

# Foundations of Global Health I

Fac. Health, Medicine and Life Sciences

## MGH4001

Period 1:

**1 Sep 2025**

**19 Dec 2025**

Credits:

**3.0**

Coordinator:

**C.T. Ghergu**

Teaching methods:

**Lecture(s), Paper(s), Assignment(s), Work in subgroups**

Assessment methods:

**Final paper**

## Full course description

Foundations of Global Health 1 provides students with essential tools for critically assessing problems in global health policy from an intersectional global, and national/local perspective. Traditional approaches to policy analysis often focus on the effectiveness of policy solutions. In the more critical approach we use in Foundations 1, we will focus instead on the preceding phase in the policy cycle: namely, how the 'problem' leading to the policy is defined, how the policy came about (actors and political processes), and how the policy deals with complex and interactive social inequalities. We will use the WPR (What is the problem represented to be) and IBPA (Intersectionality Based Policy Analysis Framework) which is intended for evaluating differential effects of policy on different groups and to tackle health inequalities when making health-related decisions at the level of policy and programming.

Students participate in the course together with students from McMaster University (Canada), Thamassat University (Thailand), Manipal Academy of Higher Education (India), Rosario University (Colombia), Afhad University for Women (Sudan), University of South- Eastern Norway, Bangladesh University for Professionals, University of Alabama in Birmingham (US) and Niigata University (Japan). The course is online and students work in groups of 6 with participants of at least two universities. The objectives of the course will be achieved through self-directed group work supported by lectures, readings, and feedback from the tutor. The marking scheme for the course will be based on group work with each group completing two assignments pertaining to the critical analysis of different policies. In addition, each individual student is required to submit a reflection

précis, on the evolution of your own professional skills and abilities within the context of group processes.

## **Course objectives**

- To be able to conduct a policy analysis and identify and critically appraise the way the problem is framed in real life policies or policy proposals.
- To be able to critically appraise the implications of the problem definition (framing of the problem) for the distribution of responsibility and accountability.
- To get insights in how inequities and unequal power dynamics shape global health issues.
- To be able to identify global actors of major health issues and be aware of the context in which they operate.
- To be able to critically appraise (global) health policies at various levels, integrating knowledge from diverse disciplines including health, business and the social sciences.
- To be able to communicate the results of a global health issue concisely and effectively.
- To develop and demonstrate an attitude of professionalism and critical self-awareness within the context of global health teamwork.

## **Recommended reading**

[This is the link to Keylinks, our online reference list.](#)

# Methodology and Statistics I

Fac. Health, Medicine and Life Sciences

## MGH4002

Period 1:

**1 Sep 2025**

**19 Dec 2025**

Credits:

**2.0**

Coordinator:

**A.B.A. Klabbers**

Teaching methods:

**Lecture(s), Skills, Paper(s), Assignment(s), Training(s)**

Assessment methods:

**Written exam, Attendance, Assignment**

Keywords:

**Qualitative data analysis; quantitative data analysis; mixed methods; questionnaire design; cross-country and cultural comparison; multivariate methods; research design.**

## Full course description

MGH4002 aims to re-activate and expand the basic methodological and statistical knowledge (M&S) to boost students' abilities to actively apply M&S knowledge to research problems.

During this module students will become acquainted with various research paradigms within the fields of public and global health (covering qualitative, quantitative and mixed methods). They will become familiarized with the mentality of working with problems, of developing a framework for thinking patterns, strategies for problem solving. On the whole, the module is structured in a way as to hone students' critical mindset and to sharpen their academic writing skills. Focus is given to the development of a solid understanding of the whole research process and its basic components: literature review, formulation of research questions, selection of an appropriate design (and awareness of its limitations), data collection, analysis and translational synthesis (interpreting numerical findings and reporting them concisely and intelligibly).

MGH4002 is divided into qualitative and quantitative sub-modules.

The qualitative consists of 3 lectures, 1 tutorial group meeting, individual meetings with the tutor and a training on qualitative data analysis, all associated with individual assignments. Students will learn about applications of qualitative research in Global Health and practice with the design of a

qualitative study and the analysis of qualitative data. They will learn how to make their own methodological choices in small research-focused assignments.

The quantitative consists of 8 lectures and accompanying SPSS training sessions. The quantitative part will be introduced by a critical reflection on counting, categorisations and classifications. In the quantitative part we adopt a 'down-to earth' approach for analysis of quantitative data, applied to global health problems and research questions. This means:

- Datasets stem from real case scenarios;
- Students are required go through the analytic and synthetic data processing in cycles: to get an overview of the research question (thesis), to familiarize themselves with the methodological details, to analyze the data and summarize the findings (analysis), both in statistical jargon (results) and in the conclusion (accessible language - synthesis)

