



Health Sciences MSc

Vrije Universiteit Amsterdam - Fac. der Aard- en Levenswetenschappen - M Health Sciences - 2017-2018

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

More information

- All compulsory courses and electives you find in the [year schedule](#);
- A complete description of the programme you find in the [Teaching and Examination Regulations](#);
- For more information about the programme you can contact the [academic advisor](#) (VU students only);
- As a VU student you need to register for all courses via [VU.net](#). Only after you completed your enrollment for the study programme you can register for courses;
- More information on all the courses you find through the links below.

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MSc Health Sciences, without specialisation

Opleidingsdelen:

- optional modules for students without specialization
- choose at least one of these modules

optional modules for students without specialization

Vakken:

Naam	Periode	Credits	Code
Advanced Dietetics	Periode 3+4+5+6	6.0	AM_1036
Advanced Health Economics	Periode 2	6.0	AM_470843
Advanced Health Law	Periode 3	6.0	AM_470844
Advanced Midwifery 1: Big Four	Periode 1	6.0	AM_1188
Advanced Midwifery 2: Vuln. Groups	Periode 2	6.0	AM_1189
Advanced Statistics	Periode 2	6.0	AM_470826
Care and Prevention Research	Periode 1	6.0	AM_470806
Communication Campaigns and Research	Periode 3	6.0	AM_470129
Containment Strategies of Infectious Diseases in Global Context	Periode 1	6.0	AM_470127
Disability and Development	Periode 2	6.0	AM_470588
Economic Evaluation	Periode 1	6.0	AM_470828
Health Promotion and Disease Prevention	Periode 2	6.0	AM_470811
Health Psychology	Periode 2	6.0	AM_470730
Health, Globalisation and Human Rights	Periode 2	6.0	AM_470818
International Comparative Analyses of Health Care Systems	Periode 3	6.0	AM_470820
Management in Health Organisation	Periode 3	6.0	AM_470822
Migration, Culture, Health and Research	Periode 3	6.0	AM_470813
Nutrition and Infectious Disease	Periode 3	6.0	AM_470816
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 1	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

choose at least one of these modules

Vakken:

Naam	Periode	Credits	Code
Internship Health Sciences	Ac. Jaar (september)	27.0	AM_1115

MSc Health Sciences, spec. Health Policy

This specialisation is intended for students with a BSc degree in Health Sciences who want to specialise in the field of policy and organisation of health care. The programme gives a broad overview of different aspects of the policy and organisation of health care; health economics, international comparisons, economic evaluations, cost-effectiveness studies, systematic reviews and the practical implications of legal rules and legal developments.

For a specialisation degree 2 courses and 1 out of 3 optional courses plus one internship or research project (30 credits) are compulsory (together at least 48 credits). The other 2 courses of the programme can be filled in freely within the general requirements for an MSc General Health Sciences. In research projects or internships students will focus on one or more of the aspects in the field of policy and organisation of health care.

Opleidingsdelen:

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

Optional modules spec. Health Policy

Vakken:

Naam	Periode	Credits	Code
Advanced Health Law	Periode 3	6.0	AM_470844
Advanced Statistics	Periode 2	6.0	AM_470826

Economic Evaluation	Periode 1	6.0	AM_470828
Management in Health Organisation	Periode 3	6.0	AM_470822
Regulation and organisation of health care	Periode 2	6.0	AM_470809

Compulsory modules spec. Health Policy

Vakken:

Naam	Periode	Credits	Code
Advanced Health Economics	Periode 2	6.0	AM_470843
Care and Prevention Research	Periode 1	6.0	AM_470806
Internship Health Sciences	Ac. Jaar (september)	27.0	AM_1115

MSc Health Sciences, spec. Infectious Diseases and PH

This specialisation is intended for students with a BSc degree in Health Sciences who want to specialise in infectious diseases. The programme gives a broad overview of the biology of pathogenic organisms, the interaction between pathogens and their hosts and has a special focus on the epidemiology and control of infectious diseases.

Students who want to follow the specialisation Infectious Diseases and Public Health are advised to have included the course Infectieziekten (code 471024) in their Bachelor programme. Students that do not fulfill this requirement are advised to contact the master co-ordinator.

For a specialisation degree 3 courses (see below) plus Scientific Writing in English and an internship within this field are obligatory (together at least 48 credits). The rest of the programme can be filled in freely within the general requirements for a Msc Health Sciences programme. In the internship students will focus on one or more of these aspects of infectious diseases.

