

## First year courses

# Bachelor EPH Year 1

**Fac. Health, Medicine and Life Sciences**

## Health, Health Determinants and the European Union

### Full course description

This course serves as an introduction to the BEPH curriculum and will lay the foundation for all upcoming courses.

In Part I of this course, you will be introduced to studying in an academic environment, the Problem Based Learning (PBL) system, the library, the structure and content of the EPH programme and the Specialized Competency Lines (SCLs). For a description of these SCLs, we refer to course EPH1221. You will study the many dimensions and complexity of the concept of health, and you will learn and reflect on how health has been defined within various traditions (WHO, positive health) and over time. You will also elaborate on the concepts 'public' and 'European', in order to find out more about what it means to study EPH.

In Part II of the course, you will study various determinants of health on various levels, and the most influential models in this regard. You will also be introduced to the phenomenon of health inequalities. Health is not equally divided among the population and you will study types and possible causes of socioeconomic and other health inequalities.

In Part III, the course departs into a focus on the European Union. This portion of the course addresses issues such as the history of the EU, the main purpose of the EU (economic), the EU treaties and the Charter of Fundamental Rights of the EU, the EU institutions (European Commission, European Parliament, Council), and the decision making processes on EU level. In order to understand public health issues and policies in Europe, it is essential that you have an understanding of the functioning of the EU and EU legislation. You will also reflect on several ethical issues and dilemmas that come into play when thinking about public health in Europe.

### Course objectives

Below is an overview of the most important Intended Learning Outcomes (ILOs) of this course:

#### Expert

By the end of the course, students should be able to:

- Describe the concepts of health, public health and diverse definitions of health
- Define and reflect on (European) public health as a domain
- Distinguish between public health and (medical approaches to) health care
- Describe patterns of socioeconomic and other inequalities in health
- Describe (influential models of) factors that determine health
- Identify and describe the history, organs and major legal structures and processes of the EU
- Describe the Treaties of the EU and how public health is addressed in these treaties

#### Investigator

By the end of the course, students should be able to:

- Recall fundamental principles of research ethics and integrity
- Describe the ways in which research forms the basis for public health activity

### **Communicator**

By the end of the course, students should be able (on a basic level) to:

- Discuss topics and findings in English (aiming for level B2)
- Demonstrate understanding of feedback from teachers and peers

### **Professional**

By the end of the course, students should be able to:

- Understand and describe the problem-based learning approach
- Contribute actively and positively in tutor groups and training groups
- Behave in a respectful, professional and reliable manner in tutor groups and group work

## **Recommended reading**

Below is an overview of basic literature for this course:

- Detels, R., Gulliford, M., Karim, Q.A., Tan, C.C. (Eds.). (2015). Oxford Textbook of Global Public Health (6 ed.). Oxford: Oxford University Press.
- Greer, S.L. et al. (2019). Everything you always wanted to know about European Union health policies but were afraid to ask (2nd ed.). Copenhagen, WHO.
- Leonardi, F. (2018). The definition of health: Towards new perspectives. International Journal of Health Services, 48(4), 735-748.
- Moust, J.H.C., Bouhuijs, P.A.J., & Schmidt, H.G. (2013). Introduction to problem-based learning: a guide for students. Groningen: Wolters-Noordhoff.

## **EPH1021**

### **Period 1**

1 Sep 2020

23 Oct 2020

[Print course description](#)

### **ECTS credits:**

9.0

### **Instruction language:**

English

### **Coordinator:**

[I. Houkes](#)

### **Teaching methods:**

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

### **Assessment methods:**

Attendance, Participation, Written exam

### **Keywords:**

Health (European) public health Health inequalities Socio-economic inequalities Health determinants European Union Treaty of the European Union Ethical issues Problem Based Learning

