

Core Modules

Fac. Health, Medicine and Life Sciences

Foundations of Global Health I

Full course description

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

Students participate in the course together with students from McMaster University (Canada), Thamassat University (Thailand), Manipal University (India), Rosario University (Colombia), and Afhad University (Sudan). The course is online and students work in groups of 6 with participants of at least two universities. The objectives of the course will be achieved through self-directed group work supported by lectures, readings, and feedback from the tutor. The marking scheme for the course will be based on group work with each group completing three assignments pertaining to the critical analysis of different policies. In addition, each individual student is required to submit a reflection précis, on the evolution of your own professional skills and abilities within the context of group processes.

Course objectives

- To be able to conduct a policy analysis and identify and critically appraise the way the problem is framed in real life policies or policy proposals.
- To be able to critically appraise the implications of the problem definition (framing of the problem) for the distribution of responsibility and accountability.
- To become knowledgeable about current global issues.
- To be able to identify global actors of major health issues and be aware of the context in which they operate.

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- To be able to critically appraise (global) health policies at various levels, integrating knowledge from diverse disciplines including health, business and the social sciences.
- To be able to communicate the results of a global health issue concisely and effectively
- To develop and demonstrate an attitude of professionalism and critical self-awareness within the context of global health teamwork.

Recommended reading

- Hankivsky, O., Grace, D., & Hunting, G. (2012). An intersectionality-based policy analysis framework. Vancouver, BC: Institute for Intersectionality Research and Policy, Simon Fraser University. - Bacchi, C. (2009). Analysing Policy: What's the problem represented to be? Pearson: French Forest. Benatar, S. & Upshur, R. (2011) What is global health? In: Benatar, S. & Brock, G. (eds.) Global Health and Global Ethics. Cambridge University Press. Pg. 13-23. - Biehl, J. & Petryna, A. (2013) Critical Global Health. In: Biehl, J. & Petryna, A. (eds.) When people come first: Critical studies in Global Health. Princeton: Princeton University Press. Pg. 1-20. - Bridget, H. & Kleinman, A. (2013) Unpacking Global Health; theory and critique. In: Farmer, P. Kim, J.Y., Kleinman, A. & Basilio, M. (eds.) Reimagining global health; An introduction. University of California press. - Fisher, F. (2003) Reframing Public Policy; Discursive politics and deliberative practices. Oxford university press. - Brown, T., Craddock, S. & Ingram, A. (2012) Critical Interventions in Global Health; Governmentality, Risk, and Assemblages, Annals of the Association of American Geographers, 102 (5), 1182-1189. - Basilio, M., Weigel, J., Motgi, A. Bor, J. & Keshavjee, S. (2013) Health for All?; competing theories and geopolitics. In: Farmer, P. Kim, J.Y., Kleinman, A. & Basilio, M. (eds.) Reimagining global health; An introduction. University of California press. - Global Health Watch 4: An Alternative World Health Report. 2014. Chapter A1. The health crisis of neoliberal globalization.

MGH4001

Period 1

30 Aug 2021

17 Dec 2021

[Print course description](#)

ECTS credits:

3.0

Instruction language:

English

Coordinators:

- [C. Beumer](#)
- [A.M. Meershoek](#)
- A.B.A. Klabbers

Teaching methods:

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

Assessment methods:

Final paper

Fac. Health, Medicine and Life Sciences

Methodology and Statistics I

Full course description

The lectures, tutorials and training sessions that constitute this course are designed to encourage active use of M&S knowledge in qualitative and quantitative studies. During a series of lectures and training sessions students will practice with decision making concerning methodological issues (qualitative, quantitative, or mixed methods approach; sampling issues, in- and exclusion criteria, choice of setting, data-collection, selection/application of quality measures, selection/application of statistical tools, questionnaire design). The first four to five weeks of the course will be dedicated to qualitative research. From the fifth week onwards the course will shift focus to quantitative approaches. Lectures will provide a framework for issues related to quantitative/epidemiological data analysis. Hands-on training in data analysis using SPSS will further develop skill and understanding. Attention will be given to more advanced statistical topics such as multiple regression, factor analysis and reliability analysis. The use of questionnaires in identifying and quantifying latent variables will be discussed. Furthermore, as a review of assumptions required for various statistical techniques, the students will become acquainted with problems encountered in analyzing data collected at various levels and aggregated data as this type of data is typical in the global health arena. The problems related to the development of questionnaires as measurement tools and also the validation of standard questionnaires in other cultural or health settings will be addressed. The quantitative part of this course will consist of lectures, interactive lectures and a data analysis training sessions. The hands-on data analysis training sessions will take place in a computer lab where students either work individually or in pairs, according to choice. Tutorial trainings are available for each topic and the trainings are concluded with a practice exercise.

