EPH4014 - Introduction to Governance and Leadership in European Public Health

Course information

Description:
Public Health is big. It is always in the news, it is big in business, it is big in policy, it is big in government, and it is big in the lives of individual citizens.
European Public Health is about health responses to public needs. It is bringing individual healthcare together for collective benefits; there are individual health dimensions but there are also collective issues - collective expectations, rights and responsibilities to ensure health is promoted as a good for all in the face of economic, social, and medical difference. So part of the degree will examine medical and health dimensions of European Public Health.
For the first time this year we are looking explicitly at two further aspects of European Public Health - aspects that concern the organisation and delivery of a European Public Health: leadership and governance.
This first course on the degree is designed to introduce all the aspects of the degree - to give an overview, a map, so that by the end of the course you have a clear indication of the landscape and the journeys that we can make together.
Whilst the staff engaged in this programme are all experts in their different fields and will bring a great deal to the programme, one of the key resources for the degree is you and your fellow students on the programme. You come from a variety of disciplinary backgrounds, all complementary to developing an understanding of European Public Health. You also come from different places, not just across Europe, but from around the world. So, during the course we want you to teach each other about your different disciplinary and cultural backgrounds. This is what will make the course truly great and it will lift your understanding to a new level.

Goals:
1. The aim of the module is to introduce the three conceptual streams of the degree, European Public Health, Leadership, and Governance, effectively to the students.
2. This aim will be achieved through the following objectives:
    a. to ensure that by the end of the four weeks you have a clear understanding of the basic landscape of each of the three concepts;
    b. to ensure that you understand that these are contested concepts, to see something of the scope of the contests within the concepts and disciplines, and to see differences in concepts as a positive and natural part of Master's level study;
    c. to ensure that you also see something of the interaction between the three conceptual elements of the course;
    d. to ensure that you are lifting your level of reading and preparation to a Master's level, by explicitly working on skills in close analysis of texts and detailed reading of materials, and on the development of multi-layered, critical arguments using a variety of evidence;
    e. to introduce you to different professional debates within the three concepts, particularly to ensure you are shown and are encouraged to participate in professional academic discussions and professional practitioner discussions; and,
    f. to encourage you to draw on your own experience and observation of public health debates from your home countries as a part of the literature that will be discussed.

Key words:
European Public Health; Governance; Leadership; Interdisciplinarity

Literature:
Pre-Course Preparation In order to prepare for the degree and for this course in particular, you are asked to do the following two things (they will be the basis of what we do on Thursday 7th September): 1. A Local Issue Study the media in the/a place that you call home. You are primarily looking for public health stories. First, catalogue them - what are the media concerns? what are the details of the different issues? Second, reflect on them from your own disciplinary background - why are these 'public health' stories? what are the worries about the issue? are the responses that you can see? who is involved in the issue? how are people reacting? how is it communicated? Third, reflect on what we (the rest of the group) need to know about the local culture to be able to

understand the problem, the response to the problem, and the reporting of the problem? 2. A Global Issue Do the same with a global issue. Look at the representation of the problem in the international (and perhaps local) media. Reflect on the issues from your disciplinary background. Then ask what you need to know about the culture to be able to understand the problem more effectively - or rather, do you feel that there is a missing dimension because you are outside the culture? You should come to the course prepared to discuss your findings and reflections in some detail.

Teaching methods:
•   Assignment(s)
•   Work in workgroup(s)
•   Lecture(s)
•   Problem Based Learning
•   Research

Assessments methods:
•   Assignment

EPH4012 - Measuring and Comparing Health in Europe – Quantitative and Qualitative Approaches

Course information

Description:
The aim of this module is to enable the students to make critical judgments, assess, explore, measure, recognize and compare the striking diversity of populations' health status, health indicators, health inequalities in European Region using quantitative and qualitative data collection approaches region.

Accordingly, different approaches and techniques to assess and measure health, disease and quality of life are discussed in-depth. Definition of indicators, indicator sets and benchmarks are considered and analysed. Furthermore, students get acquainted with the health information systems and the major European public health databases.

Once understanding how to deal with quantitative data, this module will acquaint students with the science and art of comparing health and healthcare in the European Region. The students will learn why and how comparisons are made, how difficult it is to compare and what is being compared in cross-national and cross-cultural research. Here it is asked: How are we to choose the areas for comparison? What are the theoretical implications of comparative research and quantitative and qualitative methods used? What are the differences between variable and case-based comparisons? How can we assure that the factor and units of comparison resemble each other? How to cluster the units of comparison? The students will understand what can be the flaws of doing comparative research in the health field.

