



## Global Health MSc

Vrije Universiteit Amsterdam - Fac. der Aard- en Levenswetenschappen - M Global Health (research) - 2016-2017

In the Research Master's in Global Health, students embark on an intensive study of cross-cutting aspects of health systems. They will obtain the latest insights, as well as design and implement interventions and innovation strategies to address these health challenges.

The programme focuses on teaching the knowledge, skills and attitude to (1) analyse complex national and international health challenges by drawing from a range of disciplines, and (2) design, implement and evaluate integral strategies for intervention in order to meet complex global health challenges. Building on systems thinking and research that combines and transcends individual disciplines, the programme offers an intensive study of multiple aspects of health systems, including burden of disease, finance, regulatory mechanisms, power constellations, the network society and change management.

The Research Master's programme provides the opportunity to participate in one of the state-of-the-art global health research programmes that the Amsterdam Institute for Global Health and Development (AIGHD) runs on six continents. Students can customize their programme by selecting electives, a literature review and research projects that reflect their interests.

The year schedule can be found at the FALW-website.

Further information about the MSc programme [Global Health](#).

A complete programme description can be found at the FALW-website.

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## Expired programme components Global Health

### MSc Global Health year 1

Opleidingsdelen:

- [MSc Global Health year 1 compulsory courses](#)
- [MSc Global Health year 1 compulsory choice](#)

### MSc Global Health year 1 compulsory courses

Vakken:

Naam	Periode	Credits	Code
<a href="#">Global Health Interventions</a>	Periode 1	6.0	AM_1176
<a href="#">Governance for Global Health</a>	Periode 2	6.0	AM_1177
<a href="#">International Comparative Analysis of Health Systems</a>	Periode 2	6.0	AM_1025
<a href="#">Research Methods in Global Health</a>	Periode 1	6.0	AM_1175
<a href="#">Research Project Global Health</a>	Ac. Jaar (september)	30.0	AM_1102

### MSc Global Health year 1 compulsory choice

Vakken:

Naam	Periode	Credits	Code
<a href="#">Challenges in Health Systems Innovation</a>	Periode 3	6.0	AM_1026
<a href="#">Culture, Psychology and Psychiatry</a>	Periode 3	6.0	AME_0001
<a href="#">Future Medicine</a>	Periode 3	6.0	AMU_0017
<a href="#">Medicine and Human Rights in cross-culture perspectives</a>	Periode 3	6.0	AMU_0016

### MSc Global Health year 2

Vakken:

Naam	Periode	Credits	Code
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<a href="#">Addressing Disease Burden in a Global Context</a>	Periode 1	6.0	AM_1045
<a href="#">Advanced Methodology ILA in Global Health</a>	Periode 1	6.0	AM_1044
<a href="#">Ethics in Global Health</a>	Periode 3	3.0	AM_1047
<a href="#">Global Health Literature Review</a>	Periode 2	9.0	AM_1046
<a href="#">Global Health Master Thesis</a>	Ac. Jaar (september)	30.0	AM_1116
<a href="#">Scientific Writing in English (AM_GH)</a>	Periode 2	3.0	AM_1158
<a href="#">Writing Research Grant Proposal</a>	Periode 3	3.0	AM_1048

## Addressing Disease Burden in a Global Context

<b>Vakcode</b>	AM_1045 ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Aard- en Levenswetenschappen
<b>Coördinator</b>	dr. A.H.A. ten Asbroek
<b>Examinator</b>	dr. A.H.A. ten Asbroek
<b>Docent(en)</b>	dr. A.H.A. ten Asbroek
<b>Lesmethode(n)</b>	Werkgroep, Computerpracticum
<b>Niveau</b>	600

### Doel vak

In this course, current status and theories within the global health field regarding the Global Burden of Disease are introduced in lectures. This will be followed by in-depth lectures on specific topics delivered by a group of researchers from a wide range of research topics.

Also in this course, during 10 afternoons, you will continue with the Learning Track

Research Methods: Quantitative research. For this you will need to have installed STATA on your personal laptop, which you will need to bring along during the work group sessions.

The student acquires knowledge and insight into:

- Disease burden in different parts of the world and its drivers
- Modeling of disease burden, incl. outbreaks
- Cause and effect of co-morbidity and double burden of disease Medical, social, cultural and economic factors that play a role in co-morbidity and double burden of disease
- Complexity of (transdisciplinary) intervention development in co-morbidity, evaluation and financing
- Health systems' responses to different burdens

The student learns

- To study different cases of co-morbidity in different cultures and countries
- To apply epidemiological methods for investigating and managing disease outbreaks

- To be aware and critical of their own actions, thinking and decision-making (including self-reflection of their role as a researcher in transdisciplinary research)
- To be solution-oriented
- To reflect ethically on responsibilities regarding the implementation of interventions

### **Inhoud vak**

Low-income countries are confronted with a growing burden of chronic, non-infectious disorders and concurrently have a high incidence of infectious diseases (double disease burden). The interrelationship between some infections and chronic disease has been well-established.

These patterns of increasing co-morbidity and chronic diseases has a significant impact on public health, health systems and economic development.