## **Course objectives**

### **Upon successful completion of this course students will**

- be able to actively apply their knowledge of M&S on research problems of their own
- be familiar with qualitative/quantitative/mixed research methods
- have knowledge of major issues involved in cross-national and cross-cultural (comparative) studies
- become acquainted with problems encountered in analyzing data collected at various levels and aggregated data
- are able to critically reflect on the nature of data and practices of data collection and their political impact

### **Specific objectives (qualitative):**

- demonstrate understanding of the selection and application of appropriate qualitative methods and critically evaluate the strengths and weaknesses of a specified methodology in relation to a research question
- know how to collect and prepare qualitative data
- critically analyze data collection approaches relevant for specified research questions and approaches
- critically appraise the credibility and dependability of qualitative methods within a research project
- demonstrate an understanding of data interpretation and presentation, and justify the conclusions and recommendations arising from the data
- recognize the nature of the complementarity between quantitative and qualitative methods.

### **Specific objectives (quantitative):**

- Methodology
- understand basic quantitative research designs used in public health, their advantages and shortcomings
- understand sampling issues (data collection)
- recognize the units of observation and analysis in a research study – Health status at the individual and aggregate levels

- develop an enhanced awareness of major limitations of research designs
- are aware of historical and political dimensions of quantitative research practice

### **Analysis/statistics**

- formulate questions that can be addressed by statistical methods
- understand the composite measures of global Health outcomes and their usefulness
- explore data visually, look for patterns and deviations, understand variability, choose proper numerical summary statistics, appropriate tests and apply/interpret them correctly
- understand the simple and advanced statistical models currently used in Health Sciences research settings
- communicate numerical findings in statistical as well as non-statistical language
- read, understand and critically assess research papers, their presentation and data analyses

### **Recommended reading**

[This is the link to Keylinks, our online reference list.](#)

# Governing Health in a Global Context

Fac. Health, Medicine and Life Sciences

## MGH4004

Period 1:

**1 Sep 2025**

**24 Oct 2025**

Credits:

**8.0**

Coordinator:

**C.V. Lang**

Teaching methods:

**PBL, Lecture(s), Training(s)**

Assessment methods:

**Written exam, Presentation, Assignment**

Keywords:

**global health, governance, globalization**

## Full course description

This course addresses issues concerning the political economy of global health. Students will be familiarized with the academic debate about processes of globalisation and their impact on the access of people to health, planetary health and health care in different settings. The focus on governance in context of globalization reveals shifts in power, but also how questions of accountability matter in different ways. The course focuses on mechanisms of inclusion and exclusion and processes of control and influence and fosters critical reflection on the neoliberalist paradigm as well as the unintended consequences of governing health and effects of globalization. Furthermore, students are introduced to the interplay between the main actors –active at global level (WHO, WTO, Eu etc.), national level (public, private, NGOs etc) and local level (civil society, patients, communities etc)– in the field of health, and to the ways in which this interplay shapes the functioning of health systems (including the role of science, technology and innovation and health work force issues), the way they are financed and questions of accountability. The unit ends by looking at the agenda for global health and the challenges and opportunities involved, including reflections on good governance, implications for health equity and equality.

The course Governing Health in a Global Context involves a skills component as it intends students to be able to examine, analyze and understand the governance challenges faced by health systems in different countries. This activity involves group exercises/assignments and role plays to think through

negotiations of effective public health responses by various 'stakeholders' representing health, economy, industry, science, civil society and environment.

## **Course objectives**

The aim of this course is to make students aware of the different ways in which various global aspects (i.e. trade, environment, culture, technology, civil society) affect health, health policy and health practice of the different actors involved at global, national, regional and local levels. Students should become familiar with different rules, norms, institutions and organizations which govern health and discuss the challenges, opportunities and tensions that are involved when attempting to govern the increasing complexity of global health challenges.

## **Recommended reading**

[This is the link to Keylinks, our online reference list.](#)

# New Biology / New Society

Fac. Health, Medicine and Life Sciences

## MGH4003

Period 2:

**27 Oct 2025**

**19 Dec 2025**

Credits:

**7.0**

Coordinator:

**R.L. Janssen**

Teaching methods:

**PBL, Lecture(s), Paper(s), Assignment(s)**

Assessment methods:

**Final paper, Take home exam**

## Full course description

Rapid developments in the biomedical sciences have led to an increased awareness of the multitude of factors contributing to the complexity of disease aetiology. This awareness has resulted in the so-called “new biosciences” in which a variety of biomedical disciplines is integrated. After an introduction in which the emergence of new global health threats and changing distribution patterns of major global diseases will be explored, the course will be dedicated to the study of underlying causes of these diseases and to the principles of “new biosciences”. Starting from the notion of biocomplexity, various interlinking elements like modes of transmission, risk factors and complex aetiologies of major global diseases and the role of epigenetics will be explored. Attention will be paid to social determinants of health and the way “new public health” incorporate biological and sociological determinants of health in promotion strategies. Students will be challenged to study the new social relations emerging due to changes in disease aetiology and intervention strategies. As a consequence of the developments in new biosciences and new public health for instance, the human body is turning into a focal point of biological, psychological, socio-cultural, environmental, political, and economic determinants. The course involves a critical understanding of the challenges created by the new biosciences and new public health and addresses questions like: “How do changes in biosciences and public health challenge our understanding of and attitude towards our societies, bodies, health, health interventions, and rights and obligations as patients and citizens?” and “How and to what extent are scientific and technological innovations being shaped by the societal contexts into which they are introduced?”.

