

Master's Programme

Master Work, Health and Career

Fac. Health, Medicine and Life Sciences

Determinants of Health and Labour Participation

Full course description

The promotion of sustainable work requires a detailed insight in the complex interplay between all the determinants affecting workers' health and labour participation. Using the ICF model as a framework, the different determinants of labour participation will be studied and discussed. Determinants include the chemical, physical, biological and psychosocial work environment as well as health, health behaviour and functioning, personal characteristics and social environment. Barriers or limiting factors as well as facilitating factors for labour participation will be distinguished, and studied on different levels, e.g. individual, organizational, national and/or international level.

In module WHC4001 the ICF framework is used for studying the determinants of sustainable work and their complex interplay.

Special attention will be paid to the different participation problems that may evolve during the course of a working career / different stages of life, e.g. combining work and family life, work engagement, and extended working careers. Moreover, relevant subgroups will be distinguished for whom the determinants of health and labour participation may differ and may cluster differentially, e.g. precarious workers, self-employed people and employees with a chronic illness. In line with the ICF framework the different perspectives and attitudes of both client and health professionals towards the participation problem will be incorporated as well.

Course objectives

By the end of module WHC4001, students:

Knowledge and understanding

- Know the extended definition of health (WHO);
- Know the frequency measures incidence and prevalence;
- Know the definition and elements of sustainable work across the work career and in different settings;
- Know and are able to describe the components of the ICF framework in relation to health and labour participation;
- Know the (major) determinants of health and labour participation, their interaction and changes across the work career;
- Know the association measures (odds ratio, relative risk) to describe the association between determinants and outcomes;
- Know the principles of evidence based occupational health in general and critical appraisal

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regarding aetiological research in particular

- Know the principles of the major designs used in aetiological research;
- Know and are able to categorize determinants with respect to disease prevention, health protection and health promotion;
- Are able to categorize and translate determinants in terms of interventions / preventive measures on the individual, organisational, national and international level

Applying knowledge and understanding

- Are able to identify evidence based determinants of health and labour participation;
- Are able to classify and rank determinants according to the ICF framework;

Formation of a judgement

- Understand the surplus value of the ICF approach in relation to health and labour participation;
- Critically judge the evidence base on determinants of health and labour participation;
- Critically evaluate the role of a certain determinant with respect to the type and level of prevention;
- Are able to critically evaluate on what level a determinant should ideally be tackled (individual, organisational and/or (inter)national level);

Communication

- Use the ICF framework as an important communication tool;
- Are able to communicate in a professional way with policymakers, employers and clients in the field of occupational health, by consistently using the ICF approach and tools to enhance communication (e.g. PSF form);

Learning skills

- Are able to appraise a health and/or labour participation problem in terms of ICF;
- Are able to build an adequate literature search with respect to determinants of health and labour participation problems;
- Are able to critically appraise the evidence base on determinants of health and labour participation;
- Are able to investigate the determinants of health and labour participation on different levels.

WHC4001

Period 1

1 Sep 2021

22 Oct 2021

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinator:

- [Y. Kant](#)

Teaching methods:

Master Work, Health and Career

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

Assessment methods:

Assignment, Attendance, Computer test, Participation, Presentation, Take home exam, Written exam

Keywords:

(mental) health, labour participation, causality, sustainable work, determinants, subgroups (e.g. aging workers)

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Understanding Health Behaviour

Full course description

In this module we will discuss important motivational determinants that influence the adoption of healthy and unhealthy behaviours. We will have a look at important individual determinants as well as socio-environmental and work-related determinants and discuss theories that integrate these determinants to better understand health behaviour. We will distinguish determinants for understanding pre-motivational, motivational and post-motivational health behavioural processes. Additionally, we will discuss the importance of physical and social environmental factors that influence health behaviour directly and indirectly via socio-cognitive factors. Within this context we will also pay attention to the role of these determinants in understanding health behaviour differences in people with a lower and higher socio-economic status. In a separate training we will focus on skills to apply these theories in practice. Students will learn how to develop questionnaires to assess determinants of health behaviour, how to analyse the data and to translate these findings into a scientific report. The module will be assessed with an individual written exam and a group paper.

