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/BachelorsProgrammes/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
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Introduction Semester 1

Academic year 2015-16

Date last modified
25-3-2016 1:16

Period
Period 1  Startdate: 31-Aug-15  Enddate: 04-Sep-15

Code
EPH1011

ECTS credits
1.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
J. Houkes

Description
In this one week module, students will be introduced to the EPH program and the EUregio in several ways. The unit is the sensitising phase of the first semester and takes place in the first week of the programme. The week raises questions of European added value and the supra national aspects public health in Europe. It is structured in such a way as to allow time for the students to get to know each other and staff, find their way around the University (e.g. introduction to the library), begin training on using ASDL and become familiar with the structure and content of the programme. The programme opens with a lecture on public health and tackling health inequalities in which students are introduced to the current European public health strategy, the key issues and how public health professionals can work to address these issues. They also receive a lecture and literature on the history of public health in Europe. During the week the students have a one day field trip covering The Netherlands, Belgium and Germany. They receive an introduction to the library. There are also four workshops, each of three hours, related to skills training, in which students work through a problem on preventing alcohol misuse by young people. Skills TrainingThe skills training in this module serves to introduce ASDL. Students learn to work with the so-called ‘Seven Step’ procedure to clarify and solve problems offered by the staff. They learn how to work together in a tutorial group as well as how to chair tutorial group meetings. Getting knowledge and experience in task and group maintenance roles as well as the influence of diversity in backgrounds of group members (gender, age, cultural backgrounds) are part of these workshops. In this week 4 workshops will be offered.

Goals
Objectives of the module With respect to knowledge and insight: • to recognise interconnections between public health problems and European solutions • to have an understanding of the history of public health With respect to formation of a judgment: • to learn to evaluate, reflect upon and manage own learning With respect to communication: • To be able to find relevant literature in the library • To be able to work in a tutorial group (team) and in particular to build on existing
group skills, understand various intercultural and personal factors influencing tutorial groups, and learn how to tackle group activities that many students find difficult • To be able to act as leader in terms of chairing a tutorial group meeting

**Instruction language**

EN

**Prerequisites**

**Recommended literature**

**Teaching methods**

Lecture(s)

Training(s)

Working visit(s)

**Assessment methods**

Attendance

**Key words**

Introduction Skills training in Problem Based Learning Introduction, library Euregioday,
Tuberculosis

Academic year 2015-16

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Period
Period 1  Startdate: 07-Sep-15  Enddate: 23-Oct-15

Code
EPH1001

ECTS credits
9.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
M.C.J.M. van Dongen

Description
The module is the first module of the EPH bachelor. It is used as a general introduction to the Programme and the University using an example with a clear role for international and European Public Health. The module intends to introduce different aspects of an infectious disease with considerable morbidity and mortality, its association with other developments in the society, the primary, secondary and tertiary prevention and the (inter)national collaboration in the surveillance and control of this disease. Tuberculosis is chosen as an example for several reasons. First, it is a disease with a long history, the problem seemed to be solved after the Second World War, but the disease re-emerged unexpectedly. An international strategy to fight tuberculosis has been developed and the fight against tuberculosis is part of the United Nations Millennium Development Goals. The disease is a major problem in developing countries, but also in several new member states of the European Union. The following themes will be addressed in this module: Tuberculosis: medical background. The module starts with three problems and two lectures that focus on the medical aspects of tuberculosis. Attention will be given to infectious diseases and the defence mechanisms of the human body. The case of the human immunodeficiency virus (HIV) is used as an example, because this virus inactivates the immune system and enhances infection by other infectious agents including the tuberculosis bacillus. The two other problems deal with the pathogenesis, symptoms, diagnosis and treatment of tuberculosis. Surveillance of tuberculosis Disease surveillance is an essential and integral part of public health. Well-designed and implemented surveillance provides the data for accurate assessment of the health status in a given population and provides a quantitative base to define objectives for action. In the problem, a lecture and an exercise, the principles of disease surveillance and of different health measures such as incidence and mortality rates will be studied. Epidemiology of tuberculosis Tuberculosis is not evenly distributed. Incidence, mortality and lethality rates differ between populations and have changed over time. Within a population, some individuals run a higher risk than others of becoming infected, developing active disease or dying from tuberculosis. Differences in incidence and mortality rates between populations can be caused by many factors, including differences in
age distribution. Methods for comparing incidence and mortality rates, while adjusting for differences in age distribution, will be taught in a lecture and an epidemiological exercise. Public health in low-incidence countries, e.g. the Netherlands, one of the best ways of reducing tuberculosis is through the prevention and investigation of outbreaks. When a case of (infective) tuberculosis is found, an investigation is immediately started to identify the source of the infection and check whether other persons have been infected. The principles of an outbreak investigation will be discussed in the tutorial group. Since the resurgence of tuberculosis, many international strategies have been developed and agreed upon to fight tuberculosis internationally, which has resulted in the development of the DOTS strategy. In 2000 and 2006 the DOTS strategy was integrated into a wider plan to combat tuberculosis: StopTB. Targets set by the WHO have been accepted by most UN member states and are supported by the G8. Public Health research As in all consecutive EPH modules, attention will be given to methods for scientific research, including epidemiology. Besides epidemiological rates and standardisation (mentioned earlier) attention will be given to study designs and measures of association. This topic will be studied in a problem, a lecture and an exercise. Tuberculosis as an example of an infectious disease Tuberculosis has been chosen for the EPH curriculum as an example of an infectious disease. In one of the problems students are asked to apply what they have learned about tuberculosis to other infectious diseases. European added value The main international player in tuberculosis is the WHO. Europe’s role is relatively limited, although the European Centre for Disease Prevention and Control (ECDC) was established in 2005. Trajectory Academic Thinking The module includes a training and assignment on Academic Thinking. For the assignment, the tutorial groups are requested to prepare for a role-play applying the educational material to the tuberculosis theme as studied in the EPH course. The roles are ‘the scientist’, the ‘public health professional’, the ‘policy maker’, and the ‘public’. These roles have to be played in four ‘scenes’: three member states and ‘Brussels’. Tuberculosis (TB) is shown as an example of the success of public health. Practice in preventing and treating TB has evolved as the outcome of historical processes in which many factors have played a role: scientific progress, the development of regimes of sanatoria and quarantine, societal attribution of fate and suffering (“get the ptbisis”), access to health services, and the growing awareness and willingness among citizens to comply with regimes of screening and risk protection. Thus, public health signifies a continuous, interactive process of science, technology and society. It is as much about science as humanism, as phrased by Thomas Mann in his novel on a TB sanatorium in Davos: “A man lives not only his personal life, as an individual, but also, consciously or unconsciously, the life of his epoch and his contemporaries” (from The Magic Mountain (‘Der Zauberberg’), 1924). This appraisal should prepare students for subsequent themes. Relevant theories include: history and sociology of public health and science and technology. Coordinator: Rein Vos Department of Health Ethics and Philosophy 043 38 81130 R.Vos@zw.unimaas.nl Trajectory Methodology The following topics will be addressed: • Prevalence and incidence of disease: distinguish between different measures of disease frequency and apply and interpret the measures in varying settings. • Standardisation: compare rates between different geographical areas or between different time intervals and learn that standardisation of rates is a necessary tool to be able to adequately compare rates and interpret rate differences. • Introduction to study designs and measures of association: introduction to different types of studies and to quantifying associations between determinants and occurrence of disease. Coordinator: Matty Weijenberg Department of Epidemiology 043 38 82358 mp.weijenberg@epid.unimaas.nl Trajectory Statistics Two topics will be studied: • How to summarize quantitative variables by means of: the mean, median, mode, standard deviation, distribution and frequency • How to summarize the association of relation between two quantitative variables by means of co- variation, correlation and linear regression analysis. Coordinator: Valeria Lima Passos Department of Methodology and Statistics 043 38 82433 valeria.limapassos@stat.unimaas.nl Skills training Three workshops are provided on the topics of: Active Learning and Active Reading, Note-taking skills (concept mapping), preparing for and performing at tests). In these workshops students are introduced to the way our brains work in processing information and in variations in learning styles. Processing information implies reading and note-taking. Various strategies of these fundamental skills in academic learning are presented. Coordinator: Jos Moust Department of Educational Development
Goals
Knowledge and understanding By the end of the module students should have: • knowledge of the main aspects of infectious and communicable diseases • knowledge of the main aspects of the immune system • insight into and knowledge of the main elements of the disease tuberculosis • knowledge of the main risk factors and risk groups of tuberculosis • insight into and knowledge of primary, secondary and tertiary prevention of tuberculosis • insight into and knowledge of the methods of disease surveillance on a national and international level • insight into and knowledge of the possibilities of national and international efforts to control infectious diseases • insight into the role of scientific research within the public health domain • knowledge of the different elements of the research process • knowledge of main research designs within the domain of public health • knowledge of epidemiological concepts such as incidence, prevalence and standardisation • an understanding of the difference between the “standard view” of scientific knowledge versus an understanding of knowledge as the product of interaction between science, technology and society.
Application of knowledge and understanding By the end of the module students should be able to: • apply the principles of primary, secondary and tertiary prevention to international health problems • interpret data from national and international disease surveillances • calculate incidence and prevalence rates • adjust for differences in age distribution by calculating age-standardised incidence rates • interpret epidemiological measures of association Making judgements
By the end of the module students should be able to: • appreciate merits and shortcomings of disease surveillance • discuss advantages and disadvantages of different interventions to control infectious diseases • appreciate the main elements of the learning process including selecting the most appropriate reading materials, developing effective note-taking strategies and preparing effectively for different forms of examination Communication By the end of the module students should be able to: • communicate in a professional way with professionals and policymakers in the field of tuberculosis and infectious diseases • write about topics as well as discuss them in a scientific, academic manner • perform as a member of a (tutorial) group Learning skills By the end of the module students should be able to: • identify the essentials of a portfolio and begin to reflect about learning experiences and giving and receiving feedback