Opleidingsdelen:

- [Optional modules](#)
- [Compulsory modules](#)

Optional modules

Vakken:

Naam	Periode	Credits	Code
Advanced Statistics	Periode 2	6.0	AM_470826

Containment Strategies of Infectious Diseases in Global Context	Periode 1	6.0	AM_470127
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Compulsory modules

Vakken:

Naam	Periode	Credits	Code
Care and Prevention Research	Periode 1	6.0	AM_470806
Internship Health Sciences	Ac. Jaar (september)	27.0	AM_1115
Nutrition and Infectious Disease	Periode 3	6.0	AM_470816
Parasitology	Periode 2	6.0	AM_470052

MSc Health Sciences, spec. International Public Health

The programme of the master specialisation International Public Health (IPH) aims to enable graduates to obtain the knowledge and skills to analyse complex international health problems and to identify, assess and design interventions from an interdisciplinary perspective. The master programme prepares graduates for a career as a scientific researcher, policy maker, advisor or manager in the field of international public health at a university, research institute, ministry, industry, non-governmental or international organisation.

The Master specialisation International Public Health is a one-year programme and consists of 60 credits. The course language is English. For a specialisation degree 3 courses (total 18 credits) plus an internship (total 27 credits) within this field are compulsory.

Opleidingsdelen:

- [Optional modules](#)
- [Compulsory modules](#)

Optional modules

Vakken:

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

Nutrition and Infectious Disease	Periode 3	6.0	AM_470816
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Compulsory modules

Vakken:

Naam	Periode	Credits	Code
Containment Strategies of Infectious Diseases in Global Context	Periode 1	6.0	AM_470127
Internship Health Sciences	Ac. Jaar (september)	27.0	AM_1115
Policy, Management and Organisation in International Public Health	Periode 2	6.0	AM_470819
Research Methods for Need Assessments	Periode 1	6.0	AM_470817

M Health Sciences electives all specialisations

Vakken:

Naam	Periode	Credits	Code
Advanced Midwifery 1: Big Four	Periode 1	6.0	AM_1188
Advanced Midwifery 2: Vuln. Groups	Periode 2	6.0	AM_1189
Migration, Culture, Health and Research	Periode 3	6.0	AM_470813

MSc Health Sciences, spec. Nutrition and Health

The specialization Nutrition and Health is intended for students with a BSc degree in Health and/or life Sciences who want to discover the role of diet in health and in disease. Admission conditions can be found in the AER of this academic year

At the start of this programme you should have basic knowledge and insight at BSc level, and hold a professional, academic attitude. In addition, prior knowledge and skills at the level of the BSc courses "voeding en gezondheid" en "voedingsonderzoek in de praktijk" are required.

In this specialization you are trained to become a nutrition scientist. You acquire specialized knowledge on the relation between nutrition and health, are able to identify, and judge scientific evidence for nutrition and health related research, and assess the implications of nutrition research for future research and policy. Students can choose their own focus within the programme. For example,

students can concentrate on the promotion of good health through primary and secondary prevention of nutrition related illness in the population (prevention); on nutritional problems in the clinical setting (clinical nutrition); on nutrition and infectious diseases; and/or on nutritional problems in developing and developed countries. Students are free to support their focus by choosing one or two optional courses from other programmes. Students can choose an internship project that fits their interest. Also international internships are possible within this programme.

In this specialization we focus on nutrition and health, but at the end of this master's programme the acquired skills can be applied also to other settings/fields within Health Sciences as well.

Alumni from this programme work in different institutes, e.g. GG&GD, TNO, RIVM, food industry, hospital, universities, university medical centers, KIT, RIVM, WHO.

This specialization consists of some compulsory and some optional courses as well as a research project (internship). Details can be found in the AER of the MSc Health Sciences of this academic year.

