

# Governance and Leadership in European Public Health

Master's Programme

## Master Governance and Leadership in European Public Health

Fac. Health, Medicine and Life Sciences

### Measuring and Comparing Health in Europe - Quantitative and Qualitative Approaches

#### Full course description

Comparisons of population health and health systems are at the heart of public health and health policy in Europe and we commonly encounter them in national or international health reports. Our goal in the next four weeks is to empower you to perform valid and insightful health comparisons in the European context and to write your own European health report. In the toolkit of a European public health professional, comparative health research is used to identify areas (countries or regions) and issues (e.g. diseases) that are outliers in the positive or negative sense and require either careful study or an immediate response. By placing these topics in the second module of the Master in Governance and Leadership in European Public Health, we wish to give you an opportunity to identify challenges you might wish to focus on during the subsequent modules and to help you decide on a placement topic that allows you to have a direct impact on solving these challenges. The aim of this module is to enable students to explore, measure, and compare the striking diversity of populations' health status, healthcare provision, and health inequalities in European Region using quantitative and qualitative data collection approaches.

#### Course objectives

##### Knowledge and understanding

At the end of the module, students have:

- knowledge about assessment and measurement of health, burden of disease and quality of life;
- knowledge about the main health indicators and databases used in the European region;
- knowledge of advantages and disadvantages of using secondary data;
- knowledge of how to critically appraise scientific reports;
- knowledge of how to design comparative research in health and health care;
- knowledge of quality and ethical aspects of comparative research.

##### Application of knowledge and understanding

At the end of the module, students are able to:

- use databases to obtain relevant indicators which describe the health status and healthcare provision in countries of the European region;
- compare and interpret indicators of health status and healthcare provision in different countries of

the European region;

- differentiate between study designs relevant to comparative health research;
- develop and execute simple comparative study designs.

### **Making judgments**

At the end of the module, students are able to:

- make proper judgements about differences in healthcare systems and practices throughout Europe based on available data.

### **Communication**

At the end of the module students are able to:

- communicate effectively with healthcare professionals, public health experts, policymakers and decision-makers about issues related to comparing health status and health in the European region;
- communicate their knowledge related to design, analysis and limitations of comparative health and healthcare provision research and secondary data analysis;
- draft a publication related to comparisons of health status, health inequalities and healthcare provision in the European region.

## **Recommended reading**

[This is the link to Keylinks, our online reference list.](#)

## **EPH4012**

### **Period 1**

4 Sep 2023

27 Oct 2023

[Print course description](#)

### **ECTS credits:**

5.0

### **Instruction language:**

English

### **Coordinators:**

[P. Schröder - Bäck](#)

[R. Hrzic](#)

### **Teaching methods:**

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

### **Assessment methods:**

Assignment, Attendance, Final paper

### **Keywords:**

Measuring health, comparing health, health indicators, migrant health.

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

# Introduction to Governance and Leadership in European Public Health

## Full course description

Public Health is big. It is always in the news, it is big in business, it is big in policy, it is big in government, and it is big in the lives of individual citizens.

European Public Health is about health responses to public needs. It is bringing individual healthcare together for collective benefits; there are individual health dimensions but there are also collective issues - collective expectations, rights and responsibilities to ensure health is promoted as a good for all in the face of economic, social, and medical difference. So part of the degree will examine medical and health dimensions of European Public Health.

For the first time this year we are looking explicitly at two further aspects of European Public Health - aspects that concern the organisation and delivery of a European Public Health: leadership and governance.

This first course on the degree is designed to introduce all the aspects of the degree - to give an overview, a map, so that by the end of the course you have a clear indication of the landscape and the journeys that we can make together.

Whilst the staff engaged in this programme are all experts in their different fields and will bring a great deal to the programme, one of the key resources for the degree is you and your fellow students on the programme. You come from a variety of disciplinary backgrounds, all complementary to developing an understanding of European Public Health. You also come from different places, not just across Europe, but from around the world. So, during the course we want you to teach each other about your different disciplinary and cultural backgrounds. This is what will make the course truly great and it will lift your understanding to a new level.

## Course objectives

The aim of the module is to introduce the three conceptual streams of the degree, European Public Health, Leadership, and Governance, effectively to the students.