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods
PBL
Presentation(s)
Lecture(s)
Assignment(s)
Training(s)

Assessment methods
Attendance
Presentation
Written exam

**Key words**
Additional Education Tuberculosis

Academic year 2015-16

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Period
Period 1 Startdate: 07-Sep-15 Enddate: 23-Oct-15

Code
EPH1101

ECTS credits
0.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
M.C.J.M. van Dongen

Description

Goals

Instruction language

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Work-related Stress and Burn-out

Academic year 2015-16

Date last modified
25-3-2016 1:16

Period

Code
EPH1002

ECTS credits
5.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
J.H.A. Bosma

Description
The module Work-related stress and burnout focuses primarily on the social environment as determinant of health, in particular mental ill-health of employees (work-related stress and burnout). It is generally believed that stress is the major emerging occupational illness in the European Union. The work place is an excellent starting point for the promotion of mental health and the prevention of mental health problems. Topics covered in this module are: workplace health and safety, stress and burnout theories, determinants of stress and burnout, the measurement of stress and burnout, interventions with regard to occupational mental health, European developments in the field of occupational (mental) health, and institutionalization and legislation. Based on the literature the students will gain an understanding of the phenomena of stress and burnout and their relationship with health and illness from the perspectives of human biology and work and organizational psychology. In this module, students explore several models. Selye’s (1978) GAS model explains the behavioural responses to stressors in general. Two models dominate European research on the determinants for work stress: the job demand- control-support (JDCS) model (Karasek and Theorell 1990, Le Blanc et al. 2003) and Siegrist’s effort-reward balance model. Lazarus and Folkman’s (1984) model for coping with stress is the leading model when studying the process of stress. Prevention is one of the main building blocks of the new Community strategy and will therefore be studied as the main method of intervention in this module. The module consists of 6 complex problems students have to study in the tutorial group meetings, several lectures, and a training “Applying theories” which is part of the Methodology trajectory. In addition, the module contains lectures and workshops about academic thinking and epidemiology, and two Skills sessions. Module coordinator is Hans Bosma (Hans.Bosma@maastrichtuniversity.nl).

Goals
Knowledge and insight. After completing this module students have: • knowledge about the occupational health area as
an important part of public health; • knowledge about the incidence and prevalence of psychological health problems and stress among employees in Europe; • insight into and knowledge about various determinants of work-related stress (across Europe); • insight into and knowledge about concepts related to work-related stress, including burnout; • insight into and knowledge about the main stress theories, including Selye’s GAS, the Job Demand Control Support Model, the Effort Reward imbalance model, and the Coping framework of Lazarus & Folkma; • insight into and knowledge about the various operationalizations and measurements of work-related stress; • insight into and knowledge about European Health & Safety Policies and agencies; • insight and knowledge about the prevention of work-related stress; • knowledge about the use of research questions and theoretical models in research; • Application of knowledge and insight. After completing this module students should be able to: • explain the effect of stress on human physiology and its impact on the biochemistry of the human body; • apply the theoretical frameworks offered during this course in a research proposal; • compare the various preventive measures with preventive measures discussed in the previous modules and with the principles of risk management in particular. Formation of a judgement. After completing this module students should be able to: • appreciate the merits and shortcomings of specific work stress measurements and study designs. • discuss the differences between organizational and individual interventions; • discuss the principles of risk management, including the process of selecting, implementing and evaluating appropriate control measures; critically evaluate the various methods that can be used in stress prevention.

Instruction language
EN

Prerequisites

Recommended literature

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

Assessment methods
Assignment
Attendance
Written exam
**Key words**

Stress; burnout; stress measurement; theories; interventions; prevention; EU strategy,
Additional Education Work-related Stress

Academic year 2015-16

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Period

Code
EPH1102

ECTS credits
0.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
J.H.A. Bosma

Description
Closely intergrated in EPH1002 Work-related Stress and Burn-out, EPH1102 has sub-modules on Academic Thinking, Epidemiology, and Skills.

Goals
Closely integrated in EPH1002 Work-related Stress and Burn-out, EPH1102 has sub-modules on Academic Thinking, Epidemiology, and Skills. After completing this module, students should be able to discuss the ethical dilemmas and discourses associated with workplace health promotion (academic thinking), to have knowledge about the following epidemiological issues: epidemiological study designs, validity and bias, selection bias, information bias, confounding and effect modification, stratified analysis of epidemiological data (epidemiology), and to be able to describe the essentials of time management and to identify how to manage their time more effectively, to identify the causes, symptoms and consequences of stress and cope with and manage stress, to set realistic goals for themselves and reflect on their own behavior, and to show professional behaviour (skills)

Instruction language

Prerequisites

Recommended literature

Teaching methods
Assignment(s)
Work in subgroups
Lecture(s)
Paper(s)
Skills
Training(s)

**Assessment methods**
Assignment
Attendance
Final paper

**Key words**
Academic Thinking, Epidemiology, Skills,
Introduction to Statistical Methods for

Academic year 2015-16

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Period
Period 2  Startdate: 23-Nov-15  Enddate: 18-Dec-15

Code
EPH1018

ECTS credits
5.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
E.S. Tan

Description
In this course, statistical methods are introduced that can be used in all kinds of research problems encountered in health, behavioral and clinical science. For example, how can we analyze data that is meant to evaluate the effect of - a traumatic event on well-being of women? Does this effect differ from that of men? - a certain life habit on the risk of developing some specific disease? The focus is on statistical concepts and techniques that play a role in summarizing and describing observed variables and relationships between variables, as well as generalizing the results for a larger group of people than the observed group. The first theme of this course is to summarize the observed data. The second theme is the testing concept. The third theme pertains to various basic statistical techniques that are used to analyse observed data. Some best practice statistical methods will be introduced and are considered as standard methods to deal with the above stated questions.

