The programme information in this document is based on the selection criteria that you entered in the online prospectus (www.maastrichtuniversity.nl/web/Faculties/FHML/TargetGroup/ProspectiveStudents/MastersProgrammes/Programmes). Should it not contain the information that you were looking for, we recommend that you try again using different selection criteria.

Please bear in mind that the programme information is continuously updated. It is therefore wise to check the online prospectus regularly.

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Understanding Health Behaviour

Academic year 2013-14

Date last modified
29-8-2013 1:30

Period
Period 1  Startdate: 02-Sep-13  Enddate: 25-Oct-13

Code
HEP4210

ECTS credits
6.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
H. de Vries

Description
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.

Goals
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.

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods
LECTURE(S)
PBL
TRAINING(S)

Assessment methods
ATTENDANCE
FINAL PAPER
WRITTEN EXAM

Key words
Changing Health Behaviour

Academic year 2013-14

Date last modified
29-8-2013 1:30

Period
Period 1  Startdate: 02-Sep-13  Enddate: 25-Oct-13

Code
HEP4211

ECTS credits
6.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
A. Oenenma

Description
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 build with theory-based methods and practical applications for changing determinants identified in the parallel module. ‘Mini- lectures’ about theory-based methods will be prepared and presented by small groups of students and supervised by teachers. Thus, students will have a very active role in the learning activities. An important aspect is presenting one’s work and providing and receiving feedback from peers. In addition there will also be 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.

Goals
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.

**Instruction language**
EN

**Prerequisites**

**Recommended literature**

**Teaching methods**
WORK IN SUBGROUPS
LECTURE(S)
PBL
PRESENTATION(S)
TRAINING(S)

**Assessment methods**
ASSIGNMENT
ATTENDANCE
WRITTEN EXAM

**Key words**
Keys to Understanding Health Behaviour

Academic year 2013-14

**Date last modified**
8-4-2014 1:28

**Period**
Period 1  Startdate: 02-Sep-13  Enddate: 25-Oct-13

**Code**
HEP4216

**ECTS credits**
0.0

**Organisational unit**
Fac. Health, Medicine and Life Sciences

**Coordinator**
E.F. Hoving

**Description**

**Goals**

**Instruction language**
EN

**Prerequisites**

**Recommended literature**

**Teaching methods**

**Assessment methods**

**Key words**
Intervention Mapping

Academic year 2013-14

Date last modified
29-8-2013 1:30

Period

Code
GZW4006

ECTS credits
6.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
R.M.M. Cruzen

Description
Position within the full curriculum. This unit uses and extends knowledge and skills acquired during preceding modules. An introductory overview of Intervention Mapping will be given in the first week, after which the course is an extended training familiarizing students with planning, needs assessment, theory in Health Promotion, the use of different media, and other intervention strategies. In the preceding units, students have acquired the necessary knowledge for a needs assessment; here they translate results into health promotion program objectives. In the present unit this knowledge and experience is further deepened by designing interventions in terms of detailed descriptions of objectives, theoretical foundation, empirical evidence, production plans, pilot testing, implementation plans, and process and effect evaluation. Central theme. The Intervention Mapping protocol is the central theme of the unit. In applying this planning model, theory about determinants of health behaviour and more specifically cardiovascular risk behaviour is studied and relevant interventions are evaluated. Organization of the unit. The unit is divided in 6 parts: needs assessment, program objectives, methods and strategies, program design and production, diffusion and implementation, and evaluation. Needs assessment: In the first phase of the unit, students analyse case descriptions of needs assessments concerning nutrition, physical activity and cardiovascular problems, if needed completed with additional literature review. Using this, students define health promotion goals and objectives and specify (intermediary and end) target groups. Program objectives: In the second phase health promotion goals are specified in program objectives on different ecological levels (individual, interpersonal, group, community, environment, policy). This results in matrices of objectives and levels. Methods and strategies: In phase three, students identify relevant methods for attaining the objectives through brainstorm and literature review. If needed they identify evidence gaps, and specify the need for additional research. Finally, potentially effective methods are translated or operationalised in practical health promotion strategies. Program design, pretest and production: In phase four the individual strategies are combined and integrated in one coherent program. The scope of the program is defined as well as the order of program elements and activities. An implementation
protocol for the program is developed. Plans are made for pretesting, and for the production of the program. Diffusion and implementation. In phase five a linkage group is defined. Students design a theory- and evidence-based plan for effective diffusion, adoption, implementation and sustainability of the program. Evaluation. In the final, sixth phase of the unit students write a plan for process and effect evaluation. They define indicators for effectiveness, research designs and procedures. Success criteria are defined on the basis of program objectives and needs.

