

Master's Programme

## **Master Healthcare Policy, Innovation and Management**

Fac. Health, Medicine and Life Sciences

### **Economics of Healthcare**

#### **Full course description**

In the unit 'Economics of Healthcare' you will get to know more about the discipline, relevance and application of advanced health economics. Health economics is a specific branch within economics concerned with the efficient allocation of scarce resources with respect to health and healthcare. Health economics is a growing field which all professionals in healthcare will be confronted with. In this unit you will look at innovations from an economic perspective. You will deal with theoretical as well as empirical developments. It is assumed that in this unit you have basic knowledge of (health) economics. The unit consists of six interrelated cases: case 1 introduces students to the economic approach of health care, case 2 presents economic theories that are needed to understand and analyze innovations of health care, case 3 is about economic evaluation of healthcare interventions, case 4 is related to organization innovations, case 5 presents the pharmaceutical market and drug development process and case 6 discusses patient involvement in healthcare decisions/HTA.

Skills trainings.

This unit has two skills trainings. You can choose one of the two trainings (whether you are assigned to the training of your first choice depends on the number of available places for each training). During the trainings, you will work in teams of 3-4 students.

- Economic Evaluation. The purpose of this training is to provide you with knowledge of methods, concepts, key issues and models that are used to assess economic evaluation of healthcare technologies.
- Institutional Economic Analysis of care innovations. The purpose of this training is to familiarise you with new-institutional economic approaches, including economic organisation theory.

Disclaimer: Given the Covid-19 crisis, it may be possible that mentioned teaching methods and assessment forms need to be adjusted for 2021/2022.

#### **Course objectives**

##### **Knowledge and understanding:**

The student:

- Has knowledge of the most recent approaches within health economics, including health technology assessment, economic organisation theory and institutional economic approaches.
- Has knowledge of the economic approach of healthcare in order to understand the costs, benefits, and success and failure of care innovations.

### **Applying knowledge and understanding:**

The student:

- Is able to analyse (issues related to) care innovations, by applying knowledge of the most recent approaches within health economics.
- Can relate the health economics knowledge presented in this unit to identical or comparable problems, cases or types of innovations presented in other master units.

### **Making judgments:**

The student:

- Has a scientific – positive and critical – attitude.
- Can describe and make judgments about health economics and critically assess recent approaches within health economics.
- Can make judgments of (actual) problems and themes with respect to care innovations on the basis of economic arguments.

### **Communication:**

The student:

- Can communicate effectively about the knowledge and insights offered in this master unit in writing and orally.

### **Learning skills:**

The student has the skills to:

- Gather relevant information on actual cases regarding care innovation.
- Analyse actual cases regarding care innovation from a health economic point of view.
- Work in a collaborative setting.

## **Recommended reading**

Literature In this unit, selected chapters from different handbooks on health economics and new institutional economics are used. Additionally, a selection of scientific articles from renowned international journals are used.

HPI4001

Period 1

1 Sep 2021

22 Oct 2021

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinator:

- [M.J.C. Hiligsmann](#)

Teaching methods:

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

Assessment methods:

Written exam, Final paper

Keywords:

Health economics, economic evaluation, institutional economics.

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## **Innovation and Quality Management of Health Services**

### **Full course description**

#### **Themes of the course**

The improvement of patient care has become a major issue in health care in the last decades. There is an urgent need for innovation in health care to improve the quality of health care services. The core topics of this unit are innovation management and quality management. In the first three cases theoretical background information is provided on the core concepts of this module: innovation, innovation management, quality of care and quality management. Subsequently, in the last three cases different applications of quality and innovation management are discussed: monitoring and improving patient safety, the involvement of the patient in quality improvement, and new models of care delivery that can better meet the complex needs of chronically ill persons.

#### **Skills training**

You can choose one of two trainings (whether all students are assigned to the training of their first choice depends on the number of available places for each training). You will work as a member of a study team.