Goals
Important learning goals in this course are: • Knowledge of descriptive statistics (including frequency, average, median, standard deviation, cross-classified table among others). • Knowledge of the principles of inferential statistics, such as population distribution, sample distribution, sampling distribution, central limit theorem, hypothesis testing, p-value, and confidence interval. • Knowledge of the basic principles and concepts of elementary statistical techniques (including t-test, chi-square test, and simple linear regression). • Knowledge of the differences and similarities between the various basic techniques (such as a t-test and simple linear regression). • Ability to perform a simple test (t-test, chi-square test) with SPSS. • Ability to perform a simple linear regression analysis with SPSS. • Ability to interpret adequately the results of the learned statistical analysis in view of the research question and, in doing so, to provide critical comments.

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods
Assignment(s)
Work in subgroups
Lecture(s)
PBL
Presentation(s)
Skills

Assessment methods
Assignment
Written exam

Key words
Frames for Public Health / Paper Semeste

Academic year 2015-16

Date last modified
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Period
Period 3 Startdate: 04-Jan-16 Enddate: 29-Jan-16

Code
EPH1004

ECTS credits
5.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
I. Houkes

Description
During this module students write their first individual academic paper: semester paper 1. Students apply their knowledge and insights by exploring a current European public health issue. They apply frameworks used in the field of the new public health and practice writing an academic paper for the first time. With guidance from the semester coordinator, students explore academic and policy literature to identify a European public health topic that interests them. At the same time, students follow a series of lectures including a broad range of public health issues and topics which are focused on the European region. Each lecture brings in a different disciplinary perspective and different evidence - demonstrating to the students the depth and breadth of the field of public health in the European context. On the basis of these insights, and the learning from the semester, students apply frameworks of public health to their chosen topic. During the module students follow an English writing course which is designed to increase their understanding of the conventions of academic writing and to improve their overall use of English when writing. Students receive feedback on their writing from their peers as well as from their language instructor. Students also receive guidance on presentation skills which covers the structure of presentations, presenting styles and the language that should be used in presentations. Finally, during this module students follow a workshop in Academic thinking "Struggling with evidence".

Goals
Objectives At the end of the semester paper, students should be able to: With respect to knowledge and understanding • define ‘old’ and ‘new’ public health • recognise the multi-disciplinary nature of public health • be able to analyse a public health issue using a framework of public health • state the interconnections between global, European, regional, national and local public health issues and interventions • explain the benefits of research methods and techniques With respect to application of knowledge and understanding • begin to perform public health analysis • critically reflect on the
field of public health in relation to other fields of study • critically reflect on their own thinking, decisions and actions
With respect to making judgements • begin to formulate an original and critical style of academic thinking and analysis •
be able to review their own professional knowledge and development With respect to communication and learning skills •
engage with literature and evidence • demonstrate improvement in written and spoken (English) language skills • be
flexible and have the capacity to work under pressure

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods
Assignment(s)
Lecture(s)
Paper(s)
Presentation(s)
Training(s)

Assessment methods
Attendance
Participation
Final paper

Key words
Semester paper, academic writing, English course, Public Health,
Trajectory Test 1: Methodology, Epidemiology

Academic year 2015-16

Date last modified
25-3-2016 1:16

Period
Period 3  Startdate: 04-Jan-16  Enddate: 08-Jan-16

Code
EPH1014

ECTS credits
3.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
I. Houkes

Description
This is Trajectory Test 1, MES part, which takes place at the end of semester 1. The exam will consist of several multiple choice questions and assignment about the subject material related to Methodology, Epidemiology and Statistics (MES) studied in semester 1 BEPH.

Goals
To show and apply the MES knowledge acquired in semester 1 BEPH.

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods

Assessment methods
Written exam

Key words
Trajectory test 1 Methodology Epidemiology Statistics,
Trajectory Test 1: Academic Thinking and

Academic year 2015-16

Date last modified
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Period
Period 3  Startdate: 04-Jan-16  Enddate: 08-Jan-16

Code
EPH1015

ECTS credits
2.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
I. Houkes

Description
This is Trajectory Test 1, ATR part, which takes place at the end of semester 1. The exam will consist of and/or essay questions about the subject material related to Academic Thinking & Reflection (ATR) studied in semester 1 BEPH.

Goals
To show and apply the ATR knowledge acquired in semester 1 BEPH.

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods

Assessment methods
Written exam

Key words
Trajectory test 1 Academic thinking and reflection,
Introduction Semester 2

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 4  Startdate: 01-Feb-16  Enddate: 05-Feb-16

Code
EPH1012

ECTS credits
1.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
P. Schröder

Description
Summary of the module: During this sensitizing phase students are introduced to the concept of institutions and institutionalisation which will be the overarching theme linking all modules in the semester. They receive an introduction to the definitions and sociological theories to be used in the Semester, they start training on institutions that will run throughout the semester.

Goals
Objectives With respect to knowledge and insight: • to obtain a first understanding of the main political institutions of EU, in particular the commission, the parliament and the council • to get a first idea of the content of the sociological concept of institutions With respect to formation of a judgement: • be able to analyse everyday environment with help of the concept of institutions With respect to communication: • communicate in a professional way with policy makers and other representatives of European organisations

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods
Lecture(s)

Assessment methods
Attendance

**Key words**
European (Public Health) Institutions

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 4   Startdate: 15-Feb-16   Enddate: 01-Apr-16

Code
EPH1006

ECTS credits
9.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
D.M.R. Townend

Description
Summary of the module In this module the European Institutions are discussed from an ethical and legal perspective. The aims of the module are to introduce students to: 1) the main EU institutions and their tasks and competences in general; 2) the policy process and decision procedures that are organised at the European Level; 3) specific examples of European policy and Law concerning (public) health; and, 4) a critical understanding of law and ethics in policy-making. Content The course is in three parts. Part One focuses on introducing students to critical skills and analytical tools (Ethics and Law; conceptualising law and regulation; data collection methodologies; power in research and evidence-based regulating; institutional theory); Part Two examines the four legislative EU institutions (European Council, the Council of the European Union, the European Parliament and the European Commission) and the Court of Justice of the European Union, and examines the nature of their power and work generally and in relation to health and public health, and also addresses key concepts in European Union law (subsidiarity, competence, codecision making, etc.); and Part Three where the students are introduced to and critically analyse specific public health policy issues and the EU response to them (e.g. the free movement of workers and services in relation to drugs, patients and health professionals, stem cell research, reproductive tourism, food standards and health, etc.). The content is delivered through lectures (mainly provided from the department of Health, Ethics and Society, but also involving contributors from the Law faculty, and external guest lecturers), and through cases. The students are encouraged to write regularly, and to analyse the effectiveness of their writing. They are given consultation hours for general questions about the course, and feedback on their writing.

Academic Thinking This has two key elements that underpin the students’ critical thinking about institutions and the nature of law. First, students are introduced questions about the nature of law and norms (they discuss the questions ‘what is the relationship between individuals and society?’; ‘what is law?’, ‘how is law made?’, and ‘what makes law binding upon individuals and institutions?; ‘what are ethics and morality?; ‘what is their relation to culture, religion, and to science?’), and to the classic jurisprudence debate between legal positivists and natural law theorists about the
relationship between law and morality. Second, the students ask question “what is power?” first in relation to the issues raised in data collection design and methodology and then in relation to the use of evidence in public health policy making generally? This is assessed within the methodology assessment, where students are asked to consider their proposed data collection protocol critically, asking whether or not evidence gathering can be neutral, who is favoured or excluded by their proposal, and whether there are certain groups in society who should be positively treated if bias cannot be avoided. The issues of ethics and the nature of law give theoretical framework that the students can go on to use in their analysis of the formal EU institutions and the public health responses (parts Two and Three of the course). 