This aim will be achieved through the following objectives:

- to ensure that by the end of the four weeks you have a clear understanding of the basic landscape of each of the three concepts;
- to ensure that you understand that these are contested concepts, to see something of the scope of the contests within the concepts and disciplines, and to see differences in concepts as a positive and natural part of Master's level study;
- to ensure that you also see something of the interaction between the three conceptual elements of the course;
- to ensure that you are lifting your level of reading and preparation to a Master's level, by explicitly working on skills in close analysis of texts and detailed reading of materials, and on the development of multi-layered, critical arguments using a variety of evidence;
- to introduce you to different professional debates within the three concepts, particularly to ensure you are shown and are encouraged to participate in professional academic discussions and professional practitioner discussions; and,
- to encourage you to draw on your own experience and observation of public health debates from your home countries as a part of the literature that will be discussed.

## Recommended reading

[This is the link to Keylinks, our online reference list.](#)

## EPH4014

### Period 1

4 Sep 2023

27 Oct 2023

[Print course description](#)

### ECTS credits:

5.0

### Instruction language:

English

### Coordinator:

[T. Clemens](#)

### Teaching methods:

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

### Assessment methods:

Assignment

### Keywords:

European Public Health; Governance; Leadership; Interdisciplinarity

## Fac. Health, Medicine and Life Sciences

# Public Health Leadership Strand

## Full course description

The importance of understanding leadership as part of achieving Public Health goals is critical to reducing inequality and improving health. However the rapidly changing environment and huge variations in available health resources makes leadership in Public Health a complex and constantly evolving issue. It is important for those of us in Public Health, or entering Public Health roles for the first time, to have some understanding of leadership as it relates to our chosen field of work.

This Module aims to introduce you to and help you to develop leadership competencies through the following.

- Examining the key debates around Leadership in Public Health in relationship to modernism, postmodernism, technological change and their implications for leaders within organisations.
- Introducing key theoretical frameworks that underpin leadership learning, and enable the critical use of this knowledge and understanding by applying theory to actual practice within the context of Public Health.
- Developing the ability to reflect on the Public Health leadership role and development needs of individuals, so that personal and professional development planning for a leadership role is built upon sound analysis of self in context.
- Stimulating self-assessment of leadership competencies by the participants to help identify knowledge gaps and further training needs in leadership.

## Course objectives

By engaging successfully with this module you will be able to:

1. Understand the key concepts of Leadership theory and the key differences between Management and Leadership, and their relevance to Public Health practice.
2. Critically reflect on your own job role in the light of leadership theory, review your professional and personal development as a Public Health leader throughout the module, and develop a Personal Development Plan (PDP) with reference to your organisational context.
3. Critically analyse the complexities of leading and motivating people in the Public Health arena, where one is predominantly working with multiple stakeholders.
4. Critically evaluate the impact of all the above-mentioned outcomes on the management practice of Public Health professionals, in terms of both discourse and practice.
5. Apply relevant concepts of leadership to future or current professional workplace.

## Recommended reading

[This is the link to Keylinks, our online reference list.](#)

### EPH4016

#### Period 1

4 Sep 2023

27 Oct 2023

[Print course description](#)

#### ECTS credits:

6.0

#### Instruction language:

English

#### Coordinator:

[K.M. Czabanowska](#)

#### Teaching methods:

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

#### Assessment methods:

Assignment, Attendance, Participation, Portfolio, Presentation, Written exam

#### Keywords:

Public health leadership, leadership theories, emotional intelligence, professionalism, collaboration and personal development plan.

## Fac. Health, Medicine and Life Sciences

# Identifying and Assessing Good and Best Practices in Health

## Full course description

In this third module, students are introduced to the evaluation of prevention and care in the European region, and to the identification and selection of best practices. They learn about models for evaluation and selection of best practices based upon criteria of equity, humanity, client satisfaction, efficiency, effectiveness and cost-effectiveness; they familiarise themselves with the methodology to assess the effectiveness and cost-effectiveness of prevention and care; and learn how these models