- In the first week the focus will be on understanding the concepts of Burden of Disease – building on the content of the lecture from year 1. From here we will address the burden of non-communicable disease and what the specific challenges are in the context of urbanization.
- The second week will focus on the burden of infectious diseases, from control of infectious diseases in general to the burden of zoonoses and antimicrobial drug resistance to the role of demographic and disease modelling.
- The third week we spend on work done at the KEMRI (Kenya Medical Research Institute) and how we as researchers can develop the tool kit for quantitative studies. During the third week you will also work on an assignment in sub groups. The topic of the assignment is to develop the data collection tool kit for studying a particular phenomenon for an epidemiological study in the area of HIV in Kenya.

The fourth week is reserved for self study, a course review and two exams (one on quantitative methods and one on the content of the lectures.)

Concluding, you will individually need time for self-study to acquire the knowledge you need to accomplish the assignments during the course. The different activities are indicated in the schedule.

### **Onderwijsvorm**

Lectures, work groups, STATA practicals, problem-based learning, self-study

### **Toetsvorm**

The knowledge and skills gained in this course will be assessed in three different ways:

1. The assignment on quantitative survey tools
2. Exam on Quantitative Methods
3. Written Exam on the content of the other lectures.

The assignment will be weighed 20%

The Quantitative Exam 40 %

The Lectures Exam 40%.

Each of the three elements of assessment needs to be scored at least 5.5 for a "Pass" .

## Literatuur

- Merson, Black and Mills (2012): Global Health (3rd ed): chapters 1, 3, 5, 7.
- additional journal articles
- Quantitative methods: course material will be shared on BB.

## Overige informatie

Obligatory course for Global Health students

Lecturer:

dr. A.H.A. ten Asbroek (AIGHD)

## Advanced Methodology ILA in Global Health

<b>Vakcode</b>	AM_1044 ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Aard- en Levenswetenschappen
<b>Coördinator</b>	dr. B.J. Regeer
<b>Examinator</b>	dr. B.J. Regeer
<b>Docent(en)</b>	dr. B.J. Regeer, drs. D.H.J. Lynch
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege
<b>Niveau</b>	600

## Doel vak

The student will obtain in-depth knowledge and insights into:

- Theory on transdisciplinary research
- Different methodologies for transdisciplinary research
- When to use a transdisciplinary research approach (persistent or complex problems/many actors involved), also in comparison with other research methodologies
- Evaluation of transdisciplinary research (using quality criteria)

The student will learn to:

- Design a transdisciplinary research plan
- Independently select and combine research methods and techniques for transdisciplinary research, for example methods to analyse complex or persistent problems from different actor perspectives
- Apply advanced methods and techniques for the facilitation of group processes for the achievement of knowledge integration (learning): for example, focus group discussions
- Formulate recommendations for further transdisciplinary research that may contribute to the solution of Global Health issues

## Inhoud vak

Global health issues are often very complex. They can be rooted in deep organisational, political and social issues that involve many different actors, all with their own perspectives. For this reason, global health problems are often called 'wicked' or 'persistent' problems.

Increasingly, the field of global health research is recognising the importance of defining these problems through the eyes of all actors involved. This implies that multiple approaches, fields of science and frames of reference are integrated to build specific, practical, experiential and scientific knowledge about the problem with those directly confronted with the problem. An interdisciplinary research approach, that aims for integrated knowledge generation is essential to do justice to the multifaceted nature of global health problems. Moreover, transdisciplinary research is distinct from mono-, multi- and interdisciplinary research. It integrates knowledge from different scientific actors with the experiential knowledge of societal actors (e.g. patients, health professionals, NGOs, government, industry, and international organisations), jointly involving scientists and societal actors in defining problems and identifying and implementing interventions through mutual learning and co-creation. Among the challenges, transdisciplinary researchers must integrate various different knowledge cultures, incorporate actors needs and feedback, all while ensuring safe and open venue for mutual learning and co-creation. In this course, students will be exposed to, and will practice key skills within the design and implementation of inter- and transdisciplinary research. They will acquire a grounded understanding of epistemic cultures and how knowledge value systems can challenge mutual learning. A case study format is applied to redesign a mono- or multidisciplinary research project into a transdisciplinary research project. This will ensure practical exposure to stakeholder analysis, critical stakeholder feedback, and careful stakeholder communication skills before participants design and conduct their own research in the remainder of their Masters program.

### Onderwijsvorm

Lectures (H - 30 hr), working groups (W - 35 hr), group work (Pro - 65 hr), self study (30 hr). Attendance at working groups is compulsory.

### Toetsvorm

Assessment of the course is made up of the following parts:

Written exam (35%) (individual)

External brain reflection (10%) (individual)

Case study report (30%) (group)

Oral presentation of case study (10%) (group)

Focus group facilitation (15%) (design: 50% group; facilitation: 50% individual)

All parts have to be concluded with at least a pass grade (6).

### Literatuur

Reader with selected scientific articles (to be announced on BlackBoard at least a month in advance).

### Doelgroep

Mandatory course for Global Health students

## Challenges in Health Systems Innovation

<b>Vakcode</b>	AM_1026 ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels

<b>Faculteit</b>	Fac. der Aard- en Levenswetenschappen
<b>Coördinator</b>	prof. dr. J.E.W. Broerse
<b>Examinator</b>	prof. dr. J.E.W. Broerse
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	500

### Doel vak

The student acquires knowledge and insight relevant to

- Innovation and reform of health systems
- Central concepts in transition theory
- Different mechanisms of innovation development, so-called niche experiments, in the health system
- Effects and challenges of 'niche experiments' in different cultural contexts
- Different theoretical perspectives on innovation studies
- Theoretical concepts and methods for the management of system innovation, including transition and strategic niche management, essential for sustainable health systems and transdisciplinary research
- Theoretical concepts and methods to interpret and evaluate the results of system innovation and its efficiency

The student learns to:

- Apply theoretical knowledge to practical cases
- Evaluate his/her own actions, thinking and decision-making
- Be solution-oriented
- Reflect on responsibilities with respect to the implementation of interventions

### Inhoud vak

The course consists of complementary theoretical and research components. The theoretical component develops insight, through lectures and seminars, into the central theoretical concepts of innovations and reform of health systems.