Course objectives

The general aim of this module is to analyse and critically discuss the determinants of health behaviour derived from theories that are commonly used to explain health behaviour, such as the Health Belief Model, the Theory of Planned Behaviour, the Social Cognitive Theory, the I-Change model, Self-Regulation models, theories of automatic behaviour and Social Ecological Models. This is essential not only for understanding motives why people adopt certain health behaviours, but also to understand which specific steps are required in order to be able to move to the next step: programme development in order to motivate people and organizations to change the conditions favouring a more healthy lifestyle and healthier conditions.

Recommended reading

Glanz, K., Rimer, B.K. & Viswanath, K. (2008). Health Behaviour and Health Education : Theory, Research and Practice. San Francisco: Jossey- Bass. Field, A. (2009). Discovering statistics using SPSS. Third edition. London: Sage.

HEP4210

Period 1

1 Sep 2021

22 Oct 2021

[Print course description](#)

ECTS credits:

- [J.S. Gubbels](#)

Teaching methods:

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

Assessment methods:

Final paper, Written exam

Keywords:

Health behaviour, determinants, cognitions, automaticity, environment, Theory

Fac. Health, Medicine and Life Sciences

Strategies for Health Protection, Disease Prevention and Re-integration into Work

Full course description

Insight in the determinants of labor participation, as covered in WHC4001, is the basis for choosing effective strategies in tackling potential threats to workers' health and wellbeing, foster labor participation and as such promote sustainable work. Building on this information, this module aims to teach how to select and develop strategies to

- protect employee health (general and selective prevention);
- promote employee health and wellbeing and prevent diseases (indicated prevention and early intervention);
- support workers with a chronic illness and return to work (tertiary prevention)

This transdisciplinary module is structured around strategies that vary in terms of levels in terms of and types of prevention (macro, organizational, individual). Students learn about the different strategies by an integrated mix of tutorials, skills training sessions and lectures. Examination consists of presentations, an individual portfolio and individual examination with essay questions. The longitudinal trajectories 'ICF trajectory' and 'EBOH trajectory', that have been started in WHC4001 are continued during this module; the 'communication and intervention skills trajectory' is added.

Course objectives

The module aims at requiring knowledge about the different strategies that are available to protect and promote employee health and support return to work at macro, meso and micro level. Further students learn how to select the best strategy on the basis of scientific evidence and communication with those involved. Students are trained to communicate in the multidisciplinary work settings that characterize the field of work, health and career and in practical use of the ICF-model. The topic of work-life(-study) balance is applied to their own situation.

Recommended reading

Anema, H. & Loisel, P. (2013). First Handbook of Work Disability Prevention. New York: Springer. Further articles and book chapters such as: Verbeek, J. H., Kateman, E., Morata, T. C., Dreschler, W. A., & Mischke, C. (2012). Interventions to prevent occupational noise-induced hearing loss. The Cochrane database of systematic reviews, 10(10), CD006396. Goldgruber, J., & Ahrens, D. (2009). Effectiveness of workplace health promotion and primary prevention interventions: a review. Journal of Public Health, 18(1), 75-88. Odeen, M., Magnussen, L. H., Maeland, S., Larun, L., Eriksen, H. R., & Tveito, T. H. (2013). Systematic review of active workplace interventions to reduce sickness absence. Occupational medicine (Oxford, England), 63(1), 7-16. Kant I, Jansen NW, van Amelsvoort LG, van Leusden R, Berkouwer A. Structured early consultation with the occupational physician reduces sickness absence among office workers at high risk for long-term sickness absence: a randomized controlled trial. J Occup Rehabil. 2008 (1):79-86. Palmer & Whybrow. Handbook of Coaching Psychology. Hove: Routledge. Pomaki, G., Franche, R.-L., Murray, E., Khushrushahi, N. & Lampinen, T. (2012). Workplace-based work disability prevention interventions for workers with common mental conditions: A review of the literature. Journal of Occupational Rehabilitation, 22, 182-195. Wevers, C., Grundemann, R., van Genabeek, J. , The challenge of the sustainable employability of workers with chronic illness. 2011, TNO, European Network for Workplace Health Promotion (ENWHP).