**Fac. Health, Medicine and Life Sciences**

**Epidemiology/Methodology/Policy  
Advocacy/Statistics 1**

**Full course description**

Course EPH1221 includes the Specialized Competency Lines (SCLs) Research Methodology, Statistics, Epidemiology and Policy Advocacy as taught in period 1. These SCLs are interwoven with the main course EPH1021 Health, Health Determinants and the European Union. For a description of this main course we refer to EPH1021. SCLs are longitudinal, cumulative learning lines, reflecting thematically focused bundles of (portions of) competencies to be achieved. The following five SCLs are interwoven throughout the programme: Research Methodology, Statistics, Epidemiology, Philosophy of Public Health and Policy Advocacy. Students will be introduced to all SCLs in period 1. For a description of the SCL Philosophy of Public Health in periods 1 and 2, please consult course EPH1241. As regards the SCL Methodology, students will be introduced into research methodology and the link between the SCLs Methodology, Epidemiology and Statistics. They will further be trained in the critical appraisal of a research problem. As regards the SCL Epidemiology, students will be introduced into the field of epidemiology and trained in measuring health and disease and associated factors. As regards the SCL Statistics, students will be introduced into statistical thinking and the topics 'What are statistics and for which purposes are they applied?' and 'Meaning and value of "measuring"'. As regards the SCL Policy Advocacy, students will be introduced into the concept of policy advocacy. As students develop an understanding of what health is, and what may determine health, it will become clear that public policy plays a major role in public health outcomes. Not only do public policies define many if not most aspects of the healthcare sector, but public policies also have an influence on all aspects of our living, work, and public environments. Therefore, as public health professionals, it is important that students develop skills in understanding, critiquing, and influencing public policies.

**Course objectives**

Below is an overview of the most important Intended Learning Outcomes of this course:

**Expert**

By the end of the course, students should be able to:

- Identify key health indicators and extract such indicators from scientific literature
- Identify key examples of public health policy and programmes in Europe: describe the Treaties of the EU and how public health is addressed in these treaties

**Investigator**

By the end of the course, students should be able to:

- Summarize the empirical cycle, in particular phase 1 "Formulating a research problem"
- Assess scientific research and publications at a basic level under close supervision
- Describe the ways in which research forms the basis for public health activity
- Explain basic forms of qualitative and quantitative research
- Calculate measures of central tendency and variation
- Make graphical depictions of data and tables summarizing data
- Perform some basic statistical tests

**Communicator**

By the end of the course, students should be able (on a basic level) to:

- Demonstrate understanding of feedback from teachers and peers
- Produce limited feedback for peers under supervision

### **Professional**

By the end of the course, students should be able to:

- Behave in a respectful, professional and reliable manner in tutor groups, practicals and group work (both on-campus and online), also in a culturally diverse context

## **Recommended reading**

Bowling, A. (2014). Research methods in health: Investigating health and health services. Maidenhead: Open University Press. McGraw-Hill Education. (E-book) Feak, C.B.& Swales, J.M. (2011). Creating contexts. Writing introductions across genres. Ann Arbor: University of Michigan Press. (Randwyck library Learning and resource center(reference only) SL Q225.5)

## **EPH1221**

### **Period 1**

1 Sep 2020

23 Oct 2020

[Print course description](#)

### **ECTS credits:**

2.0

### **Instruction language:**

English

### **Coordinator:**

[I. Houkes](#)

### **Teaching methods:**

Assignment(s), Lecture(s), Work in subgroups, Presentations, Research, Skills, Working visit(s)

### **Assessment methods:**

Assignment, Attendance, Participation

### **Keywords:**

Research Methodology Epidemiology Statistics Policy Advocacy

**Fac. Health, Medicine and Life Sciences**

## **Philosophy of Public Health part 1**

### **Full course description**

Please see modules EPH1021 and EPH1022.

### **Course objectives**

Please see modules EPH1021 and EPH1022.

## EPH1241

### Period 1

31 Aug 2020

18 Dec 2020

[Print course description](#)

### ECTS credits:

2.0

### Instruction language:

English

### Coordinator:

O. Zvonareva

### Teaching methods:

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

### Assessment methods:

Computer test, Written exam

## Fac. Health, Medicine and Life Sciences

# Communicable and Non-communicable Diseases in the EU and WHO-Euro

## Full course description

The module focusses on health and disease not only within the EU but takes the wider perspective of the WHO European region. In this geographical and geo-political perspective, concrete communicable and non-communicable diseases are the focus of attention. You will learn about common and rare diseases and the policy frames to counter these. The classic perspective of public health is to focus on infectious diseases. Thus, the module will start with the introduction of infectious diseases. You will discuss diseases caused by bacteria, viruses and parasites and their incidence and prevalence. You will learn about policy initiatives to prevent and fight these diseases across the WHO European region. For non-communicable diseases, we cover three broad sub-categories: 1) metabolic-toxic diseases like cardiovascular diseases and diabetes, 2) cancer and 3) mental health. In the context of bacterial infectious diseases, the module explores the issue of antimicrobial resistance – in Europe and globally. The structure of the module reflects the idea of “layers of complexity”, which means that you will learn about diseases starting from 1) understanding different definitions of diseases and their causality; 2) learning about the complexities of comorbidities; 3) understanding the burden of mental disorders; 4) the role of antimicrobial resistance; 5) the role of broader environment in human health. This module thus approaches diseases through a certain frame, namely through different perspectives and from different angles, among them: aetiology, comorbidity, bio-social determinants, and health equity. Within this module, you will be introduced to the social, biological and epidemiological aspects of diseases. It is not expected that you have prior indepth knowledge in biology. However, for future public health professionals who will work in collaboration with medical doctors and biomedical scientists, it is important to understand some of the concepts and challenges that these professionals meet in their practice.