Opleidingsdelen:

- [optional modules](#)
- [compulsary modules](#)

optional modules

Vakken:

Naam	Periode	Credits	Code
Advanced Dietetics	Periode 3+4+5+6	6.0	AM_1036
Advanced Statistics	Periode 2	6.0	AM_470826
Nutrition and Infectious Disease	Periode 3	6.0	AM_470816

compulsary modules

Vakken:

Naam	Periode	Credits	Code
Care and Prevention Research	Periode 1	6.0	AM_470806
Internship Health Sciences	Ac. Jaar (september)	27.0	AM_1115
Nutrition in Health and Disease	Periode 1	6.0	AM_470841
Public Health Nutrition	Periode 2	6.0	AM_470815

MSc Health Sciences, spec. Prevention and Public Health

The specialization Prevention and Public Health is suitable for those who want to specialize in health promotion and disease prevention. Admission conditions can be found in the current AER.

At the start of this module, we expect students 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. Furthermore, prior knowledge and skills comparable to the objectives of the BSc courses 'Preventie' and 'Gezondheidscommunicatie' are required.

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 programme addresses knowledge, attitude and skills related to the development, evaluation and implementation of health promoting interventions aimed at lifestyle changes in several domains. Theories, methods and strategies at both the individual and the environmental level will be addressed. In addition, attention is given to prevention approaches at the individual and policy level and within different settings.

The courses within this specialization are related to the six steps of Intervention Mapping to ensure coherence in the program. 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.

This specialization consists of some compulsory and some optional courses as well as a research project (placement). Details with respect to what to choose and the credits you can earn can be found in the current AER of the MSc Health Sciences 2017-2018.

Opleidingsdelen:

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

optional modules

Vakken:

Naam	Periode	Credits	Code
Communication Campaigns and Research	Periode 3	6.0	AM_470129
Health Psychology	Periode 2	6.0	AM_470730
Prevention and Policy	Periode 1	6.0	AM_470823
Prevention of Mental Health Problems	Periode 3	6.0	AM_470840

compulsory modules

Vakken:

Naam	Periode	Credits	Code
Care and Prevention Research	Periode 1	6.0	AM_470806
Health Promotion and Disease Prevention	Periode 2	6.0	AM_470811
Internship Health Sciences	Ac. Jaar (september)	27.0	AM_1115

choose at least one of these modules

Vakken:

Naam	Periode	Credits	Code
Communication Campaigns and Research	Periode 3	6.0	AM_470129
Health Psychology	Periode 2	6.0	AM_470730
Prevention and Policy	Periode 1	6.0	AM_470823
Prevention of Mental Health Problems	Periode 3	6.0	AM_470840

Compulsory modules all specializations

Vakken:

Naam	Periode	Credits	Code
Internship Health Sciences	Ac. Jaar (september)	27.0	AM_1115
Scientific Writing in English (AM_HS)	Semester 2	3.0	AM_1159

Advanced Dietetics

Vakcode	AM_1036 ()
Periode	Periode 3+4+5+6
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Aard- en Levenswetenschappen
Coördinator	dr. E. Leistra
Examinator	dr. E. Leistra
Docent(en)	dr. E. Leistra, J.A.E. Langius BSc, dr. A. Thijs, dr. ir. P.J.M. Weijs

Lesmethode(n)	Hoorcollege, Werkcollege
Niveau	500

Doel vak

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

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

Inhoud vak

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

Onderwijsvorm

6 ECTS (=168 hours): lectures/workgroups clinical reasoning on disease-specific topics and/or patient case assignments, incl self-study (2 ECTS), performing complex patient care under supervision of dietician, incl self-study (3 ECTS), writing a factsheet (1 ECTS).

Toetsvorm

Patient care (40%), assessment patient care (final case assignment, 40%), factsheet (20%)

Literatuur

Sobotka et al, Basics in Clinical Nutrition, 4th edition, 2011.

ISBN: 9788072628216 (available at the VU book store)

See also: <http://www.espen.org/espen-blue-book>

*Updated version is expected in fall 2017.

Kruizenga & Wierdsma, Zakboek Dietetiek, (latest version) is highly recommended.

Specific readings for some workgroups are provided separately (via Canvas)

Vereiste voorkennis

BSc degree in Nutrition and Dietetics (afgeronde opleiding HBO 'Voeding en Diëtetiek).

Aanbevolen voorkennis

Clinical experience is highly recommended.

Nutrition in Health and Disease (AM_470841)

Doelgroep

Dutch speaking MSc students Health Sciences (specialization Nutrition & Health) with a BSc degree in Nutrition and Dietetics (afgeronde opleiding HBO 'Voeding en Diëtetiek). If you are interested in following this course, please send an email to e.leistra@vu.nl.