Students will be guided how to make use of the available datasets and databases for assessments and comparative studies such as: EUROSTAT or HFA-DB. The students will understand the advantages and limitations of secondary data analysis. The students will be also challenged to think about comparing seemingly more difficult areas for comparison such as migrant health and disability. The Module finishes with the European negotiations game.

Goals:
To explore, understand and compare the present health status and national healthcare provisions in the European Region using quantitative and qualitative approaches.

Key words:
Measuring health, comparing health, health indicators, migrant health.

Literature:
Hantrais L & Mangen St (eds.) (2007) Cross-National Research Methodology & Practice. London & New York: Routledge. Vallagarda S, Koch L (eds) (2008). Research methods in public health, Gyldendal Akademisk, Copenhagen. Priscilla R.Ulin, Elisabeth Robinson, Elisabeth Tolley. Qualitative Methods in Public Health. A Field Guide for Applied Research. Jossey-Bass; 2005. WHO: "World health statistics 2016": http://www.who.int/gho/publications/world_health_statistics/2016/en/ WHO: "Targets and indicators for Health 2020":
http://www.euro.who.int/__data/assets/pdf_file/0009/251775/Health-2020-Targets-and-indicators-version2-ENG.pdf?ua=1 WHO: "Qualitative indicators for monitoring Health 2020 policy targets":
http://www.euro.who.int/__data/assets/pdf_file/0004/259582/Qualitative-indicators-for-monitoring-Health-2020-policy-targets-Eng.pdf WHO: "World health statistics 2015":
http://www.who.int/gho/publications/world_health_statistics/2015/en/ WHO: "Global Reference List of 100 Core Health Indicators":
http://apps.who.int/iris/bitstream/10665/173589/1/WHO_HIS_HSI_2015.3_eng.pdf?ua=1 Rechel B, Mladovsky P, Devillé W. Monitoring migrant health in Europe: A narrative review of data collection practices. Health Policy 2012; 105: 10–16. Rechel B, Mladovsky P, Ingleby D, Mackenbach JP, McKee M. Migration and health in an increasingly diverse Europe. Lancet 2013; 381: 1235–45. Aromaa A, Koponen P, Tafforeau J, Vermeire C, and the HIS/HES Core Group. Evaluation of Health Interview Surveys and Health Examination Surveys in the European Union. European Journal of Public Health 2003; 13 (3 SUPPLEMENT): 67–72. Inen KK, Tuomi-Nikula A, Thelen JR, Gissler M, Sihvonen AP, Kramers P, Aromaa A. Health indicators in Europe: availability and data needs. European Journal of Public Health 2012; 22 (5):716–720.

Teaching methods:
- Work in workgroup(s)
- Lecture(s)
- Paper(s)
- Problem Based Learning
- Skills
- Training(s)

Assessments methods:
- Assignment
- Attendance
- Written exam

EPH4016 - Public Health Leadership Strand

Course information

Description:
The importance of understanding leadership as part of achieving Public Health goals is critical to reducing inequality and improving health. However the rapidly changing environment and huge variations in available health resources makes leadership in Public Health a complex and constantly evolving issue. It is important for those of us in Public Health, or entering Public Health roles for the first time, to have some understanding of leadership as it relates to our chosen field of work.
This Module aims to introduce you to and help you to develop leadership competencies through the following.

- Examining the key debates around Leadership in Public Health in relationship to modernism, postmodernism, technological change and their implications for leaders within organisations.
- Introducing key theoretical frameworks that underpin leadership learning, and enable the critical use of this knowledge and understanding by applying theory to actual practice within the context of Public Health.
- Developing the ability to reflect on the Public Health leadership role and development needs of individuals, so that personal and professional development planning for a leadership role is built upon sound analysis of self in context.
- Stimulating self-assessment of leadership competencies by the participants to help identify knowledge gaps and further training needs in leadership.

Goals:
By engaging successfully with this module you will be able to:
1. Understand the key concepts of Leadership theory and the key differences between Management and Leadership, and their relevance to Public Health practice.
2. Critically reflect on your own job role in the light of leadership theory, review your professional and personal development as a Public Health leader throughout the module, and develop a Personal Development Plan (PDP) with reference to your organisational context.
3. Critically analyse the complexities of leading and motivating people in the Public Health arena, where one is predominantly working with multiple stakeholders.
4. Critically evaluate the impact of all the above-mentioned outcomes on the management practice of Public Health professionals, in terms of both discourse and practice.
5. Apply relevant concepts of leadership to future or current professional workplace.