## Course objectives

### Expert

By the end of the course, students should be able to:

- Define (European) public health as a domain, identify main public health methods;
- Distinguish between public health and (medical approaches to) health care;
- Recall and name basic public health measures of health status;
- Identify key health indicators and extract such indicators from scientific literature;
- Recall, list and describe (influential models of) factors that determine health status;
- Articulate diverse roles of public policy in health protection & promotion within the EU;
- Outline archetypal structures of public health infrastructure in Europe.

### Investigator

By the end of the course, students should be able to:

- Explain basic forms of qualitative and quantitative research methods
- Summarize the empirical cycle, in particular phase 2 “selecting research methods”;
- Identify basic components and levels of public health interventions;
- Explain and illustrate problems using academic approaches and critiques;
- Describe the ways in which research forms the basis for public health activity;
- Name sources of quality public health information.

### Communicator

By the end of the course, students should be able (on a basic level) to:

- Present on public health topics for peers and teachers;
- Demonstrate understanding of feedback from teachers and peers;
- Produce limited feedback for peers under supervision.

### Professional

By the end of the course, students should be able to:

- Accept and reflect on feedback from staff and students passively;
- Behave in a respectful, professional and reliable manner in tutor groups, practicals and group work;
- Contribute actively and positively in tutor groups and training groups;
- Understand, describe and apply the problem-based learning approach;
- Positively engages the challenges and opportunities of intercultural diversity within tutorial groups.

## Recommended reading

Specific literature is suggested per each case discussed in tutorial groups

### EPH1022

#### Period 2

26 Oct 2020

18 Dec 2020

[Print course description](#)

#### ECTS credits:

9.0

**Instruction language:**

English

**Coordinator:**

[E. Ambrosino](#)

**Teaching methods:**

Lecture(s), PBL

**Assessment methods:**

Attendance, Written exam

**Keywords:**

Changing disease trends; communicable diseases; non-communicable diseases; policies

**Fac. Health, Medicine and Life Sciences**

## **Epidemiology/Methodology/Policy Advocacy/Statistics 2**

### **Full course description**

Course EPH1222 includes the Specialized Competency Lines (SCLs) Research Methodology, Statistics, Epidemiology and Policy Advocacy as taught in period 2. These SCLs are interwoven with the main course EPH1022 "Communicable and non-communicable diseases in the EU and WHO Euro". For a description of this main course we refer to EPH1022.

SCLs are longitudinal, cumulative learning lines, reflecting thematically focused bundles of (portions of) competencies to be achieved. The following five SCLs are interwoven throughout the programme: Research Methodology, Statistics, Epidemiology, Philosophy of Public Health and Policy Advocacy.

Students have been introduced to all SCLs in period 1 and will continue developing them in period 2. For a description of the SCL Philosophy of Public Health in periods 1 and 2, please consult course EPH1241.

### **Course objectives**

#### **Expert**

*By the end of the course, students should be able to:*

- Identify key health indicators and extract such indicators from scientific literature
- Identify key examples of public health policy and programmes in Europe: describe the Treaties of the EU and how public health is addressed in these treaties

#### **Investigator**

*By the end of the course, students should be able to:*

- Summarize the empirical cycle, in particular phase 1 "Formulating a research problem"
- Assess scientific research and publications at a basic level under close supervision
- Describe the ways in which research forms the basis for public health activity
- Explain basic forms of qualitative and quantitative research
- Calculate measures of central tendency and variation
- Make graphical depictions of data and tables summarizing data
- Perform some basic statistical tests

## Communicator

*By the end of the course, students should be able (on a basic level) to:*

- Demonstrate understanding of feedback from teachers and peers
- Produce limited feedback for peers under supervision

## Professional

*By the end of the course, students should be able to:*

- Behave in a respectful, professional and reliable manner in tutor groups, practicals and group work (both on-campus and online), also in a culturally diverse context

## EPH1222

### Period 2

26 Oct 2020

18 Dec 2020

[Print course description](#)

### ECTS credits:

2.0

### Instruction language:

English

### Coordinator:

[E. Ambrosino](#)

### Teaching methods:

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

### Assessment methods:

Assignment, Attendance, Oral exam, Participation, Presentation

## Fac. Health, Medicine and Life Sciences

# Qualitative Research Methodology

## Full course description

Healthcare and public health environments are facing challenges, including those brought by ageing, technological advances, economic inequalities, and shifting expectations of society. Qualitative research has unique strengths in producing nuanced and people-centered knowledge crucial for understanding impacts of health interventions and complex arrangements of care, among others. During this module students will learn how qualitative research can be used in understanding and addressing contemporary health problems, understand the theoretical foundations of qualitative research; practice qualitative data collection and analysis techniques; and reflect on meaningful ways to combine qualitative and quantitative approaches. Concurrently with delving into qualitative health research, students will work on their year paper with support of trainings in literature search, academic writing, and citation management.