Coordination: D. Townend Department Health, Ethics and Society 043-3881694 d.townend@hes.unimaas.nl Skills training 5.1 Workshop reading case law The purpose of this workshop is to introduce students to the use and interpretation of legal materials. The European Union legislation and decisions of courts and other legal tribunals are written in a (legal) culturally specific way. Therefore, in order to read such documents and materials successfully, one must consider the conventions within which they are written and operate. The training is in the form of a workshop where the students are presented with concepts of how to read and interpret legal materials, and this includes hands-on analysis of an EC Directive and an ECJ case. Coordinator: D. Townend Department Health, Ethics and Society 043-3881694 d.townend@hes.unimaas.nl Training analysing institutions (semester training) Students are introduced to institutional theory. Following their visit to Brussels and the EU institutions, they write an assignment analysing the institutional infrastructure of the EU with the help of institutional theory, focusing on a particular institutional response to a public health question. [This training is part of the semester training ‘institutions’. See further under module 1.2.4/5.] Coordinator: Kasia Czabanowska Department of International Health 043-38 81592 Kasia.Czabanowska@inthealth.unimaas.nl Methodology The methodological training in this module is “the research proposal part 3”. It is aimed at formulating a design or protocol (=data- collection plan) for a study, and includes a critical analysis of scientific and social-scientific methods and expectations (as indicated above). Students write an individual assignment. Coordinator: A. Krumeich Department Health, Ethics and Society 043-3881122 a.krumeich@hes.unimaas.nl

Goals

Instruction language

EN

Prerequisites

Recommended literature


Teaching methods

PBL
Lecture(s)
Training(s)
Working visit(s)

Assessment methods

Attendance
Written exam
Key words
Additional Education European (PH) Insti

Academic year 2015-16

Date last modified
7-10-2015 1:22

Period
Period 4  Startdate: 15-Feb-16  Enddate: 01-Apr-16

Code
EPH1104

ECTS credits
0.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
D.M.R. Townend

Description

Goals

Instruction language

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Mother and Child Care

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 5  Startdate: 04-Apr-16  Enddate: 29-Apr-16

Code
EPH1007

ECTS credits
5.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
M.T. Brancaccio

Description
Summary of the Module In this semester the focus is on institutions. In this module issues with respect to mother and child are studied from the perspective of the growing interference of scientific and professional institutions with mother and child care in Europe. Mother and child care is not a major political of policy field in Europe. Nevertheless, Europe is caring for its ‘precious children’ and this care is articulated by stimulating the role of the medical and public health sciences and the medical and public health professions with respect to mother and child care in Europe. In other words, in this course we meet European institutions in terms of the European ‘politics of science’. In this course student will get insight in the growing role of science and professionals in mother and child care in Europe from the 20th century from three different theoretical perspectives. The idea is that he main theoretical insights can be applied to other public health topics as well. Content The course starts with throwing student into the deep - with discussing the theories of Elias and Foucault. Stated shortly, Elias (1) demonstrates how in the process of civilisation, a culture of autonomy and shame comes into being in which distinctions are made between the civilized and the non civilized, and he shows the role professions in that process. Foucault (2) focuses on the role of modern science in making distinctions between the normal and the pathological and in disciplining people into functional economic agents. Then (3) both theories will be explicitly compared as such as well as with respect to their perspective on public health and mother and child care (making ‘civilised’ and ‘uncivilised’ mothers by mechanisms of independency versus making ‘normal’ and ‘abnormal’ children by mechanisms of discipline etc.) One specific example (4) - European projects on preventing perinatal death -is discussed in depth, and this example also makes a connection to the third theoretical frame, of Bowker and Starr. (5) Their work deals with a specific feature of modern science and professions, namely the rise of scientific information infrastructures to classify deaths, diseases, risks etc., to compare and to intervene. Then we turn to discussions on childbirth in Europe (6), in which different elements of the theories will play a role. In the last task (7) the several theories and the practical examples are brought together and put into perspective of the overall goal of the course - the role of the scientific and
professional institutions in public health in Europe. Academic Thinking The definition of health problems as risks. The risk concept is an outstanding example of how professionals define ‘dangers’ at the population level. With the various ways risk is defined, norms and rules for ‘normal’ development, health and behaviour are professionally established. This will be conceptualized with the help of examples of child screening programs in various countries in EU regarding lifestyles, healthy life and exercise at various stages of life. Relevant theory: sociology of risk, philosophy of discourse and anti-discourse Coordination: R. Vos Department Health, Ethics and Society 043-3881130 Rein.Vos@zw.unimaas.nl Methodology The methodology training during this module focuses on qualitative research. The assignment involves the collection and analysis of qualitative data according to theories discussed in the unit. Coordinator: A. Kromeich Department Health, Ethics and Society 043-3881122 a.kromeich@zw.unimaas.nl

Goals
Objectives Knowledge and understanding • insight in the theory of Elias/De Swaan, Foucault, Bowker/Starr • insight in the value of these theories for interpreting mother and child care issues in Europe • insight in the relevant differences between these theories • basic knowledge of trends in mother and child health/mother and child care in Europe • insight in the main characteristics of a qualitative design & the analysis of qualitative data • insight in the consequences of defining health problems as risks Application the At the end of the module students are able to: • of this course • can analyse mother and child care arrangement from the institutional perspective Making judgements • reflect on the consequences of defining health problems as risks

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods
PBL
Lecture(s)
Training(s)
Presentation(s)
Assignment(s)

Assessment methods
Attendance
Written exam

Key words
Ageing in Europe

Academic year 2015-16

Date last modified
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Period
Period 5  Startdate: 02-May-16  Enddate: 03-Jun-16

Code
EPH1008

ECTS credits
5.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
N. de Jong

Description
Summary of the module In contrast to the care for mother and child, the health care for older persons has been less organized and institutionalized from a public health perspective. However, due to the aging of the population in all western societies in the next few decades, governments and health care systems have to deal with an ageing society. This module introduces the issue of the development of an ageing population in Europe and its consequences for health and health care. More specifically, the modules handles (1) demographic developments, related health patters and health care systems for older persons from an international perspective, and (2) socio-cultural issues with respect to aging, such as intergenerational solidarity, family systems and diversity. Content This module comprises four problems and several skills training sessions and practicals. The four problems elaborate on the central themes of the module. Problem 1 focuses on (the changes in) demographic profiles, different views and related health patterns from an international perspective. One of the papers for preparing this topic will be used for a practical critical reading later on in the module (1 session). Problem 2 particularly focuses on long-term care for older persons: how is care organized in different countries, which institutions exist in different countries, and how can differences between countries be explained? In problem 3 diversity and its relations with inequality with respect to health and health care is the central issue of interest. Problem 4 addresses the issue of intergenerational solidarity, its consequences and whether these differ in European countries. The problems will be supported by lectures on health-related quality of life, diversity, pension systems, solidarity and long-term care facilities in Europe, and the European added value with respect to health and health care for older persons in Europe. Academic Thinking Solidarity is often considered as either a benevolent motive for altruistic action or a normative outcome measure for provisions. In the latter sense, a high care level for the elderly would indicate a high level of solidarity. Houtepen and ter Meulen attempt a redefinition of the concept of solidarity, with the intention of focusing more on the specific way institutional arrangements are shaped and specifically on the way older people themselves and their caregivers are involved in these arrangements. This amounts to a plea for more participatory modes
of care arrangements. Coordination: R. Houtepen Department Health, Ethics and Society 043-3881134
R.Houtepen@hes.unimaas.nl Skills Training Training with OECD database The general objective of this practical is gaining experience in using an international electronic database with respect to health problems and its determinants. The database is developed by the “Organization for Economic Cooperation and Development” (OECD - located in Paris) who collects information on indicators related to international developments in health, prosperity, well-being and utilization and costs of care in 30 countries. The specific objectives of the practical are: (1) getting acquainted with the OECD database (2) analyzing and answering a specific research question, and (3) getting some knowledge about cross-national differences in demographic profile, health and its determinants. Coordinator: R. Kempen Department of Health Care and Nursing Science 043-3882292 g.kempen@zw.unimaas.nl Methodology Reliability and validity of measuring instruments: Development of a protocol for cross-cultural adaptation and translation of measures on health-related quality of life Health related quality of life measures are frequently used in surveys, clinical trials, studies on the evaluation of health care programs, etc. Far most of these measures are developed in English either in the USA or, to a lesser extent, in the UK. If a researcher wants to use such measure in a survey in another language (in which a specific measure is not available), this measure needs to be translated and probably adapted to local circumstances. Sometimes health-related quality of life is evaluated in a multi-centered clinical trial conducted in different countries. The quality of life outcome of such trials then needs to be (cross-culturally) compared in an adequate way for which valid and reliable measurement instruments are needed. This training focuses on the issues of the cross-cultural adaptation, the translation, and the use of (existing) health-related quality of life measures. Based on literature on adaptation and translation of such measures, students develop in subgroups of approximately 5 students a protocol for adapting and translating an existing English questionnaire into three other target languages. The problem statement of the training is: the development of an adequate protocol for cross-cultural adaptation and translation of a measure related to quality of life. Coordinator: R. Kempen Department of Health Care and Nursing Science 043-3882292 g.kempen@zw.unimaas.nl Integration of MES elements year 1: Review of a scientific article Critical review and understanding of scientific research papers and reports is very important for scientists. The objective of this practical is to review one scientific paper using a list of criteria which will be discussed in one (obligatory) tutorial group session. Students have to read this paper critically and to judge several aspects of scientific quality before the group meeting. Coordinator: R. Kempen Department of Health Care and Nursing Science 043-3882292 g.kempen@zw.unimaas.nl Statistics Two topics will be addressed, each in a combination of a lecture, workshop and SPSS training resulting in an assignment: • The reliability of a measurement instrument • The validity of a measurement instrument Coordinator: Paul Lemmens Department of Health Education and Promotion 043 38 82293 p.lemmens@gvo.unimaas.nl Epidemiology The following topic will be addressed in a lecture: Measurement instruments: integrate concepts and knowledge from statistics, methodology and epidemiology, also from prior modules, in assessing the validity and reliability of measurement instruments. Coordinator: Matty Weijenberg Department of Epidemiology 043 38 82358 mp.weijenberg@epid.unimaas.nl

