

First year courses

Bachelor EPH Year 1

Fac. Health, Medicine and Life Sciences

Introduction Semester 1

Full course 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.

Skills Training The 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.

Course objectives

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
- 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

EPH1011

Period 1

2 Sep 2019

6 Sep 2019

[Print course description](#)

ECTS credits:

1.0

Instruction language:

English

Coordinator:

[I. Houkes](#)

Teaching methods:

Lecture(s), Training(s), Working visit(s)

Assessment methods:

Attendance

Keywords:

Introduction Skills training in Problem Based Learning Introduction library Euregioday

Fac. Health, Medicine and Life Sciences

Tuberculosis

Full course 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 phtisis"), 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.

Course objectives

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
- 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

Recommended reading

Beers M.H.; Fletcher A.J.; Jones T.V.; Potter R.; Berkwits M.; Kaplan J.L. The Merck Manual of Medical Information-Second Home Edition. Whitehouse Station: Merck & Co; 2003. Frieden T. Toman's Tuberculosis. Case detection; treatment and monitoring - questions and answers. Second edition. Geneva: World Health Organization; 2004. Noah N. Controlling Communicable Disease. Maidenhead: Open University Press; 2006. (SL WC 100).

EPH1001

Period 1

9 Sep 2019

25 Oct 2019

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

[M.C.J.M. van Dongen](#)

Teaching methods:

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

Assessment methods:

Attendance, Presentation, Written exam, Participation

Keywords:

Tuberculosis, Europe, policy

Fac. Health, Medicine and Life Sciences

Additional Education Tuberculosis

EPH1101

Period 1

2 Sep 2019

25 Oct 2019

[Print course description](#)

ECTS credits:

0.0

Coordinator:

[M.C.J.M. van Dongen](#)

Fac. Health, Medicine and Life Sciences

Work-related Stress and Burn-out

Full course 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 two Skills sessions. Module coordinator is Hans Bosma (Hans.Bosma@maastrichtuniversity.nl).

Course objectives

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.

Recommended reading

• Cox, T. Leka, S., Ivanov, I. & Korutn, E. (2004). Work, employment and mental health in Europe (policy paper). *Work & Stress*, 18(2), 179-185; • Cox, T., Griffiths, A., Rial-González, E. (2000). Research on work-related stress. European Agency for Safety and Health at Work; • Karasek, R. & Theorell, T. (1990). *Healthy Work; Stress, Productivity, and the Reconstruction of Working Life*. New York: Basic books; • Le Blanc, P., de Jonge, J. & Schaufeli, W. (2003). Job stress and health. In Nick Chmiel (ed.), *Introduction to Work and Organisational Psychology, a European perspective*. Oxford: Blackwell (pp.148-178); • Schaufeli, W.B. & Enzmann, D. (1998). *The burnout companion to study & practice. A critical analysis*. Washington, DC: Taylor & Francis; • Siegrist, J. & Marmot, M. (2004). Health inequalities and the psychosocial environment – two scientific challenges. *Social Science & Medicine*, 58, 1463-1473.

EPH1002

Period 2

28 Oct 2019

22 Nov 2019

[Print course description](#)

ECTS credits:

5.0

Instruction language:

English

Coordinator:

[J.H.A. Bosma](#)

Teaching methods:

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

Assessment methods:

Assignment, Attendance, Written exam

Keywords:

Stress; burnout; stress measurement; theories; interventions; prevention; EU strategy

Fac. Health, Medicine and Life Sciences

Additional Education Work-related Stress and Burn-out

Full course description

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

Course objectives

Closely integrated in EPH1002 Work-related Stress and Burn-out, EPH1102 has sub-modules on Academic Thinking and Skills. After completing this module, students should be able to discuss the ethical dilemmas and discourses associated with workplace health promotion (academic thinking) 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)

Recommended reading

e.g. Tulder, R. van (2007). Skill Sheets. An Integrated Approach to Research, Study and Management. Amsterdam; Pearson Education (In the library, code SG LB 2331.H1)

EPH1102

Period 2

28 Oct 2019

20 Dec 2019

[Print course description](#)

ECTS credits:

0.0

Coordinator:

[J.H.A. Bosma](#)

Teaching methods:

Assignment(s), Lecture(s), Work in subgroups, Paper(s), Skills, Training(s)

Assessment methods:

Assignment, Attendance, Final paper

Keywords:

Academic Thinking, Skills

Fac. Health, Medicine and Life Sciences

Introduction to Statistical Methods for Data Analysis

Full course 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.