The module is organized around core themes in qualitative research: defining and designing qualitative research project; collecting data; analyzing data and ensuring quality; theory and innovative approaches in qualitative research. The module is practice oriented to allow students master essential techniques sufficient to independently conceive and implement basic qualitative research study.

There are three work formats in this course:

- Lectures, which are planned to be as interactive as possible. Students should be prepared to engage in discussions and participate in short exercises.
- Journal club meetings, where students will be provided with several examples of published qualitative studies to be read before the meeting and guiding questions to direct their reading. During the meetings students together with tutor will analyze the studies and formulate final answers to the questions posed.
- Practicals, during which students will be practicing the elements involved in conducting qualitative research.

## Course objectives

Students who successfully finish the module will be able to:

- Define qualitative research, its relationship with quantitative research, and its distinct roles in health research and practice;
- Know the type of research questions that can be answered with specific qualitative methods and know how to formulate qualitative research questions;
- Demonstrate basic knowledge of a range of qualitative data collection methods, their possibilities and limitations;
- Conduct individual semi-structured interviews;
- Conduct qualitative observational research;
- Demonstrate a basic knowledge of a range of qualitative data analysis approaches
- Prepare and perform thematic content analysis using qualitative data analysis software (Atlas.ti);
- Understand the key issues in qualitative research design;
- Be able to appraise the quality of qualitative research;
- Understand and reflect on the theoretical foundations of qualitative research;
- Be aware of the benefits and challenges involved in mixed-methods research;
- Be aware of the issues to consider in planning a qualitative research project;
- Reflect on the meaning of this module's content for their future professional work.

## Recommended reading

Green, J. & Thorogood, N. (2018) Qualitative Methods for Health Research, SAGE  
Olson, Young & Schulz (2016) Handbook of Qualitative Health Research for Evidence-Based Practice, Springer  
Tolley, Ulin, Mack, Robinson, Succop (2016) Qualitative Methods in Public Health: A Field Guide for Applied Research, 2nd Edition  
Kvale, S. (2007) Doing Interviews, SAGE  
Flick, U. (2013) The SAGE Handbook of Qualitative Data Analysis

**EPH1023**

**Period 3**

4 Jan 2021

29 Jan 2021

[Print course description](#)

**ECTS credits:**

3.0

**Instruction language:**

English

**Coordinator:**

O. Zvonareva

**Teaching methods:**

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

**Assessment methods:**

Assignment, Attendance, Computer test, Written exam

**Keywords:**

qualitative research, Methodology, academic writing, Individual Interviews, Thematic content analysis, Qualitative observations

**Fac. Health, Medicine and Life Sciences**

## Year 1 Paper

### EPH1242

**Period 3**

4 Jan 2021

29 Jan 2021

[Print course description](#)

**ECTS credits:**

3.0

**Instruction language:**

English

**Coordinator:**

O. Zvonareva

**Fac. Health, Medicine and Life Sciences**

## Healthy Environments and Sustainability in the EU

### Full course description

The module Environmental Health and Sustainability in the EU focuses on the environment as a determinant of health, and sustainability, in a European context (ILO: E112, E212, E412). Environment is a broad concept which can comprise (the interaction between) biological, physical, chemical, socio-economic, cultural, institutional and individual factors. This module particularly focuses on the

