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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In the event of doubt or uncertainty about specific information, please contact the Fac. Health, Medicine and Life Sciences
### Table of content

- Understanding Health Behaviour ................................................................. 3
- Changing Health Behaviour .................................................................. 5
- Effectiveness of Interventions in Health ................................................. 7
- Intervention Development ...................................................................... 9
- Preparation for the Scientific Research .................................................. 11
- Implementation and Evaluation ............................................................ 13
- Health Promotion .................................................................................. 15
- The Entrepreneurial Health Sciences Profe .............................................. 17
- Financial Management of Healthcare ..................................................... 18
- Scientific Research and Thesis ............................................................... 20
Understanding Health Behaviour

Academic year 2015-16

Date last modified
31-3-2016 1:14

Period
Period 1  Startdate: 01-Sep-15  Enddate: 23-Oct-15

Code
HEP4210

ECTS credits
6.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
S.P.J. Kremers

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
Prerequisites

Recommended literature

Teaching methods
Work in subgroups
Lecture(s)
Paper(s)
PBL
Training(s)

Assessment methods
Final paper
Written exam

Key words
Health behaviour, determinants, cognitions, automaticity, environment, theory,
Changing Health Behaviour

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 1  Startdate: 01-Sep-15  Enddate: 23-Oct-15

Code
HEP4211

ECTS credits
6.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
L.A.D.M. van Osch

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**
Effectiveness of Interventions in Health

Academic year 2015-16

Date last modified
4-11-2015 1:24

Period

Code
HEP4212

ECTS credits
6.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
S.M.P.L. Gerards

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 2015-16

Date last modified
28-10-2015 1:27

Period

Code
HEP4213

ECTS credits
6.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
R.M.M. Crutzen

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 2015-16

Date last modified
28-10-2015 1:27

Period
Period 3  Startdate: 04-Jan-16  Enddate: 29-Jan-16

Code
HEP4214

ECTS credits
6.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
P.T. van Assema

Description
During this module you will write your own research proposal and a referent 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, review groups, individual meetings with your faculty supervisor, and a symposium. Key learning methods include: reading and assessing the quality of published scientific manuscripts (self-study guidelines), feedback from and to fellow students (group sessions and symposium), coaching by a senior researcher (individual meetings with your supervisor, group sessions), and literature study (self-study guidelines). 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 and symposium on Tuesdays, group sessions on Fridays period 4. After Part-time students: lectures, group sessions and symposium on Tuesdays. For part-time students this module is offered as an 8-week module; the first 4 weeks (together with the full-time students) in period 3 and the final 4 weeks

Goals
Knowledge and understanding You 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 publishable scientific manuscript Apply knowledge and understanding You are able to 1. Prepare your own research 2. Write a proposal for your own research 3. Write an outline for your own manuscript 4. Write a referent report 5. Present your research proposal in an oral presentation Making judgements You are able to 1. Judge the quality of published manuscripts 2. Discuss your own progress and your fellow students’ progress with respect to the research preparation 3. Judge the quality of research proposals Communication skills You are able to 1. Write and present a research proposal 2. Write a referent report 3. Write
a manuscript outline. 4. Present results of individual work to other students. 5. Present results of individual and group work to supervisor. Learning skills: You are able to: 1. Critically comment on scientific research. 2. Collaborate with other students to improve each other’s work. 3. Provide constructive feedback to fellow students. 4. 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)
Presentation(s)

**Assessment methods**

Assignment
Attendance

**Key words**

Fundamental issues of science: ethics, integrity, theory, methodology, scientific reasoning; preparing and conducting research, writing, research proposals, and writing publishable scientific manuscripts.
Implementation and Evaluation

Academic year 2015-16

Date last modified
20-11-2015 1:22

Period
Period 4  Startdate: 01-Feb-16  Enddate: 08-Apr-16

Code
HEP4205

ECTS credits
6.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
F.E.K. Schneider

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 2015-16

Date last modified
2-12-2015 1:18

Period
Period 4   Startdate: 01-Feb-16   Enddate: 08-Apr-16

Code
HEP4215

ECTS credits
6.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
J.S. Gubbels

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,
The Entrepreneurial Health Sciences Prof...
Financial Management of Healthcare

Academic year 2015-16

Date last modified
20-11-2015 1:22

Period
Period 4  Startdate: 01-Feb-16  Enddate: 08-Apr-16

Code
HPI4007

ECTS credits
6.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
M.I. Pavlova

Description
This unit offers an introduction to the field of healthcare financial management and the application of financial management tools for innovations in Healthcare organizations. The leading question throughout this unit is how managers in enterprising healthcare organizations can plan, organize, allocate, monitor, control, and manage the financial resources available within their organizations in an effective and efficient manner given the specificities of their organizations 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 revenue; financial planning and control (incl. internal budgeting, financial statement analysis); external funding of Healthcare organizations (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. Skills trainings. The unit offers three trainings. Training 1. Cost Analysis and Budgeting. This training takes place for all students. You must carry out cost analysis and/or develop the operating budget of a healthcare unit. 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. The point of departure for the training is that the managers of a home care organization are considering implementation of so-called lifestyle monitoring technology. You develop a business case using tools from business economics and health economics, as well as tools from other fields.

Goals
Knowledge and understanding: 1. 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. 2. To gain
understanding in basic methods, models and tools that are applied in the financial management field. Applying knowledge
and understanding: 3. 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. 4. To be able to analyze and
understand business cases related to investments in the Healthcare sector, particularly investments in innovations. 5. Can
relate the acquired knowledge to the knowledge from other units. Making judgments: 6. To develop a critical scientific
attitude towards the literature and practices in the field of healthcare financial management. 7. 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: 8. 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. 9. To develop skills to prepare written reports and oral
presentations in a concise and clear manner regarding management problems. Learning skills: 10. To develop skills to
gather and analyze data and information about complex financial management problems, as well as management
problems characterized with uncertainty. 11. 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. 12. To
work with others on real-life cases in a collaborative setting.

Instruction language
EN

Prerequisites

Recommended literature

Education / Prentice Hall. - Zelman, E.; McCue, M; Millikan, A. (2003). Financial management of healthcare
organizations: an introduction to fundamental tools, concepts and applications. 2nd ed. Blackwell Publishers. - In addition
to the basic literature, an electronic reader is prepared. It includes recent articles and documents related to theory and
practice.

Teaching methods

Assignment(s)
Work in subgroups
Lecture(s)
Paper(s)
PBL
Presentation(s)
Training(s)

Assessment methods

Written exam
Final paper

Key words

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Scientific Research and Thesis

Academic year 2015-16

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Period
Year  Startdate: 04-Apr-16  Enddate: 01-Jul-16

Code
HEP4250

ECTS credits
18.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
N.P.G. Boumans

Description
As part of 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 thesis). The research will be conducted for or at the FHML or an external organization (internship). The topic of the research and the scientific article will obviously both have to be in line with the programme Health Education and Promotion. The research and thesis period for full-time students is in period 5 and 6. The research and thesis period for part-time students is in the final 8 weeks of the first study year, and in period 3 and 5 of the second study year.

Goals
Conduct scientific research Write a scientific article about the research

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods
Paper(s)
Research

Assessment methods
Final paper
**Key words**

Conducting research for or at FHML or an external organization, (internship), Scientific article,