Course objectives

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.

EPH1018

Period 2

25 Nov 2019

20 Dec 2019

[Print course description](#)

ECTS credits:

5.0

Instruction language:

English

Coordinator:

[S. Jolani](#)

Teaching methods:

Assignment(s), Work in subgroups, Lecture(s), PBL, Presentation(s), Skills

Assessment methods:

Assignment, Written exam

Fac. Health, Medicine and Life Sciences

Frames for Public Health / Paper Semester 1

Full course 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.

Course 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

Recommended reading

- Detels; R.; McEwen; J.; Beaglehole; R. and Tanaka; H. (eds) 2004. (4th edition) Oxford Textbook of Public Health. Oxford University Press: Oxford.
- Directorate-General for Health and Consumers. Closing the health gap in European Union. European Communities; 2007.
- EUROSTAT. Health statistics – Atlas on mortality in the European Union. European Communities; 2009.
- Mackenbach; JP. Health inequalities: Europe in profile. [An independent; expert report commissioned by the UK Presidency of the EU (February 2006)].
- Pomerleau; J. and McKee; M. (eds) 2005. Issues in Public Health. Open University Press: Maidenhead.
- Tulchinsky TH & EA Varavikova 2008. The New Public Health: An introduction for the 21st century. 2nd edition. San Diego: Academic Press.

EPH1004

Period 3

6 Jan 2020

31 Jan 2020

[Print course description](#)

ECTS credits:

5.0

Instruction language:

English

Coordinator:

[I. Houkes](#)

Teaching methods:

Assignment(s), Lecture(s), Paper(s), Presentation(s), Training(s)

Assessment methods:

Attendance, Final paper, Participation

Keywords:

Semester paper, academic writing, English course, Public health

Fac. Health, Medicine and Life Sciences

Trajectory Test 1: Methodology, Epidemiology, Statistics

Full course 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 essay questions about the subject material related to Methodology, Epidemiology and Statistics (MES) studied in semester 1 BEPH.

Course objectives

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

EPH1014

Period 3

10 Jan 2020

10 Jan 2020

[Print course description](#)

ECTS credits:

3.0

Instruction language:

English

Coordinator:

[I. Houkes](#)

Assessment methods:

Written exam

Keywords:

Trajectory test 1 Methodology Epidemiology Statistics

Fac. Health, Medicine and Life Sciences

Trajectory Test 1: Academic Thinking and Reflection

Full course description

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

Course objectives

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

EPH1015

Period 3

10 Jan 2020

10 Jan 2020

[Print course description](#)

ECTS credits:

2.0

Instruction language:

English

Coordinator:

[I. Houkes](#)

Assessment methods:

Written exam

Keywords:

Trajectory test 1 Academic thinking and reflection

Fac. Health, Medicine and Life Sciences

Introduction Semester 2

Full course description

During this sensitizing phase students are introduced to the concept of institutions, institutionalisation and European Integration which will be the overarching themes 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

Course objectives

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)
- externalist and internalist views on rules and practice
- evidence-based decision-making, data gathering, and power relationships underpinning research
- prominent theories in ethics and conceptual discussions about the nature and function of law
- reading and analysing legal materials

Recommended reading

Brand, H. 2010. From 'Public Health in Europe' to 'European Public Health'. *European Journal of Public Health* 20 (2):127-128. <http://eurpub.oxfordjournals.org/content/20/2/127.full.pdf+html>

EPH1012

Period 4

3 Feb 2020

7 Feb 2020

[Print course description](#)

ECTS credits:

1.0

Instruction language:

English

Coordinator:

[P. Schröder - Bäck](#)

Teaching methods:

Lecture(s), PBL, Working visit(s)

Assessment methods:

Attendance

Fac. Health, Medicine and Life Sciences

European (Public Health) Institutions

Full course description

In this module, the Institutions of the European Union (EU) 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 EU Level; 3) specific examples of EU policy and Law concerning (public) health; and, 4) a critical understanding of law and ethics in policy-making.