interaction between the social environment (e.g., communities, employment) (ILO: E311, E413, E213) and the (changing) physical environment (e.g., climate change, air and water quality, biodiversity, and ecological issues related to food supply) (ILO: E212, E311). The complexly intertwined social and environmental dynamics of global change increase uncertainties and create specific challenges in the design of health supporting environments and the development of (public health) policy (ILO: I711, I712, E412, E512). Students will study the health impact of environments on various levels and will study how cities, workplaces, and the use of farmland can be managed in the interest of health, well-being and sustainability (ILO: I711, I712, E112, E212, E213, E412). The dynamic intersection of public health with other disciplines is evident in the design process of (built) environments and policy developments, which is why students will be introduced to the pioneering academic fields of One Health and Planetary Health, as well as to inclusive policy approaches, such as the Sustainable Development Goals, WHO Healthy Cities and Health in All Policies (HiAP) (ILO: E412, I812, C1511). Environmental factors such as climate change, biodiversity loss and land use change can impact the individual citizen level, for example through effects on health and well-being, but at the same time transcend national and European boundaries and governments. By introducing a systems theory approach, the module zooms in and out through various scale levels, but at the same time keeps a specific European focus, analyzing European processes and policies (e.g., Parma Commitment to Act, 20-20-20 targets EU, WHO European Healthy Cities Network, EU Health & Safety at the Workplace). Main principles and themes addressed are: systems thinking, socio-ecological systems, the environmental health and food production chain, sustainable employability, health impact analysis and translation in to policy.

## Course objectives

### Expert

By the end of the module, students should be able to:

- Define and reflect on (European) public health as a domain, identify main public health methods.
- Recall and name basic public health measures of health status.
- Identify key health indicators and extract such indicators from scientific literature.
- Describes patterns of socioeconomic and other inequalities in health status.
- Recall, list and describe (influential models of) factors that determine health status.
- Distinguishes the concepts of correlation and causality.
- Recognizes scientific evidence establishing correlation and causality of investigated factors with health status.
- Articulates diverse roles of public policy in health protection and promotion within the European Union.
- Describes organizational factors within work environments that impact health status.
- Outlines archetypical structures of public health infrastructure in Europe.

### Investigator

By the end of the module, students should be able to:

- Writes a basic narrative literature review paper under close supervision
- Explains basic forms of qualitative and quantitative research methods and data collection.
- Matches and applies basic statistical analyses to research data.
- Describes examples of interventions used in public health practice and policy.
- Identifies basic components and levels of interventions.
- Explain and illustrate problems using academic approaches and critiques.
- Assess scientific research and publications at a basic level under close supervision.
- Recall fundamental principles of research ethics and integrity.
- Describe the ways in which research forms the basis for public health activity.

- Name sources of quality public health information.
- Read selectively in terms of both quantity and quality of reading materials.
- Relate problem-based learning techniques to personal learning goals and process.

### **Communicator**

By the end of the module, students should be able (on a basic level) to:

- Presents on public health topics for peers and teachers.
- Discuss topics and findings in English (aiming for level B2).
- Identifies target audience, aim, and channels of a program of public health communication.
- Demonstrates understanding of feedback from teachers and peers.
- Produces limited feedback for peers under supervision.
- Defines diversity in its numerous forms.
- Describes key dimensions of diversity in Europe.
- Recalls and summarizes the Health-In-All-Policies (HIAP) tradition in New Public Health.
- Describes the health promotion idea (e.g. Ottawa charter) of mediating and advocating for health.

### **Professional**

By the end of the module, students should be able to:

- Participates in structured thesis group meetings.
- Accepts feedback from staff and students.
- Summarizes what has been learned.
- Describes strategies to promote personal growth.
- Behave in a respectful, professional and reliable manner in tutor groups, practicals and group work, also in a culturally diverse context (P1813).
- Identifies personal bias and prejudices related to professional responsibilities.
- Contribute actively and positively in tutor groups and training groups.
- Understand and describe the problem-based learning approach.
- Positively engages the challenges and opportunities of intercultural diversity within tutorial groups.

## **Recommended reading**

• Frumkin (2016) Environmental Health: From Global to Local. John Wiley & Sons, 9 feb. 2016 - 896 pagina's (ebook available > order at UL). • Steffen et al. (2005) Global Change and the Earth System: A Planet Under Pressure" Springer-Verlag Berlin Heidelberg New York. • Gupta (2019) The Puzzle of the Global Commons or The Tragedy of Inequality: Revisiting Hardin, Environment: Science and Policy for Sustainable Development, 61:1, 16-25. • Whitmee et al. (2015) Safeguarding human health in the Anthropocene epoch: report of The Rockefeller Foundation-Lancet Commission on planetary health. The Lancet Vol. 386, Issue 10007, P1973-2028. • Laszlo (2006) The Chaos Point. The world at the crossroads. Hampton Roads Publishing Company. • John Urry (2003). Global Complexity. Cambridge, Polity Press.