## Course objectives

Upon successful completion of this course students will Knowledge and understanding • have insight in emerging diseases and global health reconfigurations • have an understanding of the interplay between biomedical, global and social processes involved in major global diseases • have a basic understanding of the “new-biosciences” (including epigenetics) and their impact on global health (delivery) • have insight in major determinants of global disease • be familiar with current ecological models underlying new public health • be familiar with major principles and concepts concerning new public health (e.g participation, empowerment, networking, entrepreneurship, etc.) • have knowledge of strategies and interventions developed within the (new) biosciences and (new) public health • possess analytical tools to come to a critical understanding of how new biosciences, epigenetics and new public health impact on society (e.g. our understanding of our bodies, our health, health interventions and rights as citizens and patients) • be able to appreciate the global dimensions of these impacts • be able to appreciate the theoretical and epistemological issues raised by these impacts • have an understanding of new forms of governance and accountability Applying knowledge • can integrate and apply theoretical knowledge to assess real life examples • can effectively evaluate and monitor the impact of new biosciences and new public health on (global) society Making judgements • can assess the quality and feasibility of global health interventions Communication • are able to communicate with experts and non-experts, by means of written reports or comments on the design, methodological issues, results and conclusions of observational studies that have been proposed / conducted by him/herself or by other investigators Learning skills • have acquired an attitude of life-long learning and the ability to use acquired skills throughout their professional life.

## Recommended reading

[This is the link to Keylinks, our online reference list.](#)

# Foundations of Global Health II

Fac. Health, Medicine and Life Sciences

## MGH4005

Period 3:

**5 Jan 2026**

**2 Apr 2026**

Credits:

**5.0**

Coordinator:

**M. Nadiruzzaman L.C.S. Thissen**

Teaching methods:

**Lecture(s), Paper(s), Assignment(s), Work in subgroups**

Assessment methods:

**Final paper, Presentation, Attendance, Assignment**

## Full course description

The Foundations 1 course provided students with insight into the policy environment for program & project planning as well as the global context and tools/awareness to continuously update their understanding. In the Foundations 2 course, building upon this experience and their knowledge of policy approaches, students will learn how to develop project proposals that propose sustainable solutions for global health problems. To develop sustainable solutions students learn how to develop integrated projects into specific settings; how to involve local stakeholders in all phases of project design and implementation; and how to adjust to beneficiaries' interests and preferences. Students are expected to consider the IBPA framework of Foundations 1 as a basis for developing projects. For this course, we have created a fictional foundation called the Global Agency for International Development (GAID) that funds initiatives in global health. GAID will issue a Call for Proposals (CFP) that simulates many of the terms and conditions that you would encounter in the real world of global health funding. In responding to the proposal call, groups should try to find a balance between their own values in regard to the problem; the views of stakeholders/ beneficiaries; and the interests and perspectives of funders.

As Foundations of Global Health 1, this is an online course in which students from Maastricht University, McMaster University (Canada), Thamassat University (Thailand), Manipal Academy of Higher Education (India), Rosario University (Colombia), Afhad University for Women (Sudan), University of South- Eastern Norway, and Niigata University (Japan) participate. Students work in groups of six students from at least two universities in self directed teams. A tutor supports the

group work. The process is divided in several steps. Each step is supported by a lecture. The final proposal will be graded. As in Foundations 1 students will write an individual précis to reflect on the development of their professional skills to work in an international team.

## **Course objectives**

### **Content related objectives**

- To acquire knowledge of and experience with complex project design and principles of management in the field of global health.
- To acquire experience with project proposal writing and learn:
  1. to balance between principles of responsive design on the one hand and disease focused and result oriented requirements of funding organizations on the other hand
  2. to align ideas into global, national and local policies and systems
  3. to use evidence and knowledge from different contexts, at the global, national, and local levels, from private, public and civil society sectors,
  4. management skills to guide the development and implementation of a proposal,
  5. the design of priority actions and activities with indicators and expected results,
  6. the budgetary skills for such a proposal,
  7. ethical and political issues related to intervention, governance and forms of leadership and management.
- To be able to develop and demonstrate an attitude of professionalism and critical self-awareness within the context of global health teamwork
- To be able to communicate and defend a project proposal in global health concisely and effectively

## **Recommended reading**

[This is the link to Keylinks, our online reference list.](#)

# Methodology and Statistics II

Fac. Health, Medicine and Life Sciences

## MGH4006

Period 3:

**5 Jan 2026**

**2 Apr 2026**

Credits:

**3.0**

Coordinator:

**A.B.A. Klabbers**

Teaching methods:

**Lecture(s), Paper(s), Research**

Assessment methods:

**Final paper, Presentation, Assignment**

Keywords:

**Study design, research methods, data collection, research ethics, preparation for thesis research**

## Full course description

A thesis research project during which students design and conduct a scientific research project under the direction of an experienced supervisor from Maastricht University forms the last part of the Global Health programme. The thesis project challenges students to combine their knowledge of methodology and statistics with their knowledge about global health and to work this into a concrete study design. The aim of this second Methodology and Statistics course is to prepare students for this thesis research project and to support them during the process of designing and preparing a sound and relevant scientific study. As this process requires extensive thought, energy and time, it commences during the last module of the fall term with the process of establishing a research topic and finding a setting/institution for the study. The module ends in April with the presentation of the complete thesis research project proposal during the learning symposium in Manipal.

## Course objectives

After having completed this module, students are expected to possess knowledge of and insight into:

- Proposal writing and research design
- The various research methods used in Global Health

- Data collection methods and techniques relevant to the Global Health field
- Ethical issues in research

## **Recommended reading**

[This is the link to Keylinks, our online reference list.](#)

# Learning Symposium

Fac. Health, Medicine and Life Sciences

## MGH4007

Period 5:

**7 Apr 2026**

**5 Jun 2026**

Credits:

**3.0**

Coordinator:

**T.A. Griffin**

Teaching methods:

**Lecture(s), Paper(s), Assignment(s), Work in subgroups, Presentation(s), Working visit(s)**

Assessment methods:

**Final paper, Presentation, Attendance**

## Full course description

This course takes place at Manipal Academy of Higher Education in Manipal, India. During the learning Symposium students will participate in 3 main activities:

1. Field orientations. Students from Maastricht University, McMaster University (Canada), Thamassat University (Thailand), Manipal Academy of Higher Education (India), University of Alabama at Birmingham (US), Bangladesh University of Professionals and Niigata University (Japan) will work together in groups of around 10 students on a health related topic, and have to develop a system map on the topic their group is working on. In order to do so, they will have access to different sources of information: 1. literature. 2. visits to several sites related to the topic. 3. conversations/ interviews with stakeholders and experts. Groups have to write a report and results will be presented to other students and faculty at the end of the two weeks period.
2. Weekend conference. In a scientific conference set-up, students have to present their thesis research proposal to their colleague students and experts. Several key note lectures from international guest speakers will be part of the program. To complete the 'scientific' simulation of this whole, the organising committee will invite students for a conference dinner, a traditional thali or the 'banana leaf dinner' as it is called in the Manipal learning symposium tradition.
3. Presentations of project proposals of foundations of global health 2 in front of the TRAM jury. Several cultural excursions are part of the program as well.

## Course objectives

At the end of the course students should be able to:

- Demonstrate knowledge and understanding of theories of health and illness relevant for field projects.
- Demonstrate ability to develop a system map.
- Communicate the findings from their projects to peers and also to non-specialist audiences and beneficiaries during field visits.
- Present research proposals to peers and receive and give feedback on these.
- Function in a global health team in a resource poor environment.

## **Recommended reading**

[This is the link to Keylinks, our online reference list.](#)

# Placement and Thesis

Fac. Health, Medicine and Life Sciences

## MGH4014

Year:

**1 Sep 2025**

**31 Aug 2026**

Credits:

**17.0**

Coordinator:

**T.A. Griffin**

Teaching methods:

**Research**

Assessment methods:

**Final paper**

Keywords:

**Master thesis; Research design; Data collection; Data analysis**

## Full course description

To complete the MSc in Global Health program students will have to write a master's thesis which is grounded either in empirical data selected/gathered by the students themselves or in data already available at an institute that hosts their study. A thesis in the format of a literature review is also allowed. The research proposal for the thesis project is written during the second trimester as part of module MGH4006 (Jan-Apr), whereas data collection and analysis and actual writing take place between May and August. Drafting the research proposal, data collection, and writing are supervised by a daily supervisor from the Faculty of Health, Medicine and Life Sciences (FHML). This supervisor will assess the research process and internship and also provides one of the two assessments of the thesis. A second, independent examiner, grades the thesis as well. The final thesis grade is based on these three assessments.

## Course objectives

To learn how to design and conduct a scientific study about a relevant Global Health topic. To learn how to analyse scientific data. To learn about various research methods used in Global Health and to understand the position of the research methods they used therein. To learn how to adequately reflect on the study findings, showing a helicopter view and insight into the implications of the study

findings. To learn how to adequately structure a coherent, concise and precise scientific thesis/journal article.

