



Health Sciences MSc

Vrije Universiteit Amsterdam - Fac. der Aard- en Levenswetenschappen - M Health Sciences - 2013-2014

The aim of this one-year Master programme Health Sciences is to educate students as specialist in the field of health care, organization of (international) public health, nutrition, infectious disease and disease prevention.

The programme intends to educate students as specialist in the field of health care, (international) public health, nutrition and disease prevention. The programme is primarily taught in English. It is possible for students to choose one of the following specialisations:

- Health Policy
- Prevention and Public Health
- Infectious Diseases and Public Health
- Nutrition & Health
- International Public Health

The year schedule 2013 - 2014 can be found at the [FALW-website](#) .

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

A complete programme description can be found at the [FALW-website](#) .

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Expired programme components Health Sc.

MSc Health Sciences, without specialisation

Opleidingsdelen:

- optional modules
- Compulsory modules
- choose at least one of these modules

optional modules

Vakken:

Naam	Periode	Credits	Code
Advanced Dietetics	Periode 3+4+5+6	6.0	AM_1036
Advanced Health Economics	Periode 1	6.0	AM_470843
Advanced Health Law	Periode 3	6.0	AM_470844
Advanced Statistics	Periode 2	6.0	AM_470826
Care and Prevention Research	Periode 1	6.0	AM_470806
Communication Campaigns and Research	Periode 3	6.0	AM_470129
Containment Strategies of Infectious Diseases in Global Context	Periode 1	6.0	AM_470127
Disability and Development	Periode 2	6.0	AM_470588
Economic Evaluation	Periode 2	6.0	AM_470828
Health Geography	Periode 2	6.0	AM_470094
Health Promotion and Disease Prevention	Periode 1	6.0	AM_470811
Health Psychology	Periode 2	6.0	AM_470730
Health, Globalisation and Human Rights	Periode 2	6.0	AM_470818
International Comparative Analyses of Health Care Systems	Periode 3	6.0	AM_470820
Management in Health Organisation	Periode 3	6.0	AM_470822
Nutrition and Infectious Disease	Periode 3	6.0	AM_470816
Nutrition in Clinical Practice	Periode 2	6.0	AM_470842
Nutrition in Health and Disease	Periode 1	6.0	AM_470841

Parasitology	Periode 2	6.0	AM_470052
Policy, Management and Organisation in International Public Health	Periode 2	6.0	AM_470819
Prevention and Policy	Periode 2	6.0	AM_470823
Prevention of Mental Health Problems	Periode 3	6.0	AM_470840
Public Health Nutrition	Periode 2	6.0	AM_470815
Regulation and organisation of health care	Periode 2	6.0	AM_470809
Research Methods for Need Assessments	Periode 1	6.0	AM_470817

Compulsory modules

Vakken:

Naam	Periode	Credits	Code
Scientific Writing in English	Ac. Jaar (september)	3.0	AM_471023

choose at least one of these modules

Vakken:

Naam	Periode	Credits	Code
Internship Health Sciences	Ac. Jaar (september)	27.0	AM_1115
Internship Infectious Diseases and Public Health	Ac. Jaar (september)	27.0	AM_471105
Internship International Public Health	Ac. Jaar (september)	27.0	AM_471106
Internship Nutrition and Health	Ac. Jaar (september)	27.0	AM_471107
Internship Policy and Organisation of Health Care	Ac. Jaar (september)	27.0	AM_471103
Internship Prevention and Public Health	Ac. Jaar (september)	27.0	AM_471104

MSc Health Sciences, spec. Health Policy

Programme components:

- [Optional modules spec. Health Policy](#)
- [Compulsory modules spec. Health Policy](#)

Optional modules spec. Health Policy

Vakken:

Naam	Periode	Credits	Code
Advanced Health Law	Periode 3	6.0	AM_470844
Advanced Statistics	Periode 2	6.0	AM_470826
Economic Evaluation	Periode 2	6.0	AM_470828
Management in Health Organisation	Periode 3	6.0	AM_470822
Migration, Culture, Health and Research	Periode 3	6.0	AM_470813
Regulation and organisation of health care	Periode 2	6.0	AM_470809

Compulsory modules spec. Health Policy

Vakken:

Naam	Periode	Credits	Code
Advanced Health Economics	Periode 1	6.0	AM_470843
Care and Prevention Research	Periode 1	6.0	AM_470806
Internship Health Policy	Ac. Jaar (september)	27.0	AM_1109
Scientific Writing in English	Ac. Jaar (september)	3.0	AM_471023

MSc Health Sciences, spec. Infectious Diseases and PH

Programme components:

- [optional modules](#)
- [compulsory modules](#)
- [choose at least one of these modules](#)

Optional modules

Vakken:

Naam	Periode	Credits	Code
Migration, Culture, Health and Research	Periode 3	6.0	AM_470813

Compulsory modules

Vakken:

Naam	Periode	Credits	Code
Care and Prevention Research	Periode 1	6.0	AM_470806
Internship Infectious Diseases and Public Health	Ac. Jaar (september)	27.0	AM_471105
Nutrition and Infectious Disease	Periode 3	6.0	AM_470816
Scientific Writing in English	Ac. Jaar (september)	3.0	AM_471023

choose at least one of these modules

Vakken:

Naam	Periode	Credits	Code
Containment Strategies of Infectious Diseases in Global Context	Periode 1	6.0	AM_470127
Health Geography	Periode 2	6.0	AM_470094
Parasitology	Periode 2	6.0	AM_470052

MSc Health Sciences, spec. International Public Health

Programme components:

- optional modules
- compulsory modules

Optional modules

Vakken:

Naam	Periode	Credits	Code
Disability and Development	Periode 2	6.0	AM_470588
Health, Globalisation and Human Rights	Periode 2	6.0	AM_470818
International Comparative Analyses of Health Care Systems	Periode 3	6.0	AM_470820
Migration, Culture, Health and Research	Periode 3	6.0	AM_470813

Nutrition and Infectious Disease	Periode 3	6.0	AM_470816
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Compulsory modules

Vakken:

Naam	Periode	Credits	Code
Containment Strategies of Infectious Diseases in Global Context	Periode 1	6.0	AM_470127
Internship International Public Health	Ac. Jaar (september)	27.0	AM_471106
Policy, Management and Organisation in International Public Health	Periode 2	6.0	AM_470819
Research Methods for Need Assessments	Periode 1	6.0	AM_470817
Scientific Writing in English	Ac. Jaar (september)	3.0	AM_471023

MSc Health Sciences, spec. Nutrition and Health

Programme components:

- [optional modules](#)
- [compulsory modules](#)
- [choose at least one of these modules](#)

optional modules

Vakken:

Naam	Periode	Credits	Code
Advanced Dietetics	Periode 3+4+5+6	6.0	AM_1036
Migration, Culture, Health and Research	Periode 3	6.0	AM_470813

compulsary modules

Vakken:

Naam	Periode	Credits	Code
Care and Prevention Research	Periode 1	6.0	AM_470806

Internship Nutrition and Health	Ac. Jaar (september)	27.0	AM_471107
Public Health Nutrition	Periode 2	6.0	AM_470815
Scientific Writing in English	Ac. Jaar (september)	3.0	AM_471023

choose at least one of these modules

Vakken:

Naam	Periode	Credits	Code
Nutrition and Infectious Disease	Periode 3	6.0	AM_470816
Nutrition in Clinical Practice	Periode 2	6.0	AM_470842
Nutrition in Health and Disease	Periode 1	6.0	AM_470841

MSc Health Sciences, spec. Prevention and Public Health

Programme components:

- [optional modules](#)
- [compulsory modules](#)
- [choose at least one of these modules](#)

optional modules

Vakken:

Naam	Periode	Credits	Code
Migration, Culture, Health and Research	Periode 3	6.0	AM_470813

compulsory modules

Vakken:

Naam	Periode	Credits	Code
Care and Prevention Research	Periode 1	6.0	AM_470806
Health Promotion and Disease Prevention	Periode 1	6.0	AM_470811
Internship Prevention and Public Health	Ac. Jaar (september)	27.0	AM_471104
Scientific Writing in English	Ac. Jaar (september)	3.0	AM_471023

choose at least one of these modules

Vakken:

Naam	Periode	Credits	Code
Communication Campaigns and Research	Periode 3	6.0	AM_470129
Health Psychology	Periode 2	6.0	AM_470730
Prevention and Policy	Periode 2	6.0	AM_470823
Prevention of Mental Health Problems	Periode 3	6.0	AM_470840

Advanced Dietetics

Vakcode	AM_1036 ()
Periode	Periode 3+4+5+6
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Aard- en Levenswetenschappen
Coördinator	dr. ir. H.M. Kruizenga
Docent(en)	dr. M.P. Bokhorst, J.A.E. Langius BSc, dr. A. Thijs, dr. ir. P.J.M. Weijs
Lesmethode(n)	Hoorcollege
Niveau	500

Doel vak

After finishing this course students have reached the Advanced Level of practising dietetics. All relevant diagnostic measures can be performed, initiated and interpreted and the student can define a dietetic diagnosis and treatment goals in very complex patient care by performing the rules of clinical reasoning.

This course combines research (evidence based practice) and patient care and supplies therefore the knowledge, skills and competences needed to become a dietician at Advanced Level.

Inhoud vak

- Clinical reasoning
- Diagnostic measures (nutritional assessment, QOL, functional measurements etc)
- Dietetic diagnosis
- Treatment endpoints and evaluations
- Specific diseases with regard to GI tract, cancer, paediatrics, kidney, ICU, perioperative care

Onderwijsvorm

Tutorials, clinical reasoning, performing patient care with guidance, patient case assignments.

Toetsvorm

Patient care (50%) assessment patient care (final case assignment, 50%)

Literatuur

Sobotka L, Basics in Clinical Nutrition, 4th ed. 2011
www.espen.org/espenbluebook.html

Vereiste voorkennis

Education: "HBO dietetiek"

Doelgroep

Dieticians who want to practice dietetics at advanced level. The course is part of the MSc Nutrition and Health.

Overige informatie

This course is planned over a period of six months, 8 hours a week during the Msc internship.

Advanced Health Economics

Vakcode	AM_470843 ()
Periode	Periode 1
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Aard- en Levenswetenschappen
Coördinator	dr. A.H.E. Koolman
Docent(en)	dr. F.R.M. Portrait, dr. A.H.E. Koolman
Lesmethode(n)	Hoorcollege, Computerpracticum
Niveau	500

Doel vak

The objective of this course is twofold: (1) to develop knowledge of health economics required to understand health policy and (2) to increase skills of health economic analysis to enable the study of health policy from an economic perspective.

This course mainly focuses on health economics needed to optimize healthcare system efficiency.

This course deals with the following issues:

- What are the goals of a health system?
- How may these goals be measured?
- Under what conditions may markets contribute to these goals?
- Why are healthcare costs growing so fast?
- What is practice variation and how may it be controlled?
- How may healthcare costs be controlled?

After successful completion of this course:

- Students will have knowledge about the economic theory applied to healthcare;
- Students will be able to identify health system goals;
- Students will be able to understand the basics of the methods used to measure these goals;
- Students will understand the requirements for healthcare markets to provide public healthcare goals;
- Students will understand the healthcare cost growth van variation and will understand the options to contain healthcare costs;

- Students will be able to perform a statistical longitudinal analysis of healthcare costs.

Inhoud vak

The theoretical knowledge of this course is largely based on the last edition (Volume 2) of the Handbook of Health Economics. This knowledge will be discussed both in lectures and (computer assisted) workgroups. The latter will be used mostly to train specific analytic skills required for the written exam.

Besides the theoretical part, students will create groups to perform a longitudinal analysis of healthcare cost development in OECD countries. This analysis will involve the quantitative skills of the preceding course "Care and Prevention Research" and will lead to a policy oriented paper and a presentation.

Onderwijsvorm

Lectures and workshops totaling 50 hours.

Toetsvorm

The final grade will be based on a written scientific policy report (1/3) and written examination (2/3). The final grade is the weighted average of the two marks.

Literatuur

Handbook of Health Economics, Edited by Mark V. Pauly, Thomas G. McGuire and Pedro P. Barros (PDF-provided by the VU)

Vereiste voorkennis

Introduction in (health) economics

Aanbevolen voorkennis

Recommended: the MSc course Care and Prevention Research and the Bachelor courses on Health Economics.