Illustrative case studies are reality-based and use former as well as current innovations and developments in health care systems of low- and higher-income countries, such as the introduction of primary health care or long-term care system innovations). Discussion focuses on:

- Difficulties in tackling certain persistent health problems
- Systemic factors that form the basis of these persistent problems
- The moderate effect of health reforms and emergence of unsustainable niche experiments
- Exploration of possibilities to effectively link niche experiments to existing regimes
- The importance of transdisciplinary research for system innovation

In the research component of the course, students work in pairs to analyse efforts to address a concrete persistent problem in a health system. This involves identification of underlying systemic factors, such as structures, culture, and existing practices, and delineating the role of the significant actors. Students conclude the course by designing a niche experiment for this problem according to the principles of transition management.

### Onderwijsvorm

Lectures, work groups, problem-based learning, self-study

### Toetsvorm

Oral exam (50%) and assignment (50%). All parts need to be passed (6.0).

### Doelgroep

First-year students MSc Global Health

### Overige informatie

Elective for Global Health students. Also open to other students after approval of the course coordinator, Jacqueline Broerse

([j.e.w.broerse@vu.nl](mailto:j.e.w.broerse@vu.nl)).

## Culture, Psychology and Psychiatry

<b>Vakcode</b>	AME_0001 ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Faculteit</b>	Fac. der Aard- en Levenswetenschappen
<b>Niveau</b>	500

## Ethics in Global Health

<b>Vakcode</b>	AM_1047 ()
<b>Periode</b>	Periode 3
<b>Credits</b>	3.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Aard- en Levenswetenschappen
<b>Coördinator</b>	prof. dr. J.T. de Cock Buning
<b>Examinator</b>	prof. dr. J.T. de Cock Buning
<b>Lesmethode(n)</b>	Werkgroep, Hoorcollege
<b>Niveau</b>	500

### Doel vak

The student acquires knowledge and insight into:

- The central concepts and theory in applied philosophy and professional ethics: deontology and consequentialist models, principles of medical ethics and ethics of care
- The role of ethical review committees in medical research
- Ethical aspects in relation to social research

The student can apply:

- Instruments for ethical reflection and analysis of moral dilemmas in the field of global health

The student acquires skills:

- To evaluate of moral dilemmas including implicit and explicit moral choices that are made in global health issues
- To develop an open and respectful attitude with respect to diverse value patterns
- To formulate a proper justification in research projects
- To tackle ethical dilemmas in a responsible and professional manner

## Inhoud vak

Researchers in the field of global health gather knowledge through a transdisciplinary approach in a context where people often find themselves in vulnerable positions and where results can mean profound impact on their lives. It is important that researchers take responsibility for the decisions that they make when designing and executing research and applying interventions. In this course, the students learn about different methods and dilemmas appropriate for ethically justifiable research. Relevant case studies in the field of global health research are used for illustration. In small work groups, students are encouraged to deal impartially with ethical dilemmas. In the assignment students have to elaborate on their grand proposal and integrate ethical considerations.

## Onderwijsvorm

Lectures, (8 hours),  
workgroups (8 hours),  
exam (2 hours),  
self-study (66 uur).

## Toetsvorm

- individual extended ethical justification of personal grant proposal design (50%)
  - exam (50%)
- Both elements have to be passed (5,5 or higher).

## Literatuur

Available on Blackboard

## Vereiste voorkennis

Course on Writing grant proposal (this proposal is input to the course).

## Doelgroep

Second-year students of research master in Global Health.  
Only open for students not enrolled in Global health research master, after consent of the coordinator based on a personal proposal for a qualitative global health study.

## Intekenprocedure

VU-net

## Overige informatie

Compulsory course for Global Health students

## Future Medicine

<b>Vakcode</b>	AMU_0017 ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Aard- en Levenswetenschappen
<b>Niveau</b>	500

## Inhoud vak

This is an UvA course. For the course description, please visit <http://studiegids.uva.nl/>

## Global Health Interventions

<b>Vakcode</b>	AM_1176 ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Aard- en Levenswetenschappen
<b>Coördinator</b>	dr. C.J. Aantjes MSc
<b>Examinator</b>	dr. C.J. Aantjes MSc
<b>Lesmethode(n)</b>	Hoorcollege, Werkcollege, Werkgroep, Deeltoets extra zaalcapaciteit
<b>Niveau</b>	400

### Doel vak

1. The student can distinguish between health interventions and classify these according to primary, secondary and tertiary type interventions
2. The student can describe the characteristics, and give examples of successful health interventions
3. The student can mention five study designs for measuring the effect of health interventions
4. The student can summarise the main issues in the fields of infectious diseases and non-communicable diseases and critically review the literature on these two topics
5. The student can design a health intervention strategy on the basis of a case study
6. The student can design a framework for monitoring and evaluating a health interventions on the basis of a case study
7. The student can select relevant research methods for evaluating health interventions from an inter- (and trans)disciplinary perspective
8. The student can defend the health intervention strategy and framework for monitoring and evaluating its effects verbally and in written form

### Inhoud vak

In this course, attention is paid to the relationship between the analysis of complex health problems and the design, implementation and evaluation of intervention strategies for specific health problems (in particular the determinants of effective health interventions).