The course is divided into 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 key legislative EU institutions (the European Commission, the European Parliament and the Council of the

European Union). Other EU institutions, such as the European Council and the Court of Justice of the European Union, are discussed as well. We will examine the nature of their power and work generally and in relation to health and public health, and also address key concepts in EU law. Part Three focuses on a critical analysis of specific public health policy issues and the EU responses to them (e.g.: free movement of workers and services in relation to drugs, patients and health professionals, stem cell research, reproductive tourism).

The content is delivered through lectures (mainly provided from the department of Health, Ethics and Society, but also involving contributors from other Departments, and external guest lecturers), and through PBL tutorials. 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: L. Bongers, Health Law, Department of Health, Ethics and Society, +31 (0)43 3882817.

Workshop reading case law The purpose of this workshop is to introduce students to the use and interpretation of legal materials. 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 a EU Directive and CJEU case law.

Coordination: L. Bongers, Health Law, Department of Health, Ethics and Society, +31 (0)43 3882817.

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.

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.

Course objectives

The aim of this course is to enable students to develop a basic understanding of the European context for public health, and to have the tools to follow that debate in the future and to develop understanding through further study.

Recommended reading

Handbook: T.K. Hervey and J.V. McHale, European Union Health Law: Themes and Implications (Cambridge: Cambridge University Press, 2015), available in Maastricht University Library. Further, we make use of relevant parts of EU Treaties and other forms of legislation, case law as well as peer-reviewed Journal Articles within the Maastricht University (electronic) library collection, and the learning and resource centre, University Library.

EPH1006

Period 4

10 Feb 2020

3 Apr 2020

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

[L.M.H. Bongers](#)

Teaching methods:

PBL, Lecture(s), Training(s), Working visit(s), Assignment(s), Presentations

Assessment methods:

Attendance, Written exam, Assignment

Fac. Health, Medicine and Life Sciences

Additional Education European (PH) Institutions

EPH1104

Period 4

3 Feb 2020

3 Apr 2020

[Print course description](#)

ECTS credits:

0.0

Coordinator:

[L.M.H. Bongers](#)

Fac. Health, Medicine and Life Sciences

Mother and Child Care

Full course 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 or 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 the 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. Krumeich Department Health, Ethics and Society 043-3881122 a.krumeich@zw.unimaas.nl

Course 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

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

Recommended reading

Literature Bowker, G.C. & S.L. Star (2000) Sorting things out. Classification and its consequences. Cambridge, Massachusetts, MIT Press. (1-150) Foucault, M (1979) Discipline and Punishment. The birth of the prison. New York, Vintage Books (3-31; 135-228) Mennel, S. (1992) Norbert Elias. An Introduction. Oxford, Blackwell (29- 111) Tulchinsky TH & EA Varavikova (2008) The New Public Health: An introduction for the 21st century. 2nd edition. San Diego: Academic Press.

EPH1007

Period 5

6 Apr 2020

1 May 2020

[Print course description](#)

ECTS credits:

5.0

Instruction language:

English

Coordinator:

O. Zvonareva

Teaching methods:

PBL, Lecture(s), Training(s), Presentation(s), Assignment(s)

Assessment methods:

Attendance, Written exam

Fac. Health, Medicine and Life Sciences

Ageing in Europe

Full course description

This module introduces you to the issue of an ageing European population and its consequences for health and social care. More specifically, the module will address variations in the demography of ageing within Europe and challenge the many negative stereotypes which portray ageing as a social, political and economic problem. Different philosophical, ethical and policy approaches to the care of the older persons within European healthcare systems will be discussed, as will sociocultural issues such as intergenerational solidarity, family systems and diversity in health and social care provision. The module will also focus on the organization of long-term care in Europe, ranging from professional home care to institutionalized care in nursing homes, and all its variations. Palliative care will also be addressed. To make Europe as small as possible the module introduces you to distance learning. A

series of learning tasks and assignments will be completed during the module to help integrate both these, and the methodology, epidemiology and statistics (MES) themes for this module, namely: using a database, using a virtual classroom, academic thinking, critical reading|thinking, cross-cultural translation of a research tool, and use of a statistical software package to evaluate the construct validity and reliability of items on a patient questionnaire.