- Innovation management: The assignment is to write a report on an innovation management strategy in a care organisation. You will assess the innovation management strategy and assess whether that strategy is performed according to approaches and requirements that are discussed in the literature. During the training you will visit the care organisation and interview a manager or an other informed respondent.
- Quality management: The assignment is to write a report on a quality management strategy in a care organisation. You will assess the quality management strategy and assess whether that strategy is performed according to the quality management approaches and requirements that are discussed in the literature. During the training you will visit the care organisation and interview a quality manager.

### **Course objectives**

#### **Knowledge and understanding:**

The student:

- Has knowledge of concepts, theories and frameworks associated with innovation and quality management in healthcare (which includes patient safety), and innovations aimed at improving the quality of care for chronically ill patients.
- Understands the dynamics and complexity of innovation in healthcare, the factors that have an impact on innovation in healthcare, and strategies for innovation management quality management (which includes patient safety), and chronic care management.
- Has an overview of current innovations in the care for chronically ill patients.

#### **Applying knowledge and understanding:**

The student is able to:

- Use and apply the gained knowledge and understanding to analyze the practice of innovation management and quality management.
- Understand the problems encountered during innovation and quality management in healthcare and to develop solutions for these problems.
- Relate the acquired knowledge to the knowledge from other units about innovations.

### **Making judgments:**

The student:

- Has a scientific – analytical and critical – attitude.
- Demonstrates a critical understanding of a variety of approaches regarding innovation management and quality management in healthcare.
- Is able to critically assess the practical applicability of theories, concepts and frameworks for innovation management, quality management and chronic care management in healthcare.
- Can make judgments of current innovations in healthcare and the practice of innovation using arguments from theory.

### **Communication:**

The student:

- Can express the knowledge and insights offered in this master unit orally and in writing.
- Can communicate effectively about the theory and practice of innovation management and quality management in healthcare.

### **Learning skills:**

The student has the skills to:

- Manage innovation in healthcare and perform quality management.
- Develop a (more) creative climate within a healthcare context.
- Gather data and analyze the dynamics and complexity of innovation management, quality management and chronic care management.
- Develop well-argued solutions for problems of innovation and quality improvement in healthcare.
- Work in a collaborative setting.

## **Recommended reading**

Several chapters from the following books are used in this module: Barlow J (2017). *Managing innovation in healthcare*. World Scientific, New Jersey, USA. Donabedian A (2003). *An Introduction to Quality Assurance in Health Care*. Oxford University Press. Goffin K, Mitchel R (2017). *Innovation Management. Effective strategy and implementation*. Third Edition. Palgrave, London, UK. Legido-Quigley H, McKee M, Nolte E, Glinos IA (2008). *Assuring the quality of health care in the European Union*. World Health Organisation in behalf of the European observatory on health systems and policies, United Kingdom: MPG Books. Johnson JK, Sollecito WA (2020). *McLaughlin and Kaluzny's Continuous Quality Improvement in Health Care*. Fifth edition. Burlington, MA, USA: Jones & Barlett Learning. These books are available in the university library. In addition, a number of scientific papers and reports are included in the references. Most of these papers and reports can be

HPI4002

Period 1

1 Sep 2021

22 Oct 2021

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinator:

- [G.A.R. Zijlstra](#)

Teaching methods:

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

Assessment methods:

Final paper, Written exam, Participation, Attendance

Keywords:

innovation management, quality management, patient safety, patient involvement, chronic care.  
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## Health Systems Governance

### Full course description

This unit is an advanced introduction in health systems governance, with a focus on modern healthcare reform. Over the last two decades, many European countries launched reform programs to reconstruct the governance of their health systems. These programs are intended to achieve a fundamental restructuring of the roles, relationships and accountabilities of the state (national, regional, local), corporate actors, independent regulatory agencies, providers and insurers and, last but not least, citizens. The objectives of these reforms are often described in terms of centralization, decentralization, privatization, liberalization (marketization), the shift away from a supply-driven type of system towards a demand-driven type of system, the transition from a planning or bureaucratic state to a regulatory or managerial state, the conversion from a hierarchical mode of governance into a network type of governance, and so forth. Students will not only be made familiar with these reforms and their consequences (both intended and unintended), but also with the impact of the political and institutional context on these reforms. Furthermore, the course addresses a number of ethical principles guiding health systems governance, with a focus upon the problem of distributive justice. In this respect, special attention is given to the reconstruction of the values of solidarity and individual responsibility.