Course objectives

Upon successful completion of this course students will

- be able to actively apply their knowledge of M&S on research problems of their own
- have expanded their basic statistical and methodological knowledge to advanced topics such as questionnaire design, factor analysis, and multivariate modelling techniques
- have knowledge of major issues involved in cross-national and cross-cultural (comparative) studies
- be familiar with qualitative research methods

Recommended reading

- Van Belle, G.(2004), Chapter 2: A methodology for the health sciences. Wiley-Interscience.
- Creswell, J. (2009) Research design, qualitative and mixed method approaches. London: Sage 3e edition.
- Field, A., (2009). Discovering statistics using SPSS (third edition), Sage Publications.
- Finlay, L. (2006). Qualitative research for allied health professionals: challenging choices.
- Grbich, C. (2003); Qualitative Research in Health; London: Sage.
- Green, J. (2009). Qualitative methods for health research. London. Sage, 2nd edition.
- Harkness, J. (May, 2010) Cross-cultural survey guidelines: VI Questionnaire Design. <http://ccsg.isr.umich.edu/qnrdev.cfm>
- Harzing, A. (2006). Response style in cross-national survey research, a 26-country study. International Journal of Cross-Cultural Management. Vol. 6, pp 213-265.
- Kaplan, D. (2004) The SAGE handbook of quantitative methodology for the social sciences. Sage Publications.
- Liamputtong, P. (2010) Performing qualitative cross-cultural research; Cambridge: Cambridge University Press.
- Markle, W.H., Fisher, M.A. & Smego, R.A. (2007) Understanding Global Health; McGraw Hill, New York. SL WA 540 MW6 & SG WA 540.
- Marschan-Piekkari, R. & Welch, C. (eds) (2004) Handbook of qualitative research methods for international business. Cheltenham: Elgar.
- Morse, J. & Field, P.A. (1995); Qualitative Research Methods for Health Professionals; London Sage, 2nd edition.
- Neergaard, H. & Parm Ulhoi, J. (eds) (2007) Handbook of qualitative research methods in entrepreneurship. Cheltenham:

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Elgar. • Polit D.F., C.T. Beck (2008). Nursing research, generating and assessing evidence for nursing practice: . J.P. Lippincott Company, Philadelphia. 8th edition. • Silverman, D. (2001) Doing qualitative research a practical handbook. Los Angeles: Sage. • Sousa, V.D., Rojjanasirat, W. (2011) Translation, adaptation and validation of instruments or scales for use in cross-cultural health care research; a clear and use-friendly guideline. Journal of Evaluation in Clinical Practice, Vol. 17, Issue 2.

MGH4002

Period 1

30 Aug 2021

17 Dec 2021

[Print course description](#)

ECTS credits:

2.0

Instruction language:

English

Coordinator:

- [V. Lima Passos](#)

Teaching methods:

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

Assessment methods:

Written exam, Assignment, Attendance

Keywords:

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

Fac. Health, Medicine and Life Sciences

Governing Health in a Global Context

Full course description

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

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

Course objectives

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

Recommended reading

- Birn, A. E., Pillay, Y., & Holtz, T. H. (2017). Textbook of global health. Oxford University Press.
- Labonté, R., & Ruckert, A. (2019). Health Equity in a Globalizing Era: Past Challenges, Future Prospects. Oxford University Press

MGH4004

Period 1

1 Sep 2021

22 Oct 2021

[Print course description](#)

ECTS credits:

8.0

Instruction language:

English

Coordinator:

- [N.C. Engel](#)

Teaching methods:

Lecture(s), PBL, Training(s)

Assessment methods:

Assignment, Written exam, Presentation

Keywords:

global health, governance, globalization

Fac. Health, Medicine and Life Sciences

New Biology / New Society

Full course description

Rapid developments in the biomedical sciences have led to an increased awareness of the multitude of factors contributing to the complexity of disease aetiology. This awareness has resulted in the so-called "new biosciences" in which a variety of biomedical disciplines is integrated. After an introduction in which the emergence of new global health threats and changing distribution patterns of major global diseases will be explored, the course will be dedicated to the study of underlying causes of these diseases and to the principles of "new biosciences". Starting from the notion of biocomplexity, various interlinking elements like modes of transmission, risk factors and complex aetiologies of major global diseases and the role of epigenetics will be explored. Attention will be

