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 2014 - 2015 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.
## Inhoudsopgave

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MSc Health Sciences, without specialisation

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

optional modules

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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

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choose al least one of these modules

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MSc Health Sciences, spec. Health Policy
Programme components:
- Optional modules spec. Health Policy
- Compulsory modules spec. Health Policy

Optional modules spec. Health Policy

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Compulsory modules spec. Health Policy

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MSc Health Sciences, spec. Infectious Diseases and PH

Programme components:
- optional modules
- compulsory modules
- choose at least one of these modules

Optional modules

Vakken:
Compulsory modules

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choose at least one of these modules

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MSc Health Sciences, spec. International Public Health

Programme components:
- optional modules
- compulsory modules

Optional modules

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### MSc Health Sciences, spec. Nutrition and Health

**Programme components:**
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- compulsory modules
- choose at least one of these modules

#### optional modules

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#### compulsory modules

Vakken:
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MSc Health Sciences, spec. Prevention and Public Health

Programme components:

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- compulsory modules
- choose at least one of these modules

optional modules

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compulsory modules

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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

Examinator dr. ir. H.M. Kruizenga


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
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

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<td>dr. A.H.E. Koolman</td>
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<td>dr. A.H.E. Koolman</td>
</tr>
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<td>dr. F.R.M. Portrait, dr. A.H.E. Koolman, B.H. Salampessij MSc</td>
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Doel vak
The objective of this course is twofold: (1) to develop knowledge of health economics required to understand (Dutch) 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 performance.
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 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 part of this course is largely based on the last edition (Volume 2) of the Handbook of Health Economics. This part will be discussed both in lectures and (computer assisted) workgroups. The latter will be used mostly to practice specific analytic skills required for the written exam.

For the empirical 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 participating in the master Health Sciences. The course is compulsory for students who enrolled in the specialization Policy and Organization of Healthcare

### Advanced Health Law

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<td>Coördinator</td>
<td>mr. dr. V.E.T. Dorenberg</td>
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<tr>
<td>Examinator</td>
<td>mr. dr. V.E.T. Dorenberg</td>
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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
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. Onder meer
de volgende onderwerpen zullen aan bod komen (opgave onder voorbehoud!):
therapeutische en anti-therapeutische effecten van recht en juridische
procedures, euthanasie en hulp bij zelfdoding, gedwongen zorg aan
jeugdigen en volwassenen, tuchtrecht in de gezondheidszorg en transities
en transformaties in de zorg.

Onderwijsvorm
Individuele opdracht (40%), groepsopdracht (10%), tentamen (50%).

Alle cijfers moeten 5,5 of hoger zijn.

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

Literatuur
Selectie van verplichte literatuur (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: BJu 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', TvGR 2008, p. 2-18;
• Wees, K.A.P.C. van, & A.J. Akkermans, 'Therapeutic Jurisprudence: de
gezondheidseffecten van het recht', TVP 2007, p. 139-141;
• 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;
• Mulder, J., 'Hoe schadevergoeding kan leiden tot gevoelens van erkenning en gerechtigheid. Lessen uit de praktijk van het Schadefonds Geweldsmisdrijven', NJB 2010, p. 293-296;
• Friele, R., Wet en werkelijkheid in de gezondheidszorg (oratie Tilburg), Universiteit van Tilburg/NIVEL 2009;
• Olsthoorn-Heim, E.T.M., Vijf jaar evaluatie regelgeving via ZonMw, Den Haag: ZonMw 2003, hoofdstuk 1-2;
• Buiting, H., e.a., 'Reporting of euthanasia and physician-assisted suicide in the Netherlands: descriptive study', BMC Medical Ethics 2009, p. 10-18;
• Dörenberg, V.E.T., & B.J.M. Frederiks, 'The Legal position of vulnerable people in the future: improving or going backwards?', EJHL 2012, p. 485-502;
• Frederiks, B.J.M., R.H. van Hooren & X. Moonen, 'Nieuwe kansen voor het burgerschapsparadigma: een pedagogisch, ethisch en juridische beschouwing', NTZ 2009, p. 3-30;
• Extra inspanning noodzakelijk voor terugdringen vrijheidsbeperking in langdurige zorg: meer inzet externe deskundigen en betere focus op afbouw, Utrecht: IGZ 2012, hoofdstuk 2 en 4;
• Dörenberg, V.E.T., 'Harmonisatie in de jeugdzorg', FJR 2011, p. 50-56;
• Weijers, I., 'Jeugdwet biedt onvoldoende rechtsbescherming', NJB 2013, p. 2871-2873;
• Sijmons, J.G., e.a., Tweede evaluatie Wet op de Beroepen in de individuele gezondheidszorg, Den Haag: ZonMw 2013, hoofdstuk 2 en par. 6.7;
• Sorgdrager, W., Dossieronderzoek IGZ 'Van incident naar effectief toezicht': Onderzoek naar de afhandeling van dossiers over meldingen door de Inspectie voor de Gezondheidszorg, 2012, hoofdstuk 1-5 en 9.
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.

