In this module we will discuss important motivational determinants that influence the adoption of healthy and unhealthy behaviours. We will outline important individual determinants as well as socio-environmental and work-related determinants and discuss theories that integrate these factors to better understand health behaviour. We will distinguish determinants for understanding pre-motivational, motivational and post-motivational health behaviour processes. Additionally, we will discuss the importance of physical and social environmental factors that influence health behaviour directly and indirectly via socio-cognitive factors. Within this context we will also pay attention to the role of these determinants in understanding health behaviour differences in people with a lower and higher socio-economic status. In a separate training we will focus on skills to apply these models in practice. Students will learn how to develop questionnaires to assess determinants of health behaviour, how to analyse the data and to translate these findings into a scientific report. The module will be assessed with an individual exam and a group paper.

The general aim of this module is to analyse and critically discuss the determinants of health behaviour derived from theories that are commonly used to explain health behaviour, such as the Health Belief Model, the Theory of Planned Behaviour, the Social Cognitive Theory, the I-Change model, Self-Regulation models, theories of automatic behaviour and Social Ecological Models. This is essential not only for understanding motives why people adopt certain health behaviours, but also to understand which specific steps are required in order to be able to move to the next step: programme development in order to motivate people and organizations to change the conditions favouring a more healthy lifestyle and healthier conditions.

**Recommended reading**


**HEP4210**

Period 1

4 Sep 2017

27 Oct 2017

Print course description

ECTS credits:
Changing Health Behaviour

Full course description

Changing behaviour requires knowledge and understanding of the methods that can be used to change the most important determinants and environmental factors that drive the behaviour. In this module students will learn which theory-based methods can be used to influence individual or environment level determinants, how one can translate these methods into practical applications, and under which conditions these methods may work. During this module a ‘portfolio’ will be built with theory-based methods and practical applications for changing determinants identified in the parallel module. ‘Mini-lectures’ about these methods will be prepared and presented by small groups of students and supervised by teachers. By presenting one’s work and providing and receiving feedback from peers, students will have a very active role in the learning activities. In addition to the mini-lectures there will also be summary lectures by teachers. The training aims at writing health messages for different media, for different settings and for different target audiences. Students will learn about theory-based principles for writing attractive, comprehensible, persuasive and culturally appropriate messages through hands on exercises. Assessment in this module consists of a module exam and a writing assignment about the training.

Course objectives

The aim of this module is that students gain broad knowledge and insight into theoretical methods and practical applications that can be used to modify the behavioural determinants that are derived from the most commonly used theories to explain behaviour, similar to the ones in module M1a. Knowledge about theoretical methods and the related theories, the conditions under which they work and how methods can be translated into practical applications and intervention components is essential as general knowledge, but is also for the process of intervention development. In addition to knowledge about theoretical methods and applications and insight in how to choose for a method/application, it is also essential to have skills in writing health messages. Therefore, a second aim of this course is that students become skilled in writing health messages that are in line with basic principles of successful health communication, for different target audiences and for different media. In terms of learning skills, the focus in this module will be on teaching fellow-students about selected topics. As a result of this unit, students will be equipped with excellent knowledge and skills that prepare them well for the next modules in the curriculum, but will also prepare them well for a career in health promotion research or practice.
Recommended reading


HEP4211
Period 1
4 Sep 2017
27 Oct 2017
Print course description
ECTS credits:
6.0
Instruction language:
English
Coordinator:
  • L.A.D.M. van Osch

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

Effectiveness of Interventions in Health Promotion Settings

Full course description

Health promotion interventions to encourage health behaviour cannot be dissociated from the context or setting in which they take place. For example, stimulating fruit and vegetable intake in children via a school programme requires a different format compared to stimulating the same health behaviour for employees in a worksite restaurant. In this module students are introduced to different settings in health promotion: home, school, work and community. Students will gain knowledge about the characteristics of each setting, and subsequently, the implications for the development, implementation and evaluation of interventions. But how does one determine which intervention is appropriate for a particular setting? To acquire such knowledge organise two educational activities will be organized: meeting experts from various settings and writing a systematic review. As peer feedback to the work of others is an important professional skill, this will be trained during this unit. Assessment consists of the review and an individual exam.