# Globalization and Transferability

Fac. Health, Medicine and Life Sciences

## MGH4010

Period 3:

**5 Jan 2026**

**30 Jan 2026**

Credits:

**4.0**

Coordinator:

**I. FraikinA.M. Meershoek**

Teaching methods:

**PBL, Lecture(s), Paper(s)**

Assessment methods:

**Take home exam**

Keywords:

**global health innovation; technology transfer; science and technology studies; medical anthropology;**

## Full course description

In addition to the core courses offered during the first trimester in Maastricht students will have the opportunity to enhance their knowledge about specific topics in the second trimester through a choice of one of eleven elective tracks. These eleven tracks are carefully selected to avoid overlap with the core programme, yet ensuring relevant contribution to the core programme.

This course is the first course of the elective track "Implementing innovations on a global scale".

For many decades, science and technology are seen as the primary solution to alleviate poverty world wide. And biomedicine and biotechnology are considered to be key to promoting better health and wellbeing in the modern world. Despite the fact that scientific and technological interventions often fail, not bring what was promised and sometimes do more harm than good, science and technology are still the cornerstone of most international development policies.

In this course we will reflect upon the challenges that come along with using science and technology to alleviate poverty and improve health. We will use concepts from Science and Technology Studies (STS) and Medical Anthropology to understand why implementation of scientific and technological solutions is that difficult. The strong focus on concepts and theories in this course will strengthen analytical skills needed thorough understanding of complex processes. Better insight in these

complex processes of implementation and technology transfer, will help us to address the barriers and limitations of technological solutions and help to improve this process.

Throughout the course, students will be encouraged to think critically and creatively about science and technology and to envision effective and inclusive interventions. We will emphasize the challenges posed by transferring global health science and technology to regional and local contexts, to illuminate both the benefits and unintended consequences of interventions, and to better understand local worlds and the needs, experiences and capacities of people.

## **Course objectives**

The goal of this course is twofold. First, it aims to offer an introduction to science and technology studies (STS). Secondly, it focuses on the development of practical skills to use this theoretical knowledge in global health innovation settings. During the course, the students should achieve the following:

*With regard to knowledge and insights*

- To gain basic knowledge in science and technology studies (STS) and medical anthropology concerning the use of science and technology in global health;
- To be equipped with innovative concepts and tools to understand the co-production of technological networks and legal, moral and cultural frames on a world wide scale;

*With regard to the application of knowledge and insights*

- To be able to apply concepts, principles and approaches pertaining to science and technology studies regarding the translation of biotechnology in global health
- To be able to conceptualize the processes of transferability and translatability on a world wide scale;
- To be able to analyse and evaluate the impact of technological networks, such as in biotechnology, at the various societal levels;

*With regard to the formulation of judgments:*

- To develop a scientific – positive and critical - attitude towards the field of science and technology in global health;
- To develop the ability to criticize fundamental assumptions of proposed approaches and solutions in global health science and technology;

*With regard to communication and learning skills:*

- To develop skills to present arguments and advices with regard to innovations in global health;
- To develop skills to prepare written reports and oral presentations regarding biotech innovations in global health in a concise and clear manner;
- To develop skills to analyze but also to (re-)design global health interventions;

## **Recommended reading**

[This is the link to Keylinks, our online reference list.](#)

# Health in Times of Crisis

Fac. Health, Medicine and Life Sciences

## MGH4011

Period 4:

**2 Feb 2026**

**6 Mar 2026**

Credits:

**4.0**

Coordinator:

**J. Mesman**

Teaching methods:

**PBL, Lecture(s), Paper(s), Assignment(s), Work in subgroups, Presentation(s)**

Assessment methods:

**Final paper, Participation, Assignment**

Keywords:

**crisis; vulnerability; global; health; STS; framing; blaming; mapping; timing; knowing.**

## Full course description

In addition to the core courses offered during the first trimester in Maastricht, students will have the opportunity to enhance their knowledge about specific topics in the second trimester through a choice of one of eleven elective tracks. These eleven tracks are carefully selected to avoid overlap with the core programme, ensuring a relevant contribution to the core programme. This course is the second module of the elective track "Implementing innovations on a global scale". The focal point of this course is the context-dependent nature of health crises and their varied consequences for individuals' health. Instead, they are emergent and relational, often as exacerbations of an already lopsided 'normal' rather than a radical disturbance of an otherwise proper and fair equilibrium. People's vulnerabilities to health (and other) risks are highly mediated by their place in the global hierarchy, and by how issues are framed, made visible, made known/knowable, timed, and mapped by scientists, doctors, politicians, journalists, and 'victims' themselves. With a focus on health issues that arise in times of crisis, such as flooding, earthquakes, hurricanes, and epidemics, this course critically examines current strategies for preventing and responding to crises, as well as the discursive framings that underpin such strategies and alternative approaches. The course aims to unpack hegemonic framings of health in times of crisis; to critically investigate what kinds of knowledge, and whose bodies, stories, agencies and experiences they tend to make (in)visible; and to look at what kinds of 'disaster management' different renderings tend to propose.