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paid to social determinants of health and the way “new public health” incorporate biological and sociological determinants of health in promotion strategies. Students will be challenged to study the new social relations emerging due to changes in disease aetiology and intervention strategies. As a consequence of the developments in new biosciences and new public health for instance, the human body is turning into a focal point of biological, psychological, socio-cultural, environmental, political, and economic determinants. The course involves a critical understanding of the challenges created by the new biosciences and new public health and addresses questions like: “How do changes in biosciences and public health challenge our understanding of and attitude towards our societies, bodies, health, health interventions, and rights and obligations as patients and citizens?” and “How and to what extent are scientific and technological innovations being shaped by the societal contexts into which they are introduced?”.

Course objectives

Upon successful completion of this course students will

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

Recommended reading

Literature TBD

MGH4003

Period 2

25 Oct 2021

17 Dec 2021

[Print course description](#)

ECTS credits:

7.0

Instruction language:

English

Coordinator:

Master Global Health

- A.B.A. Klabbers

Teaching methods:

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

Assessment methods:

Final paper, Take home exam

Fac. Health, Medicine and Life Sciences

Foundations of Global Health II

Full course description

The Foundations 1 course provided students with insight into the policy environment for program & project planning as well as the global context and tools/awareness to continuously update their understanding. In the Foundations 2 course, building upon this experience and their knowledge of policy approaches, students will learn how to develop project proposals that propose sustainable solutions for global health problems. To develop sustainable solutions students learn how to integrate projects into specific settings; how to involve local stakeholders in all phases of project design and implementation; and how to adjust to beneficiaries' interests and preferences. For this purpose, we have created a fictional foundations called the Global Agency for International Development(GAID) that funds initiatives in global health. The GAID will issue a Call for Proposals (CFP) that simulates many of the terms and conditions that you would encounter in the real world of global health funding.

As in Foundations of global health 1, this is an online course in which students from Maastricht University, McMaster University (Canada), Manipal University (India), Rosario University (Colombia), and Afhad University (Sudan) participate. Student work in groups of six students from at least two universities in self directed teams. A tutor supports the group work. The process is divided in several steps. At the end of the course students get the opportunity to defend their proposal for a jury; this jury will select the top three proposals during the Manipal Learning symposium. Each step is supported by a lecture. The final proposal will be graded. As in foundations 1 students have to write an individual reflection on the development of their professional skills to work in an international team.

Course objectives

- To acquire knowledge of and experience with complex project design and principles of management in the field of Global Health.
- To obtain experience with project proposal writing and learn:
 1. to balance between principles of responsive design on the one hand and disease-focused and result-oriented requirements of funding organizations on the other hand.
 2. to align ideas with global, national and local policies and systems.
 3. to use evidence and knowledge from different contexts, at the global, national, and local levels, from private, public and civil society sectors.
 4. management skills to guide the development and implementation of a proposal.
 5. the design of priority actions and activities with indicators and expected results.
 6. the budgetary skills for such a proposal.
 7. ethical and political issues related to intervention, governance and forms of leadership and management.

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- To be able to develop and demonstrate an attitude of professionalism and critical self-awareness within the context of global health teamwork.
- To be able to communicate and defend a project proposal in global health concisely and effectively.

Recommended reading

- KIT (2009) Smart Toolkit for evaluating information projects, products and services, publicity van KIT, CTA en IICD. - Leach, M. & Scoones, I. (2006). The Slow Race. (Demos: London). Chapters 2&3. - Farmer, P., Weigel, J. & Basilio, M. (2013) Taking Stock of Foreign Aid. In: Farmer, P., Yong Kim, J. Kleinman, A. & Basilio, M. (eds.) Reimagining Global Health: An Introduction. Berkley: U. of California Press. Chapter 10. - Jensen, G. (2010). The Logical Framework Approach: How to Guide. - Dale, R. (2003). The Logical Framework: An Easy Escape, a Straitjacket, or a Useful Planning Tool? Development in Practice, 13 (1), 57-70. - W.K. Kellogg Foundation (2004) Logic Model Development Guide. - Pan American Health Organization/World Health Organization (2013) "VI Competition on Best Practices that Integrate Equality and Equity in Gender and Interculturalism in Health". - DAC Network on Gender Equality (2009). Gender equality, women's empowerment and the Paris Declaration on Aid Effectiveness: Issues Brief 4. Managing for Gender Equality Results in Donor Agencies. - Canadian International Development Agency's (CIDA's) Framework for Assessing Gender Equality Results (2005) - Suggest reading tools on pgs. 7 to 10 in particular. - How to create a budget: A non-profit survival guide. - Norad (2008) Results Management in Norwegian Cooperation: A Practical Guide. Oslo: Ministry of Foreign Affairs. - Hutchings, C. (2014) Balancing accountability and learning: a review of Oxfam GB's global performance framework in Journal of Development Effectiveness, 6 (4):425-435.