Course objectives

Knowledge and understanding

- insight and knowledge about the demographic profile of ageing in Europe
- insight and knowledge about the impact of ageing, including chronic illness and frailty, disability and healthy approaches to ageing
- insight and knowledge about healthcare services and (pension) systems for older persons
- insight and knowledge about public and individual responsibilities with respect to the care of older persons
- insight and knowledge about socio-cultural issues with respect to ageing, including family systems, attitudes towards ageing, intergenerational solidarity, diversity issues and palliative care
- understand the importance of cross-cultural adaptation and translation of health-related quality of life measures, especially the reliability and validity of such translations
- basic knowledge of statistical procedures to determine the reliability and validity of quality of life and similar tools
- insight into how and why specific epidemiological, biomedical and health outcomes are used to assess the health and social welfare of the older persons and how these selections influence subsequent outcome measures
- understand the possibilities of distance learning
- Application of knowledge and understanding apply the theoretical knowledge offered during this module to hypothetical or actual cases
- apply knowledge obtained from different disciplines about ageing and the care of the older persons to different care settings
- analyse the effectiveness of older persons care services from an institutional perspective

Making judgements

- critically evaluate the impact which changes in social and generational solidarity have made to the organisation of care for older people living within Europe
- critically consider the claim that Europe is in the grip of a demographic 'time-bomb' and articulate why this may not be the case

Communication

- discuss the findings of your own, and others' scholarly inquiry within a group setting
- demonstrate an awareness of and sensitivity towards the diversity found in Europe's ageing population
- present an academic paper on your study findings
- Learning skills make use of an international electronic database to analyse the health problems and determinants encountered by the older persons
- demonstrate that you have attained critical thinking skills and are able of critiquing the findings of scientific inquiry
- make use of a virtual classroom to join an online interactive lecture

Recommended reading

Houtepen R, ter Meulen R. New types of solidarity in the European welfare state. *Health Care Anal* 2000;8(4):329-40 Walker A (ed). *Growing older in Europe*. Open University Press, Berkshire, 2005. Further we make use of an e-reader, chapters from other books in the study landscape and websites.

EPH1008

Period 5

4 May 2020

5 Jun 2020

[Print course description](#)

ECTS credits:

5.0

Instruction language:

English

Coordinator:

[N. de Jong](#)

Teaching methods:

PBL, Lecture(s), Training(s), Assignment(s), Work in subgroups, Presentations

Assessment methods:

Attendance, Written exam, Assignment, Participation, Presentation

Fac. Health, Medicine and Life Sciences

Additional Education Ageing in Europe

Full course description

Skills training: OECD database

The general objective of this training is gaining experience in using an international electronic database with respect to health problems in the older persons and their determinants. The database is developed by the Organization for Economic Cooperation and Development (OECD) which collects information on indicators related to international developments in health, prosperity, well-being and the use and costs of care in more than 30 countries. The specific objectives of the session are: 1) to get acquainted with the OECD database, 2) to answer a specific research question using the database and, 3) to develop your knowledge about international differences in demographic profile, health, illness and their determinants in an ageing population.

Skills training: Cross-cultural training

In addition to being a primary research outcome in some studies, health-related quality of life is increasingly analysed as a secondary research outcome in a range of international, multi-centred clinical trials. Most health-related quality of life tools are developed in English, either in the USA or in the UK, but if a researcher wants to use such measures, these need to be translated, adapted and validated for the local language and setting, but the results of the study will only be as good as the validity and reliability of the translated instrument. The training focuses therefore, on issues surrounding the cross-cultural translation and validation of existing health-related quality of life measures. Students will work in small groups to develop a protocol based on existing literature to

translate and validate a health-related quality of life tool for the older persons from English into a language and cultural setting of your choice. In order to complete this module requirement, it is necessary that you watch the online lectures on the Student Portal. You will then work in project teams to start the process of developing your tool. If you have questions, please do use the online question hour (22 May) in preparation for your presentation of the protocol which takes place on 29 May. Please note, the presentation is a compulsory activity.