Course objectives

This module has three general goals. First, students will obtain insight into various settings in health promotions and the effectiveness of health promotion interventions in these settings. Second, students will get knowledge and skills regarding the formulation of a sound research question and finding, selecting, reading and evaluating literature critically. Third, students will get skills in providing and receiving peer feedback. If all goals are reached, we expect that students are well equipped to evaluate the effectiveness of interventions in various settings in professional life, and to
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give and respond to other people’s feedback on work they have accomplished.

Recommended reading


HEP4212
Period 2
30 Oct 2017
22 Dec 2017
Print course description
ECTS credits:
6.0
Instruction language:
English
Coordinators:
- J.M. de Nooijer
- S.M.P.L. Gerards

Teaching methods:
Work in subgroups, Lecture(s), Paper(s), PBL, Presentation(s), Skills, Training(s)
Assessment methods:
Attendance, Written exam, Final paper
Keywords:
Settings in health promotion: home, school, work and community Systematic review Health promotion interventions Effectiveness of interventions Fac. Health, Medicine and Life Sciences

Intervention Development

Full course description

The focus of this course will be on Intervention Mapping (IM). IM is an approach for developing theory- and evidence-based health promotion interventions. IM can guide health promoters through program development, demystifying and monitoring the development process and eliminating mistakes identified by previous teams.

IM describes the process of health promotion program development in six steps:

- logic model of the problem,
- program outcomes and objectives,
- program design,
- program production,
- program implementation plan, and
- evaluation plan.

The protocol guides program developers through each of these steps by means of specific tasks, which are all included in the work book at the end of this course book. These tasks generate a product that, in turn, provides the basis for subsequent steps. Throughout this course, you will conduct these tasks and go through the first five steps of the IM approach.
Course objectives

After this course, students can:

Knowledge and understanding

- describe the Intervention Mapping approach;
- develop a theory-based health promotion program using the Intervention Mapping approach;
- integrate individual and environmental level explanations and theories.

Application of knowledge and understanding

- integrate their knowledge of theories and evidence concerning health behaviors in the Intervention Mapping approach;
- translate general health promotion goals into specific program objectives;
- integrate ideas, theories and evidence in a new, realistic and promising health promotion program;
- adequately justify the decisions they made in the subsequent steps of the Intervention Mapping approach.

Making judgments

- acknowledge the utility and necessity of using a planned development approach like Intervention Mapping for the development of theory- and evidence-based health promotion programs.
- select determinants using appropriate methodology and statistics.

Communication

- communicate own opinion and ideas;
- critically discuss their own and other’s opinions, ideas, and work.

Learning skills

- effectively cooperate in small groups with persons of different background and initial level;
- apply the Intervention Mapping approach to other health problems.

Recommended reading

Students are strongly recommended to buy the IM book: Planning Health Promotion Programs: An Intervention Mapping Approach, 4th edition (2016) by L. Kay Bartholomew Eldredge, Christina Markham, Robert A.C. Ruiter, Maria E. Fernández, Gerjo Kok, and Guy S. Parcel. This book is not only useful during this course, but also in the other courses of the Master program and it is a great reference-work for your professional life.
Preparation for the Scientific Research

Full course description

During this module you will write your own research proposal and a review report about the research proposal of another student.

To enable you to successfully fulfil these assignments, we will offer you opportunities to gain new knowledge and skills through the following learning activities: lectures, self-study guidelines for writing your research proposal, group meetings to practice proposal review, a training in reproducible research, a symposium, and individual meetings with your faculty supervisor.

Key learning methods include: reading and assessing the quality of published articles (self-study guidelines), feedback from and to fellow students (group meetings), coaching by a senior researcher (individual meetings with your supervisor), and literature study (self-study guidelines and literature suggestions). You will also use relevant knowledge and skills regarding theories, research methodology and statistics that you gained in the earlier modules.