Advanced Statistics

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<td>Coördinator</td>
<td>prof. dr. J.W.R. Twisk</td>
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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

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

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**Care and Prevention Research**

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**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
• Measurement in health sciences and public health

Onderwijsvorm
The course comprises nine lectures and students will work in groups on
assignments. 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.

Toetsvorm
Multiple choice questions. In addition the exercises will have to be
completed successfully.

Literatuur
Book:
Grobbee, D.E. and Hoes, A. Clinical Epidemiology: Principles, Methods,
and Applications for Clinical Research, 2009. Jones and Barlett’s
publishers.

Online reader on Blackboard

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

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Doel vak
In this course students will gain an understanding of:
- Communication theory and theories of persuasion that relate to mass and new media health campaigns
- How to analyze campaign content in terms of message factors and communication strategies
- How to develop and deliver mass media and new media communication campaign messages
- How to evaluate the effects of a media health campaign (by using quantitative methods)
- How to advise institutions about (the implementation of) mass and new media communication campaigns

Inhoud vak
This course, fits in the program of the specialization Prevention and Public Health. Within this specialization you are trained to become a health promoter who is able to work in a theory- & evidence-based way and is able to link research, practice and policy.

The courses within this specialization are structured according to the six steps of Intervention Mapping. These steps are: 1) Needs assessment, 2) Preparing matrices of change objectives, 3) Selecting theory-informed intervention methods and practical applications, 4) Producing program components and materials, 5) Planning program adoption, implementation, and sustainability and 6) Planning for evaluation

The course Communication Campaigns and Research will pay special attention to step 3, 4 and 6 of Intervention Mapping with a focus on communication theories, strategies and applications.

In this course, students will learn about the creation of theory-based health communication campaigns, how to analyze the effect of such a campaign, advise institutions on campaign strategies and prepare for campaign evaluation. In course readings and lectures, students read and apply relevant communication theory (e.g. about message factors and theories of persuasion). They will learn about both the intended and unintended effects of campaigns and how to understand and measure these effects. Furthermore, we will pay particular attention to the use of mass and new media for health campaigns and how to target particular risk groups (relating to step 3 and step 4 of Intervention Mapping).

The course will culminate in a group assignment in which students will combine theory, research and practice. Students will reflect on a real-life health campaign in terms of the communication strategies and message factors used to achieve the campaigns’ aims and reach specific target groups. Theory-based hypotheses will be articulated and tested using a real-world dataset. There will be attention for planned development and evaluation of communication strategies. The assignment will include some ‘hands-on practice with analyses as well.
**Onderwijsvorm**
This course is rewarded with 6 ECTs and runs from January 05 until 30, 2015.

Communication Campaigns and Research is a full-time course, this means that 42 hours a week are necessary to pursue the goals of this course. Regular attendance during the weeks is mandatory.

Teaching activities include: lectures, work group meetings, consultation hours, feedback on assignments, answers to questions via the Discussion forum on BB.

**Toetsvorm**
An individual examination that counts for 50% of the final grade of this course. An assignment conducted in small groups, that counts for 50% of the final grade of this course. To pass this course you have to have at least a 5.5 for both the individual exam and the assignment.