Course objectives

The module has been designed to ensure that you are capable of achieving learning outcomes in each of these domains as follows:

Knowledge and understanding

- insight and knowledge about the demographic profile of ageing in Europe
- basic knowledge of statistical procedures to determine the reliability and validity of quality of life and similar tools
- understand the possibilities of distance learning

Communication

- demonstrate an awareness of and sensitivity towards the diversity found in Europe's ageing population
- present an academic paper on your study findings

Learning skills

- make use of an international electronic database to analyse the health problems and determinants encountered by the elderly
- make use of a virtual classroom to join an online interactive lecture

EPH1106

Period 5

4 May 2020

5 Jun 2020

[Print course description](#)

ECTS credits:

0.0

Coordinator:

[N. de Jong](#)

Teaching methods:

Assignment(s), Work in subgroups, Training(s)

Assessment methods:

Assignment, Attendance, Final paper, Participation, Presentation

Fac. Health, Medicine and Life Sciences

Institutions in EPH / Paper Semester 2

Full course description

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.

Course 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

Recommended reading

Brand, H. 2010. From 'Public Health in Europe' to 'European Public Health'. European Journal of Public Health 20 (2):127-128. <http://eurpub.oxfordjournals.org/content/20/2/127.full.pdf+html> Greer, SL. (2009) The Politics of European Union health policies. New York: Open University Press. Greer, SL & Kurzer, P. (2013) European Union Public health Policy – Regional and global Trends. New York: Routledge.

EPH1009

Period 6

8 Jun 2020

3 Jul 2020

[Print course description](#)

ECTS credits:

5.0

Instruction language:

English

Coordinator:

[P. Schröder - Bäck](#)

Teaching methods:

Lecture(s)

Assessment methods:

Attendance, Final paper

Keywords:

European institutions, European integration, Public Health in Europe, European Public Health

Fac. Health, Medicine and Life Sciences

Trajectory Test 2: Methodology, Epidemiology, Statistics

Full course description

Multiple choice questions based exam. The exam consists of questions on statistics, epidemiology and research methods.

Course objectives

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

EPH1016

Year

1 Sep 2019

31 Aug 2020

Period 6

11 Jun 2020

11 Jun 2020

[Print course description](#)

ECTS credits:

3.0

Instruction language:

English

Coordinator:

[P. Schröder - Bäck](#)

Assessment methods:

Written exam

Fac. Health, Medicine and Life Sciences

Trajectory Test 2: Academic Thinking and Reflection

Full course 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.

Course objectives

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

EPH1017

Year

1 Sep 2019

31 Aug 2020

Period 6

11 Jun 2020

11 Jun 2020

[Print course description](#)

ECTS credits:

2.0

Instruction language:

English

Coordinator:

[P. Schröder - Bäck](#)

Assessment methods:

Written exam

Second year courses

Bachelor EPH Year 2

Fac. Health, Medicine and Life Sciences

Introduction Semester 3

Full course 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.

Course objectives

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

EPH2005

Period 1

2 Sep 2019

6 Sep 2019

[Print course description](#)

ECTS credits:

1.0

Instruction language:

English

Coordinator:

[M.J. Commers](#)

Teaching methods:

Lecture(s)

Assessment methods:

Attendance, Participation

Keywords:

Public health, Public Health Objectives, EU, WHO, Health For All, Health in all Policies, Health Report, Health Risks, (Social) Determinants of Health, Health Inequities

Fac. Health, Medicine and Life Sciences

Alcohol and Drug Use as a Health Problem

Full course description

The focus of this course is on understanding alcohol and drug use in a European public health context, and the resulting recommendations for interventions. You will learn to evaluate different interventions in the field of public health. The socio-ecological model is used as a leitmotiv throughout the course, approaching alcohol and drug use from different angles (e.g., psychopharmacology, social psychology, sociology, economy, policy).

First, the psychopharmacological effects of alcohol and drug use are explored. Second, motivational approaches as well as the role of peers and parents in adolescent alcohol and drug use are discussed. Third, alcohol and drug use is approached from a societal level, looking at population models and the influence of availability and other laws. Finally, attention is paid to (economic) evaluation and its role in policy making. The focus in this module will be mainly on primary prevention, although attention is given to secondary prevention and treatment, in particular screening and brief interventions.