Goals

Objectives Knowledge and understanding At the end of the module students have: • insight and knowledge about (changes in) demographic profiles • insight and knowledge about • changing • health patterns and its consequences (including chronic physical and mental disorders, disability, participation) • insight and knowledge about health care systems and services for older persons • insight and knowledge about public and individual responsibilities with respect to care for older persons • insight and knowledge about socio-cultural issues with respect to aging, (family systems, attitudes towards ageing, intergenerational solidarity, diversity issues) • understand the relevance and bottlenecks of cross-cultural adaptation, and translation in the use of (existing) health-related quality of life measures, specially in the light of reliability and validity of measuring instruments • basic knowledge of statistical procedures to determine reliability and validity • insight in how in epidemiology and related disciplines in biomedicine and health sciences causes
and determinants are selected and how these selections influence outcome measures. Application of knowledge and understanding: At the end of the module students: • can apply the theoretical knowledge offered during this module to practical and actual cases • can integrate the knowledge from different disciplines • can analyse care for older people arrangement from the institutional perspective Making judgements • reflect of processes of institutionalization and social and cultural differences in the organisation of solidarity in Europe Communication: At the end of the module students: • are able to present a paper and discuss their work Learning skills: At the end of the module students • have experience in using an international electronic database with respect to health problems and its determinants • have improved scientific reading skills

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods
PBL
Lecture(s)
Training(s)
Assignment(s)

Assessment methods
Attendance
Written exam

Key words
Additional Education Ageing in Europe

Academic year 2015-16

Date last modified
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Period
Period 5  Startdate: 02-May-16  Enddate: 03-Jun-16

Code
EPH1106

ECTS credits
0.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
N. de Jong

Description

Goals

Instruction language

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Trajectory Test 2: Methodology, Epidemiology

Academic year 2015-16

Date last modified
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Period
Period 6 Startdate: 30-May-16 Enddate: 03-Jun-16

Code
EPH1016

ECTS credits
3.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
P. Schröder

Description
Different forms of questions (multiple choice, open, …) are possible. The exam consists of questions on statics, epidemiology and research methods.

Goals
Students have deepened their knowledge and skills around methodology, statistics and epidemiology.

Instruction language
EN

Prerequisites
Recommended literature
Teaching methods
Assessment methods
Written exam

Key words
Trajectory Test 2: Academic Thinking and

Academic year 2015-16

Date last modified
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Period
Period 6 Startdate: 30-May-16 Enddate: 03-Jun-16

Code
EPH1017

ECTS credits
2.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
P. Schröder

Description
Academic thinking was interwoven in the modules in semester 2. There will be (one or more) open ended question(s) which will relate to the relationship between law and ethics in forming a normative background to public health questions and which will integrate issues of European Public Health from the perspective of the whole semester.

Goals
Students show that they have learned to critically reflect on institutions of and in EPH.

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods

Assessment methods
Written exam

Key words
Institutions in EPH / Paper Semester 2

Academic year 2015-16

Date last modified
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Period
Period 6  Startdate: 06-Jun-16  Enddate: 01-Jul-16

Code
EPH1009

ECTS credits
5.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
P. Schröder

Description
Summary of the module Students integrate their knowledge and insights by making an institutional analysis around a certain topic on the level of Europe and the interaction between the European and the national level. This institutional analysis should make them aware of bottlenecks and problems involved with policy making on the EU level. Content Students write a semester paper in which they integrate the institutional analyses applied to selected public health problems and show how these problems are tackled at the European institutions level and national member states level. The final semester paper is devoted to the analysis of certain EU policies and their reflection in the national practices integrating the knowledge on institutions acquired in the whole semester.

Goals
Objectives Knowledge and understanding • understand the concept institution • understand theoretical approaches related to the concept of institution • understanding the difference between an institution and organization. Application of knowledge and understanding • make a institutional analysis of a certain domain Making judgements • reflect on the feasibility of EU integrative policy in different health related areas Communication and learning skills • demonstrate improvement of English writing skills • demonstrate the improvement of presentation skills • to deal with feedback

Instruction language
EN

Prerequisites

Recommended literature

**Teaching methods**
Training(s)

**Assessment methods**
Attendance
Final paper

**Key words**
Introduction Semester 3

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 1  Startdate: 31-Aug-15  Enddate: 04-Sep-15

Code
EPH2005

ECTS credits
1.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
E. Slits

Description
Also relevant public health issues and EU public health policies in these fields will be introduced, especially in the light of "Health in all Policies" and "Health for All" approaches. Further, it will be made clear that the following modules stand to a certain degree for their own and address specific challenges for specific policy fields, while at the same time the information and knowledge delivered in the modules have also to be discussed in line with more general topics and challenges, linked with the distribution of responsibilities and consequences within the EU as well as the different drivers and motivations of European integration, especially the Single Market project with the free movement of persons, goods, services and capital. In the first week of the third semester the broader framework for the semester will be developed. The module "Lifestyles as common denominator" is part of the introductory week. The aim is to sensitize students about the broad scope of lifestyles and the importance for a healthy European population.