and methods can be applied for cross-national comparison. In addition, they learn how to apply systematic reviews and benchmarking with a view to standardisation and best practices. The methodologies of health impact assessment (HIA) and health technology assessment (HTA) are introduced and applied. The students also study the international comparability of cost of illness. 2. Module Content 2.a. Contents: At the start of the module, students learn about different approaches to the evaluation of prevention and care. They are introduced to the different goals of process versus output and outcome evaluation, and learn about the methods for the assessment of the effectiveness and cost-effectiveness of interventions for prevention and care. Specifically, they are introduced to the hierarchy of evidence for defining best practices, including systematic reviews and meta-analysis, randomised controlled trials, cohort studies, case-control studies, cross-sectional surveys, case reports, and expert opinions. They are also introduced to criteria and protocols that have been specifically designed to address scientific evidence for public health interventions, including the Cochrane Library and review protocols, and are invited to critically reflect on the applicability of these approaches to public health and health promotion. In close connection to the Essentials and Project strands, the students gain a thorough understanding of systematic reviews and economic evaluation (notably cost-effectiveness, cost-benefit and cost-utility analyses). The different steps of a systematic review process and the methodologies of health impact assessment (HIA), health technology assessment including economic evaluation (HTA) are introduced and applied. Next, the students learn how to apply these models and methods for cross-national comparison and they explore methods for benchmarking based on standardisations and best practices. Further emphasis is given to the question how cross-national and cross-regional research methodology is feasible. Students learn to identify pitfalls in cross-national and regional research and how to improve such research methodologically. This means using techniques to assure comparability and standardisation of the methods employed in each country. As this is the first module to deal explicitly with the concept of 'best practice', students critically reflect on this concept from the perspective of the philosophy of health sciences. A first strand of discussion leaves from a critical appraisal of evidence-based medicine (and Randomised Controlled Trials) and leads to lessons to learn for European Public Health. To consolidate the understanding of evaluation and review, respectively, and to learn how to apply the theoretical knowledge, practice sessions are foreseen to learn to apply the different steps of a systematic review process and of health impact assessment and health technology assessment. In addition, a field trip to Luxembourg will be arranged to sensitise the students to topics for Module 4, including: policymaking and the world of politics, 'lobbying' to the European Institutions and working with civil society. The trip involves visits to a Directorate General of the European Commission, the Executive Agency for Health and Consumers, and possibly the European Parliament.

## Course objectives

Objectives Knowledge and understanding At the end of the module, students have - insight in and knowledge of definitions and concepts of evaluation - insight in and knowledge about models and methods to assess effectiveness, cost-effectiveness, cost-benefit and cost-utility - insight in and knowledge about methods for systematic review and selection of best practices - insight in and knowledge about techniques to ensure cross-national comparability and standardisation - insight in and knowledge about concepts, models and methods of benchmarking - insight in and knowledge about methodologies of health impact assessment (HIA) and health technology assessment (HTA) - insight in basic concepts of sociology of science - insight in meta-analysis, systematic reviews and observational research designs Application of knowledge and understanding At the end of the module, students are able to: - understand the concept and role of evaluation in prevention and care - are able to apply methods to select and define best practices in prevention and care - are able to formulate a design or protocol to assess effectiveness of practices in prevention and care - understand the quantitative aspects of effectiveness, cost-effectiveness and cost-utility analysis and of systematic reviews - understand the difficulties and pitfalls in cross-national and cross-regional research - are able to apply the concepts, models and methods of benchmarking - understand the methods of health impact assessment (HIA) and health technology assessment (HTA) Making judgements At the end of

the module, students are able to: - critically reflect on the concepts of context, European culture and (scientific) culture - critically reflect on approaches to evaluation, evaluation studies and best practices - critically reflect on cross-national and cross-regional comparisons of prevention and care - make suggestions for evidence-based improvement of prevention and care practices  
Communication  
At the end of the module students are able to: - communicate in a professional way with researchers, health experts, policy makers and other representatives of European organisations about issues of evaluation, effectiveness and best practices in health across the EU - write, discuss and present issues of evaluation, effectiveness and best practices in health across the EU in a professional manner  
Learning skills  
At the end of the module, students are able to: - read, understand and comment on published evaluation studies and reviews - select appropriate methods to assess prevention and care practices in a cross-national context - search for, identify, analyse and interpret key information to underpin recommendations for improvement of practices in prevention and care

## Recommended reading

[This is the link to Keylinks, our online reference list.](#)

### EPH4003

#### Period 2

30 Oct 2023

22 Dec 2023

[Print course description](#)

#### ECTS credits:

5.0

#### Instruction language:

English

#### Coordinators:

[D.M.R. Townend](#)

[O. Zvonareva](#)

#### Teaching methods:

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

#### Assessment methods:

Attendance, Final paper

#### Keywords:

Good practice, best practice, evaluation

Fac. Health, Medicine and Life Sciences

## Europe as one Zone - European Health Law & Policies: The Translation of Evidence into Norms

### Full course description

This module looks at how Europe becomes one zone in relation to public health.