Complex health problems manifest on different, interrelated levels: molecular, cellular, organism, population, society and global. The advantages and disadvantages of various interventions will be discussed. Interventions in the field of health care such as behaviour change relevant to compliance with medication will be discussed as well as overarching topics such as, the prioritization of scarce resources and the responsibility of governments to ensure safe, effective, efficient and cost-effective health services. The effect of global health interventions on different individual-, group- and societal levels is assessed from an economic and socio-cultural perspective, whereby students acquire insight into how economic and socio-cultural aspects play part in the design, implementation and feasibility of interventions and in in different contexts. Research techniques, including using an inter- (and trans)disciplinary approach, different

methods of evaluation, randomised controlled trials, and cohort studies, are taught and exercised.

In the research component of the course, students work in groups to design a case-based intervention strategy to prevent the transmission of HIV from mother to child as well as a framework for monitoring and evaluating this strategy. Each group receives feedback on different versions of their draft reports during the supervised workgroups. At the end of the course, students present their assignment to a panel of global health experts and their intervention reports will be critically assessed.

### Onderwijsvorm

Lectures, working groups, problem-based learning, self-study

### Toetsvorm

Written exam (50%), intervention report (group assignment) (30%) and a presentation of the assignment (20%). All parts have to be concluded with a grade of 5.5 or higher

### Literatuur

Reading materials for this course include several chapters from the book on Global Health by Merson et al (2012), selected articles and handouts during the course. An online reader will be made available on blackboard which indicates the required reading for each lecture.

### Doelgroep

First-year students MSc Global Health; compulsory course

### Overige informatie

dr. C.J. Aantjes (course coordinator), Prof. dr. P. Klatser, Prof. dr. Jacqueline Broerse and guest lecturers

## Global Health Literature Review

<b>Vakcode</b>	AM_1046 ()
<b>Periode</b>	Periode 2
<b>Credits</b>	9.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Aard- en Levenswetenschappen
<b>Coördinator</b>	dr. M.B.M. Zweekhorst
<b>Examinator</b>	dr. M.B.M. Zweekhorst
<b>Lesmethode(n)</b>	Werkgroep

### Doel vak

Students will:

- Acquire knowledge and insight into different methods and aspects of a systematic literature review
- Recognise and avoid bias in systematic literature reviews
- Write a literature review

### Inhoud vak

Independently conduct a literature review under supervision in a chosen specialisation that will form the subject of the master's thesis. Well-established methods exist for conducting systematic reviews of

scientific literature, including making an overview or providing a theoretical analysis of the literature. The student will make a substantiated choice for a certain method and perform a literature review on its basis.

### Onderwijsvorm

(Individual) supervision and training

### Toetsvorm

Execution of research, written report (article) and presentation. All parts need to be passed (6.0).

### Doelgroep

Second-year students from the research master in Global Health

### Overige informatie

Obligatory component for Global Health students

## Global Health Master Thesis

<b>Vakcode</b>	AM_1116 ()
<b>Periode</b>	Ac. Jaar (september)
<b>Credits</b>	30.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Aard- en Levenswetenschappen
<b>Coördinator</b>	dr. M.B.M. Zweekhorst
<b>Examinator</b>	dr. M.B.M. Zweekhorst

### Doel vak

The student learns to:

- Independently design and carry out interdisciplinary or transdisciplinary research (under supervision)
- Recognise and address ethical implications of research results and their interpretation
- Hold scientific discussions in interdisciplinary teams
- Expand their personal, specialised network
- Deal with uncertainties in interdisciplinary- and transdisciplinary research
- Critically reflect on their own research and work experiences
- Orally present and defend the research in front of both a scientific and non-scientific audience

The student practices the following skills

- Independently designing a research project based on the research proposal written in the 'Writing research grant proposal' course (under supervision)
- Independently collecting, processing and analysing data (under supervision)
- Communicating with different stakeholders involved in the research
- Independently and responsibly working in a research organisation
- Monitoring the research quality
- Independently integrating theory and research data, which will lead to the production of a scientific article (under supervision)

### **Inhoud vak**

In this second research internship, a concrete interdisciplinary- or transdisciplinary problem is formulated, based on descriptive and analytical questions on different levels of aggregation (individual, group, society, system). The complexity of the health problem, combined with the transdisciplinary research methods makes this internship more multifaceted compared to the first research internship.

The student starts with a literature scan to place the specific interdisciplinary- or transdisciplinary research problem in context and compare it with similar problems, and interpret it using an existing global health system model. This analysis provides the basis for the main research question as well as relevant sub-questions, and they will determine the research methodology. Quantitative and qualitative research methods are encouraged to gather data (observation, questionnaires, interviews, focus group discussions and/or dialogue meetings).

The research project culminates in a research portfolio and a scientific article written in English.

The 5-month research project is supervised by a scientific staff member from one of the three collaborating partner institutes (VU, UvA, AMC).

### **Onderwijsvorm**

Individual supervision, meetings with the research team and progress interviews

### **Toetsvorm**

Article and oral presentation. All parts need to be passed (6.0).