Doelgroep

Students master Health Sciences. The course is compulsory for students who enrolled in the specialisation Policy and Organization of Healthcare

Advanced Health Law

Vakcode	AM_470844 ()
Periode	Periode 3
Credits	6.0
Voertaal	Nederlands
Faculteit	Fac. der Aard- en Levenswetenschappen
Coördinator	mr. dr. V.E.T. Dorenberg
Docent(en)	mr. dr. V.E.T. Dorenberg, dr. mr. B.J.M. Frederiks
Lesmethode(n)	Werkcollege
Niveau	500

Doel vak

De student:

- heeft kennis van de inhoud en positie van het gezondheidsrecht en is op de hoogte van geldende rechtsbeginselen en uitgangspunten binnen dit

vakgebied

- heeft inzicht in welke invloed de praktijk heeft op wetgeving, welke dilemma's zich in de praktijk (kunnen) voordoen en welke gevolgen dit heeft voor bestaande en toekomstige wetgeving
- heeft inzicht in (juridische) methoden van onderzoek
- heeft inzicht in onderzoeksmethoden bij evaluatie van wet- en regelgeving
- kan dilemma's in de praktijk herkennen en daarop een juridisch onderzoeksvoorstel formuleren

Inhoud vak

In jaar 2 en 3 van de opleiding gezondheidswetenschappen heeft de student kennis kunnen maken met het vakgebied gezondheidsrecht. Het gezondheidsrecht bestrijkt alle juridische regels die van belang zijn voor de gezondheidszorg en de volksgezondheid. De afgelopen jaren heeft het gezondheidsrecht niet stilgestaan. Diverse wetten zijn geëvalueerd, huidige wetten zijn aangepast en nieuwe wetsvoorstellen zijn ingediend bij de Tweede Kamer. De wisselwerking tussen recht en praktijk is daarbij duidelijk merkbaar. Ook veranderende maatschappelijke opvattingen over onderwerpen als het medisch beroepsgeheim en euthanasie vragen geregeld om herbezinning. In dit vak wordt aan de hand van 3 à 4 van dergelijke gezondheidsrechtelijke thema's onderzocht wat de verhouding is tussen recht en praktijk. De verbindende factor is '(wetenschappelijk) onderzoek'. Onderzoeksprojecten die recentelijk binnen of in samenwerking met de VU zijn afgerond, worden als uitgangspunt genomen en vormen zo het raamwerk van het vak. De volgende onderwerpen zullen aan bod komen (opgave onder voorbehoud!): therapeutische en anti-therapeutische effecten van recht en juridische procedures, opvang van patiënten na medische incidenten, euthanasie, informed consent, (rechts)positie van kwetsbare groepen in de samenleving (o.a. pasgeborenen, jeugdigen met een geestelijke stoornis of verstandelijke beperking) en tuchtrecht in de gezondheidszorg.

Onderwijsvorm

Hoorcolleges, werkcolleges, individuele opdracht (schrijven van onderzoeksvoorstel), groepsopdracht (posterpresentatie tijdens slotconferentie)

Contacturen: gemiddeld 10 uur per week

Toetsvorm

Individuele opdracht (40%), groepsopdracht (10%), tentamen (50%). Alle cijfers moeten 5,5 of hoger zijn.

Literatuur

De volgende literatuur is verplicht (opgave onder voorbehoud!):

- Leenen, H.J.J., J.K.M. Gevers & J. Legemaate, Handboek gezondheidsrecht. Deel 1 Rechten van mensen in de gezondheidszorg, Den Haag: Boom Juridische uitgevers 2011, hfdst 1-3 en 9-11
- Hendriks, A., B.J.M. Frederiks & M. Verkerk, 'Het recht op autonomie in samenhang met goede zorg bezien', Tijdschrift voor Gezondheidsrecht 2008, p. 2-18
- Wees, K.A.P.C. van, & A.J. Akkermans, 'Therapeutic Jurisprudence: de gezondheidseffecten van het recht', Tijdschrift voor Vergoeding Personenschade 2007, p. 139-141
- Merckelbach, H., M. Jellic & B. Dandachi-Fitzgerald, 'Klachten veinzien en voelen', De Psycholoog 2010, p. 11-19
- Harris, I.A., 'Personal injury compensation', ANZ J. Surg. 2007, p. 606-607

- Gabbe, B.J., e.a., 'The relationship between compensable status and long-term patient outcomes following orthopaedic trauma', *MJA* 2007, p. 14-17
- Harris, I.A., e.a., 'Effect of compensation on health care utilisation in a trauma cohort', *MJA* 2009, p. 619-622
- Akkermans, A.J., & K.A.P.C. van Wees, 'Het letselschadeproces in therapeutisch perspectief. Hoe door verwaarlozing van zijn emotionele dimensie het afwikkelingsproces van letselschade tekortschiet in het nastreven van de eigen doeleinden', *Tijdschrift voor Vergoeding Personenschade* 2007, p. 103-118
- Mulder, J., 'Hoe schadevergoeding kan leiden tot gevoelens van erkenning en gerechtigheid. Lessen uit de praktijk van het Schadefonds Geweldsmisdrijven', *Nederlands Juristenblad* 2010, p. 293-296
- Legemaate, J., 'Goed omgaan met klachten van patiënten', *Tijdschrift Conflicthantering* 2010, p. 10-13
- Legemaate, J., e.a., 'Openheid over fouten in de gezondheidszorg', *Nederlands Tijdschrift voor Geneeskunde* 2007, p. 319-322
- KNMG, *Omgaan met incidenten, fouten en klachten: wat mag van artsen worden verwacht?*, Utrecht: KNMG 2007
- Friele, R., & R. Coppen, 'Wetgeving en de positie van de patiënt: instrument voor verandering of terugvaloptie?', *Recht der Werkelijkheid* 2010, p. 26-39
- Smeehuijzen, J.L., 'De verantwoordelijkheid van de arts voor schadeafwikkeling door zijn verzekeraar', *Tijdschrift voor Gezondheidsrecht* 2009, p. 160-174
- Feinmann, J., 'You can say sorry', *BMJ* 2009, p. 482-483
- Friele, R., *Wet en werkelijkheid in de gezondheidszorg (oratie Tilburg)*, Universiteit van Tilburg/NIVEL 2009
- Friele, R.D. (eindred.), *Evaluatie Wet marktordening gezondheidszorg*, Den Haag: ZonMw 2009, bijlage 3
- Programmatekst thematische wetsevaluatie
- Olsthoorn-Heim, E.T.M., *Vijf jaar evaluatie regelgeving via ZonMw*, Den Haag: ZonMw 2003
- Buiting, H., e.a., 'Reporting of euthanasia and physician-assisted suicide in the Netherlands: descriptive study', *BMC Medical Ethics* 2009, p. 10-18
- Haes, J.C.J.M. de, & E.M.A. Smets, 'Een psychologische visie op het recht op informatie en de plicht om te informeren', in: A. Hendriks e.a. (red.), *Grondrechten in de gezondheidszorg*. Houten: Bohn Stafleu van Loghum 2010, p. 47-56
- Dörenberg, V.E.T., & B.J.M. Frederiks, 'The Legal position of vulnerable people in the future: improving or going backwards?', *European Journal of Health Law* 2012, p. 485-502
- Romijn, A., & B.J.M. Frederiks, 'Restriction on restraints in the care for people with intellectual disabilities in the Netherlands: lessons learned from Australia, UK and United States', *Journal of Policy and Practice in Intellectual Disabilities* 2012, p. 127-133
- Nieuwenhuijzen, M. van, e.a., 'Dwang en drang: verantwoord omgaan met en het afbouwen van vrijheidsbeperking in de zorg voor jongeren en jongvolwassenen met een licht verstandelijke beperking', *Onderzoek & Praktijk* 2011-2, p. 6-13

Aanbevolen voorkennis

In dit vak wordt verondersteld dat de student kennis heeft van de inhoud en positie van het gezondheidsrecht en op de hoogte is van de geldende rechtsbeginselen en uitgangspunten van dit vakgebied. Deze kennis heeft de student in jaar 2 en 3 van de opleiding kunnen opdoen. Het gevolgd hebben van het vak Gezondheidsrecht en ethiek (of het oude vak

Gezondheidsrecht) in jaar 3 strekt daarom tot aanbeveling. Voor studenten die dit vak niet hebben gevolgd, zal ter compensatie een inleidend hoorcollege worden verzorgd.

Doelgroep

Master studenten Health Sciences

Overige informatie

Het betreft een keuzevak in de master Health Sciences.

Taal: Nederlands

Max. 60 studenten worden toegelaten tot het vak.

Gastdocenten (opgave onder voorbehoud!): prof. mr. Arno Akkermans (VU/Faculteit der Rechtsgeleerdheid), prof. mr. Lodewijk Smeehuijzen (VU/Faculteit der Rechtsgeleerdheid), prof. dr. ir. Roland Friele (NIVEL), mr. Maarten Slijper (ZonMw), mw. prof. dr. Bregje Onwuteaka-Philipsen (VUmc/Sociale geneeskunde), mw. dr. Manja Bomhoff (NIVEL).

Advanced Statistics

Vakcode	AM_470826 ()
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Aard- en Levenswetenschappen
Coördinator	prof. dr. J.W.R. Twisk
Lesmethode(n)	Hoorcollege, Computerpracticum
Niveau	600

Doel vak

After this course, the students will understand the basic principles of multilevel analysis and longitudinal data analysis. Furthermore, they will be able to perform these techniques with standard software packages: level 3

Inhoud vak

In the lectures several aspects of advanced methodology will be introduced and discussed. In the computer- practical, these advanced methods will be applied with several software packages, such as SPSS, MLwiN and STATA. In the last part of the course, the students will get a complicated dataset and they have to answer a complicated research question. The results of their analyses must be written in a 'short' paper and must be presented in an oral presentation. The following advanced methodological topics will be discussed:

- Multilevel analysis
- Longitudinal data analysis

Onderwijsvorm

Lectures (7 times 3 hours)
Computer practical (6 times 3 hours)
Research assignment (3 times 3 hours)
Oral presentation (1 time 3 hours)
Writing of a scientific paper

Toetsvorm

Written exam (50%)
Oral presentation (25%)
Paper (25%)

All three parts must have been graded at least 6

Literatuur

- Sheets of the lectures
- Twisk JWR. Applied longitudinal data analysis for epidemiology. A practical guide. Cambridge University Press, Cambridge, UK, 2003.
- Twisk JWR. Applied multilevel analysis. A practical guide. Cambridge University Press, Cambridge, UK, 2006

Vereiste voorkennis

Students must have knowledge of 'standard' linear, logistic and Cox-regression analysis.

Care and Prevention Research

Vakcode	AM_470806 ()
Periode	Periode 1
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Aard- en Levenswetenschappen
Coördinator	dr. W. IJzelenberg
Docent(en)	dr. W. IJzelenberg, prof. dr. M.W. van Tulder, dr. R.W.J.G. Ostelo
Lesmethode(n)	Hoorcollege, Werkgroep, Computerpracticum
Niveau	400

Doel vak

Overall aim

The objective of this course is to learn methods for designing and conducting research and critically appraise the methodological quality of research in the field of health care and prevention.

Final attainment levels

The student:

- Has knowledge and can apply knowledge related to the pros, cons of and sources of biases in various study designs including observational study designs and study designs for evaluation of effectiveness and implementation of preventive and therapeutic interventions.
- Is able to search for and identify relevant scientific studies
- Is able to critically appraise scientific publications in the field of health care and prevention using standardised risk of bias tools.
- Has knowledge about the basic concepts in the field of measurement in health.

Inhoud vak

This Master course Care & Prevention Research focuses on methods and techniques of scientific studies related to both health care and prevention.

Topics to be covered:

- Advanced methodology of observational and experimental studies
- Systematic reviews and meta-analyses
- Searching the literature; optimal use of Pubmed and other useful

databases

- Guidelines and implementation research
- Measurement in health sciences and public health

Onderwijsvorm

The course comprises nine lectures and students will work in groups on three assignments with a total there are 28 contact hours. Lectures will contain examples applied to fields of health care and prevention. The assignments are aimed at a better understanding and an introduction to the application of the content of the lectures. The assignments are:

- 1 assignment on experimental studies: critical appraisal of a randomized controlled trial;
- 1 assignment on meta/analyses: critical appraisal of a meta analysis;
- 1 assignment on searching the literature: computer practical.

Toetsvorm

Written examination (100%). In addition four exercises will have to be completed successfully.

Literatuur

Books:

Grobbbee, D.E. and Hoes, A. *Clinical Epidemiology: Principles, Methods, and Applications for Clinical Research*, 2009. Jones and Barlett's publishers.

Creswell, J.W., Clarck, V.L. Chapter 1 The nature of mixed methods research. In: *Designing and conducting mixed methods research*. 2nd ed. 2010. Eds. Creswell, J.W.. United Kingdom: SAGE Publications, p. 1-17.

Creswell, J.W., Clarck, V.L. Chapter 3 Choosing a mixed methods design. In: *Designing and conducting mixed methods research*. 2nd ed. Eds. Creswell, J.W.. United Kingdom: SAGE Publications, p. 53-106.