We particularly examine the competence of the European Union in relation to health and public

health. We consider, in detail, how a small number of health policies move through the legislative process from evidenced policy choices to law; particularly looking at the Cross-border Patient Rights Directive, and the General Data Protection Regulation.

In order to do this, we will also critically evaluate the general European Union law, particularly in relation to public health and governance. We consider the relationship between Treaty Law, Regulations and Directives, and Policy Initiatives; and the relationship between institutions in the EU and Member States.

Background and setting:

The original purpose of the European project was purely economic, and this legacy is still visible in the primary focus in the EU treaties on the free movement for people, goods, services, and capital. The place of health in the European project is much more ambiguous. In part, the necessity for a direct Europe-wide response to public health has obvious harmonisation and Europeanisation goals; public health is necessary for the operation of 'Europe' on all levels. However, it is more difficult to see the competence of the Union in matters of private health care. In private health, the Union can only speak through its general economic competence. However, when it does speak on matters of health, there is a loud ambiguity between single market harmonisation and social federalist ideals. This is, of course, an expression of the ambiguity at the heart of the Europe project, and at the health of its history.

## **Course objectives**

### **Knowledge and understanding**

- At the end of the module, students have insight in and knowledge about:
- the main political and legal institutions of the EU, their tasks and their competences
- the decision procedures and legal and policy instruments
- the historical development of European cooperation and the role and content of the European Treaties
- the relation between EU and the Member States and the principle of subsidiarity
- the formal competences and activities of the EU in the field of health (prevention, research, pharmaceuticals, services)
- the transformation of principles and evidence into policy

### **Application of knowledge and understanding**

At the end of the module, students:

- understand the impact of the legal and political infrastructure of the EU
- are able to assess the role of the EU and other bodies concerning prevention and healthcare on the level of the EU and on the national level

### **Making judgements**

At the end of the module, students are able to:

- reflect critically on the function of laws, moral principles, and regulations which shape the governance of prevention and healthcare.

### **Communication**

At the end of the module students are able to:

- communicate in a professional way with policy makers and other representatives of European



organisations

- decipher the language barriers between professions involved in the translation of evidence into policies

### Learning skills

At the end of the module, students are able to:

- read primary and secondary legal texts
- construct and communicate legal arguments

## Recommended reading

[This is the link to Keylinks, our online reference list.](#)

### EPH4004

#### Period 2

30 Oct 2023

22 Dec 2023

[Print course description](#)

#### ECTS credits:

5.0

#### Instruction language:

English

#### Coordinator:

[B.B.R.E.F. Wouters](#)

#### Teaching methods:

Lecture(s), PBL, Work in subgroups

#### Assessment methods:

Attendance, Written exam

#### Keywords:

Health Law; European Union; Policy; Law and Society

## Fac. Health, Medicine and Life Sciences

# Research Methods

### Full course description

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

During lectures, thesis group meetings, workshops and study team assignments, students acquire knowledge of the qualitative and quantitative research methods, which are frequently used in the

fields that are covered by the master program. Several elective (non-compulsory) skills trainings are also offered.

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

## Course objectives

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

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

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

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

**Making judgments:**

- Students develop a scientific attitude.

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

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

**Communication:**

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

**Learning skills:**

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

## Recommended reading

[This is the link to Keylinks, our online reference list.](#)

### HPI4005

#### Period 3

8 Jan 2024

2 Feb 2024

[Print course description](#)

**ECTS credits:**

6.0

**Instruction language:**

English

**Coordinator:**

[R.M.W.A. Drost](#)

**Teaching methods:**

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

**Assessment methods:**

Final paper, Portfolio

**Keywords:**

research methods, qualitative research, Quantitative research, mixed methods, critical reading, Writing skills

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

# Diffusion, Implementation and Quality Assurance of Health Innovations in Europe

## Full course description

Once we know what good and best practices are (modules 2 and 3), once we know what role EU institutions play in bringing this evidence to norms (module 4), we need to know how to really ensure that good and best practices are known, accepted and implemented with a sustainable positive effect. We focus on aspects of diffusion and dissemination by taking (policy) learning and transferability into account. Thus, the aim of this module is to enable students to learn and think critically about the translation, diffusion/dissemination (incl. references to “scalability”, “transferability” and “policy learning”), and implementation

At the same time, modern society is riddled with complex and near-unsolvable problems (so-called wicked problems). These require a highly multidisciplinary approach to even conceptualise, let alone address. Students will become acquainted with wicked problems and the non-linear approach modern leaders have to think in in order to address them. They will connect this with the diffusion theory in order to explore why good practices have not spread further than they have.