MGH4005

Period 3

3 Jan 2022

1 Apr 2022

[Print course description](#)

ECTS credits:

5.0

Instruction language:

English

Coordinators:

- [A.M. Meershoek](#)
- [L.C.S. Thissen](#)

Teaching methods:

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

Assessment methods:

Attendance, Final paper, Presentation, Assignment

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Methodology and Statistics II

Full course description

A thesis research project during which students design and conduct a scientific research project under the direction of an experienced supervisor from Maastricht University forms the last part of

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

Course objectives

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

- Proposal writing and research design
- The various research methods used in Global Health
- Data collection methods and techniques relevant to the Global Health field
- Ethical issues in research

Recommended reading

e-reader

MGH4006

Period 3

3 Jan 2022

28 Jan 2022

[Print course description](#)

ECTS credits:

3.0

Instruction language:

English

Coordinator:

- [J.S.M. Krumeich](#)

Teaching methods:

Lecture(s), Research, Paper(s)

Assessment methods:

Final paper, Presentation, Assignment

Keywords:

study design, Research methods, data collection, research ethics, preparation for thesis research
Fac. Health, Medicine and Life Sciences

Learning Symposium

Full course description

This course takes place at Manipal University in India. During the learning Symposium students will participate in 3 main activities:

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- Field orientations. Students from Maastricht, Manipal, Ahfad and McMaster Universities will work together in groups of 12 students on a health related topic, and have to develop a system map on the topic their group is working on. In order to do so, they will have access to different sources of information: 1. literature. 2. visits to several sites related to the topic. 3. conversations/ interviews with stakeholders and experts. Groups have to write a report and results will be presented to other students and faculty at the end of the two weeks period.
- Weekend conference. In a scientific conference set-up, students have to present their these research proposal to their colleague students and experts. Several key note lectures from international guest speakers will be part of the program. To complete the 'scientific' simulation of this whole, the organising committee will invite you for a conference dinner, a traditional thali or the 'banana leave dinner' as it is called in the Manipal learning symposium tradition.
- Presentations of project proposals of foundations 2 in front of the GAID jury.

Several cultural excursions are part of the program as well.

Course objectives

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

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

MGH4007

Period 5

4 Apr 2022

3 Jun 2022

[Print course description](#)

ECTS credits:

3.0

Instruction language:

English

Coordinator:

- [A.M. Meershoek](#)

Teaching methods:

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

Assessment methods:

Attendance, Final paper, Presentation

Fac. Health, Medicine and Life Sciences

Placement and Thesis

Full course description

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

Course objectives

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

MGH4014

Year

1 Sep 2021

31 Aug 2022

[Print course description](#)

ECTS credits:

17.0

Instruction language:

English

Coordinator:

- [J.S.M. Krumeich](#)

Teaching methods:

Research

Assessment methods:

Final paper

Keywords:

Master thesis; Research design; Data collection; Data analysis

Implementing Innovations on a Global Scale

Fac. Health, Medicine and Life Sciences

Globalization and Transferability

Full course description

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

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

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

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

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

Course objectives

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

With regard to knowledge and insights

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

With regard to the application of knowledge and insights

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

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With regard to the formulation of judgments:

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

With regard to communication and learning skills:

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

Recommended reading

- Rogers, E. (2003) Diffusion of Innovations. London: MacMillan. - Kebede, K.Y. & Mulder, K.F. (2008) Needs assessment and technology assessment : crucial steps in technology transfer to developing countries, Revista Internacional Sostenibilidad, Tecnología y Humanismo, 3, 85-104. - Cherlet, J. (2014) Epistemic and technological determinism in development aid, Science, technology & human Values, 39 (6), 773-794. - Cueto, M. (2013) A return to the magic built? Malaria and global health in the twenty-first century. In : Biehl, J. & Petryna, A. (eds.) When people come first: Critical studies in Global Health. Princeton: Princeton University Press. - Sismundo, S. (2009) An Introduction in Science and Technology studies. Chichester: Wiley-Blackwell. - Bijker, W.E. (2001) Understanding technological culture through a constructivist view of science, technology, and society. In : Cutcliffe, S.H. & Mitcham, C. (eds) Visions of STS; counterpoints in Science, Technology, and Society Studies. - Avgerou, C. (2010) Discourses on ICT and development, Information Technologies & International Development, 6 (3), 1-18. - Garb, Y. & Friedlander, L. (2014) From transfer to translation: Using systemic understandings of technology to understand drip irrigation uptake, Agricultural Systems, 128, 13-24. - Fressoli, M, Dias, R. & Thomas, H. (2014) Innovation and Inclusive Development in the South: A critical Perspective. In Medina, E., Holmes, C., & Marques, I. (eds) Beyond imported Magic: Essays on Science, technology and society in Latin America. Cambridge: MIT Press. Chapter 3 pg 47-64.

MGH4010

Period 3

3 Jan 2022

28 Jan 2022

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinators:

- [A.M. Meershoek](#)
- [N.C. Engel](#)

Teaching methods:

Lecture(s), Paper(s), PBL

Assessment methods:

Take home exam

Keywords:

global health innovation; technology transfer; science and technology studies; medical anthropology;
Fac. Health, Medicine and Life Sciences

Health in Times of Crisis

Full course description

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

Structure of the course:

- Week 1: Focus on theoretical perspective (framing)
- Week 2: framing, and the construction of risk & vulnerability
- Week 3: framing and (not) knowing
- Week 4: write final paper

Course objectives

After completion of this course students are able:

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

- present alternative approaches to understanding and dealing with health related crises.

Recommended reading

Hayer, M. (1993), Discourse coalitions and the institutionalization of practice: the case of acid rain in Britain. In: Fischer, F. & Forester, J., *The Argumentative Turn in Policy Analysis and Planning*. Durham & London: Duke University Press, pp. 43-76. Nading, A. & Lowe, L. (2016), Social justice as epidemic control: two Latin American case studies. *Medical Anthropology* 37(6), 458-471. Bankoff, G. (2001), Rendering the World Unsafe: 'Vulnerability' as Western Discourse. *Disasters*, 25(1), 19-35. Brada, B. (2011), "Not here": making the spaces and subjects of "Global Health" in Botswana. *Cult. Med. Psychiatry* 35: 285-312. Penner, D. (2010), Assault Rifles, Separated Families, and Murder in Their Eyes: Unasked Questions after Hurricane Katrina. *Journal of American Studies*, 44 (3), 573-599. Fortun, K. (2015), Bodies of/and Knowledge. *Somatosphere*, 2 =5 September 2015 <http://somatosphere.net/forumpost/bodies-ofand-knowledge> Rosenbergh, C. (1989), What is an epidemic? AIDS in historical perspective. *Daedalus*, vol. 118, no. 2, 1-17. Bailey, C., Convery, I., Mort, M. and Baxter, J. (2006), Different public health geographies of the 2001 foot and mouth disease epidemic: 'citizen' versus 'professional' epidemiology. *Health and Place*, 12, 157-166. Kelly, B. (2019), *She is angry: exploring mortality and its entanglements on Mount Everest's South Col*. Maastricht University: unpublished MA Thesis. Polleri, M. (2018), *Risk is your business: citizen science after Fukushima*. *Somatosphere*. <http://somatosphere.net/2018/12/risk-is-your-business.html>

MGH4011

Period 4

31 Jan 2022

25 Feb 2022

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinator:

- [J. Mesman](#)

Teaching methods:

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

Assessment methods:

Participation, Attendance, Final paper, Assignment

Keywords:

crisis; vulnerability; risks; STS; framing

Fac. Health, Medicine and Life Sciences

Medical Mobility

Full course description

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

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

The course looks at different aspects of making innovations/interventions work in various contexts. How to design innovations that work in different contexts? How to scale-up solutions that worked in other settings? How to adapt existing solutions to local contexts? What capacities and evidence are needed? Does it even make sense to search for universal solutions given the risk that they do not fit diverse local contexts? How to take users into account? How to take the interrelatedness of actors and issues into account? What technologies, services and policy strategies are needed to cope with the complexity of today's interlinked healthcare challenges? Such questions constitute the emerging research field of innovation dynamics in global health. The course focuses on the role of technology, infrastructure, industry, local knowledge and guidelines for interventions that travel to different contexts and examines how actors have tried to take those aspects into account. This includes reflections about how social scientists can intervene by means of research. The cases and literature will highlight the problem of making healthcare innovations work in other contexts from different angles, why the attempts so far often fail and analyze those which seem to be working or offer solutions that could work. It will become clear that we need to pay attention to underlying innovation processes. We will discuss solutions that have been proposed by different actors and disciplines and reflect in practical terms about innovations by making use of the theoretical insights learned throughout the previous courses in this elective track.