Goals
With respect to knowledge and insight: - To raise awareness of the influential factors and conflicts on the development of different policies in Europe in line with “Health For All”, “Health in all Policies” approaches and the Single Market project - to be introduced to respective approaches / projects - to be introduced to health as a “political” issue in different policy fields and on the European agenda With respect to formation of a judgement: - to become aware of the role of actors, their interests and influence on European public health objectives and their realization - to become aware of ethical aspects of the objectives as well as values of European Union health policies, esp. the (potential) tensions between economic objectives and public health objectives - to begin to reflect and consider critically the European added value of regulatory policies and different kinds of governance With respect to communication: - to be introduced to the importance of acting as a professional team player in groups - to be introduced to acting professionally in intercultural settings
Instruction language
EN

Prerequisites

Recommended literature

Teaching methods
Lecture(s)

Assessment methods
Attendance
Participation

Key words
Public Health; Public Health Objectives; EU; WHO; Health For All;; Health; Health Report; Health Risks; (Social) Determinants of; Health;; Health Inequities;,
Alcohol and Drugs Use as a Health Problem

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period
Period 1  Startdate: 07-Sep-15  Enddate: 23-Oct-15

Code
EPH2008

ECTS credits
9.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
R.M.M. Crutzen

Description
Summary Central in this module is on the one hand the cross-cultural variety in Europe in alcohol and (illegal) drug use, as well as the variation and possible convergence in the European context of social responses to the negative consequences of such use. The main theoretical approaches how to understand alcohol and drug use, and the resulting recommendation for interventions will be studied with the aim that students learn evaluate the different interventions in terms of ‘best’ practices in the field of primary prevention and (to a lesser extent) treatment. The main theoretical approaches and recommendations for intervention come from sociological models and social psychological models of behaviour change. The economic aspect of alcohol and drug use more in particular the cost aspect will be integrated both in theories explaining alcohol and drug use and interventions to limit health consequences of alcohol and drug use. The first weeks will be an introduction into on the one hand the variety of alcohol and drug taking patterns in Europe on the other hand the variety of alcohol and drug policies within Europe. Explicit attention will be given to the potential that alcohol next to being part of the agricultural policy in the EU, may in the future become apart of an EU Health policy. Also the developments in drug policies of EU countries, the role of the EMCDDA and possible convergence on the EU-level in some aspects of drug policy will be given attention to. The second part will be focussing on theories explaining alcohol and drug use and interventions to reduce alcohol or drug related health problems. These theories will focus on supply (mainly sociological and economic theories) and demand (mainly social psychological models) side explanations and interventions. The focus will be mainly on primary prevention. In the last weeks the focus will shift to treatment, the variety of addiction treatment systems in Europe and minimal interventions in the context of early detection as a best practice. Skills The main topic for skills in this module is working in groups and teams. In the offered workshops students will be introduced in various group development phases and the possibilities and hindrances which a group can meet in becoming an efficient and effective team. The prominent role of verbal and non-verbal communication in this process will be experienced. In the third workshop students will be confronted with the various factors which influence their
cooperation when students have to deal with group members who come from another culture. The various dimensions of the theory of Hofstede will be offered as well as strategies to handle intercultural situations. One plenary lecture and three workshops will be provided. 1. What do you know and what do you want to know about teamwork? 2. Verbal and non-verbal communication in groups 3. Diversity and effects of culture in heterogeneous groups (Culture Lab) Coordinator: Kasia Czabanowska Department of International Health 043 - 38 81592 Kasia.Czabanowska@inhealth.unimaas.nl Epidemiology No extra epidemiological training except the applied epidemiological analyses from the content lectures and tutorials, featuring attributable risks and burden of disease estimates. Statistics Regression analysis (simple and multiple regression models) will be addressed in a combination of a lecture, an SPSS training and a discussion lecture. Academic thinking in this module, drug use and abuse are partly framed as social processes of stigmatization, social exclusion and discrimination, and related issues of control. In this trajectory drug and alcohol use will be discussed within Mary Douglas’ group-grid theory.

**Goals**

Objectives • Knowledge of the variety of alcohol and drug taking patterns within the EU and the variety and possible convergence in the EU in social responses to alcohol and drug use • Knowledge of the main theories explaining alcohol and drug use and the theoretical rationales behind social responses and interventions aimed at reducing alcohol and drug related harm • Application of knowledge and understanding in making cross country comparisons of alcohol and drug-taking patterns, health consequences (and burden of disease), and drug and/or alcohol policies • Be able to evaluate existing interventions in terms of “best” practices • Be able to distinguish the rhetorical and scientific arguments in discussions about alcohol and drug policies and being able to articulate a science based point of view on alcohol and drug use and adequate social responses (including health interventions)

**Instruction language**

EN

**Prerequisites**

**Recommended literature**

Literature Some handbooks, among which “alcohol no ordinary commodity” will be used. An e-reader containing essential literature will be made.

**Teaching methods**

PBL
Lecture(s)
Assignment(s)
Training(s)

**Assessment methods**

Attendance
Written exam

**Key words**
Food, Novel Food, Food Safety

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period

Code
EPH2009

ECTS credits
9.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
T.M.C.M. de Kok

Description
Food quantity and quality and food safety are important issues related to public health. On the whole diets have become more healthy and safer over the last century. However, the current energy-dense diet in combination with a lack of physical activity results in increasing prevalence of overweight and obesity in European populations, and the consumption of saturated fat, trans fatty acids and salt is still too high and the consumption of fish, fruit and vegetables too low, leading to considerable health loss. Food safety regulations have been laid down in a European food law. It is estimated that more health gain is attainable from a more healthy diet than form further improvements in food safety. Strategies need to be developed to promote healthier eating habits that should be a combination of policy instruments addressing not only the supply side, but also the consumer and his or her environment. The module will focus on the importance of a healthy diet and food safety for public health and factors that promote a healthy diet and reduce (future) food safety threats. A recurring theme in this context will be how Europe responds to changing concepts and threats in the field of nutrition. The Methodology trajectory in this module will concentrate on outcome measurement. In the Statistics trajectory Logistic regression analysis will be introduced. The Skills trajectory will focus on Working in groups. In the Academic Thinking trajectory population and individual based approaches towards nutrition, body weight, and health are discussed and reflection on one’s own norms and values as a public health professional regarding (being) overweight and eating will also be given due attention.

Goals
- nutrients and their functions in the body; • the main diet-related chronic diseases; • dietary recommendations; • assessment of nutritional status of a population; • novel and functional foods and regulations about nutrition and health claims in Europe; • a multifactorial problem like obesity and how this problem is addressed at the European and national level; • the most important threats to food safety in Europe; • basic principles of risk assessment and management
related to food; • European regulations and institutions involved in food safety.

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods
Lecture(s)
Paper(s)
PBL
Presentation(s)
Skills
Training(s)

Assessment methods
Assignment
Attendance
Written exam

Key words
nutrition; food; dietary guidelines; novel food; functional food; diet-, related diseases; chemical food safety; biological food safety,
Excursion to Central and Eastern Europe

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period

Code
EPH2010

ECTS credits
1.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
E. Slits

Description
The students will visit Jagiellonian University in Krakow and participate in the interactive lectures related to relevant Polish public health topics and the Polish health care system. In order to get to know the system better they will visit different health care institutions such as: public and private hospitals, long-term care institution and integrated health care units. Experiencing the trip to Poland is to help students make comparisons and reflect on the knowledge they acquired so far during the bachelor European Public Health and contrast it with a real health care context in Poland.

Goals
After participating in the excursion to Poland students should: Knowledge and insight · have an insight into challenges of Polish public health within the Polish health system and how they have been and continue to be addressed · have an insight in Polish daily life now and earlier · have an understanding of health in transition · have an understanding of challenges of implementing health strategies Applying knowledge and insight · have learned from experience and are able to apply knowledge obtained from the modules "Lifestyle as common denominator" and "Alcohol and drug use" and from the programme of European Public Health in general Judgment · are able to think critically about the challenges of reforming a health system and to make judgments on different courses of action Communication · have participated actively in discussions and debates in an intercultural setting Skills · have practised international understanding and intercultural interaction · have practised team work

Instruction language
EN

Prerequisites
**Recommended literature**

**Teaching methods**
Lecture(s)
Working visit(s)

**Assessment methods**
Attendance
Participation

**Key words**
Polish Public Health and Health care system,
Healthy Lifestyles in Europe / Paper Sem

Academic year 2015-16

Date last modified
28-10-2015 1:27

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

Code
EPH2011

ECTS credits
5.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
E. Slits

Description
The semester ends with a four week period of writing a semester paper on a relevant lifestyle as an example of a theme on the European health agenda and as an issue broadly related to the European public health objectives set up for this semester. In this respect the students have to analyze and discuss the selected lifestyle and integrate the European dimension.