Structure of the course:

- Week 1: Focus on theoretical perspective (framing)
- Week 2: framing, and the construction of blaming and the politics of mapping
- Week 3: a critical reflection on the temporal narrative of beginning, crisis, and end as well as (not) knowing
- Week 4: write final paper

## **Course objectives**

After completion of this course students are able:

- to explain the different perspectives on how health-related crises come about, what they are, and how they are (to be) managed.
- to explain relations between hazard, risk, disaster and vulnerabilities.
- to reflect critically on standard dichotomies, divisions and assumptions: concerning the 'nature' of crises, their causes, who they affect, their timing and what comes to (not) be known about them.
- to reflect critically on approaches in crisis management and their underlying assumptions about the problems, the solutions and the contexts in which these interact.
- demonstrate a deep (and critical) understanding of health-related 'crises' as situated, specific and discursively framed, as opposed to objectively given.
- give evidence of a critical perspective on strategies and policies related to health in times of crisis.
- present alternative approaches to understanding and dealing with health-related crises.

## **Recommended reading**

[This is the link to Keylinks, our online reference list.](#)

# Medical Mobility

Fac. Health, Medicine and Life Sciences

## MGH4012

Period 4:

**9 Mar 2026**

**2 Apr 2026**

Credits:

**4.0**

Coordinator:

**C.V. Lang**

Teaching methods:

**PBL, Lecture(s), Skills, Paper(s), Work in subgroups, Presentation(s)**

Assessment methods:

**Presentation, Attendance, Assignment, Take home exam**

Keywords:

**global health innovations, scaling-up, innovation dynamics**

## Full course description

In addition to the core courses offered during the first trimester in Maastricht, students will have the opportunity to enhance their knowledge about specific topics in the second trimester by choosing one of eleven elective tracks. These eleven tracks are carefully selected to avoid overlap with the core programme, while ensuring relevant contribution to the core programme.

This is the third course in the elective track "Implementing innovations on a global scale".

The course looks at different aspects of making innovations/interventions work in various contexts. How to design innovations that work in different contexts? How to scale-up solutions that worked in other settings? How to adapt existing solutions to local contexts? What capacities and evidence are needed? Does it even make sense to search for universal solutions given the risk that they do not fit diverse local contexts? How to take users into account? How to take the interrelatedness of actors and issues into account? What technologies, services and policy strategies are needed to cope with the complexity of today's interlinked healthcare challenges? Such questions constitute the emerging research field of innovation dynamics in global health. The course focuses on the role of technology, infrastructure, industry, local knowledge and guidelines for interventions that travel to different contexts and examines how actors have tried to take those aspects into account. This includes reflections about how social scientists can intervene by means of research. The cases and literature will highlight the problem of making healthcare innovations work in other contexts from different

angles, why the attempts so far often fail and analyze those which seem to be working or offer solutions that could work. It will become clear that we need to pay attention to underlying innovation processes. We will discuss solutions that have been proposed by different actors and disciplines and reflect in practical terms about innovations by making use of the theoretical insights learned throughout the previous courses in this elective track.

## **Course objectives**

### **The two aims of the course are: Students should achieve the following:**

1. to reflect on practical examples of making healthcare innovations work in different contexts and
2. to apply theoretical insights gained in the earlier courses (particularly MGh4010) to practical examples of healthcare innovations.

### **With regard to knowledge and insight:**

- To have insight in the challenges of innovation processes and in the solutions that have been proposed by different actors and disciplines to make healthcare innovations work in different settings
- To gain basic knowledge in the applicability of science and technology studies (STS), medical anthropology and participatory forms of research concerning the design of innovations for global health;
- To be equipped with innovative concepts and tools to critically assess and comment on mobility of healthcare interventions;

### **With regard to the application of knowledge and insights**

- To be able to apply concepts, principles and approaches pertaining to science and technology studies to the role of technology, infrastructure, industry, local knowledge and guidelines for making healthcare innovations work in different contexts;
- To be able to apply concepts, principles and approaches pertaining to science and technology studies to different practical examples and analyse potential pitfalls in transferring healthcare innovations
- To be able to conceptualize alternative design processes and research approaches to existing healthcare innovation projects

### **With regards to communication and learning skills:**

- To develop skills to present arguments and advices with regard to innovations in global health;
- To develop skills to prepare written reports and oral presentations regarding healthcare innovations in global health in a concise and clear manner;
- To develop skills to analyze but also to (re-)design global health interventions;

### **With regard to the formulation of judgments:**

- To develop a scientific – positive and critical - attitude towards the field of innovation dynamics in global health;
- To develop the ability to criticize practical approaches to innovations in global health and their underlying fundamental assumptions;

## **Recommended reading**

[This is the link to Keylinks, our online reference list.](#)

# Redesigning Policy Practices in Global Health

Fac. Health, Medicine and Life Sciences

**MGH4030**

Period 3:

**5 Jan 2026**

**2 Apr 2026**

Credits:

**12.0**

Coordinator:

**M. Chen**

# Elective Track Manipal Academy of Higher Education

Fac. Health, Medicine and Life Sciences

## MGH4021

Year:

**5 Jan 2026**

**2 Apr 2026**

Credits:

**12.0**

Coordinator:

**A.M. Meershoek**

Teaching methods:

**Lecture(s), Work in subgroups, Working visit(s)**

Assessment methods:

**Written exam, Participation, Assignment**

Keywords:

**Approaches to community health; Mental health; Social work and health; India**

## Full course description

In addition to the core courses offered at Maastricht students will have the opportunity to enhance their knowledge about specific topics through a choice of one of eleven elective tracks. These eleven tracks are carefully selected to avoid overlap with the core programme, yet ensuring relevant contribution to the core programme.

Manipal University offers two elective tracks: Community (Mental) Health and Public Health.

The track on community (mental) health links community health to issues of poverty and social welfare. The track also pays attention to how such programmes are managed and organized. The track offers students the opportunity to study and experience how community health takes shape in an emerging economy such as India. It covers rural and urban community development. It includes visits to the field and theoretical courses which can be used for reflection on what was observed in the field.

The track on Public Health discusses public health in an emerging economy such as India. The main component is course work, but some field visits are included in the program as well. The track consist of three mandatory courses: Health Services Administration and Management; Applied Epidemiology and Biostatistics and Health Economics. Furthermore students can choose for a specialisation in edpidemiology (Infectious Disease and surveallinace an Chronic disease and disability) or a

specialisation in Maternal Health (Basics of Maternal and Child Health, Demography and Population Sciences).

At Manipal University there are classes on 6 days of the week (Monday- Saturday; only Sunday is free).

## **Course objectives**

### **Mental Health:**

- To acquire knowledge of institutional and community based approaches to provision of (mental ) health services in low income settings

### **Public Health:**

- to acquire knowledge of and insight in core concepts and theories of health service management and health economy in the context of an emerging economy
- to acquire knowledge of and insight in applied epidemiology
- (facultative) to acquire knowledge of and insight in theories on and practices of maternal and child health in the context of an emerging economy
- (facultative) to acquire knowledge of and insight in concepts and theories of infectious and chronic disease epidemiology and surveillance

# Elective Track Thammasat University Thailand

Fac. Health, Medicine and Life Sciences

## MGH4022

Year:

**5 Jan 2026**

**2 Apr 2026**

Credits:

**12.0**

Coordinator:

**A.M. Meershoek**

Teaching methods:

**Lecture(s), Work in subgroups, Working visit(s)**

Assessment methods:

**Written exam, Participation, Assignment**

Keywords:

**Approaches to community health; Mental health; Social work and health; India**

## Full course description

In addition to the core courses offered at Maastricht, students will have the opportunity to enhance their knowledge about specific topics through a choice of elective tracks. These tracks are carefully selected to avoid overlap with the core programme, yet ensuring relevant contribution to the core programme.

The track in Thailand builds on the “Governing Health in a Global Context” module taught in the first trimester and will deepen the understanding of aspects related to political economy and health systems in low-income settings. Particular attention is paid to governing the interface of migration and health and its consequences (gender specific health risk, urbanization and health risks, equity and health), governing disease control in low-income settings and human rights and human security and health. The track discusses the needs, the possibilities, and impossibilities of (collaborative) (global) action and of current approaches, interventions, and policies. The track includes the following modules: “Human Security a Global Perspective”, “Human Rights and Global Health”, “Mobility and Global Health”, “Diseases Control and Global Health”, “Political Economy of Global Health”, and “Globalization and Health Systems”.

## Course objectives

Deepen insight in global health governance from a low-income setting perspective, with special attention for mobility, human rights, and human security.

# Elective Track Mc Master University Canada

Fac. Health, Medicine and Life Sciences

## MGH4023

Year:

**5 Jan 2026**

**2 Apr 2026**

Credits:

**12.0**

Coordinator:

**A.M. Meershoek**

Teaching methods:

**PBL, Lecture(s), Work in subgroups**

Assessment methods:

**Written exam, Final paper, Participation, Presentation, Assignment**

Keywords:

**Vaccine immunology; Global disease**

## Full course description

McMaster University offers three specializations, (synonymous with tracks at Maastricht):

- Globalization and Equity. This track builds on the "Governing Health in Global context" course offered in Maastricht and focuses on cultural, political, social and economic globalization processes in the contemporary era and how they impact health and health care. Courses include: "Global governance", "Global Social Policy", "Refugee health policies and practice" and "Development theory and administration".
- Global Health Management. This track introduces students to management and policy skills, including a fundamental understanding of the entrepreneurial capacities needed to manage projects related to health care and education. The track has a rather business oriented focus and differs in that respect from the "leadership and organization" track in Maastricht. Courses include "Health economics and evaluation"; "Health Care Funding and Research Allocation", "Management of Population Health" and "Health Care Marketing".
- Global Health: Disease burden, challenges and chances. This track builds on the "New biology/New Society?" course in Maastricht and involves the study of endemic tropical diseases as well as other diseases that tend to afflict underdeveloped countries. The threat to public health of existing, new, and re-emerging diseases will be emphasized. Course include "Medical Microbiology", "Global Burden of Disease"; "Refugee Health Policies ad Practice" and "Vaccines and Vaccine Immunology".