Full-time students: lectures, group meetings and symposium on Tuesdays, training and assignment on Fridays (only week 3 and 4)

For part-time students this module is offered as an 8-week module and only on Tuesdays; the first 4 weeks (together with the full-time students) in period 3 and the final 4 weeks after period 4.

Course objectives

Knowledge and understanding

You are able to

- Demonstrate understanding of fundamental issues concerning the methodology and ethics of science, and the use of theory
- Demonstrate knowledge of preparing and conducting research
- Demonstrate knowledge of writing a research proposal
- Demonstrate knowledge of writing a publishable scientific article

Apply knowledge and understanding

You are able to
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- Prepare your own research
- Write a proposal for your own research
- Write a review report
- Present your research proposal in an oral presentation

Making judgements

You are able to

- Judge the quality of published articles
- Discuss your own progress and your fellow students’ progress with respect to the research preparation
- Judge the quality of the research proposals of other students

Communication skills

You are able to

- Write and present a research proposal
- Write a review report
- Write a manuscript outline
- Present results of individual work to other students
- Present results of individual and group work to supervisor

Learning skills

You are able to

- Critically comment on scientific research
- Collaborate with other students to improve each other’s work
- Provide constructive feedback to fellow students
- Respond adequately on oral and written feedback

HEP4214
Period 3
8 Jan 2018
2 Feb 2018
Print course description
ECTS credits:
6.0
Instruction language:
English
Coordinator:

P.T. van Assema

Teaching methods:
Assignment(s), Work in subgroups, Lecture(s), Presentation(s)
Assessment methods:
Assignment, Attendance
Keywords:
Fundamental issues of science: ethics, integrity, Theory, Methodology, scientific reasoning; preparing research, writing a research proposal and review report.
Financial Management of Healthcare

Full course description

This unit offers an introduction to the field of healthcare financial management and the application of financial management tools for innovations in Healthcare organisations. The leading question throughout this unit is how managers in enterprising healthcare organisations can plan, organise, allocate, monitor, control, and manage the financial resources available within their organisations in an effective and efficient manner given the specificities of their organisations and the constraints posed by the external environment (e.g. external funding). During this unit, you will become acquainted with the theory and innovative methods of financial management, and you will develop management skills in this area. The following issues relevant to healthcare managers are discussed during the unit: basic financial management concepts; analysis and reporting of costs and revenues; financial planning and control (incl. internal budgeting, financial statement analysis); external funding of Healthcare organisations (incl. the Dutch system of healthcare funding, e.g. DBCs/DOT); and financial decision-making. Particular attention is paid to (decisions about) investments in innovative technology and other innovations in care delivery. The unit is an elective unit for other master’s programmes health of the FHML.

Skills trainings.

The unit offers three trainings.

- **Training 1. Cost Analysis and Budgeting.** This training is for all students. You must carry out cost analysis and/or develop the operating budget of a healthcare unit. In addition, students can choose one of the following trainings (whether all students are assigned to the training of their first choice depends on the number of places that are available for each training):
  - **Training 2. Business Case Investments in innovative information technology.** You are presented with a business case describing the need of an investment in innovative information technology. You are asked to e.g. outline feasible investment alternatives.
  - **Training 3. Business Case Investments in innovative healthcare technology.**

Course objectives

Knowledge and understanding:

- To gain basic knowledge in the theory of healthcare financial management to understand the issues of cost analysis, external funding, internal budgeting, financial analysis, and investment decision-making, specifically investments in new information technology and new care delivery processes.
- To gain understanding in basic methods, models and tools that are applied in the financial management field.

Applying knowledge and understanding:

- To be able to apply basic theoretical knowledge from the field of financial management to practical management problems in the healthcare sector and to design solutions to these problems.
- To be able to analyze and understand business cases related to investments in the Healthcare
Making judgments:

- To develop a critical scientific attitude towards the literature and practices in the field of healthcare financial management.
- To be able to identify and make judgments about relationships between financial management and other management fields that deal with the processes of planning and control in healthcare organizations, based on the acquired knowledge.