During the skills training, you will write a policy analysis as a member of a study team according to a step-by-step approach. For this, your team will select (or be provided with) a major current policy problem.

## **Course objectives**

### **Knowledge and insights**

*The student has:*

- Knowledge of the concept of health systems governance and basic models of health systems governance
- Knowledge of the various types of reforms in health systems governance
- Knowledge of the political and institutional context of the reforms in health systems governance
- Knowledge of ethical theories underpinning health systems governance, in particular with regard to distributional justice, and their role in health systems governance (reforms)

### **Application of knowledge and insights**

*The student can:*

- Apply theoretical models of health systems governance to analyze concrete problems in health care
- Analyze the impact of the political and institutional context on health systems governance reforms
- Recognize the role of values in health systems governance and the way these values are reconstructed in the reform of health systems governance

### **Forming opinions**

*The student is trained in:*

- The use of concepts and theories on health systems governance to formulate reasoned opinions on issues in health systems governance reform
- The use of theories of distributive justice to make reasoned opinions on ethical aspects of health systems governance reform

### **Communication**

*The student:*

- Can communicate about developments and problems in health systems governance in group discussions and working lectures

### **Skills**

*The student, assuming the role of policy advisor, will be trained in:*

- Developing a policy proposal for his/her superior
- Collaborative skills •

## **Recommended reading**

Reader with selected articles/book chapters.

HPI4009

Period 2

25 Oct 2021

17 Dec 2021

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinator:

- [A.M.J. Elissen](#)

Teaching methods:

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

Assessment methods:

Assignment, Participation, Written exam, Attendance

Keywords:

Health systems, health system governance, health policymaking, distributive justice.

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## Organizing and Managing Patient Flows

### Full course description

Ageing of the population, rising costs of healthcare, growing expectations of service users regarding the quality of care, as well as the introduction of market competition have driven the healthcare organizations to critically assess and improve their processes of care delivery. It is essential to balance supply and demand in order to increase the efficiency of the processes, i.e. to offer good care and treatments for reduced costs. To enable this, organizational, managerial and informational actions can be considered. This unit argues that a holistic understanding is required of three interconnected key topics: a) the importance of a focus on the care delivery process (the basics and importance of flow), b) the organizational features of that process (production structure of the flow) and c) the managerial features of that process (control structure of the flow). The unit offers the students the opportunity to study these three interconnected topics from two conceptual perspectives: Socio-technical and Lean thinking. Healthcare organizations are currently interested in the possibilities of applying these perspectives and their principles, tools and techniques to care delivery processes. This unit presents the main characteristics of both perspectives and critically investigates the possibilities of using them in healthcare.

### Course objectives

The unit aims to enable students to analyze the characteristics, strengths and weaknesses of organizing, managing and information provision of/for care delivery processes and to develop solutions to the problems encountered in the organization and management of/for care delivery.

### Recommended reading

Besides articles in scientific journals and conference proceedings, the following books will be used: - Achterbergh, J., & Vriens, D. (2010). Organizations. Springer - Hopp WJ, Spearman ML (2001). Factory Physics: foundations of manufacturing management. 2nd ed. New York: McGraw-Hill Higher

Education. - Visser HM, van Goor AR (2006). Logistics: principles and practice. Groningen: Stenfert Kroese. - Garban M (2009). Lean Hospitals: improving quality, patient safety and employee satisfaction, Boca Raton [etc.], CRC Press. - Liker JK (2004) The Toyota Way: 14 management principles from the world's greatest manufacturer. New York: McGraw-Hill. - Mohr, BJ & PJ van Amelsvoort ed. (2016), Co-Creating Humane And Innovative Organisations. Evolutions in the Practice And Perspective Of Socio-Technical System Design - Ronen, B., J.S. Pliskin, and S. Pass (2006). Focused Operations Management for Health Services Organizations. San Francisco, CA: Jossey-Bass - Vissers J, Beech R (2005). Health operations management : patient flow logistics in healthcare. London [etc.]: Routledge. - Vriens, D., & Achterbergh, J. (2011). Cybernetically sound organizational structures I: de Sitter's design theory. Kybernetes, 40(3/4), 405-424. - Womack JP, DT Jones (2003), Lean Thinking; banish waste and create wealth in your corporation. New York: Free Press.