**Goals**

Knowledge and understanding. After the unit, students can describe the Intervention Mapping protocol. Students can develop a theory-based health promotion program using the Intervention Mapping protocol. They can use the Intervention Mapping tools: brainstorm, literature and new evidence. Students can describe the relation between physical activity, nutrition and cardiovascular disease. Students can describe state-of-the-art health promotion programs for nutrition and physical activity. Students can integrate policy, environmental, and individual level explanations and theories. Students know the most important organisations and stakeholders in the field of cardiovascular disease, physical activity and nutrition. Application of knowledge and understanding. Students can integrate their knowledge of theory and evidence concerning nutrition and physical activity in the Intervention Mapping protocol. Students can translate general health promotion goals into specific program objectives. Ideas, theory and evidence can be integrated in a new, realistic and promising health promotion program. Methodological and research knowledge are translated in efficient and sound formative and evaluation research plans. Making judgements. Students acknowledge the utility and necessity of using a planned development protocol like Intervention Mapping for the development of theory- and evidence-based health promotion programs. Communication. Students can communicate own opinions and ideas. Students can critically discuss their own and other people’s ideas, opinions, theories, work. Learning skills. After the unit students have demonstrated to be able to effectively cooperate in small groups with persons of different background and initial level. Students can apply the Intervention Mapping protocol to other fields and topics.

**Instruction language**

EN

**Prerequisites**

**Recommended literature**


**Teaching methods**

LECTURE(S)

ASSIGNMENT(S)

**Assessment methods**

FINAL PAPER

WRITTEN EXAM

**Key words**
Effectiveness of Interventions in Health

Academic year 2013-14

Date last modified
29-8-2013 1:30

Period

Code
HEP4212

ECTS credits
6.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
J.M. de Nooijer

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.

Goals
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 give and respond to other people’s feedback on work they have accomplished.

Instruction language
EN
Prerequisites

Recommended literature

Teaching methods
WORK IN SUBGROUPS
LECTURE(S)
PAPER(S)
PBL
PRESENTATION(S)
SKILLS
TRAINING(S)

Assessment methods
ATTENDANCE
WRITTEN EXAM

Key words
Settings in health promotion: home, school, work and community, Systematic review, Health promotion interventions, Effectiveness of interventions,
Intervention Development

Academic year 2013-14

Date last modified
25-9-2013 1:30

Period

Code
HEP4213

ECTS credits
6.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
R.M.M. Cruzen

Description
The focus of this module is on Intervention Mapping (IM), which is a protocol for developing theory- and evidence-based health promotion interventions. IM can guide health promoters through programme development, demystifying and monitoring the development process and eliminating mistakes identified by previous teams. IM describes the process of programme development in six steps: 1) needs assessment, 2) specifying change objectives, 3) selecting theory-based intervention methods and practical applications, 4) designing and organizing of the program, 6) specifying adoption and implementation plans, and 6) generating an evaluation plan. Besides IM, attention will also be paid to effectively cooperating in small groups with persons of different background and initial level, as this is a skill that students will also need in other modules and in their future working environment. The module will be assessed with an individual exam and a group paper.

Goals
The general aim of the present module is to understand and apply steps and principles of the Intervention Mapping Protocol in the development, implementation and evaluation of interventions. Furthermore, the module aims at improving working in teams, as this is part of our curriculum, but also in professional life.

Instruction language
EN

Prerequisites

Recommended literature
S. Parcel, Gerjo Kok, Nell H. Gottlieb, Maria E. Fernández. Students need to search for additional literature (using e.g., PubMed, PsycINFO, and Google Scholar) regarding the specific health problem they target.

**Teaching methods**

- ASSIGNMENT(S)
- WORK IN SUBGROUPS
- LECTURE(S)
- PAPER(S)
- PBL
- TRAINING(S)

**Assessment methods**

- ASSIGNMENT
- FINAL PAPER
- WRITTEN EXAM

**Key words**

Intervention development, Intervention Mapping, Needs assessment, Selecting theory-based intervention methods and practical applications, Adoption and implementation plan, Program objectives, Evaluation,
Preparation for the Scientific Research

Academic year 2013-14

Date last modified
29-8-2013 1:30

Period
Period 3  Startdate: 06-Jan-14  Enddate: 06-Jun-14

Code
HEP4214

ECTS credits
6.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
P.T. van Assema

Description
This module prepares the students for the ‘Scientific research unit’ and consists of two half-time tracks. Purpose of the first track is that students learn about various fundamental issues of science (methodology, ethics, theory), and various topics related to preparing and conducting scientific research, writing a research proposal, and writing and submitting a scientific article. Teaching methods include lectures with interactive elements, individual tasks, and work group sessions about the individual tasks. Reading and assessing the quality of scientific papers is a key learning strategy in the individual tasks and work group sessions. Purpose of the second track is that students write a research proposal, and an outline of a scientific article reporting the research. Students have individual meetings with their first supervisor, present their proposal in a symposium, and write a referent report about the research proposal of another student. The final research proposal, article outline and referent report will be graded.

