

Stellingen behorende bij het proefschrift:

## **THE VULNERABLE BRAIN NEURODEVELOPMENT AFTER NEONATAL CRITICAL ILLNESS**

Raisa Schiller, 29 mei 2018

1. IQ (alone) does not predict or explain school performance in survivors of neonatal critical illness. - this thesis
2. Long-term neuropsychological follow-up after neonatal critical illness until school-age is imperative as survivors “grow into their deficits”. - this thesis
3. The brain’s limbic system, in particular the hippocampus, shows pronounced vulnerability in survivors of neonatal critical illness. - this thesis
4. Neuropsychological assessment is needed to determine clinical utility before offering an intensive cognitive training program in survivors of neonatal critical illness. - this thesis
5. The neuropsychologist plays an essential role in (the improvement of) long-term outcome following neonatal critical illness. - this thesis
6. Protecting the newborn brain from injury around the time of birth is a global health priority. - Hassel et al., *Arch Dis Child Fetal Neonatal Ed* 2015
7. Good clinical decisions require more than (metaphorical) bedside wisdom, they require good science. The reverse also holds true. - Adapted from LeFevre, *Ann Fam Med* 2017
8. Over a decade ago, the World Health Organization has endorsed and adopted the vital role of behavior in mental and physical health. This should be reflected in more opportunities for (neuro)psychologists to obtain a ‘BIG registration’. - Adapted from the World Health Organization, ‘The World Health Report’ 2002
9. New discoveries in science are thrilling, yet worthless unless they can be replicated. - The Economist, ‘Nothing to Smile About’ 2017
10. Multidisciplinary research does not mean leaving behind your own skills – it means heading in new scientific directions using your own specialties. - Leeming, *NatureJobs* 2017
11. There is no charm equal to tenderness of heart. - Jane Austen