HPI4010

Period 2

25 Oct 2021

17 Dec 2021

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinator:

- [M.J.G. Govers](#)

Teaching methods:

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

Assessment methods:

Portfolio, Presentation, Written exam

Keywords:

Patient Flow, Organizing, Managing, Socio-technical, Lean and Systems Thinking, Theory-and-Practice

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## Research Methods

### Full course description

The goal of this unit is twofold. First, the unit teaches students how to prepare a good-quality research proposal for the execution of a research project. The preparation of a research proposal is an important first step for developing trustworthy evidence not only for academic purposes but also within health care settings for guiding practices and improving health and quality of life of patients. Second, the unit teaches students how to critically assess the quality of research papers and evidence reported in such papers. This is also an important skill not only in academia but also on the work floor when research evidence needs to be translated into practice.

During lectures, thesis group meetings, workshops and study team assignments, students acquire knowledge of the qualitative and quantitative research methods, which are frequently used in the fields that are covered by the master program. Several elective (non-compulsory) skills trainings are also offered.

Furthermore, the unit prepares the students for the execution of their individual research project at



the end of the master program and writing their thesis about that project. Specifically, during the unit, students prepare a research proposal. If possible, this research proposal will be executed during the thesis research project. For the preparation of this proposal, students have selected their own topic in consultation with their thesis supervisor and the placement coordinator, making sure that the chosen topic fits one or more key topics of the master program. These topics also match with the research topics of the CAPHRI Care and Public Health Research Institute. Students can select the theory, design and methods from a range of research approaches.

## Course objectives

**Knowledge and understanding:** Students will acquire knowledge of and insight into:

- Research methodologies and research designs that are common in the fields of the master program.
- Methods for data collection and data analysis that are key in the fields of the master program.
- Reporting research results.

**Applying knowledge and understanding:** Students will be able to:

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

**Making judgments:**

- Students develop a scientific attitude.

**After having completed this unit, the students are able to:**

- Critically assess the applicability, strengths and weaknesses of the research methodologies and methods that are taught and discussed during the unit.
- Form opinions about the proper use of research methods in research articles.

**Communication:**

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

**Learning skills:**

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

## Recommended reading

One of the following books available in the UM library, can be used as a basic textbook in this course: Bowling, A. 2014. *Research Methods in Health: Investigating in Health and Health Services*. 4th edition. Milton Keynes: McGraw-Hill Education. E-book Accession Number: 821728 Creswell J.W. & Creswell J.D. 2018. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 5th edition. Sage Publications Inc. Guthrie, G. 2010. *Basic Research Methods: An Entry to Social Science Research*. New Delhi, India: Sage Publications. E-book Accession Number: 340339 Ross, T. 2012. *A Survival Guide for Health Research Methods*. Maidenhead: McGraw-Hill Education. E-book Accession Number: 442876 Additional literature is provided at the end of the unit book, as

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well as on the unit website in the Student Portal.

HPI4005

Period 3

3 Jan 2022

28 Jan 2022

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinator:

- R.M.W.A. Drost

Teaching methods:

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

Assessment methods:

Final paper, Portfolio

Keywords:

Research methods, qualitative research, quantitative research.