Goals
Knowledge and understanding -understanding of the concept of the health promotion in Europe -insight in the policy making with regards to health promotion in Europe Application of knowledge and understanding -critically applying an analysis of Health for All and Health in All Policies to the different claims, perspectives and interests of stakeholders concerning health promotion Making judgments -reflect on the feasibility of international regulations for health promotion in terms of EU, Member States and patients Communication and learning skills -demonstrate academic thinking and ability of applying knowledge and theoretical concepts to a practical case

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods
Lecture(s)
Paper(s)
Assessment methods

Final paper

Key words
Trajectory Test 3: Methodology, Epidemiology

Academic year 2015-16

Date last modified
1-5-2015 1:22

Period
Period 3  Startdate: 04-Jan-16  Enddate: 08-Jan-16

Code
EPH2012

ECTS credits
3.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
E. Slits

Description

Goals

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Trajectory Test 3: Academic Thinking and

Academic year 2015-16

Date last modified
1-5-2015 1:22

Period
Period 3  Startdate: 04-Jan-16  Enddate: 08-Jan-16

Code
EPH2013

ECTS credits
2.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
E. Slits

Description

Goals

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Introduction Semester 5

Academic year 2015-16

Date last modified
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Period
Period 1 Startdate: 31-Aug-15 Enddate: 04-Sep-15

Code
EPH3007

ECTS credits
1.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
K.H.A.J. Michelsen

Description
In the first week of the semester, students will be confronted with the contrasts between the “European” approach to healthcare and public health and that of the United States (before and since the reforms of 2010). This comparative approach sets the stage for identifying what is common in European approaches to healthcare and the broader promotion of health. This sets the stage for the subsequent analyses of differences among European health systems (Health Systems Module) and for understanding broader European health strategies and the EU Health Strategy itself (Health Strategies Module). Additionally, students will be stimulated to consider the complexity of change processes for health. Change is a pre-requisite to a society that is healthier than the one we experience today. Yet much of the change that impacts health is arguably out of our control—or at least beyond the scope of health professional work. Further, even when challenges are not beyond the scope of our work, change is often elusive—both difficult to enact and often impossible to direct. This introduction will stimulate students to think about the challenges before them as they embark on careers as social entrepreneurs for health.

Goals
In the first week of the semester, students will be confronted with the contrasts between the “European” approach to healthcare and public health and that of the United States (before and since the reforms of 2010). This comparative approach sets the stage for identifying what is common in European approaches to healthcare and the broader promotion of health. This sets the stage for the subsequent analyses of differences among European health systems (Health Systems Module) and for understanding broader European health strategies and the EU Health Strategy itself (Health Strategies Module). Additionally, students will be stimulated to consider the complexity of change processes for health. Change is a pre-requisite to a society that is healthier than the one we experience today. Yet much of the change that impacts health is arguably out of our control—or at least beyond the scope of health professional work. Further, even when challenges
are not beyond the scope of our work, change is often elusive—both difficult to enact and often impossible to direct. This introduction will stimulate students to think about the challenges before them as they embark on careers as social entrepreneurs for health.

**Instruction language**

EN

**Prerequisites**

**Recommended literature**

**Teaching methods**

Lecture(s)

**Assessment methods**

Attendance

**Key words**

No key words available,
Additional Education Health Systems in E

Academic year 2015-16

Date last modified
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Period
Period 1  Startdate: 01-Sep-15  Enddate: 23-Oct-15

Code
EPH3111

ECTS credits
0.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
H. Brand

Description

Goals

Instruction language

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words
Health Systems in Europe

Academic year 2015-16

Date last modified
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Period
Period 1  Startdate: 07-Sep-15  Enddate: 23-Oct-15

Code
EPH3011

ECTS credits
9.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
D. Popa

Description
1. Summary The aim of this module is two-fold: first, to explore the harmonization of health systems and the impact of health care reforms in Europe with special attention given to health systems in transition and second, to analyze the European challenges of cross-border care and patient mobility given by the execution of the sanction of the European Union of the free movement of goods, individuals, services, capital and payments in terms of health. The aims will be achieved through self-study, tutorials, lectures, group work and field trips introducing students to relevant parts of health economics, organizational and network theory as well as cases and best practices from the field. The module prepares the excursion to Poland (3.1.3) to apply knowledge and gain insight of an eastern European health system in transition. The module builds on knowledge already gained in the programme, especially in semester 2. In semester students are introduced to the European institutions and the legal basis for the EU taking up health issues. This module now focuses much more on national health systems and national health systems within the context of European policy and practice. 2. Content The module introduces a system approach to health in Europe. The responsibility of providing access to health is placed within the Member States of the European Union, and therefore there is a high degree of diversity within the organization of health systems among European countries. With the enlargement of the EU an even bigger gap is seen between countries having a highly developed system of provision of health services and countries facing severe difficulties in meeting the needs of their populations. The module will focus on the European differences paying special attention to Eastern European countries with health systems in transition - a special focus will be on Poland (cf. module 3.1.3 which is thus being prepared). Due to the enormous political and socioeconomic changes the countries in the region have engaged in various health reforms and challenges still lie ahead in the transition process such as strengthening of the health care financing, provision of a continuum of care, improving the quality of health services, linking up with communities and advancing in public health. In the module special attention will be given to theory on the organization of health services, basic health economics and the financing of health systems in order to enhance the ability to analyze
health systems in a European perspective. Cross-border care is included as an emerging field of interests from patient’s points of view as well as from decision maker’s point of view. Cases from the European Court of Justice have raised the awareness among politicians and providers of the need for a closer cooperation among Member States, and also the effect of a change in health consumer behaviour and patient mobility in Europe influencing the way Member States in the EU are organizing the national health systems and tackling the demand for treatments carried out as cross-border care. Though the number of patients and professionals crossing borders might not seem alarming in a Europe wide perspective, the implications and consequences are complex for all stakeholders involved and introduce challenges for patients and professionals as well as policy makers and providers. The module provides the students an opportunity to analyze regional cross-border projects in order to create awareness of these challenges facing Europe now and in the near future. Organizational theory as well as theory on networking is presented as tools to analyze cross-border care and health systems in transition. Academic Thinking Health care systems can be positioned in different domains of society, namely as systems that contribute to the dynamics of the state and the market or to the dynamics of daily life and social participation of citizens. So constructed, each system offers its own internal dynamics with distinct functions and operations which might be at conflict with the functions and operations being distinct for related systems. The interconnection of this system ‘interplay’ will be addressed, showing how various systems claim they operate in the ‘interest’ of the citizen, yet displaying differential effects on autonomy, choice and good life of citizens. Thus, the notion of ‘transition’ (or related concepts such as progress and innovation) can be identified as a social arena, in which different notions of justice and injustice in public health practices are emerging, struggling and conflicting with each other.