Papers:

- Schultz KF, Altman DG, Moher D. CONSORT 2010 Statement: Updated guidelines for reporting parallel group randomised trials. *J Clin.Epi.* 2010;63:834-840.
- Ostelo RWJG, de Vet HCW and van Beek HJM. The architecture of scientific research. *Australian Journal of Physiotherapy*, 2004;50:189-192. (on the site of the journal, click content: past issues, to retrieve the article)
- Mokkink LB, Terwee CB, Patrick DL, Alonso J, Stratford PW, Knol DL, Bouter LM, de Vet HC. The COSMIN study reached international consensus on taxonomy, terminology, and definitions of measurement properties for health-related patient-reported outcomes. *J Clin Epi.* 2010;63(7):737-45.
- Mokkink LB, Terwee CB, Knol DL, Stratford PW, Alonso J, Patrick DL, Bouter LM, de Vet HC. The COSMIN checklist for evaluating the methodological quality of studies on measurement properties: a clarification of its content. *BMC Med Res Methodol.* 2010;10:22.
- Moher D, Liberati A, Tetzlaff J, Altman DG. Preferred reporting items for systematic reviews and meta-analyses: the PRISMA statement. *J Clin Epi.* 2009; 62(10):1006-12.
- Liberati A, Altman DG, Tetzlaff J, Mulrow C, Gotzsche PC, Ioannidis JP, et al. The PRISMA statement for reporting systematic reviews and meta-analyses of studies that evaluate health care interventions: explanation and elaboration. *J Clin Epi* 2009; 62(10):e1-

34.

- Furlan AD, Pennick V, Bombardier C, van Tulder M. 2009 Updated method guidelines for systematic reviews in the Cochrane Back Review Group. Spine 2009;34(18):1929-41.

- Grol R, Cluzeau FA, Burgers JS. Clinical practice guidelines: towards better quality guidelines and increased international collaboration. Br. J. Cancer 2003; 89 (Suppl 1):S4-S8.

- Grol R, Grimshaw J. From the best evidence to best practice: effective implementation of change in patient's care. Lancet 2003; 362:1225-1230.

Vereiste voorkennis

Students should have basic knowledge of statistics and epidemiology and the principles and methods of observational studies, experimental studies, and systematic reviews.

Doelgroep

Students with a BSc degree in Health Sciences at the VU. Students with a comparable BSc degree (such as Health Sciences at another university, Human Movement Sciences etc.). This is to the discretion of the course management. Please, contact the course coordinator Helma IJzelenberg (h.ijzelenberg@vu.nl) before the start of the course.

Overige informatie

The master course 'Care and Prevention Research' is a compulsory course in the specialisations 'Policy and Organization of Health Care', 'Prevention and Public Health', 'Infectious Diseases and Public Health' and 'Nutrition and Health'. The course is open to all students within the Master of Health Sciences.

Communication Campaigns and Research

Vakcode	AM_470129 ()
Periode	Periode 3
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Aard- en Levenswetenschappen
Coördinator	drs. J. Veldhuis
Docent(en)	dr. J. Veldhuis, dr. J.H. Frost
Lesmethode(n)	Hoorcollege, Werkgroep, Computerpracticum
Niveau	500

Doel vak

The main aims of this course are:

- to increase knowledge on predicting and changing health behavior
- to develop skills to analyze campaign effects and advise on effective communication strategies and message factors
- to be able to analyze and reflect upon health communication literature regarding communication strategies and message factors
- to be able to apply theory in a real-life setting, e.g., advise on strategy use, diffusion of knowledge and campaign development

Inhoud vak

During this course students will analyze (1) the design and (2) the effects of a popular, real-life health communication campaign. The

health campaign will be considered in terms of communication strategies and message factors to discuss the campaign's design. Additionally, students will be provided an existing real-life data file regarding the health campaign to test their literature-based hypotheses to test the effects on relevant behavioral determinants.

More specifically, in interactive lectures the students will be introduced to various health communication strategies and message factors that aim to increase a health campaign's effectiveness and to target specific risk groups. The strategies' role in changing health behaviors and their established effectiveness will be discussed in the light of campaign design, implementation, and the choice for specific target groups. Furthermore, the lectures will bring attention to the unintended effects (besides the intended effects) that might arise from health communication campaigns. In the assignment, the students will combine theory, research and practice. They will reflect on a real-life health campaign in terms of the communication strategies and message factors that were used for attaining the campaigns' aims and reaching specific target groups. Theory-based hypotheses will be conceived and tested by using a database that will be provided. A work group on data analysis, guided practicum, and various rounds of feedback and consultation will guide the students to a final research report on both the design and the effects of the health-campaign.

Onderwijsvorm

Lectures and workgroups (number of contact hours: 33)

Toetsvorm

Students will be assessed by means of an exam (individually) and assignments (teamwork). The exam accounts for 30% of the total course grade (individually) and the teamwork (70%) is contains three assignments that eventually will lead to the final research report, which will be discussed during peer review and presentation.

Literatuur

The course addresses various articles. The titles of these articles will be announced in a literature list on Blackboard well on time before the first meeting. The students can download these articles via www.uvu.nl.

Vereiste voorkennis

Basic experience with SPSS is required (however: one of the course aims is to further develop your SPSS skills)

Aanbevolen voorkennis

Basic experience with SPSS is required (however: one of the course aims is to further develop your SPSS skills)

Doelgroep

MSc Health Sciences

Containment Strategies of Infectious Diseases in Global Context

Vakcode	AM_470127 ()
Periode	Periode 1
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Aard- en Levenswetenschappen

Coördinator	prof. dr. J.F. van den Bosch
Docent(en)	dr. D.R. Essink, prof. dr. P.R. Klatser, prof. dr. J.F. van den Bosch
Lesmethode(n)	Hoorcollege, Werkgroep
Niveau	500

Doel vak

The student

- Has acquired in-depth theoretical and practical knowledge in relation to health intervention strategies for infectious diseases.
- Has acquired insights in various infectious diseases and characteristics in relation to containment strategies
- Has acquired insight into the role of international institutions, such as the WHO, governmental advisory bodies, relevant professionals, executing institutions, NGOs and communities in designing and carrying out health interventions.
- Understands which barriers are important when implementing containment strategies of infectious diseases, with a focus on vaccination programmes
- Has acquired insight in theoretical concepts and methods to interpret results, evaluations and the effectiveness of programs
- Has learned to develop and apply risk assessment, risk management, and risk communication methods
- Has learned and practiced interdisciplinary methods and techniques to plan health interventions at community level in an interactive way.

Inhoud vak

This course covers developments in intervention strategies used to address health needs in a global context. Containment strategies of infectious diseases, in particular vaccination programmes, alert systems and intervention strategies, provide specific areas of attention. The containment strategies to be discussed include programmes for known infections (including vaccination strategies and in case of absence of a vaccine, diagnosis and treatment strategies) and emerging infections (including isolation, prevention and communication strategies).

The student learns how to analyze bottlenecks and opportunities of the various strategies, how to interpret the results and to evaluate the implementation of programmes.

In addition, the student will take part in a group assignment on how to design containment strategies at community level in an interactive way, for e.g. tuberculosis, polio, rabies, malaria, HIV/AIDS, etc. A presentation and writing of an essay will be part of the group assignment.

Onderwijsvorm

Lectures, group assignment, presentation, essay, self-study.

Group assignment attendance is compulsory.

Contact hours: lectures 34 hrs, group work 8 hrs.

Self-study approx. 80 hrs.

Toetsvorm

Individual exam (60%) and group assignment presentation and essay (40%).
Both parts must at least be sufficient (6 or higher)

Literatuur

R. Webber, 2009. Communicable Disease Epidemiology and Control. 3rd Edition. CAB International, UK and USA. ISBN 978-1-84593-504-7.

Lecturers may make further readings available on Blackboard.

Vereiste voorkennis

Basic knowledge about microbiology and immunology.

Aanbevolen voorkennis

Basic knowledge about infectious diseases

Doelgroep

Compulsory course within the Master differentiation International Public Health; optional course for students in other differentiations of the Masters Health Sciences, Biomedical Sciences, and Management, Policy Analysis and Entrepreneurship in Health and Life Sciences. Students from other backgrounds, please contact our secretariat for further information at secretariaat.athena@falw.vu.nl

Overige informatie

Guest lecturers:

Dr. Jim van Steenberghe (RIVM/LUMC)
Dr. Peter Gondrie (KNCV)
Dr. Richard Anthony (Royal Tropical Institute)
Dr. Merel Langelaar (Inspectorate Public Health)
Prof. dr. Maarten Postma (RUG)
Dr. Kitty Maassen (RIVM)
Dr. Elena Pinelli (RIVM)
Prof. dr. Robert Sauerwein (UMC Nijmegen)
Prof. dr. Cees Hamelink (VU)
Prof. dr. Ab Osterhaus (EMC Rotterdam)

Disability and Development

Vakcode	AM_470588 ()
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Aard- en Levenswetenschappen
Coördinator	dr. W.H. van Brakel MD
Docent(en)	H.B. Miranda Galarza MSc, F.M. Budge MSc
Lesmethode(n)	Hoorcollege, Werkgroep
Niveau	500

Doel vak

- To develop an understanding of disability and the issues faced by people with disabilities
- To develop knowledge and skills for disability research, policy development and management related to disability, rehabilitation and

development

- To acquire insight into the epidemiology of disability, with separate attention for important determinants like gender, poverty and HIV/AIDS
- To learn how to use relevant models of disability and the conceptual framework of the International Classification of Functioning, Disability and Health (ICF)
- To understand the importance of human rights in relation to disability and to learn to use the UN Convention for the Rights of Persons with Disabilities for advocacy and other rights-based interventions
- To acquire skills and knowledge in measurement and research methods relevant to disability
- To understand the importance of inter-sectoral collaboration
- To gain insight in participatory approaches

Inhoud vak

The Disability and Development (D&D) course focuses on a broad range of issues related to disability and rehabilitation in the context of development. This means that the focus is on people with disabilities in low and middle-income countries. Disability affects an estimated 1 billion people worldwide, the majority of whom live in low and middle-income countries. The large majority are poor and have no access to rehabilitation services; neither are facilities in place to allow them to be included in the mainstream of society.

To date, very few services and programmes are available to address these needs. The realisation that the Millennium Development Goals cannot be met without addressing the needs of people with disability has brought a new impetus to the field of disability and development. Another major recent development was the adoption of the UN Convention on the Rights of Persons with Disabilities in December 2006. It is expected that there will be a substantial increase in demand for training of a large variety of professionals (e.g. researchers, managers, architects, lawyers, health professionals) with formal training and qualifications in the field of disability-inclusive development.

This rapidly increasing interest in disability, as a development and human rights issue, means that this emerging field of study will rapidly gain in importance and should become part of any serious higher education programme in social and development studies and in international public health. The course will cover essential knowledge and skills in this subject.

The 4-week course programme will include the following subjects:

- Disability models and stereotypes,
- Frequencies and distribution of disability,
- Experience of having a disability,
- ICF conceptual framework,
- Disability rights, including the UN Convention on the Rights of Persons with Disabilities,
- Culture and disability,
- Determinants of disability, including stigma and discrimination, poverty, gender and HIV/AIDS,
- Measurement of disability,
- Disability-relevant research methods, including survey methods, examples of disability research
- An introduction to community-based rehabilitation.

Onderwijsvorm

Problem-based learning supported by lectures and an article writing assignment

The programme comprises 168 study hours, divided as follows:

- Lectures: 36
- Tutorial groups: 18
- Other events: 12
- Self-study: 102

Toetsvorm

Participation in tutorial groups: 10%

Take-home examination, submitted electronically: 60%

Scientific article: 30%

Literatuur

See e-reader

Vereiste voorkennis

Bachelor-level education; any subject

Doelgroep

The Disability & Development module is an optional course for Master students Management, Policy Analysis and Entrepreneurship in Health and Life Sciences (MPA), International Public Health and Biomedical Sciences; external students from low and middle-income countries are strongly encouraged to apply. We encourage the participation of students with disabilities, especially from low and middle-income countries.

Overige informatie

Jacqueline Kool, MA

Lydia la Rivière-Zijdel, MA

Economic Evaluation

Vakcode	AM_470828 ()
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Aard- en Levenswetenschappen
Coördinator	dr. J.E. Bosmans
Examinator	dr. J.E. Bosmans
Docent(en)	dr. J.E. Bosmans, dr. V.M.H. Coupé
Lesmethode(n)	Hoorcollege, Werkgroep, Computerpracticum
Niveau	500

Doel vak

After finishing the course Economic Evaluation the student has obtained knowledge of HTA research and specifically economic evaluations. The student is able to choose between a trial- based or model- based study to answer his/her research question. The student is aware of the challenges associated with performing economic evaluations and is able to design an economic evaluation while taking into account these challenges. The student is able to analyse, interpret and report cost-effectiveness data from trial- based and model studies. Finally, the

student is able to critically read and judge the quality of cost-effectiveness trials and model studies.