**Literatuur**
The following book is required for students who follow the specialization Prevention and Public Health. Planning Health Promotion Programs: An Intervention Mapping Approach, 3rd Edition, by L. Kay Bartholomew, Guy S. Parcel, Gerjo Kok, Nell H. Gottlieb, Maria E. Fernandez. February 2011, Hardcover (E-book also available). Chapters which are applicable to this course will be announced through BB.

Other literature will be provided through BB or as a reader. Some examples of literature which are relevant for this course are:


**Vereiste voorkennis**
At the start of this course, we expect you to master knowledge, insight, attitude and skills at a level which is comparable to the final qualifications stated by the Bachelor Health Sciences at the VU.

**Aanbevolen voorkennis**
Basic experience with SPSS.
The following course of the Master health sciences is strongly recommended: ‘Health Promotion and Disease Prevention’.

**Doelgroep**
MSc Health Sciences

**Intekenprocedure**
Registration for this course via VU-net.

Containment Strategies of Infectious Diseases in Global Context

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<td>dr. D.R. Essink, prof. dr. P.R. Klatser, prof. dr. J.F. van den Bosch</td>
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Doel vak
The endpoint of this course is that 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 programs.
- 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, Ebola, etc. A presentation and writing of an essay will be part of the group assignment.
Onderwijsvorm
Lectures, group assignment, presentation, essay, self-study.
Basic background knowledge will be provided by VU lecturers, whereas relevant guest lecturers will present practical field examples.
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

Lecturers may make further readings available on Blackboard.

Vereiste voorkennis
Basic knowledge about the pathogenesis of infectious diseases, microbiology and immunology

Aanbevolen voorkennis
Minor course AB_1046 "Infectious Diseases and Vaccine Development"

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@vu.nl

Intekenprocedure
Enrollment through Blackboard.

Overige informatie
VU lecturers:
Prof. dr. Han van den Bosch
Prof. dr. Paul Klatser
Dr. Dirk Essink
Dr Bernard Ganter

Guest lecturers:
Dr. Jim van Steenbergen (RIVM/LUMC)
Dr Frank Cobelens (KNCV)
Dr. Richard Anthony (Royal Tropical Institute)
Prof. dr. Maarten Postma (RUG)
Dr. Kitty Maassen (RIVM)
Dr. Koert Ritmeijer (MSF)
Prof. dr. Robert Sauerwein (UMC Nijmegen)
Prof. dr. Cees Hamelink (VU)
Prof. dr. Guus Rimmelzwaan (EMC Rotterdam)
Dr. Hans Zaaijer (Sanguin)
Prof. dr. Jan Kluytmans (VUMC)

Disability and Development
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,
• Disability-relevant research methods, including examples of disability research
• An introduction to community-based rehabilitation and disability inclusive development.

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
For more information contact dr. Christine Dedding (c.dedding@vu.nl) or dr. Beatriz Miranda Galarza (b.mirandagalarza@vu.nl)

Economic Evaluation

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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:
- Aim of economic evaluations
- Types of economic evaluations
- Measuring, valuing and analyzing costs
- Quality of life, utilities and QALYs
- Monetary valuation of informal care and productivity losses
- Bootstrapping
- Incremental cost-effectiveness ratios
- Cost-effectiveness planes
- Cost-effectiveness acceptability curves
- Net-benefit framework
- Sensitivity analysis
- Decision tree analysis
- Markov modelling
- Probabilistic sensitivity analysis
- 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 should be graded with a 6 at least.

Literatuur
- Additional literature on Blackboard.

Doelgroep
Students following the master Health Sciences and other interested master students.

Health Geography
**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. Unsurprisingly, 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, guest 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: 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).  
2) and Self Assessed Exercises (SAE).  
The exam and SAE’s make up 100% 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.

**Literatuur**  
To be announced

**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 MSc Management, Policy Analysis and Entrepreneurship in Health and Life Sciences programme and of the MSc Biomedical Sciences. The course is open as well for students of the differentiation programme Infectious diseases and Public Health in the MSc Health Science as an elective course.