Coordinator: Rein Vos Department of Health Ethics and Philosophy 043 38 81130 R.Vos@unimaas.nl 4. Skills Training In this module students will be focus at two different domains. They will be introduced to writing their first drafts of a curriculum vitae and a covering letter; but first students will be trained in bargaining and negotiation skills. As they will be working in a society which can be described a bargaining society, learning these skills will be important for their professional life. In workshops they will learn the basics of distributive bargaining and integrative negotiation. Negotiation skills will be important for students’ professional life. Later on they have to negotiate with many parties: a boss, (a) member(s) from another country / countries, people from other institutions active in the field of European Public Health. Negotiations will become a part their daily life. As an EPH-professional a student should be able to negotiate in a purposeful and intentional way. In the six workshops students are offered practical experiences and theoretical information about the most important components involved in a negotiation process. The examples and practical exercises will be based on public health professional context. In this semester 1 plenary lecture and six workshops around the skill of ‘Negotiation’ will be offered. The Module will cover such topics as: the interdependence between the negotiators, the possibilities to claim value but also to create value for all parties involved, strategies and tactics of distributive negotiation (often distributed negotiation is also called bargaining) as well as integrative negotiation, planning and chairing negotiations, negotiating in situations in which multiple parties are involved, parties which could have a very different cultural background. There will be one plenary lecture and three -three-hour workshops:

Workshop 1: What do you know and what do you want to know about negotiation? Workshop 2: Distributive bargaining: win-lose negotiations Workshop 3: Integrative negotiation (1): win-win negotiations Workshop 4: Writing a CV Coordinator: Kasia Czabanowska Department of International Health 043 - 38 81592 Kasia.Czabanowska@inthealth.unimaas.nl 5. Methodology In terms of methodology the objective is to provide specific issues regarding cross national and cross cultural comparison with a special focus on health management, health financing and cross-border care. Furthermore, a focus will be on research in the field of economics. Coordinator: Anja Krumech Department Health, Ethics and Society 043 38 81122 a.krumech@unimaas.nl 6. Epidemiology Sampling and sample size calculation will be addressed in this module. Coordinator: Matty Weijenberg Department of Epidemiology 043 38 82358 mp.weijenberg@epid.unimaas.nl 7. Statistics No Statistics.
**Goals**

Objectives At the end of the module students should: Knowledge and understanding • have an insight and knowledge about health systems and health services in Europe • have an understanding of health care reforms and health systems in transition • have an understanding of basic concepts within the field of health economics such as supply and demands in an open market, the function of health insurance systems etc. • have an understanding of the developments and challenges within the field of cross-border care and patient mobility in an European context • have knowledge about project work and diagnosis of systems/organizations/projects • have insight in network theory and international cooperation Application of knowledge and understanding • can apply knowledge to and elaborate on cases and best practices with regards to health systems in Europe • can apply knowledge to and elaborate on cases with regards to health care reforms and health systems in transition • can apply knowledge to and elaborate on cases and best practices within cross-border care in Europe Making judgement • are able to analyze health systems in an European context • are able to reflect on the challenge of health care reforms in Europe • are able to analyze existing regional cross-border care projects in a multi-disciplinary way • are able to reflect on best practices and provide solutions and recommendations for future strategies within cross-border care Communication • are able to present a paper and discuss their findings • are able to conduct a field visit professionally Learning skills • have practiced their active and self directed learning skills • have applied, reflected on (in the context of theoretical literature) and improved their group working skills • have improved their presentation skills • have developed products (papers and poster) for their portfolio • have had opportunities to do self reflections of use for their portfolios • have improved their negotiation skills

**Instruction language**

EN

**Prerequisites**

**Recommended literature**


**Teaching methods**

PBL
Lecture(s)
Training(s)
Assignment(s)

**Assessment methods**

Attendance
Written exam

**Key words**
Health Policy at the European Level

Academic year 2015-16

Date last modified
28-10-2015 1:27

Period

Code
EPH3012

ECTS credits
10.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
E. Slits

Description
5. Methodology will concentrate on process evaluation and participatory action research as well as the role of scientific evidence in the policy process and good governance. 4. Epidemiology: this consists of a training on systematic literature review and a training on a Critical Appraisal of a Topic that results in an individual presentations of students during a workshop. 3. Skills training: In this module we will continue on negotiations in which more than two parties are involved as well as international negotiations, negotiations in which people with different cultural values meet each other to agree about limited sources. The attention will be given to several other aspects of negotiation. 2. Academic thinking will focus on questions such as: Who should set the ends of public health? And how to ensure and advance the public’s health? Is a focus on reversing the known determinants of disease, the same as promoting determinants of health? As such, the “Health Strategy” (as it will be referred to in the module) provides students with an overview of current thinking on how to pursue and promote health by all means available. This contrasts with the focus of the previous module on health systems, which largely focused on the employment of medical means to protect and promote health. Of equal importance, the Health Strategy constitutes an extremely rich case study regarding the current status (and history) of the development of European public health policy and European policy in general. 1. The aim of this module is to provide students with a rigorous introduction to health policy and strategy at the European level. One of the key documents is the “Health Strategy” of the European Union as articulated in the white paper, “Together for Health: A Strategic Approach for the EU 2008-2013”. This strategy articulates a broad range of goals and methods associated with health and its promotion in (and via) the European Union. In addition, the developments and characteristics of the “European pharmaceutical market” is covered.

Goals
With regards to knowledge and understanding - possess a detailed understanding of the European policy development and
the Health Strategy 2008-2013, including its history, content, and potential future development - have a strong familiarity with the content of all documents cited in the Health Strategy, and with the Staff Working Document associated with the Strategy - possess knowledge of diverse related subjects such as the ethical analysis of public policy values, the relationship between health and economic productivity, the tradition surrounding health in all policies, European involvement in global health, and innovation and governance as key forces in the health arena with regards to application of knowledge and understanding - can apply detailed knowledge of a public policy strategy to create a critical and reflective paper evaluating the strategy - has improved skills for conducting research on public policy documents with regards to making judgement - can reflect critically on the nature of the European Health Strategy 2008-2013 (i.e. to what extent is the Strategy actually a strategy in the normal sense of the word?) - has formed a working opinion on the merits and demerits of the European Health Strategy 2008-2013 with regards to communication - be able to work in a group to develop a critical and reflective paper - be able to present a paper and discuss their findings - have improved their presentation skills with regards to learning skills - have improved their critical thinking, research and negotiation skills - have practiced their active and self directed learning skills - have applied and improved their team working skills and team management skills - have developed products (papers) for their portfolio

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods
Assignment(s)
Lecture(s)
PBL
Skills
Training(s)
Working visit(s)

Assessment methods
Attendance
Final paper
Presentation
Written exam

Key words
Additional Education Health Policy at th

Academic year 2015-16

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Period

Code
EPH3112

ECTS credits
0.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
E. Slits

Description
The additional education of EPH3112 consists of two parts: 1. skills training: the training will focus on negotiation skills 2. training systematic literature review as part of the Epidemiology trajectory

Goals
The objectives are: 1. to learn how to negotiate with one or multiple stakeholders. 2. to learn how to conduct a systematic literature review.

Instruction language

Prerequisites

Recommended literature

Teaching methods
Assignment(s)
Lecture(s)
Training(s)

Assessment methods
Assignment
Attendance

Key words
Writing a Research Proposal

Academic year 2015-16

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28-10-2015 1:27

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

Code
EPH3003

ECTS credits
4.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
T. Clemens

Description

Goals

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods
Lecture(s)

Assessment methods
Written exam

Key words
Cumulative Test 4

Academic year 2015-16

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Period
Period 3  Startdate: 04-Jan-16  Enddate: 08-Jan-16

Code
EPH3004

ECTS credits
6.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
K.H.A.J. Michelsen

Description
This is a written exam at the end of the semester. The exam may focus on: (1) the application of knowledge acquired during the modules health systems and health strategies in Europe. (2) knowledge and skills acquired during the trajectories: academic thinking, epidemiology, and negotiation skills.

Goals
This module gives students the opportunity to show their integrated knowledge by writing the final Cumulative Test

Instruction language
EN

Prerequisites

Recommended literature

Teaching methods

Assessment methods
Written exam

Key words
No key words available,
Internship and Thesis
Academic year 2015-16

Date last modified
4-8-2015 1:22

Period
Period 4  Startdate: 01-Feb-16  Enddate: 01-Jul-16

Code
EPH3013

ECTS credits
30.0

Organisational unit
Fac. Health, Medicine and Life Sciences

Coordinator
T. Clemens

Description
Goals

Instruction language
EN

Prerequisites
Recommended literature
Teaching methods
Assessment methods
Key words