## **EPH1024**

### **Period 4**

1 Feb 2021

2 Apr 2021

[Print course description](#)

**ECTS credits:**

9.0

**Instruction language:**

English

**Coordinator:**

[C. Beumer](#)

**Teaching methods:**

Assignment(s), Lecture(s), Work in subgroups, Presentations, Research

**Assessment methods:**

Assignment, Attendance, Computer test, Portfolio, Presentation, Written exam

**Keywords:**

Environmental Health, Sustainability, Complex Adaptive Systems, Anthropocene, climate change, Urbanization, Occupation, agriculture, Planetary Health, Environmental Health Policies

**Fac. Health, Medicine and Life Sciences**

## **Epidemiology/Methodology/Policy Advocacy/Statistics 3**

### **Full course description**

Course EPH1224 includes the Specialized Competency Lines (SCLs) Research Methodology, Statistics, Epidemiology and Policy Advocacy as taught in period 4. This SCLs are interwoven with the main course EPH1024 "Sustainable Environments in the EU". For a description of this main course we refer to EPH1024.

SCLs are longitudinal, cumulative learning lines, reflecting thematically focused bundles of (portions of) competencies to be achieved. The following five SCLs are interwoven throughout the programme: Research Methodology, Statistics, Epidemiology, Philosophy of Public Health and Policy Advocacy.

Students have been introduced to all SCLs in periods 1 and 2 and will continue developing them in period 4. For a description of the SCL Philosophy of Public Health in periods 4 and 5, please consult course EPH1243.

### **Course objectives**

Please see the intended learning outcomes associated with EPH1024.

## **EPH1224**

**Period 4**

1 Feb 2021

2 Apr 2021

[Print course description](#)

**ECTS credits:**

2.0

**Instruction language:**

English

**Coordinator:**

[C. Beumer](#)

**Teaching methods:**

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

**Assessment methods:**

Assignment, Attendance, Participation, Presentation

**Fac. Health, Medicine and Life Sciences**

## Philosophy of Public Health part 2

### Full course description

Please see modules EPH1024 and EPH1025.

### Course objectives

Please see modules EPH1024 and EPH1025.

## EPH1243

**Period 4**

1 Feb 2021

4 Jun 2021

[Print course description](#)

**ECTS credits:**

2.0

**Instruction language:**

English

**Coordinator:**

O. Zvonareva

**Teaching methods:**

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

**Assessment methods:**

Assignment, Attendance, Computer test, Written exam

**Fac. Health, Medicine and Life Sciences**

## Health-Technological Innovation and EU Competencies

## Full course description

The module starts with an introduction focused on the challenges of sustainable innovation in the complex world of healthcare. This interdisciplinary module introduces students to the concept and process of health technological innovation and the role that EU institutions play in this process.

In the subsequent two weeks, the topics of safety, privacy, assessment and implementation related to health technological innovation are introduced.

The following three weeks cover specific innovations, namely innovations related to, for example: (1) pharmaceuticals, (2) medical devices, (3) big data. The EU legal competencies and EU policy initiatives related to each of these domains, are also incorporated in the module, as well as the key public and private sector players, and their roles and partnerships per domain.

The module also touches upon possible involvement of health consumers in the innovation process to co-create new health products, process and policy initiatives that cater to consumer preferences, and improve their experience and quality of life.

Parallel to this, students work on a project assignment focused on di/e-/m-health technology. Students learn how to pick up a new idea that responds to specific health needs, investigate it through theoretical public health and health care models, and apply it to a real-world setting taking into account legal, financial and social constraints.

Example topics include: ethical and societal challenges of health technological innovation, unintended consequences of health technological innovation, questionnaire design and data coding, sample vs sampling variability, case studies. Students explore additional topics as part of the Specialized Competency Lines (SCL).

The module ends with a reflection week, which brings together various topics discussed throughout the module, followed by an exam week.

## Course objectives

### Expert

By the end of the module, students should be able to:

- Define and reflect on health technological innovation as a domain, identify main health technological innovation methods
- distinguish between public health and medical approaches to technological innovation in health care
- identify the organs and major political, administrative, and legal structures and processes of the European Union (related to health technological innovation)
- Articulates diverse roles of public policy in health protection and promotion within the European Union (related to health technological innovation)
- Identifies key examples of public health policy and programs in Europe (related to health technological innovation)
- Defines roles of insurer, provider and patient (related to health technological innovation)

### Investigator

By the end of the module, students should be able to:

- Explains basic forms of qualitative and quantitative research methods and data collection
- Summarize the empirical cycle
- Describe examples of interventions used in public health practice and policy

- identify basic components and levels of interventions
- Define science, scientific thinking and scientific knowledge
- Explain and illustrate problems using academic approaches and critiques
- Assess scientific research and publications at a basic level under close supervision
- Recall fundamental principles of research ethics and integrity
- Describe the ways in which research forms the basis for public health activity
- Name sources of quality public health information
- Read selectively in terms of both quantity and quality of reading materials
- Relate problem-based learning techniques to personal learning goals and process