Communication:

- To be able to communicate effectively, i.e. to present arguments and advices orally and in writing with regard to managerial problems, specifically problems related to financial management.
- To develop skills to prepare written reports and oral presentations in a concise and clear manner regarding management problems.

Learning skills:

- To develop skills to gather and analyze data and information about complex financial management problems, as well as management problems characterized with uncertainty.
- To develop skills to search for optimal solutions to financial management problems in situations characterized by limited information and/or conflicting interests of individuals and parties.
- To work with others on real-life cases in a collaborative setting.

Recommended reading

Implementation and Evaluation

Full course description

To what extent are health promotion interventions that are developed and tested according to scientific standards, practically useful and effective? And how should policy makers take costs into account when deciding on the implementation of health promotion interventions? These are some of the key questions addressed in this module.

The first step in the intervention process is the development and small-scaled evaluation of interventions. In this evaluation phase scientists are concerned with efficacy and internal validity, often realized through the use of randomized controlled trials. Internal validity is important for the interpretation of the intervention effects in the experiment. Even though this first step is crucial, using small-scaled experiments is not sufficient for achieving an impact on public health.

Besides testing the effects of an intervention under ideal circumstances, it is also important to assess its effect in a ‘real world’ setting. The second step is therefore to study conditions for the effectiveness of the interventions and the actual use in practice. Different aspects of external validity should be addressed to facilitate large scale dissemination and implementation to other settings in the final third stage. Stage three focuses on the settings and populations to which the observed intervention effects can be generalized. This aspect of external validity is very important; after all, why should one invest time and money into dissemination and implementation if the intervention is unlikely to work in the settings of concern? For health promoters and policy makers, interventions that are not used and implemented in practice are not only a waste of valuable time and money, but they can also seriously impede effective health promotion.

In this unit, students acquire knowledge about the factors that influence the successful dissemination and implementation of evidence-based health-related interventions, and their effectiveness in relevant settings and target populations.

Course objectives

The first aim of this unit is that students acquire knowledge about the factors and strategies that influence the successful dissemination and implementation of evidence-based health-related interventions in relevant settings and target populations. Of concern here are theories of diffusion and change, effective communication and marketing, persuasion, reach, adoption, retention, cooperation among stakeholders, sensitivity to local values, perceptions of, and responses to the intervention, and tension between fidelity and adaptation of the intervention or “re-invention”. Second, student will get insight in how to evaluate intervention the effectiveness as well appreciation by its users and target group. The cost-effectiveness associated with the development, testing, and successful implementation and maintenance is also treated.
Recommended reading


HEP4205
Period 4
5 Feb 2018
6 Apr 2018

Print course description

ECTS credits:
6.0
Instruction language:
English
Coordinators:
- K.M.H.H. Bessemels
- F.E.K. Schneider

Teaching methods:
Work in subgroups, Lecture(s), PBL, Training(s)

Assessment methods:
Assignment, Final paper, Written exam, Participation, Attendance

Keywords:
Dissemination, implementation, (cost)effectiveness, process evaluation, internal and external validity

The Entrepreneurial Health Sciences Professional

Full course description

Balancing stability and renewal is a well-documented paradoxical requirement to any organisation that operates in an environment where societal and client expectations evolve, and where you are faced by service innovations introduced by peers and rivals. Public healthcare providers increasingly have to respond to these developments. They may not be able to compete on price, but they usually compete for clients. Innovation services and service delivery processes is becoming more important, and it requires heart professionals to behave more entrepreneurially. is a key concern to many governments and societies. In Europe there is a growing awareness that its aging population will pose severe challenges to the current health care system and its costs. This provides tremendous opportunities to introduce new products and services to the health care sector. Such will, however, require entrepreneurial initiative. In this course you will learn how one can turn apparent health related problems and needs in valuable new services and products. This could result in the creation of new organisation (for-profit, or also not-for-profit) or add new activities to the portfolio of already established organisations. This course provides master’s students in the Health Sciences programme with knowledge and skills to promote the development of innovative services (or products) in healthcare. It provides an additional perspective on how to operate as a professional within the field of health. The course offers a theoretical and practical introduction to the processes through which entrepreneurial behaviour can result in meaningful innovations. We do that by focusing on healthy living and active aging. These trends provide tremendous opportunities to introduce new products...
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and services to the health care sector. Such will, however, require entrepreneurial initiative. In this course you will learn how one can turn apparent health related problems and needs in valuable new services and products.