**Health Promotion and Disease Prevention**

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<td>dr. M.C. Adriaanse, prof. dr. I.H.M. Steenhuis, dr. W. Kroeze, I.J. Evenhuis MSc</td>
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**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, fits in the program of the specialization Prevention and Public Health. Within this specialization you are trained to become a health promotor who is able to work in a theory- & evidence-based way and is able to link research, practice and policy. The courses within
this specialization are structured according to the six steps of Intervention Mapping. These steps are: 1) Needs assessment, 2) Preparing matrices of change objectives, 3) Selecting theory-informed intervention methods and practical applications, 4) Producing program components and materials, 5) Planning program adoption, implementation, and sustainability and 6) Planning for evaluation. The course Health Promotion and Disease Prevention will introduce you to the six steps of Intervention Mapping. Specific emphasize will be put on step 2 and 3 with a focus on primary prevention.

This course focuses on lifestyle/health behaviors 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:

- Intervention mapping; designing theory- and evidence-based health promotion programs.
- Theory-based intervention methods and strategies; theoretical methods that can help to change several of the most important determinants of health behaviors.
- Computer tailoring & e-health: Use of new media provides opportunities and challenges for the implementation of health education interventions
- Environmental influences on health. The physical environment and health interact. The importance of environmental interventions and their effect on health are postulated.
- Health-related quality of life; the role of perceived mental and physical health status in the development of interventions.
- Effect and process evaluation; principals, perspectives on process evaluation, and determining the effects 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
This course is rewarded with 6 ECTs and runs from 29th September until 24th October 2014. Health Promotion and Disease Prevention is a full-time course, this means that 42 hours a week are necessary to pursue the goals of this course. Regular attendance during the weeks is mandatory.

Teaching activities include: Lectures, tutorials, guest lecturers, group assignment (study protocol), peer review sessions and self study.

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 5.5 or higher.

Literatuur
The following book is required for students who follow the specialization Prevention and Public Health.
Planning Health Promotion Programs: An Intervention Mapping Approach, 3rd Edition, by L. Kay Bartholomew, Guy S. Parcel, Gerjo Kok, Nell H. Gottlieb, Maria E. Fernandez. February 2011, Hardcover (E-book also available). Chapters which are applicable to this course will be announced through BB.
In addition, students will use a course manual, and additional course materials are provided on Blackboard.

**Vereiste voorkennis**
At the start of this course, we expect you to master knowledge, insight, attitude and skills at a level which is comparable to the final qualifications stated by the Bachelor Health Sciences at the VU.

**Aanbevolen voorkennis**
The following courses of the Bachelor health sciences are strongly recommended: ‘Preventie’ and ‘Gezondheidscommunicatie’.

**Doelgroep**
Students with a Bachelor degree or pre-masters in Health Sciences with interest in the field of prevention and public health.

**Intekenprocedure**
Registration for this course via VU-net. Registration for the assignment in subgroups via Blackboard; obligated 1 week before the start of the course.

**Overige informatie**
This course is compulsory within the Master specialization Prevention & public health.

**Health Psychology**

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**Doel vak**
The objective of the course ‘Health Psychology’ is to obtain knowledge and understanding of:
1. coping with diseases;
2. compliance;
3. stigmatization;
4. communication processes between health care workers and their patients;
5. interventions in chronic illness;
6. psychosomatic disorders

**Knowledge:**
• You can explain what health psychology is;
• You have insight in and can explain 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, stigmatization, doctor-patient communication, selfregulation and psychosomatic disorders. You can explain these before mentioned topics in terms of theory and research;
• 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 develop a feasible Mhealth intervention plan (mobile app aimed at tertiary prevention) based on intervention mapping steps 1-4 with a specific focus on steps 3 and 4;
• You are able to pitch an idea for a theory-based health psychology intervention (tertiary prevention) in order to bring in funding, in under 10 minutes;
• You are able to pitch in English;
• You can write a short paper in English on the theory regarding a predetermined 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
This course, fits in the program of the specialization Prevention and Public Health. Within this specialization you are trained to become a health promoter who is able to work in a theory- & evidence-based way and is able to link research, practice and policy.
The courses within this specialization are structured according to the six steps of Intervention Mapping. These steps are: 1) Needs assessment, 2) Preparing matrices of change objectives, 3) Selecting theory-informed intervention methods and practical applications, 4) Producing program components and materials, 5) Planning program adoption, implementation, and sustainability and 6) Planning for evaluation

The course Health Psychology will pay special attention to step 3 and 4 of Intervention Mapping with a focus on tertiary prevention.