Inhoud vak

The course will include the following topics:

- Cost-effectiveness and cost-utility analysis
- Measuring, valuing and analyzing costs
- Quality of life, utilities and QALYs
- Monetary valuation of QALYs, informal care and productivity losses
- Bootstrapping
- Cost-effectiveness ratios and planes
- Acceptability curves
- Net-benefit framework
- Sensitivity analysis
- Decision tree analysis
- Markov modelling
- Interpretation and reporting of results of economic evaluations
- Use of cost-effectiveness information in health care policy

Onderwijsvorm

Lectures (33 hours), workshops (3 hours), computer practicals (18 hours)

Toetsvorm

Two assignments and a written examination. The assignments will be graded as sufficient/insufficient. Both assignments should be sufficient to pass the course. The grade for this course is based on a written examination, which all should be graded with a 6 at least.

Literatuur

- Gray AM, Clarke PM, Wolstenholme JL, Wordsworth S. Applied Methods of Cost-effectiveness Analysis in Health Care. Oxford: Oxford University Press.
- Additional literature on Blackboard.

Doelgroep

Students following the research master Lifestyle & Chronic Disorders or the master Health Sciences and other interested master students

Health Geography

Vakcode	AM_470094 ()
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Aard- en Levenswetenschappen
Coördinator	drs. M.A. Molendijk
Docent(en)	prof. dr. H.J. Scholten
Lesmethode(n)	Hoorcollege, Computerpracticum
Niveau	400

Doel vak

After the course the student can answer basic questions concerning specific health geography issues, by using geographical data and analysis (GIS) techniques. The student:

- has a critical appreciation of spatial perspectives in the

geography of health;

- has practical experience in the use of GIS software and analysis tools to solve the spatial component health geography issues;
- can document and communicate the use of geodata and spatial procedures in written form and using flowcharts and meaningful clear maps.

Inhoud vak

This course covers the spatial dimension of health issues and teaches methodology and use of an essential tool for health geographers: Geographical Information Systems (GIS).

Location and time determine the variation in the social and environmental factors that are essential for the spatial development, distribution, treatment and prevention of diseases and health problems. Unsurprising, since the late nineties the use of geodata and GIS has become more and more standard in the different health disciplines that study the aforementioned spatial relationships, such as environmental health and disease ecology. Or as Cromley and MacLafferty (2011) put it: "GIS, as a means of exploring health problems and finding ways to address them, has taken its place in the conceptual and methodological foundations of public health". Next to GIS applications in disease surveillance and risk analysis, GIS is also increasingly used in applications for health access and planning and for community health profiling.

To apply geographically based GIS tools and methods to the study of health, disease, and health care, in a sound and responsible way, requires expert knowledge and skills from multiple disciplines. This course offers the necessary basic skills and knowledge concerning the geographic data, tools and methods from the geographic disciplines. Your health studies should offer most of the necessary skills and knowledge from the health related disciplines. This implies that this course will start as a basic GIS course, but with case studies and geodata relevant for your discipline. As the course proceeds the background disciplines will merge more and more together into the discipline of health geography, maintaining however a strong focus on geodata, GIS and spatial analysis.

Onderwijsvorm

Lectures and supervised computer labs. The latter are core of the course. Each week consists of 14 contact hours and 26 self study hours.

Toetsvorm

The final mark of this course is composed of two parts:

- 1) Exam and Self Assessed Exercises (SAE). The exam and SAE's make up 80% of the end mark. For the exam, the maximum score you can obtain is 8 points; handing in the SAE's (1 – 8) in time and complete counts for 2 points.
- 2) A report reflecting on the practical GIS case study using the PPDAC format (Problem, Plan, Data, Analysis, Conclusion) makes up 20% of the end mark.

The exam is held in a computer room and consists of questions that test your practical skills in using (Arc)GIS as well as questions that test your understanding of spatial perspectives in health (course lectures and literature).

Literatuur

- 1) De Smit, J.M, M.F. Goodchild, P.A. Longley, Geospatial Analysis: a comprehensive guide to principles, techniques and software tools. 3rd edition. (spatialanalysisonline.com)

2) Chapter 3 Representing Geography from: Longley e.a. "Geographical Information System & Science" 2nd edition, Chapter 3.1 – 3.7 (p. 63 – 83).

3) Delaney, J., K. Van Niel (2007), Geographical Information Systems; An Introduction (Second Edition), Oxford University Press. Chapters 1 & 2, p. 1-24

OR a new book (Ellen K. Cromley, Sara L. McLafferty, GIS and Public Health, 2nd edition 2012, The Guilford Press, New York) that is currently under consideration. Decision will be made in November 2013.

Vereiste voorkennis

Proven affinity with Information Technology

Doelgroep

MSc students with basic training in health sciences and/or nutrition. The course is a component of the differentiation programme Infectious diseases and Public Health in the MSc Health Science and of the differentiation programme Infectious diseases in the MSc Biomedical Sciences.

Overige informatie

Guest lectures from Royal Tropical Institute (Mirjam Bakker) and "Health Geography" alumni.

Health Promotion and Disease Prevention

Vakcode	AM_470811 ()
Periode	Periode 1
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Aard- en Levenswetenschappen
Coördinator	dr. M.C. Adriaanse
Docent(en)	dr. M.C. Adriaanse, prof. dr. I.H.M. Steenhuis, dr. W. Kroeze
Lesmethode(n)	Hoorcollege, Werkgroep
Niveau	500

Doel vak

1. To provide a solid basis in understanding elementary aspects of the theory, research and practice in the field of health promotion & disease prevention
2. To write a scientific study protocol in English about the planned development and evaluation of a preventive health intervention.

Inhoud vak

This course focuses on lifestyle/ health behaviours and environmental differences related to health and diseases among individuals and populations. The ultimate goal is to improve peoples' health status and quality of life by health promotion interventions. Some examples of the topics that will be addressed are:

- Health promotion & disease prevention; concepts, definitions and history.
- Intervention mapping; designing theory- and evidence-based health promotion programs.

- Health-related quality of life; the role of perceived mental and physical health status.
- Effect and process evaluation; principals, perspectives on process evaluation, and determining the effects of health promotion programs.
- Economic evaluations of health promotion programs.

Core element in this course is writing a study protocol in English, describing the design of a health promoting or disease preventing intervention trial.

Onderwijsvorm

Lectures, guest speakers, assignment (study protocol) and self study.

Total contact hours of the course by teaching methods:

Lectures: 20 hours

Tutorials: 4 hours

Peer review sessions: 4 hours

Study protocol: 8-12 hours per week

Self study: 8-12 hours per week

Toetsvorm

Grades will be based on the assignment (study protocol) and a written exam that includes multiple choice and open-ended questions. The final grade is being determined by the study protocol (25%) and written exam (75%). The study protocol as well as the written exam must have a grade 6.0 or higher.

Literatuur

Students will use a course manual, and additional course materials are provided on Blackboard.

Literature details:

Lecture 2+3 Bartholomew et al., (2011) "overview of intervention mapping". Chapter 1. In: Bartholomew, Parcel, Kok, Gottlieb, Fernandez (eds) Planning health promotion programs: an intervention mapping approach; third edition. Jossey-Bass, San Fransisco, pp 3-49.

Lecture 3 Bartholomew et al., (2011) "Intervention mapping step 3". Chapter 6. In: Bartholomew, Parcel, Kok, Gottlieb, Fernandez (eds) Planning health promotion programs: an intervention mapping approach; third edition. Jossey-Bass, San Fransisco, pp 309-329; 356-35; 370-377.

Lecture 3 Michie S et al. A refined taxonomy of behaviour change techniques to help people change their physical activity and healthy eating behaviours: the CALO-RE taxonomy. Psychol Health. 2011 Nov;26(11):1479-1498

Lecture 4 van 't Riet et al. The importance of habits in eating behaviour. An overview and recommendations for future research. Appetite. 2011, 57;585-596.

Lecture 4 Swinburn B, et al. Dissecting obesogenic environments: the development and application of a framework for identifying and prioritizing environmental interventions for obesity. Prev Med. 1999;29:563-70.

Lecture 4 Karen Glanz et al. (2008). Ecological Models of Health Behavior (Sallis JF, Owen N, and Fisher EB); Chapter 20. In: Health Behavior and Health Education: Theory, Research, and Practice, 4th Edition; pp 465-485.

Lecture 5 Hawkins RP et al. Understanding tailoring in communicating about health. Health Educ Res. 2008 Jun;23(3):454-466.

Lecture 5 Korp P. Health on the Internet: implications for health promotion. Health Educ Res. 2006 Feb;21(1):78-86.

Lecture 5 Kreps GL, Neuhauser L. New directions in eHealth communication: Opportunities and challenges. Pat Edu and Counsel. 2010 (78); 329-336.

Lecture 5 Neiger BL et al . Use of social media in health promotion: purposes, key performance indicators, and evaluation metrics. Health Promot Pract. 2012 Mar;13(2):159-164.

Lecture 6 Harting J et al. (2008) The community approach to health education. Chapter 8; in het Engels vertaald uit Brug J, van Assema en Lechner L. Gezondheidsvoorlichting en gedragsverandering: een planmatige aanpak.

Lecture 7 Peter M Fayers & David Machin , "Introduction" (2007), Quality of Life: the assessment, analysis, and interpretation of patient-reported outcomes / edited by Peter M Fayers & David Machin, 2nd ed. tion. Wileys & Sons Ltd, West Sussex PO19 8SQ, England, pp 3-30.

Lecture 7 L Fallowfield (2009) What is quality of life? What is...? Series, 2nd edition. Published by Hayward Medical Communications, Hayward Ltd Group. pp 1-7.

Lecture 7+8 Jansen et al., (2010) Develop an evaluation plan. Chapter 9. In: Haveman-Nies, Jansen, van Oers, van 't Veer (eds). Epidemiology in public health practice. Wageningen Academic Publishers, the Netherlands. pp 185-214.

Lecture 8 Glasgow RE et al. Evaluating the impact of health promotion programs: using the RE-AIM framework to form summary measures for decision making involving complex issues. Health Educ Res. 2006;5:688-694.

Lecture 8 Guyatt GH at al; GRADE Working Group. GRADE: an emerging consensus on rating quality of evidence and strength of recommendations. BMJ. 2008 Apr 26;336(7650):924-926.

Lecture 9 Sallis J et al. An ecological approach to creating active living communities. Annu.Rev. Public Health 2006;27;297-322.

Lecture 10 Petrou S, Gray A. Economic evaluation using decision analytical modelling: design, conduct, analysis, and reporting. BMJ. 2011 Apr 11;342:d1766

Vereiste voorkennis

The following courses of the Bachelor health sciences are strongly recommended: 'Preventie' and 'Gezondheidscommunicatie'.

Doelgroep

Students with a Bachelor degree in Health Sciences.

Overige informatie

Taught in Dutch, English upon request. This course is a compulsory course within the Master specialization Prevention & public health.

Guest lectures:

Prof. dr. ir. Jantine Schuit, National Institute for Public Health and the Environment (RIVM)

Dr. Frank Pierik, Dutch Organization for Applied Scientific Research (TNO).

Health Psychology

Vakcode	AM_470730 ()
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Aard- en Levenswetenschappen
Coördinator	prof. dr. I.H.M. Steenhuis
Docent(en)	prof. dr. I.H.M. Steenhuis
Lesmethode(n)	Hoorcollege, Werkgroep
Niveau	400

Doel vak

The objective of the course 'Health Psychology' is to obtain knowledge and understanding of:

1. coping with diseases;
2. compliance;
3. self-regulation;
4. communication processes between health care workers and their patients;
5. stigmatization;
6. psychosomatic disorders

Course objectives

Knowledge:

- You can explain what health psychology is;
- You have insight in the (historical and recent) development of the field of health psychology;
- You can explain what tertiary prevention is;
- You understand and have insight into the fundamental elements of coping, compliance, self-regulation, doctor-patient communication, stigmatization and psychosomatic disorders;
- You have knowledge of intervention programs in health psychology (tertiary prevention) in theory and practice;
- You have knowledge of research in health psychology.

Skills:

- You are able to interpret and apply scientific literature in the field of health psychology;
- You are able to pitch an idea for a theory-based health psychology intervention (tertiary prevention) in under 3 minutes;
- You are able to develop a feasible intervention plan (tertiary prevention) based on intervention mapping steps 3 and 4;
- You are able to give a presentation in English on the developed intervention plan;
- You can write a short paper in English on the theory regarding a

chosen theme and are able to reflect if and in what way the reality of a guest lecturer (patient) is in accordance with this theory.