Intekenprocedure

If you are interested in following this course, please send an email to e.leistra@vu.nl

Overige informatie

This course is planned over a period of five months (Jan-May) for ~8 hours per week during MSc internship (16 h/w in January, before start of MSc internship). This also influences the final submission date of the MSc thesis (prolongation ~2/3 weeks). For practical reasons (patient records and communication with other health care professionals in Dutch), this course is only available for Dutch-speaking students.

Docenten:

dr. E. Leistra, dr. ir. N.J. Wierdsma, dr. ir. H.M. Kruizenga, dr. ir. G.H. Hofsteenge, dr. ir. P.J.M. Weijs, dr. A. Thijs, dr. A. Nurmohammed, E. Geleijn, ir. M. Berkenpas, ir. S. ten Dam, M. Kwakkel, K. Oussoren, I. Dekker MSc, and various clinical dieticians.

Advanced Health Economics

Vakcode	AM_470843 ()
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Aard- en Levenswetenschappen
Coördinator	B.H. Salampessij MSc
Examinator	dr. A.H.E. Koolman
Docent(en)	dr. F.R.M. Portrait, dr. A.H.E. Koolman, B.H. Salampessij MSc
Lesmethode(n)	Hoorcollege, Computerpracticum, Werkgroep
Niveau	500

Doel vak

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

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?
- What is optimal health insurance?

Upon completion of this course, the student:

- 1) can describe possible causes for health care expenditure rise and appraise (create) possible policy options to bend this curve.
- 2) can describe possible causes of demand and supply driven practice variation and evaluate possible options to reduce this.

- 3)can apply economic theory to analyze and evaluate competition in different health (sub)markets.
- 4)can differentiate health systems goals, analyze and evaluate health systems in terms of efficiency and equity in health and healthcare use.
- 5)can apply basic health insurance theory and appraise optimal health insurance and compulsory health insurance coverage.

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, workshops and computerpracticals 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

Courses of the bachelor curriculum: (Introduction in) 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

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

Doel vak

De algemene leerdoelen zijn:

- 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;
- de student heeft inzicht in welke invloed de praktijk heeft op wetgeving, welke knelpunten zich in de praktijk op het gebied van een aantal specifieke gezondheidsrechtelijke onderwerpen (kunnen) voordoen en welke gevolgen dit heeft voor bestaande en toekomstige wetgeving;
- de student heeft inzicht in juridische en rechtswetenschappelijke methoden van onderzoek;
- de student heeft inzicht in onderzoeksmethoden bij evaluatie van wet- en regelgeving;
- de student kan gezondheidsrechtelijke knelpunten in de praktijk herkennen en daarop een juridisch-empirisch onderzoeksvoorstel formuleren.

Inhoud vak

In jaar 2 en 3 van de opleiding hebben studenten kennis kunnen maken met het vakgebied gezondheidsrecht. Het gezondheidsrecht bestrijkt alle juridische regels die van belang zijn voor de gezondheidszorg en de volksgezondheid. In 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. Denk aan de ferme stelselherzieningen rondom de langdurige zorg en de zorg voor jeugdigen, maar ook aan de verschillende wetsvoorstellen tot wijziging van de mogelijkheden voor het toepassen van onvrijwillige c.q. verplichte zorg in met name de care sector. Veel van deze wijzigingen zijn het gevolg van ontwikkelingen in de maatschappij of in de sector waar de betreffende wet van toepassing is. In dit vak wordt aan de hand van drie hoofdthema's de verhouding tussen het gezondheidsrecht en de praktijk nader bekeken. Bij de keuze van de hoofdthema's zijn de ontwikkelingen op het vakgebied mede bepalend geweest. De keuze is daarom gevallen op de thema's (methoden van) juridisch-empirisch onderzoek, organisatie en financiering van zorg en (toezicht op) kwaliteit van zorg. De verbindende factor binnen de thema's is 'onderzoek'. Dit houdt in dat de drie thema's zoveel als mogelijk worden behandeld aan de hand van recent afgeronde gezondheidsrechtelijke onderzoeksprojecten. Vragen die daarbij centraal staan, zijn: Hoe effectief is wetgeving in de gezondheidszorg? Geeft wetgeving voldoende richting om de inhoud van de wet te vertalen naar beleid of moet de huidige wetgeving worden vervangen door nieuwe wetgeving? Welke factoren spelen een rol bij de totstandkoming c.q. wijziging van een wet? En wat betekenen eventuele wetswijzigingen voor de rechtspositie van patiënten/cliënten?