### **Vereiste voorkennis**

Students need to have passed the exams of 24 EC of the compulsory courses of year 1 and the courses Addressing the Burden of Disease and Advanced Methodology ILA in Global Health of year 2 (12 EC) before they can start the Global Health Master thesis.

### **Doelgroep**

Second-year students of the research master in Global Health

### **Overige informatie**

Obligatory component for Global Health students.

## **Governance for Global Health**

<b>Vakcode</b>	AM_1177 ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Aard- en Levenswetenschappen
<b>Coördinator</b>	prof. dr. J.E.W. Broerse
<b>Examinator</b>	prof. dr. J.E.W. Broerse
<b>Docent(en)</b>	prof. dr. J.E.W. Broerse, M.O. Kok, dr. D.R. Essink
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep, Werkcollege
<b>Niveau</b>	400

## **Doel vak**

The student acquires knowledge and insight into:

- The health policy process and its outcomes both at national and international level
- Different theoretical concepts of, and approaches to, the formulation, implementation and evaluation of policy in the field of public health
- Actors' perspectives and participation, including power configurations inherent in policy making
- The role of scientific knowledge in policy making
- Interdisciplinary research methods in the context of policy development, implementation and evaluation

The student learns:

- To analyze a concrete complex health problem in a stipulated country from an interdisciplinary perspective, using actor analysis and causal root analysis
- To apply interviewing skills within the framework of health policy and system analysis
- To use a qualitative data analysis software program
- To formulate policy recommendations on the basis of a policy analysis
- To provide written report on analyses, findings, and policy recommendations in the form of a policy brief

## **Inhoud vak**

The course consists of complementary theoretical and research components that run in parallel. The theoretical component addresses concepts of policy sciences. Attention is paid to the core concepts of power relations, interests, public versus private sector, change management and the network society. Emergent issues include the influence of political structures in the establishment of national health systems and health policies, determinants of what issues make it onto policy agendas, and criteria for converting scientific findings into policy. The degree to which international organizations, such as the WHO, the Gates Foundation, the World Bank and other multinationals reciprocally influence national health policy is discussed. The relationship between the effectiveness of interventions and implementation at different levels is analysed as well as the role of 'public-private partnerships' in health systems.

In the research component of the course, which runs in parallel to the lectures. Working in interdisciplinary project groups of five or six students, you adopt a project-based approach to conduct a health policy and systems analysis of a specific topic in a specific country. In the assignment, you explicitly include the specific determinants and the health system of that country in the analysis. At the same time, you identify and analyse barriers for the policy formulation and implementation. The data gathering involves a literature review, document analysis, and semi-structured interviews. In order to enhance these research skills, you receive two training workshops on interview techniques. On the last day of the first week you have to hand in your draft research design. In the next period you will conduct about 5-6 interviews (each student will prepare, conduct, transcribe and analyse one interview). For data analysis you will use the qualitative data analysis software program MAXQDA. You receive training on data analysis. Based on your policy analysis you will give policy recommendations.

### Onderwijsvorm

Lectures, master classes, workshops, work groups, problem-driven learning, self-study The workshops are compulsory.

### Toetsvorm

Written exam (50%), group assignment – policy analysis and advice (50%). All parts of the course must be graded sufficient/pass in order to pass this course.

### Literatuur

The following book is available in the VU bookstore:

- "Making Health policy: Understanding Public Health", Kent Buse, Nicholas Mays & Gill Walt, Berkshire: Open University Press, ISBN 0-335-21839-3 (Second Edition)

Articles used are made available through blackboard.

### Doelgroep

Students of the research master Global Health

### Overige informatie

Compulsory course within the research master Global Health

## International Comparative Analysis of Health Systems

<b>Vakcode</b>	AM_1025 ()
<b>Periode</b>	Periode 2
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Aard- en Levenswetenschappen
<b>Coördinator</b>	dr. T. Cesuroglu
<b>Examinator</b>	prof. dr. J.E.W. Broerse
<b>Docent(en)</b>	dr. T. Cesuroglu
<b>Lesmethode(n)</b>	Hoorcollege, Werkgroep
<b>Niveau</b>	500

### Doel vak

Students acquire knowledge and insight into:

- Different ways in which health systems in different countries are formed
- Underlying reasons for reforming systems and different models for reforming health systems
- The relationship between system innovation and transdisciplinary research
- Different conceptual frameworks for carrying out a comparative analysis
- Benchmarking the cost effectiveness of different health systems

The student learns:

- To design and carry out a comparative analysis and to reflect on the scope of application, to make use of the framework for comparative studies (including transdisciplinary research)
- To write a clear, structured, academic paper about the comparative analysis conducted

### **Inhoud vak**

Recent demographic and epidemiological developments occurring in health systems worldwide necessitate re-evaluation of the health care systems.

Applicability, appropriateness and effectiveness of existing organizational structures, goals and frameworks will be critically analysed. In this course, the students gain insight into the complex world of 'health systems comparison'. In lectures, quantitative and qualitative aspects of 'health systems comparison' are discussed and critiqued. Case studies of the health systems of France and Botswana clarify the economic and socio-cultural factors that are influential in the design and modification of the health systems.

Small group work (three students) provides opportunities to practise these skills by critically analysing reports of comparable research on health systems in Europe. Next, they make their own comparable analysis of three selected European countries according to a defined theme (for example, health insurance, primary health care). Subsequently, the analysis is extended by comparing earlier findings with an analysis made of two low-income countries. In this way the students are challenged to constantly improve their own analysis process. Interviewing 'Health System Experts' is part of the analysis. The findings are described in a group report and are presented in a poster.