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## **Financial Management of Healthcare**

### **Full course description**

Particularly due to scarcity of means, enterprising healthcare organizations must ask themselves how they can offer good services, contain costs and make sound investments. The latter issues require financial management. This unit offers an introduction to the field of healthcare financial management and the application of financial management tools for innovations in healthcare organizations. The leading question throughout this unit is how managers in enterprising healthcare organizations can plan, organize, allocate, monitor, control, and manage the financial resources available within their organizations in an effective and efficient manner given the specificities of their organizations and the constraints posed by the external environment (e.g. external funding). During this unit, the students will become acquainted with the theory and methods of financial management, and they will develop management skills in this area. The following issues relevant to healthcare managers are discussed during the unit: basic financial management concepts; analysis and reporting of costs and revenue; financial planning and control (incl. budgeting, financial statement analysis); external funding of healthcare organizations (e.g. case-based reimbursement); and financial decision-making. Particular attention is paid to (decisions about) investments in innovative technology and other innovations in care delivery.

The starting point in the unit is the theory of financial planning and control, and particularly the issues of cost analysis, external funding, internal budgeting, financial analysis and investment decision-making.

The following general topics are studied:

1. Introduction to financial management and cost-analysis, with the aim to offer an economic perspective on healthcare management as well as an introduction to the basic financial

management concepts, specifically cost, price, revenue and expenditure.

2. Introduction to budgeting, specifically how a master budget can be prepared and how it can be used for financial planning and control (i.e. variance analysis) in the healthcare organizations. The methods of healthcare funding and, specifically, the case-mix funding (the DBCs/DOT system in the Netherlands) are also discussed.
3. Introduction to investment decision-making, focusing on the methods of investment analysis applied in business economics, specifically time-value analysis, as well as health economics methods, such as hospital-based HTA and budget-impact analysis (BIA).
4. Introduction to financial statement analysis, with aim to provide an introduction to the content of the annual financial statement prepared by an organization and the methods for its interpretation (i.e. ratio analysis) in the healthcare organizations
5. Business cases in healthcare financial management. The focus is on the application of innovative financial management methods, models and tools studied during the unit to the analysis of investments in new technology (e.g. ICT) and investments in innovations in medical care and care delivery.
6. Information systems in healthcare organizations and use of ICT in financial management.

## **Course objectives**

### **Knowledge and understanding:**

- To gain basic knowledge in the theory of healthcare financial management to understand the issues of cost analysis, external funding, internal budgeting, financial analysis, and investment decision-making, specifically investments in new information technology and new care delivery processes.
- To gain understanding in basic methods, models and tools that are applied in the financial management field.

### **Applying knowledge and understanding:**

- To be able to apply basic theoretical knowledge from the field of financial management to practical management problems in the healthcare sector and to design solutions to these problems.
- To be able to analyze and understand business cases related to investments in the Healthcare sector, particularly investments in innovations.
- Can relate the acquired knowledge to the knowledge from other units.

### **Making judgments:**

- To develop a critical scientific attitude towards the literature and practices in the field of healthcare financial management.
- To be able to identify and make judgments about relationships between financial management and other management fields that deal with the processes of planning and control in healthcare organizations, based on the acquired knowledge.

### **Communication:**

- To be able to communicate effectively, i.e. to present arguments and advices orally and in writing with regard to managerial problems, specifically problems related to financial management.
- To develop skills to prepare written reports and oral presentations in a concise and clear manner regarding management problems.

### **Learning skills:**

- To develop skills to gather and analyze data and information about complex financial management problems, as well as management problems characterized with uncertainty.
- To develop skills to search for optimal solutions to financial management problems in situations characterized by limited information and/or conflicting interests of individuals and parties.
- To work with others on real-life cases in a collaborative setting.

### **Recommended reading**

Basis textbooks: •Zelman E, McCue M, Glick ND, Thomas MS. (2020). Financial Management of Health Care Organizations: An Introduction to Fundamental Tools, Concepts and Applications. 5th Edition. Jossey-Bass. •Baker JJ, Baker RW, Dworkin NR. (2017). Health Care Finance: Basic Tools for Nonfinancial Managers, 5th Edition. Jones & Bartlett Learning. •Gruen R, Howarth A. (2005). Financial Management in Health Services. Open University Press.