Course objectives

After this course, students can

- describe 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;
- explain (effects of) alcohol and drug use from different angles (e.g., psychopharmacology, psychology, sociology);
- make cross-country comparisons of alcohol and drug use, and its consequences and related policies;
- apply theoretical approaches from different disciplines in public health interventions;
- evaluate existing public health interventions in terms of “best” practices;
- distinguish the rhetorical and scientific arguments in discussions about alcohol and drug policies.

Recommended reading

Below each case in this course, the basic literature is mentioned and this literature consists of both journal articles and chapters from books. This list is also available on student portal. You are, however, encouraged to explore additional literature to strengthen to your own development on this topic and to enrich the discussion in the tutorials.

EPH2008

Period 1

9 Sep 2019

25 Oct 2019

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

[R.M.M. Crutzen](#)

Teaching methods:

PBL, Lecture(s), Assignment(s), Training(s), Paper(s), Presentations

Assessment methods:

Attendance, Written exam, Final paper

Fac. Health, Medicine and Life Sciences**Food, Novel Food, Food Safety****Full course 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 from 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.

Course objectives

- 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.

Recommended reading

- P. Insel, D. Ross, K. McMahon, M. Bernstein. Nutrition. 4th edition. Jones and Bartlett, Sudbury, 2011;
- M.J. Gibney, B.M. Margetts, J.M. Kearney, L. Arab. Public Health Nutrition. Blackwell, Oxford, 2004.;
- M.J. Gibney, H.H. Vorster, F.J. Kok. Introduction to human nutrition. Blackwell, Oxford, 2002;
- Tulchinsky TH & EA Varavikova. The New Public Health: An introduction for the 21st century. 2nd edition. Academic Press, San Diego, 2008;
- National Institute for Public Health and the Environment (RIVM). Our food, our health. RIVM, Bilthoven, The Netherlands, 2006.

<http://www.rivm.nl/bibliotheek/rapporten/270555009.pdf>; • World Health Organisation. Diet, nutrition and the prevention of chronic diseases. Report of the joint WHO/FAO expert consultation. WHO Technical Report Series, No. 916 (TRS 916),
<http://www.who.int/dietphysicalactivity/publications/trs916/download/en/index.html>

EPH2009

Period 2

28 Oct 2019

20 Dec 2019

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

[S.G.J. van Breda](#)

Teaching methods:

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

Assessment methods:

Assignment, Attendance, Written exam, Presentation, Final paper

Keywords:

nutrition; food; dietary guidelines; novel food; functional food; diet- related diseases; chemical food safety; biological food safety

Fac. Health, Medicine and Life Sciences

Additional Education Food, Novel Food, Food Safety

EPH2109

Period 2

28 Oct 2019

20 Dec 2019

[Print course description](#)

ECTS credits:

0.0

Coordinator:

[T.M.C.M. de Kok](#)

Fac. Health, Medicine and Life Sciences

Excursion to Central and Eastern Europe

Full course 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.

Course objectives

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

EPH2010

Period 2

25 Nov 2019

29 Nov 2019

[Print course description](#)

ECTS credits:

1.0

Instruction language:

English

Coordinator:

E. Miteniece

Teaching methods:

Lecture(s), Working visit(s)

Assessment methods:

Attendance, Participation

Keywords:

Polish Public Health and Health care system

Fac. Health, Medicine and Life Sciences

Healthy Lifestyles in Europe / Paper Semester 3

Full course 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.

Course objectives

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

EPH2011

Period 3

6 Jan 2020

31 Jan 2020

[Print course description](#)

ECTS credits:

5.0

Instruction language:

English

Coordinator:

[M.J. Commers](#)

Teaching methods:

Lecture(s), Paper(s)

Assessment methods:

Final paper

Fac. Health, Medicine and Life Sciences

Trajectory Test 3: Methodology, Epidemiology, Statistics

Full course description

This is the Methodology, Epidemiology and Statistics portion of the Trajectory Test 3 within the Bachelor of European Public Health Programme.

Course objectives

There are no learning goals explicitly associated with the exam itself. The exam is specifically designed to test students' progress in statistical reasoning and the application of that reasoning to public health problems.