WHC4002

Period 2

25 Oct 2021

17 Dec 2021

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinator:

- [L.G.P.M. van Amelsvoort](#)

Teaching methods:

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

Working visit(s)

Assessment methods:

Portfolio, Presentation, Written exam

Keywords:

universal prevention selective prevention indicated prevention re-integration into work occupational health policy risk assessment organizational health policy psychological interventions communication skills

Fac. Health, Medicine and Life Sciences

Intervention Development

Full course description

The focus of this course will be on Intervention Mapping (IM). IM is an approach for developing theory- and evidence-based health promotion interventions. IM can guide health promoters through program development, demystifying and monitoring the development process and eliminating

mistakes identified by previous teams.

IM describes the process of health promotion program development in six steps:

- logic model of the problem,
- program outcomes and objectives,
- program design,
- program production,
- program implementation plan, and
- evaluation plan.

The protocol guides program developers through each of these steps by means of specific tasks, which are all included in the work book at the end of this course book. These tasks generate a product that, in turn, provides the basis for subsequent steps. Throughout this course, you will conduct these tasks and go through the first five steps of the IM approach.

Course objectives

After this course, students can:

Knowledge and understanding

- describe the Intervention Mapping approach;
- develop a theory-based health promotion program using the Intervention Mapping approach;
- integrate individual and environmental level explanations and theories.

Application of knowledge and understanding

- integrate their knowledge of theories and evidence concerning health behaviors in the Intervention Mapping approach;
- translate general health promotion goals into specific program objectives;
- integrate ideas, theories and evidence in a new, realistic and promising health promotion program;
- adequately justify the decisions they made in the subsequent steps of the Intervention Mapping approach.

Making judgments

- acknowledge the utility and necessity of using a planned development approach like Intervention Mapping for the development of theory- and evidence-based health promotion programs.
- select determinants using appropriate methodology and statistics.

Communication

- communicate own opinion and ideas;
- critically discuss their own and other's opinions, ideas, and work.

Learning skills

- effectively cooperate in small groups with persons of different background and initial level;
- apply the Intervention Mapping approach to other health problems.

Recommended reading

Students are strongly recommended to buy the IM book: Planning Health Promotion Programs: An Intervention Mapping Approach, 4th edition (2016) by L. Kay Bartholomew Eldredge, Christina Markham, Robert A.C. Ruiters, Maria E. Fernández, Gerjo Kok, and Guy S. Parcel. This book is not only useful during this course, but also in the other courses of the Master program and it is a great reference-work for your professional life.

HEP4213

Period 2

25 Oct 2021

17 Dec 2021

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinator:

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

Teaching methods:

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

Assessment methods:

Assignment, Final paper, Written exam

Fac. Health, Medicine and Life Sciences

Preparation for the Scientific Research

Full course description

During this module you will write your own research proposal (assignment) and a review report about the research proposal of another student (take home exam).

To enable you to successfully fulfil the assignment and the take home exam, we will offer you opportunities to gain knowledge and skills through the following learning activities: lectures, self-study guidelines for writing your research proposal, group meetings to practice proposal review, an interactive meeting on reproducible research, a symposium, and individual meetings with your faculty supervisor.

Key learning methods include: reading and assessing the quality of published articles (self-study guidelines), feedback from and to fellow students (group meetings), coaching by a senior researcher (individual meetings with your supervisor), and literature study (self-study guidelines and literature suggestions). You will also use relevant knowledge and skills regarding theories, research methodology and statistics that you gained in the earlier modules.

Full-time students: lectures, group meetings and symposium on Tuesdays, interactive meeting and take home exam on Fridays (resp. Friday in week 3 and week 4)

For part-time students this module is offered as an 8-week module and only on Tuesdays; the first 4 weeks (together with the full-time students) in period 3 and the final 4 weeks after period 4.