Inhoud vak

Health Psychology refers to the psychological aspects of health, illness and the health care system. In the current course 'Health Psychology', six different subjects regarding tertiary prevention, which are relevant in the field of Health Psychology, will be discussed. Psychological aspects which are relevant in treatment of diseases and coping with (chronic) diseases will be studied, as well as the way we can influence these aspects. Questions to be studied will be for example 'How can we improve compliance of patients with diabetes?', and 'How can we improve communication between health care workers and their patients?', and 'How can we diminish stigmatization of HIV-patients?'. These and other questions will be studied in six cases. In all cases, first underlying determinants or psychological processes of the problems have to be studied. Second, interventions to tackle the presented problems or research into the different problems will be studied.

Onderwijsvorm

Lectures and tutorials: 12

Workgroups: 6

Patient lectures: 3

Pitch-session: 1

Presentation session: 2

Contact hours: 42 hours

Self-study time: 50 hours (amongst others approximately 5 hours per workgroup)

Assignment 1 : 40 hours

Assignment 2: 16 hours

Toetsvorm

In order to pass for the course you must:

1. Pitch your idea for an intervention plan with a colleague student;
2. Give a presentation about your elaborated intervention plan with a colleague student (pass mark is 5.5);
3. Hand in your PowerPoint slides (or other materials that you used for the presentation);
4. Attend the three guest lectures by patients;
5. Hand in your report about one of the guest lecturers before the end of the course (pass mark is 'sufficient');
6. Pass the written exam (pass mark is 5.5).

The final mark for the course is being determined by:

- the presentation (25%);
- the written exam (75%) consisting of 5 open-ended questions and 50 right/wrong questions (both counting for 50% of the mark for the written exam);

Literatuur

French, D., Vedhara, K., Kaptein, A.A., & Weinman, J. (2010). Health Psychology. West Sussex: BPS Blackwell.

+ articles on Blackboard!

Vereiste voorkennis

Doelgroep

Msc students Health Sciences

Overige informatie

Taught in Dutch, English upon request. In that case, Notify at least two weeks beforehand, next to the regular registration. Tel. 020-5986948, e-mail: ingrid.steenhuis@falw.vu.nl.

Health, Globalisation and Human Rights

Vakcode	AM_470818 ()
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Aard- en Levenswetenschappen
Coördinator	dr. C.W.M. Dedding
Docent(en)	prof. dr. P. Heutink, dr. M.G.B.C. Bertens
Lesmethode(n)	Hoorcollege, Werkgroep
Niveau	500

Doel vak

To acquire knowledge and understanding of the relationship between global public health issues and the global protection of human rights
To analyse how violations of human rights affect health and well-being
To learn methods of human rights assessment in relation to innovations in health technology
To acquire insights into the cultural dimensions of human rights values in relation to public health

Inhoud vak

This course focuses on the human rights issues that are raised around the globe in connection with public health concerns. The course introduces the students to the effects of globalization on health issues, to the relevant UN human rights instruments on health and to the mechanisms to promote and protect these rights. Attention is given to a wide range of human rights topics in which health and well being play a crucial role. Examples are situations of armed conflict, reproductive rights, migration and refugee issues and childrens rights. Within the context of current globalisation processes the importance of local cultural insights into the human rights & public health interaction will be discussed. During the course students will prepare and participate in a simulation on a human rights assessment of innovations in health technology and discuss relevant scientific literature in study groups. In the exam students will show their creative problem-solving skills applying them to human rights dilemmas in public health.

Onderwijsvorm

Contact hours

Lectures: 33 hours

Work groups: 10 hours

Group project, simulation and exam: 8 hours

Self study and preparing: remaining hours

Toetsvorm

Group project (10%), Simulation (20%), exam (70%). All parts need to be passed (6.0)

Literatuur

To be announced at the start of the first work group/lecture

Doelgroep

Optional course for students in all differentiations of the Masters Health Sciences, Biomedical Sciences and Management, Policy Analysis and Entrepreneurship in Health and Life Sciences.

Overige informatie

Guest lectures and guest organisations (under reservation):

Christine Dedding (Children and rights)
Fiona Budge (Culture and Health)
Bert Keizer (Elderly Rights)
Els Mons (Rights and disabled persons)
Women on Waves
Doctors without Borders
And more to be announced.

For more information contact Anna van Luijn: a.van.luijn@vu.nl

International Comparative Analyses of Health Care Systems

Vakcode	AM_470820 ()
Periode	Periode 3
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Aard- en Levenswetenschappen
Coördinator	dr. D.R. Essink
Docent(en)	prof. dr. J.E.W. Broerse, dr. D.R. Essink, dr. T.J. Schuitmaker-Warnaar
Lesmethode(n)	Hoorcollege, Werkgroep
Niveau	500

Doel vak

- To understand and recognize the different components of a health system and different models of health system organization using various frameworks for health system analysis
- To understand and analyze outcomes of health systems with respect to equity, fair financial contribution and health status
- To understand the complex adaptive nature of health systems and its constitution
- To understand different methods in analyzing and comparing health systems: health system performance assessment (benchmarking), case study analysis, cost effectiveness analysis
- To understand the underlying reasons for health system reform and to recognize different health care reform strategies;
- To understand cases study methodology regarding comparison of

components of health systems

- To apply the acquired knowledge in the context of;
- To design, carry out and reflect on a (comparative) analysis of developing, transitional and developed countries, making use of the framework for comparative analysis;
- To be able to link the characteristics of policy recommendations, strategies on health system reform and public opinions on certain aspects of care to the specific determinants of the country/region at hand.
- To give a well structured and academically solid lecture on the comparison of countries;
- To write a clearly structured and academically solid paper on the comparative analysis you have carried out;

Inhoud vak

Given the fact that health systems worldwide are confronted with demographical and epidemiological changes, health systems are currently experiencing a period in which they have to re-assess their set-up, framework and goals. In this course you will obtain an overview of the complex nature of health systems and its different components, both with respect to conceptual components (service delivery, resource creation, stewardship, financing) and content components (primary care, mental health care, etc), and you will acquire skills to analyze and compare these components. In various lectures, both the quantitative aspects, and the critique there-upon, and the qualitative aspects of health system comparison is discussed. Furthermore, you will gain insight in the complexity and culturally determined nature of health system design and health system reform, through a series of lectures from VU-lecturers and experts from a variety of institutions such as the Royal Tropical Institute and the Nivel. Through two assignments, you learn and reflect on the topics that are discussed throughout the course. First, you will critically review a comparative analysis report on a specific aspect of health care in Europe, and present this in a lecture. Second, you will set up your own comparative analysis between two selected countries on a specific health care theme. In this case, you are invited to look critically at your own analysis process. You will report on your findings by means of a report and via a poster presentation. In both assignments you will have regular feedback sessions with health researchers in small groups.

Onderwijsvorm

'Research methods for needs assessments' is a fulltime course of four weeks (6 ECTS). The total study time is 160 hours. Tuition methods include lectures, training workshops, and self-study.

The different elements have the following study time:

- lectures 22 hours
- assignment sessions 28 hours
- (project) self study 108 hours
- pass/fail test 2 hours

Attendance to the assignment sessions is compulsorily

Toetsvorm

You are assessed on the basis of two comparative case study assignments. Both assignments need to be passed (higher than 5.5).

- Assignment 1: 40%
- Assignment 2: 60%

In addition a brief pass/fail test is given which needs a pass but is not graded, to check lecture attendance.

Literatuur

A selection of literature will be made on the basis of lectures and state of the art research. (selection of last years literature)

- Mills, A.J. and Ranson, M.K. (2006). The design of health systems. In Merson, M.H., Black, R.E. and Mills, A.J. (eds.). International public Health: diseases, programs, systems and policies. London: Jones and Bartlett.

Methods: Benchmarking

- WHO (2000). World Health report 2000: health systems: improving performance. Geneva: WHO.

- o Message from the director
- o Chapters 1 and 2
- o Statistical Annex

- M.M. Harbers, E.A. van der Wilk, P.G.N. Kramers, M.M.A.P. Kuunders, M. Verschuuren and Achterberg. (2010) Dare to compare: Benchmarking the Dutch health with the European community health indicators. RIVM

- o Chapters 1, 2, 3 and 10

- GP Westert, MJ, van den Berg, SLN Zwakhals, JD de Jong, H Verkleij (2010). The Dutch healthcare performance report. RIVM

- o Executive summary
- o Chapter 1
- o Chapter 6

Methods: case study

- Yin, R. K. (2009). Case Study Research: Design and Methods. Fourth edition, Sage publications, London

- o Chapters 1 and 2

Health systems

- George Shakarishvili, Rifat Atun, Peter Berman, William Hsiao, Craig Burgess, and Mary Ann Lansang (2010). Converging Health Systems Frameworks: Towards A Concepts-to-Actions Roadmap for Health Systems Strengthening in Low and Middle Income Countries. In Global Health Governance

- Hsiao (2003). What is a health system and why should we care

- Van Kemenade (2007). European Health Systems. Eslevier
o Chapter 15

- Plsek and Greenlagh, (2001). The challenge of complexity in healthcare. British Medical Journal,10, 323:625

- Building the field of health systems and policy research

- o Framing the questions
- o An Agenda for Action
- o Social Science Matters

- Murray, C.J.L. and Frenk, J. (2008). Health metrics and evaluation: strengthening the science. Lancet, 371(9619), 1191-1199.

Aanbevolen voorkennis

It is recommended that students have knowledge on public policy in the context of healthcare.

Doelgroep

Compulsory course within the Master specialization International Public Health, optional course within the Master specialization Infectious Diseases (master programme Biomedical Sciences). In any other circumstances admission should be requested from the course coordinator.

Overige informatie

Guest lecturers:

Prof. dr. Joep Lange

dr. Rob Baltussen, health economics at (UMCG)

Dr. Michael van den Berg (RIVM)

Barend Gerretsen (KIT)

Prof. dr. Wienke Boerma (NIVEL)

Internship Health Policy

Vakcode	AM_1109 ()
Periode	Ac. Jaar (september)
Credits	27.0
Voertaal	Engels
Faculteit	Fac. der Aard- en Levenswetenschappen
Coördinator	dr. M.H. Donker
Niveau	600

Internship Health Sciences

Vakcode	AM_1115 ()
Periode	Ac. Jaar (september)
Credits	27.0
Voertaal	Engels
Faculteit	Fac. der Aard- en Levenswetenschappen

Internship Infectious Diseases and Public Health

Vakcode	AM_471105 ()
Periode	Ac. Jaar (september)
Credits	27.0
Voertaal	Engels
Faculteit	Fac. der Aard- en Levenswetenschappen
Coördinator	dr. M.H. Donker
Niveau	600

Internship International Public Health

Vakcode	AM_471106 ()
Periode	Ac. Jaar (september)
Credits	27.0
Voertaal	Engels
Faculteit	Fac. der Aard- en Levenswetenschappen
Coördinator	dr. M.H. Donker
Niveau	600

Internship Nutrition and Health

Vakcode	AM_471107 ()
Periode	Ac. Jaar (september)
Credits	27.0
Voertaal	Engels
Faculteit	Fac. der Aard- en Levenswetenschappen
Coördinator	dr. M.H. Donker
Niveau	600

Internship Policy and Organisation of Health Care

Vakcode	AM_471103 ()
Periode	Ac. Jaar (september)
Credits	27.0
Voertaal	Engels
Faculteit	Fac. der Aard- en Levenswetenschappen
Coördinator	dr. M.H. Donker

Internship Prevention and Public Health

Vakcode	AM_471104 ()
Periode	Ac. Jaar (september)
Credits	27.0
Voertaal	Engels
Faculteit	Fac. der Aard- en Levenswetenschappen
Coördinator	dr. M.H. Donker
Niveau	600

Management in Health Organisation

Vakcode	AM_470822 ()
Periode	Periode 3
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Aard- en Levenswetenschappen

Coördinator	dr. J. Maas
Docent(en)	dr. M.B.M. Zweekhorst
Lesmethode(n)	Hoorcollege, Werkgroep
Niveau	500

Doel vak

To get acquainted with important theories on organizational structures and to acquire knowledge on organizational structures in health organizations

To acquire insight in different management practices

To obtain insight in motivation methods and conflict management and specific problems in health organizations

To acquire insight into strategic management in health organizations To gain insight in and to practice leadership

To improve communication skills

To practice team management

Inhoud vak

Organizations in the health science sector are changing rapidly, partly due to newly emerging technologies and increasing societal complexity. A growing number of students with a degree in health sciences become managers/professionals in health organizations. During this course students learn how to be effective performers both individually and in teams within health organizations. This requires understanding the macro aspects of organizational behaviour, which of necessity involves managerial skills and ways of strategic thinking. Several speakers conduct lectures on different aspects, such as motivation, managing behaviour between people, leadership, communication in health organizations. The speakers will explain theories from literature and relate the theories to the experiences from practice. Next to the theoretical part, the students learn practical skills associated with managerial success, e.g. how to engage in group-based planning. In addition, the students become a project manager of a project team of Bachelor students who have been given the assignment to write a policy advisory report. While being a project manager you are trained and coached by experts. With the other students you discuss your experiences and the coach helps you relate the experiences to theory.