**Course objectives**

**Knowledge:**

- You are able to explain and illustrate the unique qualities of the entrepreneurial process, both for internal venturing and for launching a new organisation.
- You understand the role that business planning may have (at the beginning of) the entrepreneurial process.
- You are able to explain how entrepreneurial opportunities are discovered and created.

**Skills:**

- You are able to evaluate the attractiveness of product ideas
- You are able to evaluate the attractiveness and feasibility of business models
- You are able to retrieve (sufficiently reliable) primary data as input to a business planning process.
- You are able to develop and evaluate a sophisticated business plan for an identified or given opportunity.
- You are able to work in a team and to contribute to effective teamwork

**Competences:**

- The ability to implement the newly acquired knowledge and skills in a relevant business plan for an (technology-based) internal project or new organisation.
- The ability to propose, defend and critically reflect on choices with regard to business planning.
- The ability to work together in an entrepreneurial team, while also taking responsibility for one’s own actions and learning.
- The awareness of entrepreneurship as a career option, including an understanding of what type of entrepreneurial role would fit oneself.

**Recommended reading**


HMS4705
Period 4
5 Feb 2018
6 Apr 2018
Print course description
ECTS credits:
6.0
Instruction language:
English
Coordinator:

- W.E.J. Bodewes
Health Promotion

Full course description

Main goal of this module is to acquire knowledge and skills on processes and strategies enabling people to increase control over, and improve their health, in a broader context than before in this master. It encompasses issues related to education, health services, employment, government, the media, industry, environmental agencies, and community networks. Students are required to integrate knowledge acquired in this and previous modules by developing a comprehensive strategic plan aimed at promoting health on a particular issue, setting or community. For this they will work on a public health issue of choice in a small project group with frequent expert supervision and exchanges with fellow students. Reflection on the meaning, impact and boundaries of health promotion interventions is started by a discussion of Juli Zeh’s novel ‘Corpus Delicti’. The discussion is furthered by critical reading of several articles on ethical issues such as social equity, state control, self- regulation, public-private partnership, individual autonomy, stigmatization. Students should become able debaters promoting their views and plans to different audiences. To shape these skills, they prepare for a debate in what is called ‘the argument game’, in which they defend a position in favour of a public health approach. Choice of subjects comes from situations in which the prevention paradox is apparent, when individual risk is low but when effective prevention in deemed generic. The module will be assessed with a group paper and two individual papers.

Course objectives

The general aim of the module Health Promotion is to obtain knowledge of Health Promotion in the context.

Recommended reading

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Instruction language:
English

Coordinators:
- P.H.H.M. Lemmens
- J.S. Gubbels

Teaching methods:
Work in subgroups, Lecture(s), Presentation(s), Skills

Assessment methods:
Assignment, Final paper

Keywords:
Health promotion International context Public health Social-economic conditions Public-private collaboration Social marketing Collaboration between health care organization(s) and prevention

Fac. Health, Medicine and Life Sciences

Scientific Research and Article

Full course description

As part as the Master programme, the student is to gain experience with conducting scientific research under supervision of a senior FHML teacher. This research will be the basis for writing a scientific article. The research will be conducted for or at the FHML or an external organization (placement). The topic of the research and the article will obviously both have to be in line with the programme Health Education and Promotion.

The research and article period for full-time students is in period 5 and 6.

The research and article period for part-time students is in the final 8 weeks of the first study year, and in period 3, 5 and 6 of the second study year.

Course objectives

Conduct scientific research. Write a scientific article about the research.
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Assessment methods:
Final paper

Keywords:
Conducting research for or at FHML or an external organization (placement), Scientific article