### **Onderwijsvorm**

Lectures, work groups, problem-driven learning, self-study

### **Toetsvorm**

Written exam (60%), assignments (40%). All parts need to be passed (6.0).

### **Literatuur**

1. Y.M. van Kemenade (2007) Healthcare in Europe 2007. Maarssen: Elsevier Gezondheidszorg.
2. Chapters from: The Oxford Handbook of Interdisciplinarity, Oxford Press New York, 2010
3. Systems Thinking to Improve the Public's Health, Scott et al., Am J Prev Med 2008; 35
4. Klein, J.T. (2008) Evaluation of Interdisciplinary and Transdisciplinary Research. American Journal of Preventive Medicine 35 (2), pp. 116-123.
5. For each work group, 8 - 10 selected articles about different aspects of health systems.

### **Doelgroep**

First-year students MSc Global Health

### **Overige informatie**

Compulsory course for Global Health students

## **Medicine and Human Rights in cross-culture perspectives**

<b>Vakcode</b>	AMU_0016 ()
<b>Periode</b>	Periode 3
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Aard- en Levenswetenschappen

## Inhoud vak

This is an external course, which is taught at the UvA Winterschool. It consists of the following two courses: (1) Anthropology of Sexuality, Aids and Reproductive Health (teacher: Eileen Moyer), and (2) Medicine and Human Rights: in Cross-Cultural Perspectives (teacher: Oliver Human). More information can be found in the UvA study guide <http://studiegids.uva.nl/>

## Intekenprocedure

To register for this course, please send an e-mail to the MAS programme manager Mitchell Esajas [M.O.Esajas@uva.nl](mailto:M.O.Esajas@uva.nl). The deadline for application is November 14, 2014.

## Research Methods in Global Health

<b>Vakcode</b>	AM_1175 ()
<b>Periode</b>	Periode 1
<b>Credits</b>	6.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Aard- en Levenswetenschappen
<b>Coördinator</b>	dr. E.V. Syurina MSc
<b>Examinator</b>	dr. E.V. Syurina MSc
<b>Lesmethode(n)</b>	Werkcollege, Hoorcollege, Werkgroep, Computerpracticum, Deeltoets extra zaalcapaciteit
<b>Niveau</b>	400

## Doel vak

1.Learning objectives for the theoretical component (as covered through lectures and master classes):

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

- describe, from a historical perspective, the increasing complexity of global health problems in high- and low-income countries;
- describe the relationships between diverse global health problems (well-structured versus complex problems);
- understand the main causes of the burden of disease in high- and low-income countries;
- describe border-crossing health problems from the perspective of different disciplines (biomedical sciences, epidemiology, health sciences, health economics, anthropology);
- understand the indicators and describe the main issues in the field of maternal health (including HIV mother-to-child transmission);
- describe the social, economic and cultural context of maternal health;
- recognize the global burden of mental health and describe the main issues in this field.

2.Learning objectives for the research component (as covered through lectures, workshops and assignment):

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

- describe the advantages and limitations of various research approaches (mono-, multi-, and inter- and trans-disciplinary);
- describe theory creation in transdisciplinary research (epistemology and methodology including criteria for scientific quality);

- describe basic methods and techniques (epidemiology, statistics, scoping literature review, observation, interviews, surveys/questionnaires) and methods (quantitative, qualitative, mixed-methods) for analyzing complex health problems;
- design an interdisciplinary needs assessments in relation to a global health problem;
- prove good academic writing skills by writing a scientific report;
- communicate a scientific message to an academic audience;
- work as a valued team member in a project team;
- provide and receive feedback from peers and supervisors.

### **Inhoud vak**

This course highlights the increasing complexity of health problems in a global context and builds the case for multi-, inter- and transdisciplinary research approach as a way to offer valuable insights into complex health problems and to create a broad acceptance of solutions among stakeholders.

The course consists of complementary theoretical and research components.

The theoretical component of the course consists of lectures and master classes. During the lectures, students become acquainted with current topics in global health, placed in a historical perspective. During the master classes, two specific fields of global health (namely, maternal health, including HIV mother-to-child transmission, and mental health) are used to illustrate the complexity of disease burden in a global context and to build the case for multi/inter- and transdisciplinary analysis of complex problems. Each master class consists of two sessions. The first session is organized as a lecture, in which the topic is approached from inter- and transdisciplinary perspectives. The second session is organized as a supervised critical reading workgroup, in which students discuss the most recent developments, as published in the literature, and thus become familiar with the different paradigms and models used in maternal health and in mental health.

The research component of the course consists of lectures, workshops and an assignment. During the lectures and workshops, students acquire basic knowledge and skills on research design, different research paradigms, quantitative and qualitative research methods and the combination thereof (i.e., mixed-methods). During the assignment, students design a needs assessment for exploring the problems associated with the prevention of HIV mother-to-child transmission in a specific context. The needs assessment is based on literature review and is conducted in small groups. Each group receives feedback on different versions of their draft reports during the supervised workgroups, and provide feedback to another group in one peer review round.