Onderwijsvorm

Werkcolleges, excursie naar RTG Amsterdam, schrijven van onderzoeksvoorstel (groepsopdracht), presentatie tijdens slotconferentie (groepsopdracht).

Contacturen: gemiddeld 10 uur per week.

Toetsvorm

Tentamen (60%), onderzoeksvoorstel (40%).

De cijfers voor het tentamen en het onderzoeksvoorstel moeten 5,5 of

hoger zijn. Deze cijfers kunnen niet gecompenseerd worden. Wel is het mogelijk om met een facultatieve individuele opdracht een extra punt te behalen.

Literatuur

De verplichte en aanbevolen literatuur wordt per college/onderwijsonderdeel op blackboard/canvas geplaatst.

Doelgroep

Master studenten Health Sciences

Overige informatie

Het betreft een keuzevak in de master Health Sciences, specialisatie Health Policy.

Taal: Nederlands

Vaste docenten: mr. dr. V.E.T. Dörenberg, mr. dr. B.J.M. Frederiks.

Gastdocenten (opgave onder voorbehoud!): prof. dr. ir. Roland Friele (NIVEL), prof. mr. J. Legemaate (AMC/UvA), mw. prof. dr. Bregje

Onwuteaka-Philipsen (VUmc/Sociale geneeskunde) e.a.

Advanced Midwifery 1: Big Four

Vakcode	AM_1188 ()
Periode	Periode 1
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Aard- en Levenswetenschappen
Lesmethode(n)	Hoorcollege, Werkgroep, Practicum
Niveau	400

Doel vak

Approximately 85% of perinatal mortality in the Netherlands is linked to birth defects, premature birth, low birth weight and a poor start at birth (Bonsel et al., 2010). The increasing number of interventions during pregnancy and childbirth should increase good outcomes and comfort of women during labor, but there is increasing evidence that interventions are used more often than necessary. At this point of view, supportive and preventive interventions that can improve outcomes are often underexposed. Midwives should critically reflect on the interventions that are frequently used (e.g. analgesia and augmentation of labor, CTG monitoring, ultrasound) and should reflect on the quality of maternity care in relation to these interventions. The focus will be on the determinants of health and the promotion, monitoring and optimizing of the physiology (support physiological birth).

Learning Objectives

1. Uses the knowledge of EBM, perinatal audits, clinical reasoning and various instruments of risk judgment, for the care of obstetric risk situations and uses this knowledge to contribute (improve/develop) to healthcare policies.
2. Is able to explain and discuss structures governing the Dutch- and other international healthcare systems, to be able to apply economic, policy, organizational and management theories to analyze 'midwifery care issues', from both societal and stakeholder perspectives.
3. Is able to explain the diagnostic value (reliability and validity) of various diagnostic tests and is able to advice when to perform these

tests and is able to interpret the test results.

4. Applies knowledge of assessment, screening and clinical reasoning to complex obstetric situations and case histories involving multifactor problems, from a medical (somatic, psychological and functional), socio-cultural, scientific and ethical perspective.

5. Masters scientific theories relating to patient safety and quality assurance, including the effectiveness, efficiency and safety of several triage systems and can apply and weigh up this knowledge in concrete cases.

6. Is able to present orally and in writing specialized knowledge, insights and scientific views underlying a complex midwifery care issue to professionals in the field of maternity care, with the specific aims of 1) translating it into evidence-based midwifery care policies, guidelines and protocols; 2) promoting and monitoring evidence-based midwifery care; or 3) the implementation of their own regional policies, advices, guidelines and protocols in midwifery care.

Inhoud vak

In this module, themes are positioned around pregnant women with:

- IUGR (intrauterine growth retardation)
- Preterm birth
- Congenital anomalies
- Suboptimal start of the neonate (different increased risks resulting in suboptimal neonatal start/low Apgar score)

The topics are offered with complex case histories from specific groups:

- Multiple problems, medical, social, psychological;
- Multiple caregivers involved;
- Medical ethically complex situations;
- Legality/Common Law/juris prediction, economic problems.

Onderwijsvorm

Lectures on location: on average 7 hours per week.

Lectures (approximately 16 hours, workgroup 48 hours, individual study 104 hours) 6EC = 168 SBU.