### **Communicator**

By the end of the module, students should be able (on a basic level) to:

- Present on public health topics for peers and teachers
- Discuss topics and findings in English (aiming for level B2)
- Identify target audience, aim, and channels of a program of public health communication
- Demonstrate understanding of feedback from teachers and peers
- Produce limited feedback for peers under supervision

### **Professional**

By the end of the module, students should be able to:

- P1611. Accept feedback from staff and students passively
- P1613. Summarize what has been learned
- P1615. Behave in a respectful, professional and reliable manner in tutor groups, practicals and group work
- P1711. Contribute actively and positively within tutor groups and training groups
- P1811. Understand and describe the problem-based learning approach
- P1813. Positively engage the challenges and opportunities of intercultural diversity within tutorial groups

## **Recommended reading**

- Barlow J. (2017). Managing innovation in healthcare. WSPC (EUROPE).
- European Commission (2018). Study on the economic impact of supplementary protection certificates, pharmaceutical incentives and rewards in Europe. <https://ec.europa.eu/docsroom/documents/29521>
- The European Parliament and the Council of the European Union (2017). Regulation (EU) 2017/745 on medical devices. <https://www.emergogroup.com/sites/default/files/europe-medical-devices-regulation.pdf>
- European Commission (2020). A European strategy for data. [https://ec.europa.eu/info/sites/info/files/communication-european-strategy-data-19feb2020\\_en.pdf](https://ec.europa.eu/info/sites/info/files/communication-european-strategy-data-19feb2020_en.pdf)

## **EPH1025**

### **Period 5**

5 Apr 2021

4 Jun 2021

[Print course description](#)

### **ECTS credits:**

9.0

### **Instruction language:**



English

**Coordinator:**

[M.I. Pavlova](#)

**Teaching methods:**

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

**Assessment methods:**

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

**Keywords:**

health technological innovation, EU legal competencies, safety, privacy, Public health, pharmaceuticals, medical devices, big data, d/e/m-health technology, diffusion of innovation, implementation of innovation

**Fac. Health, Medicine and Life Sciences**

## **Epidemiology/Methodology/Policy Advocacy/Statistics 4**

### **Full course description**

Course EPH1225 includes the Specialized Competency Lines (SCLs) Research Methodology, Statistics, Epidemiology and Policy Advocacy as taught in period 5. These SCLs are interwoven with the main course EPH1025 "Health Technological Innovation and the European Union". For a description of this main course we refer to EPH1025.

SCLs are longitudinal, cumulative learning lines, reflecting thematically focused bundles of (portions of) competencies to be achieved. The following five SCLs are interwoven throughout the programme: Research Methodology, Statistics, Epidemiology, Philosophy of Public Health and Policy Advocacy.

Students have been introduced to all SCLs in periods 1, 2 and 4 and will continue developing them in period 5. For a description of the SCL Philosophy of Public Health in periods 4 and 5, please consult course EPH1243.

### **Course objectives**

Please see the learning goals within the description of EPH1025.

## **EPH1225**

**Period 5**

5 Apr 2021

4 Jun 2021

[Print course description](#)

**ECTS credits:**

2.0

**Instruction language:**

English

**Coordinator:**

[M.I. Pavlova](#)

**Teaching methods:**

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

**Assessment methods:**

Assignment, Attendance, Computer test, Participation, Presentation

**Fac. Health, Medicine and Life Sciences**

# Introduction to Statistical Methods for Data Analysis

## Full course description

Year one of the new BEPH curriculum concludes with the statistics module, which builds the foundation of statistical methodology and hypothesis testing. The module consists of three themes: (1) Summarizing and describing research data; (2) Testing concept, generalization of results obtained from sample; (3) Introduction to basic statistical techniques. The first theme explores various methods for summarizing and visualizing data collected within a specific research context. Students learn about typology of variables (quantitative vs qualitative), central tendencies and dispersion, and graphical tools like histogram and boxplot. In addition, they study measures of association between two variables such as Pearson correlation, relative risk and odds ratio. An important focal point is the difference between correlation and causation. Theme two of the module is devoted to inferential statistics implying the degree to which conclusions obtained from a sample (of persons) can be generalized to a much larger group (i.e., population). A distinction is made between population, sample and sampling distribution. The latter eventually leads to the concept of confidence intervals for testing. Statements about the population are translated statistically as a null hypothesis and alternative hypothesis and concepts like significant level, p-value, type I and type II errors, and power are discussed in detail. In theme 3, students are introduced to basic statistical techniques for testing a hypothesis, such as the t-test for one sample, two (paired and unpaired) samples, and post-hoc comparisons for more than two samples. Finally, the module ends with simple statistical methods for studying relationships between two variables like the chi-square or linear regression analysis.