### **Onderwijsvorm**

Lectures and workshops (~50 hrs)  
 Work groups (assignment) (~60 hrs)  
 Self-study (~50 hrs)

### **Toetsvorm**

Written report (30%), oral presentation (20%) and written exam (50%)  
 A grade of 5.5 or higher is required for each of these assessments

### **Literatuur**

M. Merson et al. Global Health. 3rd edition (2012)  
Other resources (as announced on Blackboard)

### Vereiste voorkennis

basic epidemiology

### Doelgroep

first year students in the research master global health

### Overige informatie

Lecturers: Prof. dr. Jacqueline Broerse, Prof. dr. Paul Klatser, Prof. dr. Joske Bunders, Prof. dr. Frank Cobelens, dr. Barbara Regeer, dr. Guus ten Asbroek, dr. Dirk Essink, dr. Sorana Iancu

## Research Project Global Health

<b>Vakcode</b>	AM_1102 ()
<b>Periode</b>	Ac. Jaar (september)
<b>Credits</b>	30.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Aard- en Levenswetenschappen
<b>Coördinator</b>	dr. M.B.M. Zweekhorst

### Doel vak

The student learns

- To independently prepare a transdisciplinary research design and develop this into a research proposal (under supervision)
- To independently collect, process and analyse research data (under supervision)
- To integrate former knowledge and skills into the research
- To work independently and responsibly in a research organisation
- To independently integrate theory and research data and to develop this into a research report (under supervision)
- To critically reflect on their own working methods and experience
- To monitor the quality of the research
- To deal with uncertainties
- To present the research orally and to defend it before a scientific public

### Inhoud vak

In this first research internship, a concrete problem will be structured along descriptive (what is it about?) and analytical (what is the underlying cause?) questions. In this analysis a distinction is made between different levels of aggregation (individual, group, society, system) and appropriate monodisciplinary and transdisciplinary research methods.

The student starts with a scan of the literature to place the specific problem in context relative to comparable problems, and to interpret it by means of existing global health system models. This provides the basis for the main question and relevant sub-questions and will determine the research methodology. Data collection can take place via questionnaires and qualitative interviews.

The research project lasts 5 months and is supervised by a scientific employee from one of the three collaborating partners (VU, UvA, AMC).

**Onderwijsvorm**

Individual supervision, meetings with the research team, progress interviews

**Toetsvorm**

Written report, oral presentation. All parts need to be passed (6.0).

**Vereiste voorkennis**

Students need to have passed the exams of 24 EC of the compulsory courses of year 1 and the practical exercises before they can start their Research Project Global Health.

**Doelgroep**

First-year students MSc Global Health

**Overige informatie**

Obligatory component for Global Health students

**Scientific Writing in English (AM\_GH)**

<b>Vakcode</b>	AM_1158 ()
<b>Periode</b>	Periode 2
<b>Credits</b>	3.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Aard- en Levenswetenschappen
<b>Coördinator</b>	M. van den Hoorn
<b>Examinator</b>	M. van den Hoorn
<b>Lesmethode(n)</b>	Werkgroep
<b>Niveau</b>	400

**Doel vak**

The aim of this course is to provide Master's students with the essential linguistic know-how for writing a scientific article in English that is well organized, idiomatically and stylistically appropriate and grammatically correct.

At the end of the course students

- know how to structure a scientific article;
- know what the information elements are in parts of their scientific article;
- know how to produce clear and well-structured texts on complex subjects;
- know how to cite sources effectively;
- know how to write well-structured and coherent paragraphs;
- know how to construct effective sentences;
- know what collocations are and how to use them appropriately;
- know how to adopt the right style (formal style, cohesive style, conciseness, hedging)
- know how to avoid the pitfalls of English grammar;
- know how to use punctuation marks correctly;
- know what their own strengths and weaknesses are in writing;
- know how to give effective peer feedback.

Final texts may contain occasional spelling, grammatical or word choice errors, but these will not distract from the general effectiveness of the text.

## **Inhoud vak**

The course will start with a general introduction to scientific writing in English. Taking a top-down approach, we will then analyse the structure of a scientific article in more detail. As we examine each section of an article, we will peel back the layers and discover how paragraphs are structured, what tools are available to ensure coherence within and among paragraphs, how to write effective and grammatically correct sentences and how to choose words carefully and use them effectively.

Topics addressed during the course include the following:

- Structuring a scientific article
- Considering reading strategies: who is your readership? How do they read your text? What do they expect? How does that affect your writing?
- Writing well-structured and coherent paragraphs
- Composing effective sentences (sophisticated word order, information distribution).
- Arguing convincingly – avoiding logical fallacies
- Academic tone and style: hedging – why, how, where?
- Using the passive effectively
- Understanding grammar (tenses, word order, etc.)
- Understanding punctuation
- Referring to sources: summarising, paraphrasing, quoting (how and when?)
- Avoiding plagiarism
- Vocabulary development: using appropriate vocabulary and collocations

## **Onderwijsvorm**

Scientific Writing in English is an eight-week course and consists of 2 contact hours a week. Students are required to spend at least 6 to 8 hours of homework per week. They will work through a phased series of exercises that conclude with the requirement to write several text parts (Introduction, Methods or Results section, Discussion and Abstract). Feedback on the writing assignments is given by the course teacher and by peers.

## **Toetsvorm**

Students will receive the three course credits when they meet the following requirements:

- Students hand in three writing assignments (Introduction, Methods, Discussion)
- Students get a pass mark for all writing assignments;
- Students provide elaborate peer feedback (Introduction, Methods, Discussion, Abstract);
- Students attend at least 7 out of 8 sessions;
- Students are well prepared for each session (i.e. do all homework assignments);
- Students participate actively in class;
- Students do not plagiarise or self-plagiarise.