EPH2012

Year

1 Sep 2019

31 Aug 2020

Period 3

9 Jan 2020

9 Jan 2020

[Print course description](#)

ECTS credits:

3.0

Instruction language:

English

Coordinator:

[M.J. Commers](#)

Teaching methods:

Assignment(s)

Assessment methods:

Written exam

Fac. Health, Medicine and Life Sciences

Trajectory Test 3: Academic Thinking and Reflection

EPH2013

Year

1 Sep 2019

31 Aug 2020

Period 3

9 Jan 2020

9 Jan 2020

[Print course description](#)

ECTS credits:

2.0

Instruction language:

English

Coordinator:

[M.J. Commers](#)

Third year courses

Bachelor EPH Year 3

Fac. Health, Medicine and Life Sciences

Introduction Semester 5

Full course 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.

EPH3007

Period 1

2 Sep 2019

6 Sep 2019

[Print course description](#)

ECTS credits:

1.0

Instruction language:

English

Coordinator:

[M.I. Pavlova](#)

Teaching methods:

Lecture(s)

Assessment methods:

Attendance

Keywords:

No key words available

Fac. Health, Medicine and Life Sciences

Health Systems in Europe

Full course 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.

3 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@zw.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 Krumeich Department Health, Ethics and Society 043 38 81122 a.krumeich@zw.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.

Course 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

Recommended reading

Literature - Black N. and Gruen R. (2005) Understanding Health Services. Oxford: Open University Press. - Figueras J.; McKee M.; Cain J.; Lessof S. (2004) Health Systems in Transition. Learning from experience. Copenhagen: WHO European Observatory on Health Systems and Policies. - Lewicki, R.J., Barry, B., & Saunders D.M. 'Essentials of Negotiation' (2007). Boston: McGrawHill - Lewicki, Barry &

Saunders (2007). Negotiation. Readings, exercises, and cases. New York: McGrawHill - Mastenbroek, W. (1989) Negotiate. Oxford: Basil Blackwell - Rosenmoller M. et al.; McKee M.; Baeten R (2007): Patient Mobility in the European Union. Learning from experience. Copenhagen: WHO. European Observatory on Health Systems and Policies - Wonderling D et al. (2005): Introduction to Health Economics. Oxford: Open University Press

EPH3011

Period 1

9 Sep 2019

25 Oct 2019

[Print course description](#)

ECTS credits:

10.0

Instruction language:

English

Coordinators:

D. Popa

[T. Clemens](#)

Teaching methods:

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

Assessment methods:

Attendance, Written exam

Fac. Health, Medicine and Life Sciences

Additional Education Health Systems in Europe

EPH3111

Period 1

9 Sep 2019

25 Oct 2019

[Print course description](#)

ECTS credits:

0.0

Coordinator:

[T. Clemens](#)

Fac. Health, Medicine and Life Sciences

Health Policy at the European Level

Full course description

The module focusses on the analysis of EU policies and includes also the analysis of EU policy making. It is based on the following experiences:

- Public health professionals often aim to support evidence-informed policy making. They contribute to analyzes and assessment of situations, description of problems, assessment of policy options and evaluation of policies.
- Public health professionals, as individuals or through organizations representing them, engage also in policy making by setting the agenda or working towards the prioritization of 'their' topic on the policy agenda
- Producing and using evidence is important, but policy making is not at all exclusively based on evidence.

With reference to selected EU policies with public health relevance, students will be introduced to topics like "assessing public health situations/problems", "problem structuring", "problem perceptions", "comparing policy options", "problem framing", "policy decisions" and "implementation".

The introduction of the topics is linked with the application of theoretical knowledge in form of practical exercises (students will work in groups on so-called "policy issue papers"). This is supported by trajectory events with lectures and workshops:

- The skills trajectory will address how to write policy briefs and other policy issue documents and also include a training on negotiation skills.
- Methods: Methods lectures will address document and discourse analysis, both being of relevance for the analysis of policy documents. They are both linked with analysis of as well as for policy making.
- Epidemiology: Epidemiology units will address systematic literature reviews and train students in the development of search strategies and the critical appraisals on the quality of different kinds of studies.
- Academic Thinking: Lectures will address policy perceptions and policy framing.
- Statistics will address logistic regression.