Course objectives

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

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

With regard to knowledge and insight:

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

With regard to the application of knowledge and insights

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

With regards to communication and learning skills:

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

With regard to the formulation of judgments:

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

MGH4012

Period 4

7 Mar 2022

1 Apr 2022

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinator:

- [N.C. Engel](#)

Teaching methods:

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

Assessment methods:

Attendance, Presentation, Take home exam, Assignment

Keywords:

global health innovations, scaling-up, innovation dynamics

Global Health Leadership and Organisation

Fac. Health, Medicine and Life Sciences

Global Health Policy Analysis

Full course description

In addition to the core courses offered during the first trimester students will have the opportunity to enhance their knowledge about specific topics in the second trimester through a choice of one of seven elective tracks. These seven tracks are carefully selected to avoid overlap with the core programme, yet ensuring relevant contribution to the core programme. The second track offered at Maastricht, "Global Health Leadership and Organisation", aims to provide students with further knowledge, skills and tools needed for an in-depth understanding and critical assessment of health policy, health economics, and health management considering their global context. The first course, "Global Health Policy" in this track addresses local and global policy processes and their impact on the health (care) of global populations. Policy instruments, policy design, and policy implementation

Master Global Health

will be studied in interaction with their global contexts. The policies may be concerned with the health system as a whole, or with specific sub-systems such as political decision making, financing and health care delivery. Moreover, attention will be paid to the major actors in the national and international arena.

Course objectives

At the end of the course students are - familiar with state-of-the-art approaches to policy design and implementation - able to formulate health policies that function within global context - able to assess current policies and to reveal underlying assumptions

MPH0005

Period 3

3 Jan 2022

28 Jan 2022

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinator:

- [A.M. Meershoek](#)

Teaching methods:

Lecture(s), PBL

Assessment methods:

Written exam

Keywords:

Global health policy; Policy design; Policy implementation; Policy analysis

Fac. Health, Medicine and Life Sciences

Global Health Economics

Full course description

This course introduces two basic issues in the economic analysis of health and health care. The discussions in this course are focused on the following issues:

- Demand and supply in health care. The concepts of demand and supply in health care are introduced, as is the phenomenon of supplier-induced demand.
- Competition in health care and contracting health services. How to stimulate efficiency and quality improvements using provider-side arrangements?
- Health insurance issues. How does health insurance actually work and what are its basic features?
- Economics of prevention and economic evaluation of medical interventions. How to measure the costs and outcomes of public health and health care programs?
- Equity aspects of health care systems. Both equity in financing and equity in access are discussed, as well as equity in health.
- Economics of the pharmaceutical industry.

Course objectives

At the end of the course, students should be able: •To understand the basic elements of economic analysis of health systems; •To understand the basics of economic evaluation concepts; and •To understand what applied health economics can provide for decision-makers. The course emphasizes the evaluative perspective. The formal economic theory is not at the center of the course. Yet, the course includes applied research and, as far as available, the results of relevant empirical studies.

Recommended reading

Basic literature: - Guinness L, Wiseman V, Wonderling D. (2011). Introduction to Health Economics. 2nd Edition. McGraw-Hill/Open University Press. [e-book] - Folland S, Goodman A, Stano M. (2017). The Economics of Health and Health Care. International Student Edition. 8th Edition. Routledge [e-book] - Revill P, Suhrcke M, Moreno-Serra R, Sculpher M. (2020). Global Health Economics: Shaping Health Policy in Low-and Middle-Income Countries [e-book]

MPH0006

Period 4

31 Jan 2022

25 Feb 2022

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinator:

- [M.I. Pavlova](#)

Teaching methods:

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

Assessment methods:

Written exam, Attendance

Keywords:

Global health economics; Economic evaluation; Economic analysis; Health care financing