Writing assignments:

1. If students have a BSc thesis in a traditional thesis form (e.g., 20+ pages) and written in English, they may use this for the writing assignments.
2. If students have a BSc thesis in a traditional form (e.g., 20+ pages) written in another language than English, they may use this for the writing assignments.
3. If students have written a paper or report in English that's not

- already in article form, they may use this for the writing assignment.
4. If students are working on their MSc thesis or internship report when taking Scientific Writing in English, they may use this for the writing assignments. They will have to notify their supervisor to make sure that they won't be accused of self-plagiarism.
  5. If students cannot or do not wish to use any of the above-mentioned texts for the writing assignments (1-4), they are expected to do a limited Literature Review on a topic in their field of research, using at least 5 articles.

Students are not allowed to use the following texts for the writing assignments:

1. A BSc thesis written in English that's already in article form.
2. A MSc thesis written in English that's already in article form (and that has already been marked).
3. An internship report written in English that's already in article form (and that has already been marked).
4. A paper or report written in English that's already in article form.

### Literatuur

Effective Scientific Writing: An Advanced Learner's guide to Better English, 4th edition (February 2016) (A. Bolt & W. Bruins, ISBN 978 90 8659 617 1). VU bookstore: €27.95.

### Doelgroep

Students Global Health

### Overige informatie

- To do well, students are expected to attend all lessons. Group schedules are to be found at [rooster.vu.nl](http://rooster.vu.nl) and on Blackboard.
- A VUnet registration for this course automatically gives access to the corresponding Blackboard site. Group registration only takes place via Blackboard (general groups: registration by students following FALW programmes offering this course; groups assigned to specific studies: registration through programme and course coordinator).
- Make sure Scientific Writing in English does not overlap with another course.
- If you have registered for a group in Blackboard, you are expected to attend all sessions (eight). If you decide to withdraw from the course, do so in time in VUnet. This will avoid a 'fail' on your grade list for not taking part in this course and allows other students to fill in a possible very wanted group spot.
- For specific Blackboard matters concerning this course, please contact [blackboard.beta@vu.nl](mailto:blackboard.beta@vu.nl).
- Full time students with their main registration at VU will be given preferential treatment for placement in this course. For secondary students proof of enrollment is not a guarantee of placement.

## Writing Research Grant Proposal

<b>Vakcode</b>	AM_1048 ()
<b>Periode</b>	Periode 3
<b>Credits</b>	3.0
<b>Voertaal</b>	Engels
<b>Faculteit</b>	Fac. der Aard- en Levenswetenschappen

<b>Coördinator</b>	prof. dr. J.T. de Cock Buning
<b>Examinator</b>	prof. dr. J.T. de Cock Buning
<b>Docent(en)</b>	prof. dr. J.T. de Cock Buning
<b>Lesmethode(n)</b>	Werkgroep
<b>Niveau</b>	600

### **Doel vak**

The student acquires knowledge and insight into:

- Designing a competitive transdisciplinary research proposal
- Important financing mechanisms and the ways in which a research proposal is appraised

The students learn

- To integrate former knowledge of theoretical frameworks and transdisciplinary research methods into a coherent and competitive research proposal
- To deal adequately with requirements imposed by research funders for a research proposal
- To give feedback on peer students by means of a peer review

The student is able

- to write a competitive grant proposal
- to present a competitive pitch

### **Inhoud vak**

The course prepares students of the research master to plan beyond their graduation, by given the opportunity to expand their second internship proposal (or previous thesis/review)towards a competitive grant proposal.

Lectures aim to strengthen knowledge about various components of an academic, transdisciplinary, 4-year (PhD-)research proposal. Elementary aspects of the research topic are addressed, such as problem definition, research approach, theoretical framework, research goal, research questions, methods, milestones, scientific and societal relevance and target group. Also, data collection, processing and analysis, validity criteria and last but not least ethical considerations are covered.

The student becomes acquainted with the context of research financing, and the financing requirements of similar research. Due to the limitations

in words of the formats of funding agencies,one of the main challenges is to write your proposal within

these constraints. This implies that you have to identify the essential aspects of the proposal which are both scientific informative and will convince critical review boards to select you proposal for funding, i.e. to find formulations that address methodological excellence, urgency and originality. During the course you will receive individual feedback by the research staff and your peers on the drafts versions. Although the final grant research proposal justifies a 4 year PhD project, at the same time it will put your research in perspective for the Master's thesis.

### **Onderwijsvorm**

Lectures 10 hours,  
 draft proposal feedback 4 hours  
 presentation feedback 4 hours  
 self study + writing grant proposal 62 hours

**Toetsvorm**

Individual grant research proposal (80%) and oral competitive pitch (20%)

**Literatuur**

In this course we work with response lectures. This implies that you direct the quality and depth of the teaching by preparing your questions in advance, i.e., related to your proposal and the scheduled chapters of the book: "Developing effective research proposals" by Keith F Punch. SAGE, 2005 (2nd Ed.) (161 pp).

**Vereiste voorkennis**

This course builds on the subject of the completed literature thesis and/or is in line with the chosen internship subject and the planning for the PhD project/proposal.

**Doelgroep**

Obligatory and exclusive course for second-year students following the Research master Global Health.

**Intekenprocedure**

VU-net registration.

**Overige informatie**

The ethical justification in your grant proposal will be taken up in the next course Ethics in Global Health. The assessment period starts consequently after the Ethics in Global Health course.