Goals
Knowledge and understanding Students are able to 1. Demonstrate understanding of fundamental issues concerning the methodology and ethics of science, and the use of theory; 2. Demonstrate knowledge of preparing and conducting research; 3. Demonstrate knowledge of writing a research proposal; 4. Demonstrate knowledge of writing a scientific article; 5. Demonstrate knowledge of submitting a scientific article. Application of knowledge and understanding Students are able to 6. Prepare their own research; 7. Write a proposal for their own research; 8. Write an outline for their own article; 9. Write a referent report; Making judgments Students are able to 10. Judge the quality of published articles; 11. Judge the quality of the research proposals of other students. Communication skills Students are able to 12. Write and present a research proposal; 13. Write a referent report; 14. Write an article outline; 15. Present results of individual work to other students; 16. Present results of individual and group work to supervisor. Learning skills Students are able to 17. Critically comment on scientific research; 18. Collaborate with other students to improve each other’s work; 19.
Discuss the progress of their fellow students in their research preparation; 20. Provide constructive feedback to fellow students; 21. Respond adequately on oral and written feedback.

**Instruction language**

EN

**Prerequisites**

**Recommended literature**

A list of books is provided by topic (e.g. books on quantitative research methodology, qualitative research methodology, ethical standards, literature review). This list includes some books that were used in earlier units. Students are advised to plan several hours of library visits each week. Tip sheets are provided, including tips for writing in general (grammar and style, word usage, sentence structure, using numbers and statistics, writing clearly, focusing on your central message, common errors in scientific manuscripts, developing a first draft), tips for writing an article by section (developing a title, writing an introduction section, writing a methods section, writing a results section, using tables and figures, writing a discussion section, writing an abstract), and tips for publishing an article (selecting a journal; journal submission checklist, reasons why manuscripts are rejected, responding to reviewers) Guidelines are provided on the research proposal, the presentation at the symposium, the referent report, the article outline, and the interviewing during work groups. These guidelines are also provided to the supervisors along with relevant information about the unit.

**Teaching methods**

ASSIGNMENT(S)
WORK IN SUBGROUPS
LECTURE(S)
PAPER(S)

PBL
PRESENTATION(S)

**Assessment methods**

ATTENDANCE
FINAL PAPER

**Key words**

quantitative research methodology, qualitative research methodology, scientific research, fundamental issues, research proposal, writing and submitting a scientific article,
Implementation and Evaluation

Academic year 2013-14

**Date last modified**
12-7-2013 1:29

**Period**
Period 4  Startdate: 03-Feb-14  Enddate: 04-Apr-14

**Code**
HEP4205

**ECTS credits**
6.0

**Organisational unit**
Fac. Health, Medicine and Life Sciences

**Coordinator**
A.J.M. Dijker

**Description**
Programmes and interventions aimed at changing health-related behaviours may prove to be effective in small-scale experiments, but may not be sufficiently used and implemented. This would not only be a waste of money but also impedes effective health promotion. After briefly summarizing basic issues in evaluation research (e.g., designing experiments, choosing the right measurement instruments), this unit examines in detail the different factors that may negatively and positively influence the diffusion and implementation of health promotion programmes. The cost-effectiveness of these programmes is also addressed, as well as certain undesirable consequences of interventions such as stigmatization.

**Goals**
The aim of this module is twofold. First, to obtain insight into the nature of the diffusion process and the effective strategies of dissemination and implementation of evidence-based interventions in different settings. 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”. The cost-effectiveness associated with the development, testing, and successful implementation and maintenance is also treated. Attention to the practical aspects also shows itself in trying to anticipate unplanned and undesirable consequences of implementation. Second, to obtain insight into the way in which evidence-based interventions are developed and tested and the implications about their practical usefulness and effectiveness. Of concern here is the distinction between internal and external validity.

**Instruction language**
EN
Prerequisites

Recommended literature

Teaching methods
WORK IN SUBGROUPS
LECTURE(S)
PBL
SKILLS
TRAINING(S)

Assessment methods
ASSIGNMENT
FINAL PAPER
WRITTEN EXAM

Key words
Dissemination, Implementation, theories of diffusion and change, cost-effectiveness, effectiveness, internal and external validity,
Health Promotion

Academic year 2013-14

Date last modified
12-7-2013 1:29

Period
Period 4 Startdate: 03-Feb-14 Enddate: 04-Apr-14

Code
HEP4215

ECTS credits
6.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
P.H.H.M. Lemmens

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.

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

Instruction language
EN
**Prerequisites**

**Recommended literature**


**Teaching methods**

WORK IN SUBGROUPS

LECTURE(S)

PRESENTATION(S)

SKILLS

**Assessment methods**

ASSIGNMENT

FINAL PAPER

**Key words**

Health promotion, International context, Public health, Social-economic conditions, Public-private collaboration, Social marketing, Collaboration between health care organization(s) and prevention,
Scientific Research and Thesis

Academic year 2013-14

Date last modified
29-8-2013 1:30

Period
Year  Startdate: 07-Apr-14  Enddate: 27-Jun-14

Code
HEP4250

ECTS credits
18.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
P.T. van Assema

Description
The last part of the master programme is allocated for a placement (internship) and for writing a scientific paper. The placement is centred around independent preparation, planning and conducting of scientific research, which means that the student is to gain experience with conducting independent scientific research under supervision. This research will be the basis for the scientific paper. The subject of the placement and the paper will obviously both have to be in line with the programme Health Education and Promotion.

Goals

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods
PAPER(S)
RESEARCH

Assessment methods
FINAL PAPER

Key words
Placement (internship), Scientific paper, Preparation, planning and conducting of scientific research,