Students started to study assessment tools and evaluation methods earlier in the programme (module EPH4003). Now the focus switches from identifying examples of good practices in the earlier phases of policy making (assessment/agenda setting/policy formulation) to monitoring , assessing and evaluating the implementation and impact (output and outcome) of (European) policy interventions.

## Course objectives

To acquire knowledge about the translation, transferability, diffusion, implementation and quality assurance of innovative good practices and the non-linear problem-solving skills needed to address wicked problems

## Recommended reading

[This is the link to Keylinks, our online reference list.](#)

### EPH4013

**Period 4**

5 Feb 2024

5 Apr 2024

[Print course description](#)

**ECTS credits:**

5.0

**Instruction language:**

English

**Coordinator:**

[A. Wind](#)

**Teaching methods:**

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

**Assessment methods:**

Assignment, Attendance, Final paper

**Keywords:**

Transferability, diffusion, translation, implementation, quality, assurance, wicked problems

Fac. Health, Medicine and Life Sciences

## Public Health Law and Governance

## Recommended reading

[This is the link to Keylinks, our online reference list.](#)

### EPH4017

**Period 4**

5 Feb 2024

5 Apr 2024

[Print course description](#)

**ECTS credits:**

5.0

**Instruction language:**

English

**Coordinator:**

[I. Alsamara](#)

# **The EU, Enlargement and Global Health**

## **Full course description**

This final module reflects upon the (future) role and position of the European Union, the individual Member States and their respective agencies in the quest for better quality, equity, transferability, innovativeness and competitiveness in health and healthcare in Europe and the global perspective. This includes an investigation of health implications and health strategies with regard to the EU enlargement, especially Southeastern Europe (SEE). Finally, as a means to fully grasp the European dimensions of health, students are taught to look beyond the European Region, to examine health from a global perspective and to identify and distinguish the role and contribution of the EU to global health.

## **Course objectives**

### **At the end of the module, students have:**

- knowledge of European enlargement
- knowledge of the position of the European health institutions' perspectives on enlargement and health
- knowledge and understanding of the main problems and challenges related to inclusion and integration into EU of Turkey and SEE countries
- knowledge and understanding of the future role of the European Union in Europe
- knowledge of global health challenges • knowledge of approaches towards global health
- knowledge of moral reasoning with regard to global justice. Application of knowledge and understanding

### **At the end of the module, students are able to:**

- complement their problem solving abilities through using the method of scenario discussions
- lead scenario discussions • understand the implications of EU enlargement for health
- understand the implications of the EU in global health
- argue about duties of Europe and the European Union in global health.

### **At the end of the module, students are able to:**

- recognize and distinguish challenges of EU enlargement with regard to health
- recognize and distinguish the main challenges related to enlargement of EU
- recognize and distinguish challenges of global health and Europe's and the EU's role in this.

### **At the end of the module students are able to:**

- use scenario discussions in their future career
- communicate in a professional fashion with health experts, advocates, policymakers and decision-makers about issues related the future of the European Union in the light of enlargement
- communicate in a professional fashion with health experts, advocates, policymakers and decision-makers about the role of Europe, European and especially EU institutions on global health
- write and discuss in a professional and expert manner on the topic chosen for the Master thesis.

### **At the end of the module, students are able to:**

- give and receive feedback on scenario discussions with regard to EU enlargement and the global perspective

- write a research proposal on a Master level.
- write a larger piece of own work (= Master thesis) in a placement.

## Recommended reading

[This is the link to Keylinks, our online reference list.](#)

### EPH4008

**Period 5**

8 Apr 2024

7 Jun 2024

[Print course description](#)

**ECTS credits:**

3.0

**Instruction language:**

English

**Coordinator:**

[M.M. Bakker](#)

**Teaching methods:**

Lecture(s), PBL, Training(s)

**Assessment methods:**

Assignment

Fac. Health, Medicine and Life Sciences

## Research Project and Masters' Thesis

### EPH4011

**Period 5**

8 Apr 2024

7 Jun 2024

[Print course description](#)

**ECTS credits:**

15.0

**Instruction language:**

English

**Coordinator:**

[P. Schröder - Bäck](#)