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
This course is rewarded with 6 ECTs and runs from week 44 until week 47 2014.
Health Psychology is a full-time course, this means that 42 hours a week are necessary to pursuit the goals of this course. Regular attendance during the weeks is mandatory.

Teaching activities include:
Lectures, tutorials, workgroups, patient guest lectures, pitch sessions.

During the course we use blackboard. Here you can find information, e.g. lectures or alterations to the schedule et cetera.

Toetsvorm
In order to pass for the course you must:
1. Write a plan for the systematic development of an M-health Intervention (mobile app aimed at tertiary prevention) in which you briefly describe Intervention Mapping steps 1 and 2 and emphasize Intervention Mapping steps 3 and 4. In addition you have to pitch your elaborated intervention plan in order to bring in funding. You will carry out this assignment in couples (pass mark is 5.5);
2. Hand in your PowerPoint slides (or other materials that you used for the presentation);
3. Attend the three guest lectures by patients;
4. Hand in an individually written report about one of the guest lecturers before the end of the course (pass mark is 5.5);
5. Pass the written exam (pass mark is 5.5).

The final mark for the course is being determined by:
• Assignment 1 consisting of the intervention plan and the corresponding pitch (40%);
• The paper about the guest lecture (10%);
• The written exam (50%).

Literatuur
The following book is required for students who follow the specialization Prevention and Public Health:


Chapters which are applicable to the course Health Psychology will be announced through BB.

Furthermore, we will use the following book during this course:

Other literature will be announced in the course manual. Some examples of literature which are relevant for this course are:


Vereiste voorkennis
At the start of this course, we expect you to master knowledge, insight, attitude and skills at a level which is comparable to the final
qualifications stated by the Bachelor Health Sciences at the VU.

Specific entry requirements are:
• Knowledge about Intervention Mapping Protocol
• Knowledge about primary and secondary prevention

Aanbevolen voorkennis
The following course of the Master health sciences is strongly recommended: ‘Health Promotion and Disease Prevention’.

Doelgroep
Master students Health Sciences. All other students need approval of the course coordinator and the examination committee of their own program.

Intekenprocedure
Registration for this course via VU-net.

Health, Globalisation and Human Rights

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<td>prof. dr. P. Heutink, dr. M.G.B.C. Bertens</td>
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<td>Hoorcollege, Werkgroep</td>
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Doel vak
The student;
- Is able to describe, understand and apply human rights concepts in a global context
- Develops a deeper understanding and a critical attitude towards scientific literature in the field of health, globalization and human rights in order to formulate soundly argued positions
- Is able to create his/her own vision with regard to the socio-cultural dimensions of human rights values in relation to public health
- Is able to apply methods of human rights assessment in relation to innovations in health care
- Demonstrates the ability to write and present according to academic standards

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 children’s rights. Within the context of current globalization 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):
Cees Hamelink
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 Wanda Konijn (w.s.konijn@vu.nl) or Anna van Luijn (a.van.luijn@vu.nl)

**International Comparative Analyses of Health Care Systems**

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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 form 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 you 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**
Your are assessed on the basis of two comparative case study assignments. Both assignments need to be passed (higher then 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)


Methods: Benchmarking

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

  o Chapters 1, 2, 3 and 10

  o Executive summary
  o Chapter 1
  o Chapter 6

Methods: case study

  o Chapters 1 and 2

Health systems
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

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Internship Health Sciences

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### Internship Infectious Diseases and Public Health

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### Internship International Public Health

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### Internship Nutrition and Health

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### Internship Policy and Organisation of Health Care

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Internship Prevention and Public Health

**Vakcode** | AM_471104 ()
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**Credits** | 27.0
**Voertaal** | Engels
**Faculteit** | Fac. der Aard- en Levenswetenschappen
**Coördinator** | dr. M.H. Donker
**Examinator** | 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. T.P. Groen
**Examinator** | dr. T.P. Groen
**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 lecturers 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

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<tr>
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**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 culture, diversity and the role of migration in relation to health;
To have knowledge at an advanced level about qualitative and participatory (action) research;
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);
Being able to carry out different types of qualitative data analysis;
To understand how to apply the above mentioned research techniques in diverse cultural settings;
To gain insight into specific challenges when conducting qualitative research with migrant populations or abroad in a different cultural context;
To develop a qualitative research proposal according to high scientific standards.