Fac. Health, Medicine and Life Sciences

Global Health Management

Full course description

This course will address the question: How can health care services be managed in a global competitive environment? Global healthcare delivery entails important worldwide systemic challenges. While high income countries are confronted with increasing healthcare costs due to an ageing population, low and middle-income countries still face important challenges to ensure maternal and child basic healthcare needs and to protect their societies from transmissible diseases such as HIV/AIDS. Unaffordable drugs, lack of comprehensive health insurance coverage, scant awareness towards of health risks and available treatment, infrastructural obstacles hindering access to health facilities, limited living space, lack of appropriate water sanitation and waste disposal infrastructures in both rural and urban communities are only some of the factors

Master Global Health

undermining health in emerging economies. In this complex epidemiologic framework, multiple public and private stakeholders operate individually and in collaboration to overcome these issues, both locally – at national level – and globally, at international level. Public entities are governmental agencies, WHO, NGOs, donor foundations, universities, etc; private entities, such as hospitals, GPs, pharmaceutical companies, health insurance companies, shape their competitive actions according to different strategies, heterogeneous revenue models, leadership styles, and internal incentive schemes. This course will apply knowledge about strategic management and organizational behaviour to understand how healthcare providers ensure competitive advantage in a global health setting, while pursuing the overall objective to improve healthcare delivery worldwide. In particular, we will understand how the global situation provides new, more complex challenges while simultaneously offering new opportunities. This course consists of the following four parts: Introduction; Strategic management; Innovation and Change; Organizational Behaviour.

Course objectives

- To acquire insight into management theory and practice
- To understand the essential characteristics of health services in a global environment
- To obtain knowledge of managerial processes and management issues of health care delivery in a global system and competitive arena
- To acquire insight into the organisational theories underpinning the analysis of managerial processes
- To gain skills to analyse managerial problems and to provide solutions to managerial issues.

Recommended reading

Basic literature that can be used: - Ginter, PM, Duncan WJ, and Swayne LE. 2018. Strategic Management of Health Care Organizations. Eighth ed. Hoboken. - Burns LR, Bradley EH, & Winer BJ. 2012. Shortell & Kaluzny's Healthcare management. Organization design & behaviour. Delmar Cengage Learning, 6 th Edition, International Edition - Caluwé L. de & Vermaak H. 2003. Learning to change. A Guide for Organization Change Managers. Thousand Oaks: Sage Publications. - Daft RL & Noe RA. 2001. Organizational Behavior. Orlando: Harcourt College Publishers. - Burke, W.W. 2014. Organizational Change: theory and practice. London, Sage - Gopee, N. and Galloway, J. 2009. Leadership and Management in Healthcare. London, Sage

MPH0007

Period 4

7 Mar 2022

1 Apr 2022

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinator:

- [M.I. Pavlova](#)

Teaching methods:

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

Assessment methods:

Attendance, Written exam

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Keywords:

-Healthcare management -Strategic management -Organizational innovation and change -
Organizational behaviour -A global perspective on healthcare management

Electives Manipal Academy of Higher Education

Fac. Health, Medicine and Life Sciences

Elective Track Manipal Academy of Higher Education

Full course description

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

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

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

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

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

Course objectives

Mental Health:

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

Public Health:

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

Master Global Health

child health in the context of an emerging economy

- (facultative) to acquire knowledge of and insight in concepts and theories of infectious and chronic disease epidemiology and surveillance

MGH4021

Year

1 Sep 2021

31 Aug 2022

[Print course description](#)

ECTS credits:

12.0

Instruction language:

English

Coordinator:

- [A.M. Meershoek](#)

Teaching methods:

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

Assessment methods:

Written exam, Assignment, Participation

Keywords:

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

Electives Thammasat University Thailand

Fac. Health, Medicine and Life Sciences

Elective Track Thammasat University Thailand

Full course description

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

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

Master Global Health

Course objectives

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

MGH4022

Year

1 Sep 2021

31 Aug 2022

[Print course description](#)

ECTS credits:

12.0

Instruction language:

English

Coordinator:

- [A.M. Meershoek](#)

Teaching methods:

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

Assessment methods:

Written exam, Assignment, Participation

Keywords:

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

Electives Mc Master University Canada

Fac. Health, Medicine and Life Sciences

Elective Track Mc Master University Canada

Full course description

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

McMaster University offers three out of those eleven tracks:

Globalization and Development. This track builds on the Governing Health in Global context offered in Maastricht and focuses on cultural, political, social and economic globalization processes in the contemporary era and how they impact health and health care. Courses include: "Global governance", "Global Social Policy", "Refugee health policies and practice" and "Development theory and administration".