HPI4007

Period 4

1 Feb 2022

1 Apr 2022

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinator:

- [M.I. Pavlova](#)

Teaching methods:

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

Assessment methods:

Written exam, Final paper, Attendance

Keywords:

Financial Management, costs and revenues, financial planning and control, financial decision-making, business case.

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## **Strategic Management, Leadership and Organizational Change in Healthcare**

### **Full course description**

Contemporary healthcare organizations operate in a highly dynamic environment. Increasing health expenditures have for example triggered various policy reforms aimed at curbing costs while enhancing quality of care. At the same time, technological advancements generate a plethora of possibilities for organizations and professionals to re-think how they create value for their patients. Additionally, the increasing prevalence of chronic diseases and multi-morbidity requires significant degrees of coordination and cooperation of highly specialized work, typically across organisational

boundaries. The broadening operationalization of health and health care further necessitate such an external orientation of healthcare organizations. Healthcare organizations thus have to formulate adequate strategies and undergo fast-paced organizational change in order to survive. However, high degrees of professionalization, well-anchored routines of professionals, traditional delivery formulas, strong regulatory presence of the government, and influence of powerful internal and external stakeholders healthcare all contribute to the fact that healthcare is one of the most highly institutionalized sectors. As a result, healthcare organisations are notably slow at adopting organisational and technological change. Even with adequate leadership capabilities, organizational change may be difficult to create in healthcare organisations.

This unit introduces students with the topic of strategic management in healthcare organizations, with a focus on service delivery organizations (i.e. healthcare providers). More specifically, it addresses the concepts of strategic management, professionalism, organisational change, and leadership. At the conclusion of the unit, students understand the behaviour of healthcare organizations and their pursuit of a competitive advantage. Furthermore, they will be familiar with ways in which healthcare organizations can strategically influence, adapt to, or cope with their external environment – formed by competitors, stakeholders, suppliers, customers, etc.– and with appropriately leading and changing their internal environment – constituted by employees, knowledge, resources, etc.

## **Course objectives**

Knowledge and insights

*The student has:*

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

## **Application of knowledge and insights**

*The student can:*

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

## **Forming opinions**

*The student is trained in:*

- The ability to critically analyse issues regarding strategic management, organizational change, leadership, and professionalism based on their theoretical understanding.
- Considering the needs of various stakeholders in developing organizational strategies and approaches towards organizational change in health care settings.

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- Identifying and overcoming barriers to strategic management, organizational change, leadership, and professionalism.

### Communication

*The student can:*

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

### Skills

*The student, assuming the role of consultant, will be trained in:*

- Their ability to act as advisors, advocates, change agents and/or (opinion) leaders when managing/leading strategic choices and/or organizational change.
- Analysing managerial problems, organization change issues, and problems with leadership and providing advice as to relevant solutions.

### Recommended reading

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

HPI4008

Period 4

1 Feb 2022

1 Apr 2022

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinator:

- D.D. Westra

Teaching methods:

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

Assessment methods:

Final paper, Written exam, Participation

Keywords:

Strategic management, leadership, organisational change, professionalism, professional organizations, networks.

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## Placement and Thesis

### Full course description

During the final stage of the program, master students will execute an individual master thesis research project. During the research project the student will collect and analyze data (qualitative, quantitative or both), draw conclusions and report on the research findings by writing an individual master thesis. The thesis must be written according to the guidelines that are determined by the Faculty Education Office and are adapted for the master (see Student Portal).

### Course objectives

For their research proposal and thesis project, and in consultation with their thesis supervisor and the placement coordinator, students can select their own topic, provided that the chosen topic fits with one or more key topics of the master program. Preferably, topics should also match with research topics of “The School for Public Health and Primary Care: CAPHRI”. In addition, the students can select the theory, design and research methods from a range of accepted approaches.

HPI4050

Year

1 Sep 2021

31 Aug 2022

[Print course description](#)

ECTS credits:

18.0

Instruction language:

English

Coordinator:

- [I.M. van der Putten](#)

Teaching methods:

Assignment(s), Research

Assessment methods:

Final paper