Key words:
Public health leadership, leadership theories, emotional intelligence, professionalism, collaboration and personal development plan.

Literature:
• Northouse PG. Leadership: theory and practice. 7th ed. USA: Sage Publications; 2016. • Rowitz L. Public Health Leadership. 2nd ed. Sudsbury, MA: Jones & Bartlett Publisher; 2009. • Yukl G. Leadership in Organizations: 6th ed. Saddle River, NJ: Prentice Hall; 2005. • Daniel Goleman. Working with Emotional Intelligence: New York : Bantam Books; 2006. • Jane Clarke. Savvy. Dealing with people, power and politics at work. London, U.K. ; Philadelphia, PA : Kogan Page; 2012. • Lussier, R. N., & Achua, C. F. Leadership : Theory, application & skill development (5th ed.); Mason, OH: South-Western Cengage Learning; 2013.(ebook copy) You can access the ebooks through the Libsearch, zie http://library.maastrichtuniversity.nl/ • Manfred F.R.Kets de Vries. The Hedgehog Effect. The secrets of building high performance teams. 2011 (eBook copy) You can access the ebooks through the Libsearch, zie http://library.maastrichtuniversity.nl/

Teaching methods:
- Assignment(s)
- Work in workgroup(s)
- Lecture(s)
- Presentation(s)
- Training(s)

Assessments methods:

- Assignment
- Attendance
- Participaion
- Portfolio
- Presentation
- Written exam

EPH4003 - Identifying and Assessing Good and Best Practices in Health

Course information

Description:
In this third module, students are introduced to the evaluation of prevention and care in the European region, and to the identification and selection of best practices. They learn about models for evaluation and selection of best practices based upon criteria of equity, humanity, client satisfaction, efficiency, effectiveness and cost-effectiveness; they familiarise themselves with the methodology to assess the effectiveness and cost-effectiveness of prevention and care; and learn how these models and methods can be applied for cross-national comparison. In addition, they learn how to apply systematic reviews and benchmarking with a view to standardisation and best practices. The methodologies of health impact assessment (HIA) and health technology assessment (HTA) are introduced and applied. The students also study the international comparability of cost of illness. 2. Module Content 2.a. Contents: At the start of the module, students learn about different approaches to the evaluation of prevention and care. They are introduced to the different goals of process versus output and outcome evaluation, and learn about the methods for the assessment of the effectiveness and cost-effectiveness of interventions for prevention and care. Specifically, they are introduced to the hierarchy of evidence for defining best practices, including systematic reviews and meta-analysis, randomised controlled trials, cohort studies, case-control studies, cross-sectional surveys, case reports, and expert opinions. They are also introduced to criteria and protocols that have been specifically designed to address scientific evidence for public health interventions, including the Cochrane Library and review protocols, and are invited to critically reflect on the applicability of these approaches to public health and health promotion. In close connection to the Essentials and Project strands, the students gain a thorough understanding of systematic reviews and economic evaluation (notably cost-effectiveness, cost-benefit and cost-utility analyses). The different steps of a systematic review process and the methodologies of health impact assessment (HIA), health technology assessment including economic evaluation (HTA) are introduced and applied. Next, the students learn how to apply these models and methods for cross-national comparison and they explore methods for benchmarking based on standardisations and best practices. Further emphasis is given to the question how cross-national and cross-regional research methodology is feasible. Students learn to identify pitfalls in cross- national and regional research and how to improve such research methodologically. This means using techniques to assure comparability and standardisation of the methods employed in each country. As this is the first module to deal explicitly with the concept of 'best practice', students critically reflect on this concept from the perspective of the philosophy of health sciences. A first strand of discussion leaves from a critical appraisal of evidence-based medicine (and Randomised Controlled Trials) and leads to lessons to learn for European Public Health. To consolidate the understanding of evaluation and review, respectively, and to learn how to apply the theoretical knowledge, practice sessions are foreseen to learn to apply the different steps of a systematic review process and of health impact assessment and health technology assessment. In addition, a field trip to Luxembourg will be arranged to sensitise the students to topics for Module 4, including: policymaking and the world of politics, 'lobbying' to the European Institutions and working with civil society. The trip involves visits to a Directorate General of the European Commission, the Executive Agency for Health and Consumers, and possibly the European Parliament.