Onderwijsvorm

Lectures (approximately 20 hours), response lecture (2 hours) self study (approximately 58 hours), training workshops (approximately 12 hours), project assignment (approximately 68 hours).

Toetsvorm

Written exam (50%) and assessment of the functioning as a project manager (50%). Grades of both parts must at least be 6 or higher.

Literatuur

Shortell and Kaluzny's Healthcare Management : Organization Design and Behavior

Lawton Robert Burns

Paperback: 608 pages

Publisher: Delmar Cengage Learning

6th International edition

Language: English

ISBN-10: 1435488148

Plus articles, will be announced on Blackboard during the course

Doelgroep

Optional course for Master students in the specialisation in 'Policy and Organisation in Health Care' in Health Sciences and other specialisations in Health Sciences

Overige informatie

Attendance is compulsory. Preferably students have attended the BSc course 'Beleid en Management'. For additional information, please contact: h.wels@vu.nl.

Migration, Culture, Health and Research

Vakcode	AM_470813 ()
Periode	Periode 3
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Aard- en Levenswetenschappen
Coördinator	dr. F. de Boer
Lesmethode(n)	Werkgroep
Niveau	600

Doel vak

To prepare master students to carry out a qualitative health research project within diverse cultural settings in the Netherlands or abroad. Students will be supervised in writing their own qualitative health research proposal.

Final attainment levels

- To gain insight into the various schools of qualitative and participatory (action) research;
- To gain insight into push and pull factors underlying migration;
- To have mastered the traditional qualitative research techniques (e.g. focus group discussions, in-depth interviews);
- To acquire skills in the field of visual qualitative research methods (e.g. life line, photo voice, balloon method);
- To understand how to apply the above mentioned research techniques in diverse cultural settings;
- To develop skills in different types of qualitative data analysis;
- To gain insight into specific challenges when conducting research with mobile populations;
- To develop a qualitative research proposal according to high scientific standards.

Inhoud vak

Various schools of qualitative and participatory research, linking research with interventions and advocacy, cultural diversity, migration and health, selection of a research population, how to work with mobile populations, traditional qualitative and visual data collection methods, translation & transcription, different types of qualitative data analysis, standards of validation and evaluation of qualitative research, writing and publishing a qualitative health research article.

Onderwijsvorm

Onderwijsvorm Lectures (12 hrs), work group (8 hrs), workshops (8 hrs), group project (6 hrs), self study (96 hrs)

Toetsvorm

Participation and input during workgroups, preparing and conducting a workshop; to develop and present a research proposal. Participation and group project count for 30% and development and presentation of a research proposal count for the other 70% of the final result.

Literatuur

- Green, J & Thorogood, N. (2009), *Qualitative Methods for Health Research*. London: Sage
- Lingard, L. et al (2008), Grounded theory, mixed methods, and action research. *BMJ*, 337: 459-461
- Helman, CG. (2007) *Culture, Health and Illness*. 5PthP Edition. London: Hodder Arnold.
Ch 12: Migration, globalization and health, *Health Risks of Migration*: 319-333
- MachLachlan, M. (2006), *Culture and Health. A Critical Perspective Towards Global Health*. Second Edition. Chichester: John Wiley & Sons. Ch 1: Culture and health: Culture as communication: 11-17.
- Nichter, M. (2008), *Global Health. Why Cultural Perceptions, Social Representations, and Biopolitics Matter*. Tucson: The University of Arizona Press Ch 1: Perceptions of Ethnophysiology Matter, 25-39
- Lawton, J, Ahmad, N., Peel, E., Hallowell N. (2007), Contextualising accounts of illness: notions of responsibility and blame in white and South Asian respondents' accounts of diabetes causation. In: *Sociology of Health & Illness* 29, 7: 891-906
- Abdullahi, A., Copping, J., Kessel, A., Luck, M., & Bonell, C. (2009) Cervical screening: Perceptions and barriers to uptake among Somali women in Camden. *Public Health* 123 680–685
- Schuster, J., Beune, E., & Stronks, K. (2011), Metaphorical constructions of hypertension among three ethnic groups in the Netherlands. In: *Ethnicity & Health* 16; 6: 583-600
- Holloway, I. & Wheeler, S. (2010), *Qualitative Research in Nursing and Healthcare*. Third Edition. Oxford: Wiley-Blackwell. Ch 9: Sampling and Site Selection, 137-150
- Cornwall, A. & Jewkes, R. (1995), What is participatory research? *Soc. Sci. Med.* 41, 12: 1667-1676
- Busza, J, B.T. Schunter (2001), From competition to community: participatory learning and action among young debt-bounded Vietnamese sex-workers in Cambodia. *Reproductive Health Matters* 9, 17:72-81
- Gramling L.F, & Carr R.L. (2004), Lifelines. A Life History Methodology. *Nursing Research* 53, 3:207-210.
- Wang, C.C, Ch. A. Pies (2004), Family, Maternal, and Child Health Through Photo Voice. *Maternal and Child Health Journal* 8,2:95-102
- Kohinor, MJE, Stronks, K., Nicolaou, M., & Haafkens, JA. (2011), Considerations affecting dietary behaviour of immigrants with type 2 diabetes: a qualitative study among Surinamese in the Netherlands. *Ethnicity & Health* 16, 3: 245-258.
- Golobol, A., Weine, S., Bharomov, M., & Luo J. (2011), The roles of labor migrants' wives in HIV/AIDS risk and prevention in Tajikistan. *Aids Care* 23, 1: 91-97.
- Squires, A. (2008) Language barriers and qualitative nursing research: methodological considerations. *Int Nurs Rev* 55 3: 265-273
- Creswell, JW. (2013), *Qualitative Inquiry & Research Design. Choosing Among Five Approaches*. 3PndP Edition. London. Ch 8: Data Analysis and Representation: Analysis within approaches to inquiry 189-

201.

• Tong, A., Sainsbury, P. & Craig, J. (2007), Consolidated criteria for reporting qualitative research (COREQ): a 32-item checklist for interviews and focus groups. *International Journal for Quality in Health Care* 19 (6): 349-357

Vereiste voorkennis

bachelor in health or life sciences

Aanbevolen voorkennis

bachelor in health or life sciences

Doelgroep

Optional course for Health & Life Sciences Master students with an interest in topics related to health & migration, diversity in health care and different approaches of qualitative and participative research.

Overige informatie

Attendance of the training workshops is compulsory

Nutrition and Infectious Disease

Vakcode	AM_470816 ()
Periode	Periode 3
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Aard- en Levenswetenschappen
Coördinator	dr. M. Campos Ponce
Docent(en)	dr. C.M. Doak, dr. M. Campos Ponce
Lesmethode(n)	Hoorcollege, Werkgroep, Computerpracticum
Niveau	500

Doel vak

This course is designed to prepare students for their internships. Parasitic infection, in relation to anthropometric outcomes, will be used to as an example to illustrate key points relevant to research in Low and Middle income countries.

At the end of the course students should be able to

1. Explain in depth biological mechanisms relevant to nutrition and infectious disease
2. Employ epidemiological methods to describe and understand risk factors related to nutrition and infectious disease
3. Develop an appropriate study design for a question related to infectious disease and nutrition
4. Run analyses applying the World Health Organization growth standards to one of several available datasets
5. Present research results both orally and in the form of an abstract
6. Write a research proposal in the realm of nutrition and infectious disease

Inhoud vak

The course has a strong international focus and will cover key nutritional concepts related to global trends, with a focus on the nutritional concerns of vulnerable populations. The course will focus on

both epidemiology and biological pathways. The inter-relationship between parasitic infection and both under-nutrition as well as nutrition related chronic disease is of increasing importance and will be emphasized throughout the course.

Onderwijsvorm

The focus of the course is on guided student learning. The first week will include lectures followed by discussion groups or in-class assignments. The remainder of the course will be focused on group projects and individual study. Students will be expected to demonstrate an in-depth understanding of nutrition and infectious disease.

Total contact hours:

Lectures/workgroups: 46 hours

Group work/ computer rooms: 76 hours

Toetsvorm

Written exam (30%), graded SPSS assignments (30%), a final project (30%) and presentation grade (10%). All grades must be a 6 or above.

Literatuur

Reader

Vereiste voorkennis

Epidemiologie en biostatistiek I, II and II (for Health Sciences students)

Or Epidemiologie (for BMW students)

Or Methodologie I, II and II (for Life and Health Students)

Doelgroep

Optional course within the MSc programmes of Health Sciences. Compulsory for Infectious Diseases and Public Health specialisation.

Nutrition in Clinical Practice

Vakcode	AM_470842 ()
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Aard- en Levenswetenschappen
Coördinator	dr. ir. H.M. Kruijenga
Docent(en)	dr. ir. H.M. Kruijenga, drs. B.J.M. Langius
Lesmethode(n)	Hoorcollege, Computerpracticum
Niveau	600

Doel vak

After finishing this course students have specialized knowledge about clinical nutrition research. This course will focus on research in nutritional problems such as malnutrition or obesity, related to specific diseases, like gastro-intestinal, nephrologic, and oncologic disease (cachexia) and to specific conditions, like, peri-operative and intensive care nutrition. This specific knowledge will be applied to writing a research protocol for clinical practice, with the final goal of achieving evidence based clinical nutrition care. This course supplies the knowledge and competence needed to perform clinical

nutrition research.

Inhoud vak

- Possibilities and impossibilities of nutrition research
- Disease related malnutrition in gastro- intestinal, nefrologic, and oncologic disease, peri- operative and intensive care nutrition
- Effects of adequate nutritional therapy on outcome
- Effects of nutritional status on disease outcome
- Application of knowledge in writing a research protocol (as a possible start of MSc internship)
- Performing a practical clinical nutrition research project with presentation of results in a scientific article and presentation

Onderwijsvorm

6 ECTS (=168 hours); lectures (30 h), self study (38 h), nutrition research assignment (50 h), research proposal (50 h)

Toetsvorm

Discussion on the contents of the lectures (20% of grade) Nutrition research assignment (article and presentation) (40% of grade), research proposal (incl. presentation) (40% of grade). No exam. All grades should be 5.5 or above in order to pass the course.

Literatuur

Sobotka L, Basics in Clinical Nutrition, 4th ed. 2011
(www.espen.org/espenbluebook.html). .

Complementary articles will be available on blackboard before the start of the course.

Vereiste voorkennis

Nutrition in Health and Disease (470841)

Aanbevolen voorkennis

Nutrition in Health and Disease (470841)

Doelgroep

MSc students with basic training in health sciences and/or nutrition.
The course is a component of the MSc Nutrition and Health

Overige informatie

Taught in Dutch, English upon request (notify the coordinator at least eight weeks beforehand).

Nutrition in Health and Disease

Vakcode	AM_470841 ()
Periode	Periode 1
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Aard- en Levenswetenschappen
Coördinator	dr. ir. H.M. Kruijenga
Docent(en)	dr. ir. H.M. Kruijenga, dr. M.P. Bokhorst, dr. A. Thijs, dr. ir. P.J.M. Weijs
Lesmethode(n)	Hoorcollege
Niveau	400

Doel vak

After finishing this course students can place nutrition in the context of the prevention and treatment of disease. This course will focus on energy and protein metabolism and requirements, body composition and nutritional assessment in specific conditions (e. g. Intensive care unit, overweight), disease-related and age-related malnutrition, nutritional status and disease outcome. This course supplies the knowledge and competence needed to perform nutrition research in a public health setting and/or in a clinical setting

Inhoud vak

- Role of nutrition in prevention of disease and in medical treatment
- Effects of nutritional status on disease outcome
- Disease related malnutrition
- Determining energy and protein requirements and body composition in health and disease
- Nutrition & Sports
- Pediatrics and nutrition

Onderwijsvorm

6 ECTS (=168 hours); lectures (30 h), self study (60 h), patient case assignments (20 h), practical experience in nutritional assessment (8 h), group assignment in nutritional assessment

Toetsvorm

Patient case assignments (25% of grade), group assignment body composition (25% of grade) and written exam (50% of grade). All grades should be 5.5 or above in order to pass the course.

Literatuur

Sobotka L, Basics in Clinical Nutrition, 4th ed. 2011 (www.espen.org/espenbluebook.html).

Complementary articles will be available on blackboard before the start of the course.

Vereiste voorkennis

Voeding en Gezondheid, Voedingsonderzoek in de Praktijk or Voedingsleer en Onderzoek or equivalent level.