Course objectives

With regards to knowledge and understanding

- possess detailed understanding of the strategic European health policy developments
- get insights in selected EU health policies
- possess knowledge and understanding of policy analysis theories and methods
- possess knowledge and understanding of EU multilevel policy making
- possess understanding of needs, opportunities, challenges of evidence-based or evidence informed policies
- develop a better understanding of the relevance of theories for policy
- develop knowledge and understanding of qualitative (document analysis, discourse analysis) and quantitative (logistic regression) methods in policy analysis

With regards to application of knowledge and understanding

- can apply theories and methods for "evidence informed policy making"
- can apply theories and methods for policy analysis for "analysis of policies" to study the process of policy making
- can use knowledge and insights from "analysis of policies" for professional engagement in policy making (practical PH professional activities)

With regards to making judgement

- can make judgements about the need for public health interventions, identify, describe/explain and communicate the problem, and assess policy options and implementation strategies
- can make judgements about problem framing, policy shaping and decisions, implementation strategies of policy makers
- can apply both topics above on EU health policies

With regards to communication

- develop communication skills in line with professional qualifications for academic public health experts as well as policy consultants
- be able to work in a group to develop a critical and reflective paper
- be able to present content and discuss findings

With regards to learning skills

- have improved their critical thinking, research, negotiation and moderation skills
- have practised their active and self-directed learning skills
- have applied and improved their team working skills and team management skills

Recommended reading

Versluis, E. (2011). Analyzing the European Union Policy Process: Palgrave Macmillan Ltd. (e-book available) Buse, K., Mays, N., & Walt, G. (2012): Making health policy. Maidenhead, Berkshire/New York: Open University Press (e-book available) Dunn, W. N. (2017): Public Policy Analysis. An Integrated Approach. 6th edition. New York / London: Routledge (Taylor Francis Ltd.) (e-book available)

EPH3012

Period 2

28 Oct 2019

20 Dec 2019

[Print course description](#)

ECTS credits:

10.0

Instruction language:

English

Coordinator:

[R. Hrzic](#)

Teaching methods:

Assignment(s), Lecture(s), PBL, Skills, Training(s), Work in subgroups, Paper(s), Presentations

Assessment methods:

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

Keywords:

analysis for and of EU policy making, policy issue paper

Additional Education Health Policy at the European Level

Full course 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

Course objectives

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

EPH3112

Period 2

28 Oct 2019

20 Dec 2019

[Print course description](#)

ECTS credits:

0.0

Coordinator:

[R. Hrzic](#)

Teaching methods:

Assignment(s), Lecture(s), Training(s)

Assessment methods:

Assignment, Attendance

Fac. Health, Medicine and Life Sciences

Writing a Research Proposal

EPH3003

Period 3

6 Jan 2020

31 Jan 2020

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinator:

[T. Clemens](#)

Teaching methods:

Lecture(s)

Assessment methods:

Written exam

Fac. Health, Medicine and Life Sciences

Trajectory Test 4: Methodology, Epidemiology, Statistics

Full course description

In January, Semester 5 will conclude with Trajectory Test 4. More information about the objectives and content of Trajectory Test 4 has been made available during the course of the semester, namely within the trajectory activities.

Course objectives

The test will demand that students integrate all they have learned during the semester trajectories, namely Methodology, Epidemiology as well Academic Thinking and Reflection.

EPH3014

Period 3

10 Jan 2020

10 Jan 2020

[Print course description](#)

ECTS credits:

3.0

Instruction language:

English

Coordinator:

[M.I. Pavlova](#)

Teaching methods:

Assignment(s)

Assessment methods:

Written exam

Fac. Health, Medicine and Life Sciences

Trajectory Test 4: Academic Thinking and

Reflection

Full course description

In January, Semester 5 will conclude with Trajectory Test
In January, Semester 5 will conclude with Trajectory Test 4. More information about the objectives and content of Trajectory Test 4 has been made available during the course of the semester, namely within the trajectory activities.

Course objectives

The test will demand that students integrate all they have learned during the semester trajectories, namely Methodology, Epidemiology as well Academic Thinking and Reflection.

EPH3015

Period 3

10 Jan 2020

10 Jan 2020

[Print course description](#)

ECTS credits:

2.0

Instruction language:

English

Coordinator:

[M.I. Pavlova](#)

Teaching methods:

Assignment(s)

Assessment methods:

Written exam

Fac. Health, Medicine and Life Sciences

Placement and Thesis

EPH3013

[Print course description](#)

ECTS credits:

30.0

Instruction language:

English