Goals:
Objectives Knowledge and understanding At the end of the module, students have - insight in and knowledge of definitions and concepts of evaluation - insight in and knowledge about models and methods to assess effectiveness, cost-effectiveness, cost-benefit and cost-utility - insight in and knowledge about methods for systematic review and selection of best practices - insight in and knowledge about techniques to ensure cross-national comparability and standardisation - insight in and knowledge about concepts, models and methods of benchmarking - insight in and knowledge about methodologies of health impact assessment (HIA) and health technology assessment (HTA) - insight in basic concepts of sociology of science - insight in meta-analysis, systematic reviews and observational research designs Application of knowledge and understanding At the end of the module, students are able to: - understand the concept and role of evaluation in prevention and care - are able to apply methods to select and define best practices in prevention and care - are able to formulate a design or protocol to assess effectiveness of practices in prevention and care - understand the quantitative aspects of effectiveness, cost- effectiveness and cost-utility analysis and of systematic reviews - understand the difficulties and pitfalls in cross-national and cross- regional

research - are able to apply the concepts, models and methods of benchmarking - understand the methods of health impact assessment (HIA) and health technology assessment (HTA) Making judgements At the end of the module, students are able to: - critically reflect on the concepts of context, European culture and (scientific) culture - critically reflect on approaches to evaluation, evaluation studies and best practices - critically reflect on cross-national and cross-regional comparisons of prevention and care - make suggestions for evidence-based improvement of prevention and care practices Communication At the end of the module students are able to: - communicate in a professional way with researchers, health experts, policy makers and other representatives of European organisations about issues of evaluation, effectiveness and best practices in health across the EU - write, discuss and present issues of evaluation, effectiveness and best practices in health across the EU in a professional manner Learning skills At the end of the module, students a e able to: - read, understand and comment on published evaluation studies and reviews - select appropriate methods to assess prevention and care practices in a cross-national context - search for, identify, analyse and interpret key information to underpin recommendations for improvement of practices in prevention and care

Key words:
Good practice, best practice, evaluation,

Literature:
Literature will be recommended and provided during module

Teaching methods:
- Assignment(s)
- Lecture(s)
- Problem Based Learning
- Presentation(s)
- Training(s)
- Working visit(s)

Assessments methods:
- Attendance
- Final paper

EPH4004 - Europe as one Zone - European Health Law & Policies: The Translation of Evidence into Norms

Course information

Description:
This module looks at how Europe becomes one zone in relation to public health.
We particularly examine the competence of the European Union in relation to health and public health. We consider, in detail, how a small number of health policies move through the legislative process from evidenced policy choices to law; particularly looking at the Cross-border Patient Rights Directive, and the General Data Protection Regulation.
In order to do this, we will also critically evaluate the general European Union law, particularly in relation to public health and governance. We consider the relationship between Treaty Law, Regulations and Directives, and Policy Initiatives; and the relationship between institutions in the EU and Member States.
Background and setting:
The original purpose of the European project was purely economic, and this legacy is still visible in the primary focus in the EU treaties on the free movement for people, goods, services, and capital. The place of health in the European project is much more ambiguous. In part, the necessity for a direct Europe-wide response to public health has obvious harmonisation and Europeanisation goals; public health is necessary for the operation of 'Europe' on all levels. However, it is more difficult to see the competence of the Union in matters of private health care. In private health, the Union can only speak through its general economic competence. However, when it does speak on matters of health, there is a loud ambiguity between single market harmonisation and social federalist ideals. This is, of course, an expression of the ambiguity at the heart of the Europe project, and at the health of its history.

Goals:
Knowledge and understanding
At the end of the module, students have insight in and knowledge about:
- the main political and legal institutions of the EU, their tasks and their competences
- the decision procedures and legal and policy instruments
- the historical development of European cooperation and the role and content of the European Treaties
- the relation between EU and the Member States and the principle of subsidiarity
- the formal competences and activities of the EU in the field of health (prevention, research, pharmaceuticals, services)
- the transformation of principles and evidence into policy

Application of knowledge and understanding
At the end of the module, students:
- understand the impact of the legal and political infrastructure of the EU
- are able to assess the role of the EU and other bodies concerning prevention and healthcare on the level of the EU and on the national level

Making judgements
At the end of the module, students are able to:
- reflect critically on the function of laws, moral principles, and regulations which shape the governance of prevention and healthcare.