Inhoud vak
Cultural diversity and health care, migration and health, culture and health.
Various schools of qualitative and participatory research. Linking research with interventions and advocacy, 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
Lectures (14 hrs), work group (8 hrs), workshops (12 hrs),
group project (6 hrs), self study (80 hrs).

Toetsvorm
Participation and input during lectures and work group, 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
Health Risks of Migration: 319-333

Vereiste voorkennis
bachelor in health or life sciences

Aanbevolen voorkennis
Bachelor in health, life or social sciences

Doelgroep
Optional course for Health, Life or Social Science Master students with an interest in topics related to culture & health, migration & health and diversity in health care. With motivation to become a qualified qualitative and participative health researcher.

Overige informatie
Attendance of workgroup sessions is compulsory.

Nutrition and Infectious Disease

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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
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 individual as well as group projects and data analysis. 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
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 gastrointestinal, 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 gastrointestinal, nephrologic, 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

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

Vereiste voorkennis
Nutrition in Health and Disease (470841)
Nutrition in Health and Disease

**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**

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**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.

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Literatuur
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

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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 and describe underlying molecular host-parasite interactions
* 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 important controversies within parasitological themes

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.
In the final week students will present a selected parasite during an elevator pitch. At the end of this week students will have to actively participate in a debate on a selected parasitological topic.

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**
Obligatory course within the MSc Infectious disease specialisation
Health Sciences; Optional course within the MSc programmes of Biomedical sciences.

**Overige informatie**
Several guest lecturers will be invited to give lectures

**Policy, Management and Organisation in International Public Health**

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<td>prof. dr. J.E.W. Broerse</td>
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<td>prof. dr. J.E.W. Broerse, M.O. Kok</td>
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**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**


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

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<td>dr. C.M. Renders, I.J. Evenhuis MSc, prof. dr. ir. A.J. Schuit</td>
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Doel vak
The course ‘Prevention & Policy’ aims to provide insight in 1) how local and national policy in the field of disease prevention and health promotion in the Netherlands are developed and how scientific knowledge about health and prevention can contribute to the development of policy and 2) the course will aim to develop competences to think multidisciplinary from both policy and research and to improve effective communication between both disciplines to facilitate collaboration.

Inhoud vak
This course fits in the program of the specialization Prevention and Public Health. Within this specialization you are trained to become a health promoter who is able to work in a theory- & evidence-based way and is able to link research, practice and policy.
The courses within this specialization are structured according to the six steps of Intervention Mapping. These steps are: 1) Needs assessment, 2) Preparing matrices of change objectives, 3) Selecting theory-informed intervention methods and practical applications, 4) Producing program components and materials, 5) Planning program adoption, implementation, and sustainability and 6) Planning for evaluation.
The course Prevention and Policy will pay special attention to step 5 and 6 of Intervention Mapping with a focus on policy.

The course starts with a short introduction into theories, definitions and key elements of policy and policy development.
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 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 national government to develop policy, which results in 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 or on minimum age limits for off-premise sale of alcohol. 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 safe bicycle tracks or providing extra subsidies for sport participation for low income families. Special attention will be paid to the development, implementation and evaluation of an integrated approach in which different policy sectors and stakeholders collaborate to tackle an unhealthy lifestyle by addressing both individual behavior and environment.

Besides knowledge and insight into the relation between policy and disease prevention and health promotion, practical skills will be taught. Students will practice methods that can contribute to development, implementation and evaluation of (intersectoral) health policy.

**Onderwijsvorm**

This course is rewarded with 6 ECTs and runs from November 24th until December 21th 2014.

Prevention and Policy is a full-time course, this means that 42 hours a week are necessary to pursuit the goals of this course. Regular attendance during the weeks is mandatory.

Teaching activities include: lectures, work group meetings, feedback on assignments.

**Toetsvorm**

An individual examination that counts for 60% of the final grade of this course. An assignment conducted in small groups, that counts for 40% of the final grade of this course. To pass this course you have to have at least a 5.5 for both the individual exam and the assignment.