Course objectives

Knowledge and understanding

You are able to

- Demonstrate understanding of fundamental issues concerning the methodology and ethics of science, and the use of theory
- Demonstrate knowledge of preparing and conducting research
- Demonstrate knowledge of writing a research proposal
- Demonstrate knowledge of writing a publishable scientific article

Apply knowledge and understanding

You are able to

- Prepare your own research
- Write a proposal for your own research
- Write a review report
- Present your research proposal in an oral presentation

Making judgements

You are able to

- Judge the quality of published articles
- Discuss your own progress and your fellow students' progress with respect to the research preparation
- Judge the quality of the research proposals of other students

Communication skills

You are able to

- Write and present a research proposal
- Write a review report
- Present results of individual work to other students
- Present results of individual and group work to supervisor

Learning skills

You are able to

- Critically comment on scientific research
- Collaborate with other students to improve each other's work
- Provide constructive feedback to fellow students
- Respond adequately on oral and written feedback

WHC4214

Period 3

3 Jan 2022

28 Jan 2022

[Print course description](#)

Master Work, Health and Career

ECTS credits:

6.0

Instruction language:

English

Coordinator:

- [J.S. Gubbels](#)

Teaching methods:

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

Assessment methods:

Assignment, Attendance, Take home exam

Keywords:

Fundamental issues of science: ethics, integrity, Theory, Methodology, scientific reasoning; preparing research, writing a research proposal and review report.

Fac. Health, Medicine and Life Sciences

Occupational Health Management

Full course description

The promotion of employee health in light of lifelong sustainable employment is becoming top priority for more and more employers and governments. This results from developments such as the current economic situation and the ageing of the labour population. The competitiveness of organisations depends on the employability, vitality and health of individual employees, and their possibilities to develop these. More and more organisations develop initiatives in the fields of occupational health management, vitality management, and disability management. These initiatives are often implemented as a part of a broader strategic human resource management strategy. Another relevant setting for the implementation of occupational health management is occupational health care. Occupational health management is a cross-disciplinary area concerned with protecting and promoting the health, well being and sustainable employment of people engaged in work.

In this module much attention will be given to how occupational health management and related approaches can be implemented in organisations, and to how these approaches can be evaluated (i.e., reviewing and creating an evidence base). Even an intervention strategy with a proven efficacy may yield suboptimal or ineffective results if the strategy is not well implemented or embedded in an organisation. In addition, we will address contextual and institutional issues related to the development and implementation of occupational health management, such as stakeholder perspectives and attitudes, legislation, and collaboration. It is not easy though to translate occupational health programs with proven efficacy to other settings, due to cultural and legislative differences. Therefore we will also pay attention to the influence of differences between countries on implementation. At various moments, attention will be paid to the position of several subgroups such as precarious, self-employed and ageing workers in relation to occupational health (management). Finally, a critical (employee) perspective on the occupational health management will be offered.

Course objectives

Knowledge and understanding

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- know and are able to describe possible routings from health and participation problems to occupational health management interventions;
- know and are able to describe elements of, different approaches to, as well as different settings for occupational health management;
- Know and are able to describe the barriers and facilitating factors for the implementation of occupational health management;
- know and are able to describe organisational structures and cultures and the concepts and approaches to disability management, vitality management, diversity management;
- know and are able to describe contextual factors of occupational health management (stakeholder perspectives, legislation and international differences in implementation);
- know and are able to describe the position of the precarious, self-employed and ageing worker in the context of occupational health;
- know and are able to describe the most important aspects of qualitative evaluation research (of occupational health management);
- know and are able to describe the most important aspects of quantitative (cost) effect evaluation (of occupational health management);
- understand the difference between mandatory and voluntary occupational health management systems.

Applying knowledge and understanding

- are able to advise about the embedding and implementation of occupational health management (including disability management), diversity management and vitality management in organisations and to signal potential barriers for implementation;
- are able to incorporate contextual knowledge about occupational health in organisations in their advises to organisations and professionals (in cooperation with other organisations and professionals);

Learning skills

- are able to evaluate occupational health management/disability management policies in organisations both qualitatively and quantitatively;
- are able to advise about occupational health management/disability management policies in organisations and in other settings;
- are able to adequately signal and cope with dilemmas in the field of occupational health management.