## Course objectives

### Expert

By the end of the module, students should be able to:

- Recall and name basic public health measures of health status
- Distinguishes the concepts of correlation and causality
- Recognizes scientific evidence establishing correlation and causality of investigated factors with health status

### Investigator

By the end of the module, students should be able to:

- Explains basic forms of (qualitative and) quantitative research methods and data collection
- Matches and applies basic statistical analyses to research data
- Define science, scientific thinking and scientific knowledge
- Assess scientific research and publications at a basic level under close supervision

- Recall fundamental principles of research ethics and integrity
- Reads selectively in terms of both quantity and quality of reading material

### **Communicator**

By the end of the module, students should be able (on a basic level) to:

- Presents on public health topics for peers and teachers
- Discuss topics and findings in English (aiming for level B2)
- Demonstrate understanding of feedback from teachers and peers
- Produce limited feedback for peers under supervision

### **Professional**

By the end of the module, students should be able to:

- Accept and reflect on feedback from staff and students passively
- Behave in a respectful, professional and reliable manner in tutor groups, practicals and group work.
- Contribute actively and positively in tutor groups and training groups
- Understand, describe and apply the problem-based learning approach
- Positively engages the challenges and opportunities of intercultural diversity within tutorial groups

## **Recommended reading**

- Tan, F.E.S. (2019). Introduction to statistical methods for data analysis with introduction in SPSS (Author: Miranda Janssen) • Andy Field (2018). Discovering statistics using IBM SPSS statistics, 5th edition, ISBN 978-1-4462-4918-5 (pbk) • Utts, J.M., Heckard, R.F. (2015). Mind on Statistics, 5th edition, Congage Learning, ISBN 978-1-258-46318-6 • Moore, D.S., McCabe, G.P., Craig, B., Passer, M. (2014). Introduction to the practice of statistics, 8th edition, ISBN 9781464158933

## **EPH1026**

### **Period 6**

7 Jun 2021

2 Jul 2021

[Print course description](#)

### **ECTS credits:**

6.0

### **Instruction language:**

English

### **Coordinator:**

[S. Jolani](#)

### **Teaching methods:**

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

### **Assessment methods:**

Assignment, Attendance, Computer test, Participation, Written exam

### **Keywords:**

Health, (European) public health, problem based learning, Methodology, epidemiology, descriptive statistics, Inferential statistics, data analysis

## 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

31 Aug 2020

4 Sep 2020

[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**

7 Sep 2020

23 Oct 2020

[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

26 Oct 2020

18 Dec 2020

[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

### Full course description

Part of the additional education in course EPH2009 are:- skills training: attendance and assignments- CAP workshop: attendance- nutritional assessment: attendance- academic thinking: attendance and assignments- group assignment: attendance - epidemiology: lectures, attendance, assignments -

## EPH2109

### Period 2

26 Oct 2020

18 Dec 2020

[Print course description](#)

### ECTS credits:

0.0

### Instruction language:

English

### Coordinator:

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

### Teaching methods:

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

### Assessment methods:

Assignment, Attendance, Participation

## 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**

26 Oct 2020

18 Dec 2020

[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**

4 Jan 2021

29 Jan 2021

[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 2020

31 Aug 2021

**Period 3**

4 Jan 2021

29 Jan 2021

[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 2020

31 Aug 2021

**Period 3**

4 Jan 2021

29 Jan 2021

[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**

31 Aug 2020

4 Sep 2020

[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**

7 Sep 2020

23 Oct 2020

[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

## **Additional Education Health Systems in Europe**

### **EPH3111**

#### **Period 1**

1 Sep 2020

23 Oct 2020

[Print course description](#)

#### **ECTS credits:**

0.0

#### **Instruction language:**

English

#### **Coordinator:**

[T. Clemens](#)

## **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

26 Oct 2020

18 Dec 2020

[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

**Fac. Health, Medicine and Life Sciences**

## 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

26 Oct 2020

18 Dec 2020

[Print course description](#)

### ECTS credits:

0.0

### Instruction language:

English

**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**

4 Jan 2021

29 Jan 2021

[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. 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

4 Jan 2021

29 Jan 2021

[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 TestIn 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

4 Jan 2021

29 Jan 2021

[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

**Period 4**

1 Feb 2021

2 Apr 2021

[Print course description](#)

**ECTS credits:**

30.0

**Instruction language:**

English

**Coordinator:**

[R. Hrzic](#)