**Literatuur**

The following book is required for students who follow the specialization Prevention and Public Health.


Chapters which are applicable to this course will be announced through BB.

Other literature will be provided through BB or as a reader. Some examples of literature which are relevant for this course are:


Koperen van TM, Jebb SA, Summerbell CD, Visscher TLS, Romon M, Borys JM, Seidell JC. Characterizing the EPODE logic model: unraveling the past
Brownson RC, Royer C, Ewing R, McBride TD. Researchers and policymakers.
Travelers in parallel universes. American Journal of Preventive Medicine
2006;30:164-172.

Vereiste voorkennis
At the start of this course, we expect you to master knowledge, insight,
attitude and skills at a level which is comparable to the final
qualifications stated by the Bachelor Health Sciences at the VU.

Aanbevolen voorkennis
The following course of the Master health sciences is strongly
recommended: ‘Health Promotion and Disease Prevention’.

Doelgroep
Msc students Health Sciences

Intekenprocedure
Registration for this course via VU-net. Registration for the assignment
in subgroups via Blackboard; obligated 1 week before the start of the
course.

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

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Doel vak
Knowledge and insight
• Student will have knowledge and insight on the most important
theoretical insights and concepts in the field of preventing mental
health problems.
• Students will be up to date with knowledge on relevant prevention
effectiveness studies.
• Students will be familiar with different mental illness prevention
techniques used in clinical practice.
• Students will have know-how on how to plan for and evaluate the
effects of mental illness prevention studies.

Skills
• Students will be able to mention and describe the most important theoretical and scientific concepts about the prevention of mental health problems.
• Students will be able to use the acquired theoretical and scientific knowledge to evaluate existing literature on prevention programs.
• Students will be able to use existing literature on a self-chosen problem to discuss its current state of affairs and construct concrete recommendations as to how preventive mental healthcare can be improved on this topic.

Attitude
• Students will be aware of the societal relevance of prevention programs and their positions within their own discipline of study.
• Students will grasp the interdisciplinary character of prevention programs.
• Students will understand the most important obstacles in implementing mental illness prevention programs.
• Students will understand the relevance of research and funding in this field.

Inhoud vak
For Health Science students this course fits in the program of the specialization Prevention and Public Health. Within this specialization you are trained to become a health promoter who is able to work in a theory- & evidence-based way and is able to link research, practice and policy.

The courses within this specialization are structured according to the six steps of Intervention Mapping. These steps are: 1) Needs assessment, 2) Preparing matrices of change objectives, 3) Selecting theory-informed intervention methods and practical applications, 4) Producing program components and materials, 5) Planning program adoption, implementation, and sustainability and 6) Planning for evaluation.

For Psychology students this fits in the program of the Clinical Psychology specialization. Within this specialization you are trained to become a psychologist specializing in either the research, policy or practice of mental health care. Most courses in this specialization can be freely chosen and are all specific subtopics in mental healthcare, usually aimed at specific disorders or types of treatment.

The course Prevention of Mental Health Problems will pay special attention to step 3 through 6 of Intervention Mapping with a focus on mental health.

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 programs aimed at preventing several psychological symptoms and disorders. Also, the most important results of research conducted in the field of preventive mental health care will be presented. There will also be a focus on the implementation and evaluation of mental illness prevention programs.

In the practicals students will tackle a self-chosen problem within the field of preventive mental healthcare, writing a report on it and presenting their most important recommendations.

Because this is an interdisciplinary course and students from several Master tracks are welcome to follow this course, we provide quick 'crash
courses’ in the topics of prevention and psychopathology with additional literature to get students up to speed on the discipline they are not yet familiar with.

All lectures and work group meetings will be taught in English. All examination will be done in English as well.

Onderwijsvorm
This course is rewarded with 6 ECTs and runs from January 6 to January 30 2015.

Prevention of Mental Health Problems is a full-time course, this means that 42 hours a week are necessary to pursue the goals of this course. Regular attendance during the weeks is mandatory.

Teaching activities include: lectures, work group meetings, consultation hours, feedback on assignments, answers to questions via the Discussion forum on BB.

Toetsvorm
An individual written examination that counts for 60% of the final grade of this course.