Advanced Midwifery Science module is a part-time course of 8 weeks.

Total study time is 168 hours.

Toetsvorm

The final grade is being determined by:

- a theoretical Individual exam (40%);
- 4 scientific paper/written assignment (40 %);
- oral presentation(s) (20%).

All exams need to be passed (minimum 6.0)

Literatuur

Books:

Blackburn, S. T. (2013). Maternal, Fetal, & Neonatal Physiology: A Clinical Perspective (4th ed.).

Maryland Heights, MO: Elsevier Saunders.

ISBN: 9781437716238

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

Basics:

Bonsel, G.J., Birnie, E., Denkta, S., Steegers, E.A.P., & Poeran, V.J.J. (2010). Lijnen in de Perinatale Sterfte. Erasmus MC: University Medical Center Rotterdam. Retrieved from <http://hdl.handle.net/1765/23454>

Renfrew, M., McFadden, A., Bastos, M., Campbell, J., Channon, A., Cheung, N., Eugene Declercq, E. (2014). Midwifery and quality care: findings from a new evidence-informed framework for maternal and newborn

care. Lancet, 384(9948), 1129-1145

Homer, C., Friberg, I., Bastos Dias, M., ten Hoop-Bender, P., Sandall, J., Speciale, A., Bartlett, L. (2014). The project effect of scaling up midwifery. Lancet, 384 (9948), 1146-1157

Van Lerberghe, W., Matthews, Z., Achadi, E., Ancona, C., Campbell, J., Channon, A., Turkmani, S. (2014). Country experience with strengthening of health systems and development of midwives in countries with high maternal mortality. Lancet, 384 (9948), 1215-1225

Ten Hoop-Bender, P., de Bernis, L., Campbell, J., Downe, S., Fauveau, V., Fogstad, H., Van Lerberghe, W. (2014). Improvement of maternal and newborn health through midwifery. Lancet, 384 (9948), 1226-1235.

Vereiste voorkennis

Bachelor Midwifery plus premaster Health Sciences.

Doelgroep

Bachelor Midwifery students.

Overige informatie

Lecturers:

Dr. Caroline Geerts (MD, researcher and lecturer)

Dr. Ank de Jonge (midwife, associated professor)

Dr. Trudy Klomp (midwife, researcher, lecturer and coördinator of the course)

Dr. Linda Martin (psychologist, lecturer and researcher)

Dr. Corine Verhoeven (midwife PA, researcher, lecturer)

Advanced Midwifery 2: Vuln. Groups

Vakcode	AM_1189 ()
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Aard- en Levenswetenschappen
Lesmethode(n)	Hoorcollege, Werkgroep, Practicum
Niveau	400

Doel vak

After finishing this course students have specialized knowledge to ask relevant research questions and contribute to answers to the developments and challenges in the actual midwifery care in the Netherlands.

This course will focus on analysing and reducing perinatal mortality in vulnerable groups in the Netherlands.

The final report of the IGZ (2014) titled: "Opportunities for improvement of birth care still underused" shows that there is room for improvement in maternity care among vulnerable groups in the Netherlands. Vulnerable groups of women in the Netherlands are migrants, asylum seekers and undocumented migrants, women with low socio-economic status, low literacy, teenage mothers and residents of deprived areas.

The profession of midwifery has become increasingly more concerned with social problems that affect the quality of pregnancy and childbirth. In this module, a medical sociological approach is used to analyze the social reality of illness, health and care in relation to the medical-biological reality.

Attention will be paid to: social inequality and health, social causes

of disease and the cultural dimension of disease and pregnancy.

Learning objectives

1. explain, analyse and evaluate philosophical aspects of and theoretical approaches to the concept of vulnerability and the consequences of these theoretical approaches for care during the perinatal period.
2. describe and discuss the fundamental aspects of and theoretical approaches to diversity responsiveness and to apply this knowledge to maternity care in the Netherlands
3. describe, discuss and explain: 1] the causes of perinatal morbidity and mortality among vulnerable groups and 2] the role played by socio-economic status in health disparity and to apply this knowledge to maternity care in the Netherlands
4. describe and explain the causes, effects and various aspects of maternal perinatal psychological distress and psychopathology, and apply this knowledge to public health interventions and research design.
5. describe and discuss women's perception and experience of psychological vulnerability during pregnancy and childbirth and the consequences this has for maternity care interventions.
6. analyse and apply knowledge of parent-child attachment, physical and/or intellectual disability and the determinants and consequences of domestic violence during pregnancy to maternity care for vulnerable families
7. describe and explain different communication theories and tools and how they apply to vulnerable groups in the context of maternity care