Communication
At the end of the module students are able to:
- communicate in a professional way with policy makers and other representatives of European organisations
- decipher the language barriers between professions involved in the translation of evidence into policies

Learning skills
At the end of the module, students are able to:

- read primary and secondary legal texts
- construct and communicate legal arguments

Key words:
Health Law; European Union; Policy; Law and Society

Literature:
Hervey, T. and McHale, J (2015) European Union Health Law: Themes and Implications Cambridge: Cambridge University Press Mossialos, E., et al. (2010) Health Systems Governance in Europe: the Role of EU Law and Policy. Cambridge: Cambridge University Press http://www.euro.who.int/en/who-we-are/partners/observatory/publications/studies/health-systems-governance-in-europe-the-role-of-eu-law-and-policy

Teaching methods:
- Work in workgroup(s)
- Lecture(s)
- Problem Based Learning

Assessments methods:
- Attendance
- Written exam

HPI4005 - Research Methods

Course information

Description:
The goal of this unit is twofold. First, the unit teaches students how to prepare a good-quality research proposal for the execution of a research project. The preparation of a research proposal is an important first step for developing trustworthy evidence not only for academic purposes but also within health care settings for guiding practices and improving health and quality of life of patients. Second, the unit teaches students how to critically assess the quality of research papers and evidence reported in such papers. This is also an important skill not only in academia but also on the work floor when research evidence needs to be translated into practice.
During lectures, thesis group meetings, workshops and study team assignments, students acquire knowledge of the qualitative and quantitative research methods, which are frequently used in the fields that are covered by the master program. Several elective (non-compulsory) skills trainings are also offered.
Furthermore, the unit prepares the students for the execution of their individual research project at the end of the master program and writing their thesis about that project. Specifically, during the unit, students prepare a research proposal. If possible, this research proposal will be executed during the thesis research project. For the preparation of this proposal, students have selected their own topic in consultation with their thesis supervisor and the placement coordinator, making sure that the chosen topic fits one or more key topics of the master program. These topics also match with the research topics of the CAPHRI Care and Public Health Research Institute. Students can select the theory, design and methods from a range of research approaches.

Goals:
Knowledge and understanding:
Students will acquire knowledge of and insight into:
- Research methodologies and research designs that are common in the fields of the master program.
- Methods for data collection and data analysis that are key in the fields of the master program.
- Reporting research results.

Applying knowledge and understanding:
Students will be able to:
- Use knowledge of theories and issues from other units to write a research proposal.
- Select or develop a problem statement, a theoretical framework, the research methodology and research methods for their master thesis research project.

Making judgments:
Students develop a scientific attitude.
After having completed this unit, the students are able to:
- Critically assess the applicability, strengths and weaknesses of the research methodologies and methods that are taught and discussed during the unit.
- Form opinions about the proper use of research methods in research articles.

Communication:
- Students are able to communicate effectively by discussing research methods, doing presentations, giving feedback to the work of others, and by writing a research proposal.

Learning skills:
- The students are trained to draw up a research proposal in a collaborative setting.

Key words:
Research methods, qualitative research, quantitative research.

Literature:
One of the following books available in the UM library, can be used as a basic textbook in this course:
Bowling, A. 2014. Research Methods in Health: Investigating in Health and Health Services. 4th

edition. Milton Keynes: McGraw-Hill Education. E-book Accession Number: 821728 Guthrie, G. 2010. Basic Research Methods: An Entry to Social Science Research. New Delhi, India: Sage Publications. E-book Accession Number: 340339 Ross, T. 2012. A Survival Guide for Health Research Methods. Maidenhead: McGraw-Hill Education. E-book Accession Number: 442876 Additional literature is provided at the end of this unit book, as well as on the unit website in the Student Portal.