Global Health Management. This track introduces students to management and policy skills, including a fundamental understanding of the entrepreneurial capacities needed to manage projects related to health care and education. The track has a rather business oriented focus and differs in that respect from the "leadership and organization" track in Maastricht. Courses include "Health economics and evaluation"; "Health Care Funding and Research Allocation", "Management of

Master Global Health

Population Health” and “Health Care Marketing”.

Global Disease. This track builds on the New biology/New Society?” track in Maastricht and involves the study of endemic tropical diseases as well as other diseases that tend to afflict underdeveloped countries. The threat to public health of existing, new, and re-emerging diseases will be emphasized. Course include “Medical Microbiology”, “Global Burden of Disease”; “Refugee Health Policies ad Practice” and “Vaccines and Vaccine Immunology”.

Course objectives

Globalization and Development:

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

Global Health Management:

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

Global Disease:

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

MGH4023

Year

1 Sep 2021

31 Aug 2022

[Print course description](#)

ECTS credits:

12.0

Instruction language:

English

Coordinator:

- [A.M. Meershoek](#)

Teaching methods:

Work in subgroups, Lecture(s), PBL

Assessment methods:

Assignment, Final paper, Participation, Presentation, Written exam

Keywords:

Vaccine immunology; Global disease

Electives Rosario University Colombia

Fac. Health, Medicine and Life Sciences

Elective Track Rosario University

Full course description

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

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

Course objectives

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

MGH4024

Year

1 Sep 2021

31 Aug 2022

[Print course description](#)

ECTS credits:

12.0

Instruction language:

English

Coordinator:

- [A.M. Meershoek](#)

Teaching methods:

Assignment(s), Paper(s), Presentations, Working visit(s)

Assessment methods:

Assignment, Final paper, Participation, Presentation

Electives University of South East Norway

Fac. Health, Medicine and Life Sciences

Elective Track University of South East Norway

Full course description

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

The track offered at the University of South East Norway "Health in communities in transition" focuses on migration, refugees and minorities and the welfare state. The track consist of 5 components. In the first section focus on indigenous populations and indigenous health in the arctic region. The second component aims to provide insight into the refugee status and migrant health challenges from a Norwegian perspective. The third section discusses the Norwegian welfare system and institutions in relation to theoretical concepts such as social capital, solidarity, community and society; it addresses how migration and refugees influence the specific organization of the welfare system and its solidarity; and it includes a critical analysis of global inequity in relation to the welfare state. The fourth component is focusing on health promotion strategies and its challenges and possibilities in particular in relation to indigenous communities, migrants and refugees. In the final component of the course students work on a field project in local communities, combining and applying insights gained during the previous components.

Course objectives

- acquire knowledge of and get insight in indigenous population and health
- acquire knowledge of and get insight in migrant and refugee health
- acquire knowledge of and get insight in welfare systems and related concepts such a social capital, solidarity, community, society
- get insight in the influence of migration on welfare state arrangements
- acquire knowledge of and get insight in health promotion strategies
- be able to apply and combine theoretical insight on migration, refugees indigenous health and welfare state in a real life setting

MGH4025

Year

1 Sep 2021

31 Aug 2022

[Print course description](#)

ECTS credits:

12.0

Instruction language:

English

Coordinator:

- [A.M. Meershoek](#)

Teaching methods:

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

Assessment methods:

Assignment, Final paper, Participation, Presentation, Written exam

Electives Ahfad University for Women

Fac. Health, Medicine and Life Sciences

Elective Track Ahfad University for Women

Full course description

In addition to the core courses offered at Maastricht students will have the opportunity to enhance their knowledge about specific topics through a choice of one of eleven elective tracks. These eleven tracks are carefully selected to avoid overlap with the core programme, yet ensuring relevant contribution to the core programme. Ahfad University for Women offers a free track in which students can compose their own program from a selection of courses from the MSc. in Nutrition and Health; MSc. in Gender and Development; MSc. in Counselling and Health Psychology; MSc Humanitarian Assistance and Post Disaster Development. Besides theoretical courses all students get the opportunity to participate in a community (health) project.

Course objectives

specific objectives depend on the selected courses.

MGH4026

Year

1 Sep 2021

31 Aug 2022

[Print course description](#)

ECTS credits:

12.0

Instruction language:

English

Coordinator:

- [A.M. Meershoek](#)

Teaching methods:

Assignment(s), Lecture(s), Presentations, Skills, Working visit(s)

Assessment methods:

Assignment, Final paper, Participation, Written exam