Doelgroep

MSc students with basic training in Health Sciences and/or Nutrition & Dietetics, and medical students. The course is a component of the MSc program 'Nutrition and Health'

Overige informatie

Guest lecturer: A.M. Ambergen, sports dietician and lecturer HvA

Taught in Dutch, English upon request (notify the coordinator at least eight weeks beforehand).

Parasitology

Vakcode	AM_470052 ()
Periode	Periode 2
Credits	6.0
Voertaal	Engels

Faculteit	Fac. der Aard- en Levenswetenschappen
Coördinator	dr. M. Campos Ponce
Docent(en)	dr. M. Campos Ponce, dr. C.B. Polman, dr. M.R. van Dijk
Lesmethode(n)	Hoorcollege, Computerpracticum, Practicum, Werkgroep
Niveau	400

Doel vak

This course aims to provide students with a wide knowledge and understanding of Medical Parasitology.

At the end of the course students: will have learned the principles of medical parasitology and will be able to:

- *apply these principles to different parasite groups
- *describe parasite life cycles
- *identify the role of the host and parasite on the outcome of an infection
- *describe (and understand) the effect of parasite infection on other infectious diseases as well as on non-communicable diseases
- *describe the advantages and disadvantages of diagnostic techniques as discussed in literature.
- *describe the principles for treatment and prevention programmes
- *describe the principles for vaccination research
- *debate on the pros and cons of the elimination of parasites

Inhoud vak

The course will cover all aspects of medical important parasites: life cycles, virulence factors, (immunological) interaction between parasites and their host(s), diagnosis, epidemiology, control and elimination.

Onderwijsvorm

Lectures will be followed by discussion groups or in- class assignments. In discussion groups students will be expected to demonstrate an in-depth understanding of medically important parasites.

During the first two weeks students will have (interactive) guest lectures covering all aspects of medical parasitology. During these first two weeks they will also have to present selected articles during two sessions and they will have the opportunity to observe and identify parasites during the parasite demonstration.

The examination will take place in the third week.

The final week is devoted to selected parasites that are almost eliminated. Students will pitch selected parasite during an elevator pitch during a call for proposals session. And at the end of the week the students will have to actively participate in a debate on the pros and cons of elimination of selected parasites.

Total contact hours:

Lectures: 32 hours

Workgroups: 14 hours

Parasite demonstration: 4 hours

Toetsvorm

The final grade will be determined on the basis a written examination. Bonus points can be earned on the basis of oral presentations (regular presentations as well as their performance during the elevator pitch and the debate).

Literatuur

Reader

Vereiste voorkennis

Immunology, Infectious disease

Aanbevolen voorkennis

Basic cell biology and basic immunology

Doelgroep

Optional course within the MSc programmes of Health Sciences and Biomedical sciences

Overige informatie

Several guest lectures will be invited to give lectures

Policy, Management and Organisation in International Public Health

Vakcode	AM_470819 ()
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Aard- en Levenswetenschappen
Coördinator	prof. dr. J.E.W. Broerse
Docent(en)	prof. dr. J.E.W. Broerse, M.O. Kok
Lesmethode(n)	Hoorcollege, Werkgroep
Niveau	500

Doel vak

To develop a detailed understanding of the health policy process and its outcomes both at national and international level

To acquire insight into the different theoretical concepts on policy design in the field of public health

To understand how policy decisions are translated into programs and projects, and subsequently implemented

To get acquainted with different management practices in health programs

To gain insight into change management

To get acquainted with and acquire skills in international diplomacy, resolution writing, negotiation and the procedures of the United Nations

Inhoud vak

This course contains two parts that will run parallel throughout the course: a theoretical part and a practical, diplomacy, part. In the theoretical part you study different theoretical concepts of policy science in international public health. You study core concepts of public administration in relation to IPH such as power relations, securing public interest, public versus private sector, managing change and the network society. Questions are addressed such as: In what way does the political structure of a country influence health policies; Why do certain topics get on the policy agenda while other topics never make it; Why do policy makers and politicians regularly seem to ignore scientific insights; To what extent do international organisations (such as the World Bank and the World Health Organisation) influence national policies? In the diplomacy part you develop basic diplomatic

skills by practicing them in 4 training sessions and a final 1.5 day World Health Organization simulation under Model United Nations rules of procedure (WHO MUN). Model United Nations (informally abbreviated as Model UN or MUN) is an academic simulation of the United Nations that aims to educate you about civics, effective communication, globalization and multilateral diplomacy. In Model UN, you take on roles as foreign diplomats and participate in a simulated session of the WHO.

Onderwijsvorm

Lectures (29 hours), training workshops (14 hours) and simulation (12 hours), self study (102,5 hours), and examination (2.5 hours)

Toetsvorm

Individual exam (70%) and diplomacy assignment (30%). Both grades need to be at least 5.5 to pass the course.

Literatuur

"Making Health Policy", Kent Buse, Nicholas Mays & Gill Walt, 2005, Open University Press, ISBN 0-335-21839-3

"The Wisdom of Whores", Elizabeth Pisani, 2008, Granta Publications, ISBN978-1-84708-076-9

Other reading materials via Blackboard

Doelgroep

Compulsory course within the Master specialization International Public Health; optional course for students in other specializations of the Masters Health Sciences and Biomedical Sciences.

Overige informatie

Attendance of training workshops and simulation is compulsory. For further information and application, please contact Anna van Luijn (a.van.luijn@vu.nl)

Prevention and Policy

Vakcode	AM_470823 ()
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Aard- en Levenswetenschappen
Coördinator	dr. C.M. Renders
Docent(en)	dr. C.M. Renders, prof. dr. ir. A.J. Schuit
Lesmethode(n)	Hoorcollege, Werkgroep, Computerpracticum
Niveau	500

Doel vak

The course "Prevention & Policy aims to provide insight 1) the role of local and national policy in disease prevention and health promotion, and 2) how knowledge about health and prevention can contribute to the development of policy.

Final attainment levels:

After the course students:

- are able to describe the theories, definitions and key elements of policy and policy development
- are able to describe the Dutch situation with respect to policy and organization of health promotion and disease prevention both at the national and local level
- are able to apply theory of policy development to the Dutch situation
- are able to describe and explain how the impact of policy on health can be assessed
- can apply several policy instruments such as "Quick Scan Facet Policy" and health impact assessment and criticize these instruments
- can apply (scientific) knowledge about health and prevention in the development of health policy
- are able to explain the importance of health in all policies and apply methods for achieving health in all policies
- are able to address a public health problem from the point of view of research, policy and practice and explain the complexity of policy making because of these different points of view.
- are able to design a policy plan

Inhoud vak

The course starts with a short introduction in policy. Examples from policies on disease prevention and health promotion are used to illustrate this introduction. Next, the course will focus on the development of local and national health policy and the factors that facilitate and hinder the development of local health policy. The course will continue by outlining the reciprocal relation between policy and public health. On the one hand, the health status of a population influences local health policy. For example, institutes such as the RIVM gather information about the population's health status. This information is used by the (local) government to develop policy, which results in local and national prevention policy statements such as the statement "Health Close to people, 2011".

On the other hand, policy in various fields has an impact on disease prevention and health promotion. Mostly, this concerns (local) health policy that is developed and executed directly to improve people's health status.

Examples are laws on smoke-free workplaces and public places. Policy may also impact health and health behavior indirectly via policy measures on non-health domains, e. g. policy on environmental planning such as the construction of bicycle tracks. Besides knowledge and insight into the relation between policy and disease prevention and health promotion, practical skills will be taught. Students will practice several methods that can contribute to development of (intersectoral) health policy, such as "health impact assessment" and the "quick scan facet policy"

Onderwijsvorm

During the course 13 lectures (26 contact hours) (5 seminars (10 contact hours) and a peer-review session (3 hours) are scheduled. In addition there is a practical in which you will develop an inter-sectoral policy plan to prevent a chronic health problem (at least 3 contact hours). In addition a response college and an exam are scheduled.

Toetsvorm

Grades will be based on two parts:

- Grade for the written exam (60%). The exam will consist of a series of

right/wrong questions and several open-ended questions. The exam will take place on Thursday December 20.

- Grade for the final written assignment of the Practical (40%).

Literatuur

- Kraft ME, Furlong SR. Ch 3 Understanding the politics of public policy. In: Public policy: politics, analysis and alternatives. CQ press: Washington. 2004, pp. 70-94
- Birkland TA. Ch 9 Putting it all together: models of the policy process. In: An introduction to the policy process. Theories, concepts, and models of public policy making. ME. Sharpe. 2010, pp. 213-230.
- Wismar M, Lahtinen E, Stahl T, Ollila E, Leppo K. Introduction. In: Health in All Policies. Prospects and potentials. Eds. Stahl T, Wismar M, Ollila E, Lahtinen E, Leppo K. 2006, pp. xviii-xxx
- Sihto M, Ollila E, Koivusalo M. Chapter 1. Principles and challenges of Health in All Policies. In: Health in All Policies. Prospects and potentials. Eds. Stahl T, Wismar M, Ollila E, Lahtinen E, Leppo K. 2006, pp. 3-20.
- Online: Mytton OT, Clarke D, Rayner M. Taxing unhealthy food and drinks to improve health. *BMJ* 2012; 344.
- Online: Brownell KD, Farley T, Willett WC, Popkin BM, Chaloupka FJ, Thompson JW, Ludwig DS. The Public Health and Economic Benefits of taxing Sugar-Sweetened Beverages. *The New England Journal of Medicine* 2009; 361;16.
- Ministry of Health, Welfare and Sport (2006). Opting for a healthy life. Public Health Policy in the Netherlands 2007-2010. The Hague, Netherlands.
- Ministry of Health, Welfare and Sport (2007). Being healthy and staying healthy: a vision of health and prevention. The Hague, Netherlands.
- Ministry of Health, Welfare and Sport (2012). Health Close to people. National policy document on health. The Hague, Netherlands.
- Armstrong R, Doyle J, Lamb C, Waters E. Multi-sectoral health promotion and public health: the role of evidence. *Journal of Public Health* 2006;28:168-172.
- Cecchini M, Sassi F, Lauer JA, Lee YY, Guajardo-Barron V, Chisholm D. Tackling of unhealthy diets, physical inactivity, and obesity: health effects and cost-effectiveness. *Lancet* 2010; 376:1775-1784
- Online: Halpin HA, Morales-Suárez-Varela MM, Martin-Moreno JM. Chronic Disease Prevention and the New Public Health. *Public Health Reviews* 2010; 32(1); 120-154
- Lawrence MA, Yeatman, H. Conceptualising the policy practice and behavioural research relationship. *International Journal of Behavioral Nutrition and Physical Activity* 2008;5:16
- Jillcott S, Ammerman A, Sommers J, Glasgow RE. Applying the RE-AIM framework to assess the public health impact of policy change. *Annals of Behavioral Medicine* 2007, 34:105-114
- Online: Cole BL, Fielding JE. Health Impact Assessment: a tool to help policy makers understand health beyond health care. *Annual Review of Public Health* 2007; 28:393-412.
- Ahmad B, Chappel D, Pless-Mulloli T, White M. Enabling factors and barriers for the use of health impact assessment in decision-making processes. *Public Health* 2008: 122:452-457
- Borys JM, Bodo Y le, Jabb SA, Seidell JC, Summerbell C, Richard D, Henauw S de, Moreno LA, Romon M, Visscher TLS, Raffin S, Swinburn B and the EEN Study Group. EPODE approach for childhood obesity prevention: Methods, progress and international development. *Obesity Reviews* 2011; 1-17.

- Online: Koperen van TM, Jebb SA, Summerbell CD, Visscher TLS, Romon M, Borys JM, Seidell JC. Characterizing the EPODE logic model: unraveling the past and informing the future. Obesity reviews 2012; Epub ahead of print.
- Brownson RC, Royer C, Ewing R, McBride TD. Researchers and policymakers. Travelers in parallel universes. American Journal of Preventive Medicine 2006;30:164-172
- Lin V. From public health research to health promotion policy; On the 10 major contradictions. Social and Preventive Medicine 2004; 49, 179-184
- Herten van LM, Reijneveld SA, Gunning Schepers LJ. Rationalizing chances of success in intersectoral health policy making. Journal of Epidemiology and Community Health, 2001; 55: 342-347.
- Oxman AD, Lavis JN, Lewin S, Fretheim A. SUPPORT Tools for evidence-informed health Policymaking (STP) 1: What is evidence-informed policymaking? Health Research Policy and Systems 2009, 7(Suppl 1):S1

Doelgroep

Msc students Health Sciences

Overige informatie

Guest lecturers:

Dr L.Stokx, MD, MPA (National Institute for Public Health and the Environment (RIVM))

Dr L. Den Broeder, MPH (National Institute for Public Health and the Environment (RIVM))

Prevention of Mental Health Problems

Vakcode	AM_470840 ()
Periode	Periode 3
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Aard- en Levenswetenschappen
Coördinator	I.J. Evenhuis MSc
Docent(en)	prof. dr. W.J.M.J. Cuijpers
Lesmethode(n)	Hoorcollege, Werkgroep, Computerpracticum
Niveau	400

Doel vak

To obtain theoretical and practical knowledge about preventive mental health care

Inhoud vak

Theoretical backgrounds of the prevention of mental health problems will be discussed, as well as currently used methods in preventive mental health care. Guest lecturers who work in the field of preventive mental health care will discuss current prevention programs. Also, the most important results of research conducted in the field of preventive mental health care will be presented. After following the course, students will be acquainted with the latest scientific insights as well as practice in the Netherlands regarding the prevention of mental health problems. Examples of topics are the prevention of depression and cognitive behavioral therapy.