Teaching methods:
• Assignment(s)
• Work in workgroup(s)
• Lecture(s)
• Paper(s)
• Presentation(s)
• Research
• Training(s)

Assessments methods:
• Final paper
• Portfolio

EPH4013 - Diffusion, Implementation and Quality Assurance of Health Innovations in Europe

Course information

Description:
Once we know what good and best practices are (modules 2 and 3), once we know what role EU institutions play in bringing this evidence to norms (module 4), we need to know how to really ensure that good and best practices are known, accepted and implemented with a sustainable positive effect. We focus on aspects of diffusion and dissemination by taking (policy) learning and transferability into account. Thus, the aim of this module is to enable students to learn and think critically about the translation, diffusion/dissemination (incl. references to "scalability", "transferability" and "policy learning"), and implementation

Once a new practice is implemented, however, there is no guarantee that it will be continuously effective. Following the cycle of the Public Health Trias, policies and other kinds of interventions need to be assured and improved, and that means to re-assessed and, if necessary, modified or replaced. Thus, students also explore the role and influence of monitoring and quality systems and agencies in public health and health care as applied in Europe.

Students started to study assessment tools and evaluation methods earlier in the programme (module EPH4003). Now the focus switches from identifying examples of good practices in the earlier phases of policy making (assessment/agenda setting/policy formulation) to monitoring , assessing and evaluating the implementation and impact (output and outcome) of (European) policy interventions.

Goals:
To acquire knowledge about the translation, transferability, diffusion, implementation and quality assurance of innovative good practices

Key words:
Transferability, diffusion, translation, implementation, quality, assurance,

Literature:
Donabedian, Avedis (2003): An Introduction to Quality Assurance in Health Care. Oxford: Oxford University Press Greenhalgh T, Robert G, Macfarlane F, Bate P, Kyriakidou O (2004) Diffusion of Innovations in Service Organizations: Systematic Review and Recommendations. Milbank Quarterly, Vol. 82, No. 4, 2004 (pp. 581-629) Grol, R. et al. Improving Patient Care. The implementation of Change in Clinical Practice. London. (ISBN: 9780 7506 8819 2) Elsevier 2005, reprinted 2009 MacKay JM, Vincenten J (2009) Why isn't more injury prevention evidence based? International Journal of Injury Control and Safety Promotion 16(2): 89-96. Rogers EM (2003). Diffusion of innovations (fifth edition). New York: Free Press. SL T 174.7

Teaching methods:
- Assignment(s)
- Work in workgroup(s)
- Lecture(s)
- Paper(s)
- Problem Based Learning
- Research
- Skills
- Training(s)

Assessments methods:
- Assignment
- Attendance
- Written exam

HPI4008 - Strategic Management, Leadership and Organizational Change in Healthcare

Course information

Description:
This unit will address the question: How can health care organisations succeed at delivering high quality health care, with a sustainable model, in an increasingly competitive environment? Healthcare delivery nowadays entails important challenges. Skyrocketing health expenditures due to an increasingly old and chronically ill population have triggered pro-competition policy reforms aimed to curb costs while enhancing quality of care. Healthcare organisations are called to act strategically, in order to outperform competitors and survive on the market. At the same time, new patients' needs require rethinking of healthcare provision into new delivery models. The treatment of multi-morbidities of chronically ill patients for example requests high levels of coordination of highly specialized healthcare actors across organisational boundaries. A high number of interdependent providers need to provide quick responses in a very uncertain scenario.

Healthcare markets are thus highly dynamic and require incumbent organisations to undergo fast-paced organizational change in order to adapt to their environment. Yet, healthcare organisations are notably slow at adopting organisational and technological innovation. High professionalization, well-anchored routines, traditional delivery formulas, strong regulatory presence of the government, and influence of powerful stakeholders are all factors that contribute to healthcare organisations' inertia. A fundamental force to drive change is adequate leadership. However, even with adequate leadership, organizational change may be difficult to create in healthcare organisations.

This unit will apply knowledge about strategic management, professionalism, organisational change, and leadership to understand how healthcare providers can establish and maintain competitive advantage by strategically influencing, adapting to, or coping with their external environment – formed by competitors, stakeholders, suppliers, customers – and by leading and changing their internal environment – constituted by employees, knowledge and resources.

Goals:
Knowledge and insights
The student has:
- An understanding of strategic management, organizational change, leadership, and professionalism and the relationship between these concepts.
- An understanding of the main theories and seminal literature on strategic management, organizational, leadership, and professionalism.
- Acquired insights into the theories underpinning the analysis of strategy, organizational change processes, leadership, and professionalism in healthcare settings.

Application of knowledge and insights
The student can:
- Critically evaluate and apply conceptual models on strategic management, organizational change, leadership, and professionalism.
- Apply theoretical knowledge or different interventional strategies to actual problems in relation to strategy, organization change issues, and challenges related to leadership and professionalism.
- Relate the acquired knowledge to the knowledge from other related units.