Recommended reading

- Buse, K., Mays, N., Walt, G. (2012). Making health policy (2nd ed.). Maidenhead: McGraw-Hill Education. (E-book)
- EU-OSHA (2012). Management of occupational safety and health. An analysis of the findings of the European Survey of Enterprises on New and Emerging Risks (ESENER). European Risk Observatory Report (pp.14-32). Luxembourg: European Agency for Safety and Health at Work.
- Mintzberg, H. (1980). Structure in 5's: A Synthesis of the Research on Organization Design. *Management Science*, 26(3), 322-341.
- Anema, H. & Loisel, P. (Eds). Handbook of Work Disability. Prevention and Management (pp. 427-440). New York: Springer.
- MacEachen, E. (2018). The Science and Politics of Work Disability Prevention. Oxon; Routledge.
- Wynne, R., & MacAnaney, D. (2004). Employment and disability: Back to work strategies.

WHC4003

Period 4

1 Feb 2022

1 Apr 2022

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinator:

- [C.H.G. Heuts - Bastiaenen](#)

Teaching methods:

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

Assessment methods:

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

Keywords:

Occupational health management, organizations, policy implementation, evidence-based occupational health, disability management, vitality management, sustainable employability, sickness and disability policy, employee perspective.

Fac. Health, Medicine and Life Sciences

Implementation and Evaluation

Full course description

To what extent are evidence-based interventions (EBI) that are developed and tested according to scientific standards, practically useful and effective? How should policy makers take costs into account when deciding on the implementation of health promotion interventions? These are some of the key questions in the field of Dissemination and Implementation (D&I) that are addressed in this module. The first step in the intervention process is the development and small-scaled evaluation of EBIs. In this evaluation phase, scientists are concerned with efficacy and internal validity, often by using randomized controlled trials. Internal validity is important for the interpretation of the intervention effects in the experiment. Even though this first step is crucial, using small-scaled experiments is not sufficient for achieving an impact on public health. Besides testing the effects of an intervention under ideal circumstances, it is also important to assess its effect in a 'real world' setting. The second step is therefore to study conditions for the effectiveness of the interventions and the actual use in practice. During this stage of real life intervention implementation, different aspects of external validity should be addressed to facilitate large-scale dissemination and implementation to other settings in the final third stage. This provides information about the settings and populations to which the observed intervention effects can be generalized. In addition, researchers may try to replicate effects in different settings. This aspect of external validity is very important; after all, why should one invest time and money into D&I if the intervention is unlikely to work in the settings of concern? For health promoters and policy makers, interventions that are not used and implemented in practice, are not only a waste of valuable time and money, but they can also seriously impede effective health promotion.

Course objectives

The first aim of this unit is that students acquire knowledge about the factors and strategies that influence the successful D&I of EBIs in relevant settings and target populations. Of concern here are theories of dissemination, implementation and change, effective communication and marketing, persuasion, reach, adoption, retention, and the tension between fidelity and adaptation if the intervention is implemented in a new context. Related to this, the unit focuses on the importance of cooperation among stakeholders, the sensitivity to local values, and their perceptions of, and responses to the interventions. Second, student will get insight in how to evaluate the effectiveness of an intervention and of the appreciation by its users and target group in real life settings. Health technology assessment associated with the development, testing and successful implementation of EBIs is also treated.

Recommended reading

Brownson, R. C., Colditz, G. A., & Proctor, E. K. (second edition). (2018). Dissemination and implementation research in health: Translating science to practice. Oxford: Oxford University Press.
Rogers, E. M. (2003). Diffusion of innovations (5th ed.). New York: The Free Press.
Rossi, P. H., Lipsey, M. W., & Freeman, H. E. (2004). Evaluation: A systematic approach. Thousand Oaks, CA: Sage

HEP4205

Period 4

1 Feb 2022

1 Apr 2022

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinator:

- [S.M.P.L. Gerards](#)

Teaching methods:

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

Assessment methods:

Assignment, Final paper, Written exam, Participation, Attendance

Keywords:

Dissemination, Implementation, (cost)effectiveness, proces evaluation, internal&external validity, evaluation designs

Fac. Health, Medicine and Life Sciences

Scientific Research and Article

WHC4250

Year

1 Sep 2021

31 Aug 2022

[Print course description](#)

ECTS credits:

Master Work, Health and Career

18.0

Instruction language:

English

Coordinator:

- [Y. Kant](#)