Onderwijsvorm

Lectures, guest lectures, tutorials/discussion of study materials, self study, writing a project plan

Toetsvorm

Written exam (60%) and project plan (40%)

Literatuur

Reader

Aanbevolen voorkennis

- Basic knowledge psychopathology (symptoms of different psychiatric disorders)
- Basic knowledge on etiology, diagnostic processes and treatments
- Basic knowledge on role of mental health from public health perspective
- Basic knowledge on what prevention programs are and how they are developed
- Academic writing and reading skills

Doelgroep

MSc students Health Sciences, MSc students Clinical Psychology

Overige informatie

Taught in Dutch, English upon request. Notify at least three weeks beforehand.

Public Health Nutrition

Vakcode	AM_470815 ()
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Aard- en Levenswetenschappen
Coördinator	dr. ir. M.R. Olthof
Docent(en)	prof. dr. ir. M. Visser, dr. ir. M.R. Olthof, prof. dr. ir. I.A. Brouwer, dr. H.A.H. Wijnhoven
Lesmethode(n)	Hoorcollege, Werkgroep, Excursie
Niveau	500

Doel vak

Does fish consumption once or twice per week prevent cardiovascular disease? What is true for the slogan 'an apple a day keeps the doctor away'? The product Becel pro-activ claims that it lowers your cholesterol levels; is this claim justified? These questions are examples of nutrition questions that nutritionist are confronted with. Everyone knows that nutrition is an important contributor to better public health. But what is a healthy diet, and what foods are 'a healthy choice'?

For development and revisions of dietary guidelines that advise people on a healthy diet and for validation of health claims on food products an evidence-based approach is necessary. For this evidence-based approach all evidence should be collected and critically weighed in an objective way, putting aside prejudice and beliefs. Only in this way

nutrition research can be translated into good policy. This course covers nutrition research from critically evaluating available evidence, choosing the appropriate study design for nutrition related research, analyzing and interpreting the results, and finally translating nutrition research in nutrition policy.

The objectives of this course are as follows:

Students should be able to explain the evidence based approach in nutrition and health research.

Students should be able to apply the evidence based approach, given a nutrition related question.

Students should be able to critically evaluate the quality and relevance of nutrition and health related research

Inhoud vak

Various evidence based approaches
Quantitative research designs
Scientific evidence for dietary recommendations
Public health nutrition in practice
Update on major nutrition-related diseases
Scientific evaluation of a self chosen topic on nutrition and health

Onderwijsvorm

This course consists of 6 credits divided as follows: lectures (~16 hours); workshops literature assignment (~10 hours), self study/preparation of the lectures and literature assignment (~142 hours)

Toetsvorm

Written exam (50%) and a written report of the literature assignment (50%). All grades should be 5.5 or higher in order to pass the course.

Literatuur

Book "Public Health Nutrition". Editors; Gibney MJ, Margetts BM, Kearney JM, Arab L. Nutrition Society Textbook Series. Oxford, UK: Blackwell Science, 2004.

Additional readings will be announced through blackboard and the study guide

Vereiste voorkennis

'Voedingsonderzoek in de praktijk' or 'Voedingsleer en onderzoek', or equivalent level. Students should have basic knowledge of the principles and methods of observational study designs and experimental studies.

Doelgroep

Master students with basic training in Health Sciences and/or Nutrition & Dietetics

Overige informatie

Taught in Dutch, English upon request (notify the co-ordinator at least three weeks beforehand). The course is a compulsory course for the differentiation programme 'Nutrition and Health' in the MSc Health Sciences.

Regulation and organisation of health care

Vakcode	AM_470809 ()
Periode	Periode 2

Credits	6.0
Voertaal	Nederlands
Faculteit	Fac. der Aard- en Levenswetenschappen
Coördinator	prof. dr. C. Wagner
Docent(en)	prof. dr. C. Wagner
Lesmethode(n)	Hoorcollege, Werkgroep
Niveau	500

Doel vak

To provide students with instruments (ic theoretical and methodological concepts) to describe and analyse;

- Health systems (relationships between providers, customers, financiers and state) under different social and political circumstances;
- Health services (hospitals, first line arrangements, home care) institutions;
- To provide students with abilities to analyse and evaluate networks of integrated care and quality assurance.

Final attainment levels:

- Students are able to describe and critically analyse health systems on the national and at a local level. They are also able to analyse systems and relations between different organisations.
- Students are able to conduct a stakeholder analysis and apply the relevant concepts within this analysis.
- Students can apply the knowledge and theories obtained from lectures and literature into a practical assignment.

Inhoud vak

- Health systems on the national level: various configurations (of state, insurance companies, suppliers, and customers) but comparable problems;
- Health organisation on a local level;
- Local markets and strategy;
- Professional and bureaucratic organisation regimes;
- Quality and safety: professional and organisational systems and instruments;
- Patient logistics;
- Methods for comparative evaluation research and stakeholder analysis.

Onderwijsvorm

The theoretical and methodological concepts will be introduced and discussed during the lectures. These concepts include organisational and policy theories relevant for describing organisations and health systems. There is a specific focus on the organisational level and The Netherlands. Practice teachers, representing large health care organisations (academic hospital, health insurance) will apply the theoretical concepts to their organisations during guest lectures. They also provide and illustrate cases concerning organisational problems and commission students to analyse the problems in order to develop a sophisticated problem solving approach. The acquired knowledge has to be applied by the students during the practicals and the assignment.

In couples or small groups the students will write a report about an

integrated care network or a quality/safety problem in health care. In short, this report includes an analysis of the current situation, a stakeholder analysis, a proposal for improvement and an appropriate research plan to evaluate the proposed intervention for improvement. During the practicals, the students present their analysis and proposal to each other and the practice teacher.

Contact hours

Lectures: 48 hours Self-study: 75 hours

Working groups: 8 hours Assignment: 40 hours

Toetsvorm

Students have to complete a written exam, participate in the practicals, give a presentation and write a report. The final score is composed as follows: exam (50%), presentation (10%), report (40%). Students have to attend all practicals and participate actively. In addition, students need to score at least 5.5 points on the exam and the report to successfully complete the course.

Literatuur

The course literature (different articles) will be announced through Blackboard to the participating students in September 2013.

Overige informatie

Guest lecturers

- Dr. G. Scholten

- Other guest lecturers will be announced through the course schedule\

NB This course will be taught in Dutch

Research Methods for Need Assessments

Vakcode	AM_470817 ()
Periode	Periode 1
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Aard- en Levenswetenschappen
Coördinator	dr. B.J. Regeer
Docent(en)	dr. M.B.M. Zweekhorst, dr. B.J. Regeer, dr. J.F.H. Kupper, dr. ir. R. Hoopman
Lesmethode(n)	Hoorcollege, Werkgroep, Computerpracticum
Niveau	400

Doel vak

- The overall goal is to acquire insights, skills and attitudes regarding various quantitative and qualitative research methods used for conducting needs assessment, analysis of health problems, epidemiologic investigation, field surveys to strengthen public health surveillances and understand the relative strengths and weaknesses of the various research methods
- To be able to make an adequate research design for the analysis of a specific health problem (theory, concepts and design)
- To acquire knowledge and skills in interview techniques, questionnaire design, and observation (data collection)
- To acquire insight in ways to involve community members and

patients to include their views and jointly decide on the needs and priorities. This includes interactive and participatory methods for transdisciplinary research, such as focus groups, diagramming, mapping and other visualisation techniques (participative data collection)

- To know how to interpret quantitative and qualitative findings in the context of international public health (data analysis)

Inhoud vak

This course focuses on the knowledge, skills and attitude needed to design and conduct research in the field of international public health, with a specific focus on needs assessments. Before planning a health intervention, a thorough epidemiological, behavioural and social analysis of quality of life, health problems, health related behaviours, their causes and contributing factors should be conducted. The social context, environmental factors and community capacity should be investigated. To achieve results, it is necessary for health workers to (1) work with other sectors in a so called inter-sectoral approach, and (2) work with the community, since communities have relevant knowledge which increases the quality of the interventions and ownership of the implementation process. In other words, a transdisciplinary approach is required.

A variety of qualitative and quantitative methods can be employed. During this course the most essential research methods will be addressed and practiced: questionnaires, surveys and epidemiological statistics, semi-structured in-depth interviews, as well as several interactive and participatory methods, such as focus group discussions, diagramming, mapping and other visualisation techniques. Strengths and weaknesses of each research method and technique will be discussed, as well as the possibility to apply them in resource-poor settings and in different communities.

Throughout the course, students will apply the acquired theoretical knowledge by conducting and presenting their own mini-study in small groups.

Onderwijsvorm

'Research methods for needs assessments' is a fulltime course of four weeks (6 ECTS). The total study time is 160 hours. Tuition methods include lectures, training workshops, and self-study.

The different elements have the following study time:

- lectures 18.5 hours
- workshops and training 31.5 hours
- (project) self study 107 hours
- examination 3 hours

Attendance to the workshops and training is compulsory

Toetsvorm

The course grade is based on the study design and the exam. Both aspects have to be concluded with the grade of 5.5 or higher.

Exam : 50% of total grade

Study-Design: 50% of total grade

Literatuur

Verschuren, P. and Doorewaards, H. (2010) Designing a research project (2nd edition) Eleven International Publishing, The Hague.

Additional literature will be provided on blackboard.

Vereiste voorkennis

Knowledge of epidemiology and SPSS is a prerequisite to gain access to this course.

For further information please contact b.j.regeer@vu.nl.

Doelgroep

Compulsory course within the Master specialization International Public Health, optional course within the Master specialization Infectious Diseases (master programme Biomedical Sciences). In any other circumstances admission should be requested from the course coordinator.

Overige informatie

Guest lecturer epidemiology: dr. A. Anderson, Senior Quality Engineer
Ortho Clinical Diagnostics, UK

Scientific Writing in English

Vakcode	AM_471023 ()
Periode	Ac. Jaar (september)
Credits	3.0
Voertaal	Engels
Faculteit	Fac. der Aard- en Levenswetenschappen
Coördinator	M. van den Hoorn
Lesmethode(n)	Werkgroep
Niveau	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 4 contact hours during the first week and 2 contact hours a week for the rest of the course. 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 or Results, Discussion) and get a pass mark for all writing assignments;
- Students provide elaborate peer feedback;
- Students attend all sessions;
- Students are well prepared for each session (i.e. do all homework assignments);
- Students actively participate in class;
- Students do not plagiarise or self-plagiarise.

Literatuur

Effective Scientific Writing: An Advanced Learner's guide to Better English (A. Bolt & W. Bruins, ISBN 978 90 8659 6171). VU bookstore: €27.95.

Doelgroep

This course is only open to students of the Master's programmes of the Faculty of Earth and Life Sciences mentioned below. These students are only eligible to the course if they have already conducted scientific research (e.g. for their Bachelor's thesis) or if they will be working on a research project when taking

Scientific Writing in English.

Faculty of Earth and Life Sciences - Master's programmes:

- Biology;
- Health Sciences;
- Ecology;
- Biomolecular Sciences;
- Biomedical Sciences;
- Neurosciences;
- Global Health;
- Management, Policy Analysis and Entrepreneurship in Health and Life Sciences.

Overige informatie

- To do well, students are expected to attend all lessons. Group schedules are to be found at rooster.vu.nl and on Blackboard.
- A VUnet registration for this course is necessary in order to enroll or be enrolled in a Blackboard group. The VUnet registration automatically gives access to the corresponding Blackboard site.
- Group enrollment only takes place via Blackboard. For open/general groups: students have to enroll themselves following FALW programmes containing this course. For group assigned to specific studies, students are enrolled by the 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, both on Blackboard and in VUnet. This all 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.
- If you (expect to) miss a session, please inform the group trainer as soon as possible. If you miss a session without notification, you may not be able to finish the course.
- For any questions concerning this course, please contact the course coordinator Marieke Zantkuijl: m.c.l.zantkuijl@vu.nl