A written assignment conducted in couples that counts for 30% of the final grade of this course.

A presentation on the written assignment conducted in couples, but graded individually, that counts for 10% of the final grade of this course.

To pass this course you have to have at least a 5.5 for both the individual exam, the presentation and the assignment.

Literatuur
The following book is required for students who follow the specialization Prevention and Public Health:


Chapters which are applicable to this course will be announced through BB.

For Clinical Psychology and Artificial Intelligence students we will try to find a solution to only make the relevant chapters available.

Other literature will be provided through BB or as a reader. Some examples of literature which are relevant for this course are:


**Vereiste voorkennis**
At the start of this course, we expect you to have mastered knowledge, insight, attitude and skills at a level which is comparable to the final qualifications stated by the Bachelor of either Health Sciences, Psychology or Artificial Intelligence at the VU.

**Aanbevolen voorkennis**
• Basic knowledge of psychopathology (symptoms of the most common psychiatric disorders).
• Basic knowledge on what prevention programs are and how they are Developed

**Doelgroep**
Health Science, Psychology and AI students.

**Overige informatie**
Registration for this course via VU-net.

**Public Health Nutrition**

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<td>Faculteit</td>
<td>Fac. der Aard- en Levenswetenschappen</td>
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<tr>
<td>Coördinator</td>
<td>dr. ir. M.R. Olthof</td>
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<td>Examinator</td>
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**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 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
Grades for written exam and for literature assignment. Both grades should be 5.5 or higher in order to pass the course.

Literatuur

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
The course is a compulsory course for the specialization 'Nutrition and Health' within the MSc Health Sciences program.

Regulation and organisation of health care

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Doel vak
To provide students with instruments (i.e. theoretical and methodological concepts) to describe and analyse;
- Health systems (relationships between providers, customers, fi nancers and state) under different social and political circumstances;
- Health services (hospitals, fi rst 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 a 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: 10 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 following literature will be used and discussed during this course:

- Different chapters (to be defined) of: ‘Making health policy’, by Kent Buse, Nicolas Mays and Gill Walt, This book is available online
- In consultation with guest lectures additional literature will be provided

The course literature (different articles) will be announced through Blackboard to the participating students in September 2014.

Aanbevolen voorkennis
Students are expected to be familiar with: Mackenbach en van der Maas, Volksgezondheid en gezondheidszorg, zesde druk (2012)

Doelgroep
MSc students Health Sciences

Intekenprocedure
Use Blackboard to enroll for this course

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

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<tr>
<td>Coördinator</td>
<td>dr. D.R. Essink</td>
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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 international public health problems, epidemiological 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 focus groups (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


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 of the Master programmes Health Sciences and Biomedical Sciences. Optional course within the Master specialization Infectious Diseases (master programme Biomedical Sciences). In any other circumstances admission should be requested from the course coordinator.

Scientific Writing in English

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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**


**Intekenprocedure**

General enrollment information:
The registration for this course consists of two steps:
(1) Students should register for the course through VUnet;
(2) After the VUnet registration, students should register for a specific Blackboard group.

Each master programme has one or more designated groups. This designated group offers the best option for the student in terms of study load and schedule. Each semester, one or more open/general groups take place (with a minimum of 18 participants), for which students may register instead of the designated group for their master programme, for example in case of schedule difficulties or because they have to re-sit the course. Students are advised to consult their schedule carefully, since overlap may occur.

Important: Each group has a minimum of 18 and maximum of 24 participants, so students should register on time to ensure a place in one of the (designated) groups.

Please note that even though the VUnet registration is a requirement for the course, only a Blackboard registration in the appropriate group will give you access to the sessions of the course. You will be expected to attend all sessions in the group for which you have a Blackboard registration.

Instructions for Blackboard enrollment:
- An overview of all SWIE groups for the academic year 2014 - 2015 is available under "Course Documents".
- On rooster.vu.nl, the schedule for each group (time and room) can be found under the course name (also available under "Course Documents").
- Based on the group overview and the schedule, please check which one of the designated groups for your master programme you prefer (please
check if the course does not coincide with other (elective) courses).
- Go to "Group enroll" and select your master programme.
- Enroll in the group you have selected.