Forming opinions
The student is trained in:
- Their ability to critically analyse, based on their theoretical understanding, issues regarding strategic management, organizational change, leadership, and professionalism.
- Considering the needs of various stakeholders in developing organizational strategies and approaches towards organizational change in health care settings.
- Identifying and overcoming barriers to strategic management, organizational change, leadership, and professionalism.

Communication
The student can:

- Debate the strengths and weaknesses of approaches towards strategic management, organizational change, leadership, and professionalism.
- Communicate effectively in group work and during presentations.

Skills
The student, assuming the role of policy advisor, will be trained in:
- Providing Demonstrate their ability to act as advisors, advocates, change agents and/or (opinion) leaders when managing/leading strategic choices and/or organizational change.
- To gains skills to analyse managerial problems, organization change issues and problems with leadership and to provide advice as to relevant solutions.

Key words:
Strategic management, leadership, organisational change, professionalism, competitive advantage.

Literature:
Daft RL., Murphy, J., Willmott, H. (2014). Organization Theory and Design, an international perspective. Cengage Learning (2nd ed.) - Burns LR, Bradley EH, & Winer BJ. (2012.) Shortell & Kaluzny's Healthcare management. Organization design & behaviour. Delmar Cengage Learning, 6th Edition, International EditionGinter, P.M., - Johnson, J.A. (2009). Health organizations: theory, behavior, and development. Sudbury, MA: Jones & Bartlett Learning. - De Caluwé, L. and Vermaak, H. (2003) Learning to Change. Thousand Oaks, CA: Sage. - Burke WW. 2014. Organization Change: Theory and practice. Fourth Edition. Thousand Oaks, CA: Sage Publisher.

Teaching methods:
•   Assignment(s)
•   Work in workgroup(s)
•   Lecture(s)
•   Paper(s)
•   Problem Based Learning
•   Training(s)

Assessments methods:
•   Final paper
•   Presentation
•   Written exam

EPH4008 - The EU, Enlargement and Global Health

Course information

Description:
This final module reflects upon the (future) role and position of the European Union, the individual Member States and their respective agencies in the quest for better quality, equity, transferability, innovativeness and competitiveness in health and healthcare in Europe and the global perspective. This includes an investigation of health implications and health strategies with regard to the EU enlargement, especially Southeastern Europe (SEE). Finally, as a means to fully grasp the European dimensions of health, students are taught to look beyond the European Region, to examine health from a global perspective and to identify and distinguish the role and contribution of the EU to global health.

Goals:
Knowledge and understanding
At the end of the module, students have:
- knowledge of the method of scenario discussions
- knowledge of European enlargement
- knowledge of the position of the European health institutions' perspectives on enlargement and health
- knowledge and understanding of the main problems and challenges related to inclusion and integration into EU of Turkey and SEE countries
- knowledge and understanding of the future role of the European Union in Europe
- knowledge of global health challenges
- knowledge of approaches towards global health
- knowledge of moral reasoning with regard to global justice.

Application of knowledge and understanding
At the end of the module, students are able to:
- complement their problem solving abilities through using the method of scenario discussions
- lead scenario discussions
- understand the implications of EU enlargement for health
- understand the implications of the EU in global health
- argue about duties of Europe and the European Union in global health.

Making judgments
At the end of the module, students are able to:
- recognize and distinguish challenges of EU enlargement with regard to health
- recognize and distinguish the main challenges related to enlargement of EU
- recognize and distinguish challenges of global health and Europe's and the EU's role in this.

Communication
At the end of the module students are able to:
- use scenario discussions in their future career
- communicate in a professional fashion with health experts, advocators, policymakers and decision-makers about issues related the future of the European Union in the light of enlargement
- communicate in a professional fashion with health experts, advocators, policymakers and decision-makers about the role of Europe, European and especially EU institutions on global health
- write and discuss in a professional and expert manner on the topic chosen for the Master thesis.

Learning skills
At the end of the module, students are able to:
- give and receive feedback on scenario discussions with regard to EU enlargement and the global perspective • write a research proposal on a Master level.
- write a larger piece of own work (= Master thesis) in a placement.

Teaching methods:
- Lecture(s)
- Problem Based Learning
- Training(s)

Assessments methods:
- Assignment

EPH4011 - Research Project and Masters' Thesis

No information available.