Students must also take one additional course in addition to two courses from one of the three specializations outlines above.

## **Course objectives**

### **Globalization and Equity:**

- acquirement of knowledge of and insight in the impact of globalisation on economic development, health, healthcare and education in low income settings

### **Global Health Management:**

- Acquirement of Knowledge of and insight in Global Health policy, management, economy and marketing form a business perspective.
- To develop skills to manage health related projects (health care marketing, strategic and financial decision making)

### **Global Health: Disease burden, challenges and chances:**

- Acquirement of knowledge of and insight in the health threats from existing, new and reemerging diseases.
- Acquirement of knowledge of and get insight in the impact of chronic disease on development in low income settings

# Elective Track Rosario University

Fac. Health, Medicine and Life Sciences

## MGH4024

Year:

**5 Jan 2026**

**2 Apr 2026**

Credits:

**12.0**

Coordinator:

**A.M. Meershoek**

Teaching methods:

**Paper(s), Assignment(s), Presentation(s), Working visit(s)**

Assessment methods:

**Final paper, Participation, Presentation, Assignment**

## Full course description

In addition to the core modules offered during the first trimester students will have the opportunity to enhance their knowledge about specific topics in the second trimester through a choice of one of eleven elective tracks. These eleven tracks are carefully selected to avoid overlap with the core programme, yet ensuring relevant contribution to the core programme.

The track at Universidad del Rosario in Bogota focuses on community health. Students get the opportunity to participate in projects in the impoverished neighborhoods in Bogotá. These projects focus on maternal and child health, access to health care, mental health, childcare and medical home visits. In the classes students reflect on the projects using theoretical concepts offered in readings. Special attention is paid to specific Latin American traditions in political economy and sociology, that are highly influenced by Latin American's political development in general and the liberation movement in particular.

## Course objectives

- to acquire knowledge and insight in grassroots projects on community health
- to be able to reflect on service delivery in impoverished settings with concepts from political economy and sociology

# Elective Track University of South East Norway

Fac. Health, Medicine and Life Sciences

## MGH4025

Year:

**5 Jan 2026**

**2 Apr 2026**

Credits:

**12.0**

Coordinator:

**A.M. Meershoek**

Teaching methods:

**Lecture(s), Skills, Assignment(s), Work in subgroups, Presentation(s), Working visit(s)**

Assessment methods:

**Written exam, Final paper, Participation, Presentation, Assignment**

## Full course description

In addition to the core courses offered at Maastricht students will have the opportunity to enhance their knowledge about specific topics through a choice of one of eleven elective tracks. These eleven tracks are carefully selected to avoid overlap with the core programme, yet ensuring relevant contribution to the core programme.

The elective track at the University of South Eastern Norway deals with relationships between humans, animals, and technology. The different global crises that the world is facing are interconnected, and many are determined by the way that we have used the earth's resources, coexisted with animals, encountered each other across cultural and national borders, and prioritised technology, development, and growth.

The study programme examines these factors and looks at ways in which redesigning, connecting, and leveraging the interdependent health, environment and technology systems could offer new global solutions. The challenge is how we can do this in a socially, technological, anthrozoological and environmentally empathetic manner. This interdisciplinary study has been developed with expertise from across the departments of the Faculty of Health and Social Sciences. It equips students with the critical gaze required to understand and design solutions for global crises. In particular at the intersection of the future health and wellbeing of people, animals, and our planet. The study consists of 15 ECTS, divided into three optional courses of 5 ECTS each, based on current challenges and possibilities in Global Health (WHO).

1. Delivering health in conflict and crisis and to people with different cultures and prejudice by offering Human-Meeting Competence: Placing peoples' confidence and trust at the Heart of the Health Services.
2. Elevating health in the interface between humans and animals, by offering Animal Assisted Intervention (AAI)/One Health/One Welfare: Placing Human, Animal, and Environmental Issues at the Heart of the Health Services.
3. Making healthcare fairer and equally distributed: Reducing the growing gap between the haves and have-nots, especially in terms of access to healthcare, by Health Technology: Elevate Equality and Health Through use of Health Technology.

## **Course objectives**

Upon successful completion of the course, the student/candidate has advanced knowledge of:

- The person's dependence of others and of its local and global environment.
- Advanced knowledge of Animal Assisted Intervention (AAI) and contribution to health promotion, rehabilitation, and therapy for different client groups.
- Scientific excellence in the multidisciplinary field of eHealth, in which the various participating disciplines have different research orientations.