Literature study (paper)

8. write and present a scientific paper on one of the following topics:
(1) risk factors and other correlates of being in a vulnerable group;
(2) the consequences of being in a vulnerable group for maternal health during pregnancy, pregnancy outcomes and/or foetal or child development from a physical, behavioural or cognitive perspective; and (3) an aspect of maternal and/or child care in vulnerable groups.

Inhoud vak

Vulnerable groups among pregnant women in the Netherlands

- Women with low SES / living in disadvantaged district / poverty / low literacy
- Non-western non-Dutch women
- Teens
- Asylum seekers / refugees / undocumented women
- Pregnant women with (severe) psychological or psychiatric problems / disorders
- Women who prefer maternity care outside existing protocols (VIL) and women with somatic insufficient unexplainable symptoms (SOLK)

Onderwijsvorm

Lectures (approximately) 16 hours, workgroup 48 hours, individual study 104 hours 6EC = 168 sbu

Advanced Midwifery Science module is a part-time course of 8 weeks. The total study time is 168 hours.

Toetsvorm

The final grade is being determined by :

A theoretical Individual exam (40%)

Scientific paper/written assignment (40 %)

Oral presentation(s) (20%)

All exams need to be passed (minimum 6.0)

Literatuur

Blackburn, S. T. (2013). Maternal, Fetal, & Neonatal Physiology: A Clinical Perspective (4th ed.). Maryland Heights, MO: Elsevier Saunders. ISBN: 9781437716238

Principles of Biomedical Ethics (Beauchamp and Childress; 2013)

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

Vereiste voorkennis

Bachelor Midwifery plus premaster Health Sciences.

Doelgroep

Bachelor Midwifery students.

Overige informatie

Dr. Janneke Gitsels (midwife, theologist, lecturer)

Dr. Jens Henrichs (psychologist, researcher)

Dr. Lianne Holten (midwife, cultural anthropologist, lecturer)

Dr. Ank de Jonge (midwife, associated professor)

Dr. Trudy Klomp (midwife, researcher, lecturer and coördinator of the course)

Dr. Linda Martin (psychologist, researcher and lecturer)

Advanced Statistics

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

Doel vak

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

- The student is able to explain and apply multilevel analysis for cross-sectional data
- The student is able to explain and apply the basic principles of the advanced techniques for longitudinal data.
- The student is able to explain the differences between different methods and models of analysing clustered data and to motivate a choice for one of these models in the context of epidemiological datasets/ research examples.
- The student can interpret results from the various methods and models in the context of epidemiological datasets/ research examples
- The student is capable of performing the advanced techniques using various software programs
- The student can deliver an oral presentation following a scientific

format on a data-analysis assignment involving correlated data focusing on the data-analyses, results and conclusion.

- The student can write the data-analysis, results and conclusion section of a short scientific paper demonstrating he/she is able to reflect on the results of the advanced analyzing techniques

Inhoud vak

In the lectures several aspects of advanced methodology for correlated data will be introduced and discussed. In the computer practical, these advanced methods will be applied using several software packages; SPSS and MLwiN. In the last part of the course, the students will receive a dataset and will have to answer a research question based on the data provided. The results of their analyses should be reported in a 'short' paper consisting of a statistical analysis, results and discussion section.

Onderwijsvorm

Lectures (7 times 3 hours)
Computer practical (6 times 3 hours)
Research assignment (3 times 3 hours)
Oral presentation (1 time 3 hours)
Preparing and writing a scientific paper
self study

Toetsvorm

Written exam (70%)
Oral presentation (0%; formative test)
Paper (30%)
The written exam and the paper must have been graded at least a 5.5.

Literatuur

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

Vereiste voorkennis

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

Care and Prevention Research

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

Doel vak

Overall aim

The student masters the methods for designing and conducting research to a level that (s)he can critically appraise the methodological quality of research in the field of health care and prevention.

