/developmentguide

ULearn
On this UMC Utrecht learning platform, you can find courses in teaching, leadership and personal development. Some workshops are free of charge.
ulearn.umcutrecht.nl

GoodHabitz online training
GoodHabitz is an online training platform, with over 100 online courses in general skills such as leadership and personal development. UMC Utrecht and Hubrecht employees can access the platform for free via the following links!
goodhabitz.com/sso/umcu | https://www.goodhabitz.com/sso/knaw

Parnassos
Parnassos, the cultural centre of Utrecht University, organises courses and workshops on for example writing, presenting, creative skills and digital design. Employees of Utrecht University and UMC Utrecht receive a discount.
uu.nl/parnassos

Utrecht Summer School
Utrecht Summer School offers over two hundred courses ans summer school programmes for all levels of academic experience. You have to pay a fee for these courses and they are taught in English.
utrechtsummerschool.nl

KNAW courses
The Academy considers talent development, training, and the right support for general skills development important. The Talent&Development team has been set up to answer all your questions about career development and training.
The following documents describe the formal regulations during your PhD:

- **Utrecht University Doctoral Degree Regulations**
  These can be found at: https://www.uu.nl/en/lifesciences/documents

- **Utrecht University Instructions to the PhD candidate**
  These can be found at: https://www.uu.nl/en/organisation/phd-programmes/practical-matters/regulations-and-forms

- **Graduate School of Life Sciences Quality Assurance Plan**
  This can be found at: https://www.uu.nl/en/lifesciences/documents