Final attainment levels

The student:

. Is able to describe, explain, examine, identify, and assess the pros and cons of, and methodological limitations (sources of biases) in observational studies, experimental studies, systematic reviews and meta-analyses

. Is able to describe and explain the basic concepts in the field of measurement in health sciences

. Is able to explain, examine, identify, and assess the methodological limitations (sources of bias) in qualitative studies

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
- Critical appraisal of qualitative research
- Searching the literature; optimal use of Pubmed
- Measurement in health sciences and public health

Onderwijsvorm

The course comprises of lectures, as well as computer practicals and seminar groups. Students will work in groups on assignments. The lectures will contain examples applied to the field 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

Written exam (60% of total grade), an assignment on qualitative studies (25% of total grade) and an assignment Internship Research Proposal (15% of total grade). In addition, the Assignment Searching for Literature 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 Canvas

Vereiste voorkennis

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

Aanbevolen voorkennis

Students should have basic knowledge of qualitative studies.

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.) should contact the course coordinator Helma IJzelenberg (h.ijzelenberg@vu.nl) before the start of the course.

Intekenprocedure

For this course it is not possible to register for seminar groups via VUnet. See Canvas for more information.

Overige informatie

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

Communication Campaigns and Research

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

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 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 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.

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:

Bartels, R.D., Kelly, K.M., & Rothman, A.J. (2010) Moving beyond the

function of the health behaviour: The effect of message frame on behavioural decision-making. *Psychology & Health*, 25, 821-838. doi: 10.1080/08870440902893708

Das, E., & Fennis, B.M. (2008). In the mood to face the facts: Positive mood promotes systematic processing of self-threatening information. *Motivation & Emotion*, 32, 221-230.

De Wit, J. B. F., Das, E., & Vet, R. (2008). What works best: Objective statistics or a personal testimonial? An assessment of the persuasive effects of different types of message evidence on risk perception. *Health Psychology*, 27, 110-115.

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.

Overige informatie

Basic experience with SPSS.

The following course of the Master health sciences is strongly recommended: 'Health Promotion and Disease Prevention'.

Containment Strategies of Infectious Diseases in Global Context

Vakcode	AM_470127 ()
Periode	Periode 1
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Aard- en Levenswetenschappen
Coördinator	dr. D.R. Essink
Examinator	dr. D.R. Essink
Docent(en)	dr. D.R. Essink, prof. dr. P.R. Klatser, prof. dr. J.F. van den Bosch
Lesmethode(n)	Hoorcollege, Werkgroep
Niveau	500

Doel vak

The 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 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

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

Slide sets of lectures as made available on Canvas.

Lecturers may make further readings available on Canvas.

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 Canvas.

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 Steenberghe (RIVM/LUMC)

Dr. Helma Ruijs (RIVM)

Dr Frank Cobelens (KNCV)

Dr. Constance Schultsz (AIGHD/AMC)

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. Christina Vandenbroucke (VUMC) Minor course AB_1046 "Infectious Diseases and Vaccine Development"

Disability and Development

Vakcode	AM_470588 ()
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Aard- en Levenswetenschappen
Coördinator	A. van Luijn MSc
Examinator	K. De Sabbata
Lesmethode(n)	Hoorcollege, Werkgroep
Niveau	500

Doel vak

- To define the concept of disability and development
- To explain the complexities related to disability and development (e.g. relation to poverty, diversity, identity, disability paradox)
- To explain the issues and barriers faced by people with disabilities (e.g. sexuality)
- To explain the importance of human rights in relation to disability and the UN Convention for the Rights of Persons with Disabilities
- To explain and apply relevant models and frameworks related to disability (e.g. medical model, social model, ICF model, ecological system theory, twin-track approach, stigma).

- To explain issues related to disability research (including participatory and inclusive approaches) and practice (including community-based rehabilitation)
- To apply research skills during the problem-based learning sessions and group assignment (participating in scientific discussions, formulating of research objectives, literature research, abstracting, summarizing and giving feedback on findings, drawing conclusions)

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. 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. The course will cover essential knowledge and skills in this subject.

The 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 participatory methods,
- An introduction to community-based rehabilitation and disability inclusive development.

Onderwijsvorm

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

- Lectures: 24 hours
- Tutorial groups: 24 hours
- Optional event: 4 hours
- Self-study: remaining hours

Toetsvorm

- Individual written examination (60%)
- Group assignment (30%)
- Participation in the tutorial group work (10%)

For all parts a pass grade (> 5.5) needs to be obtained in order to receive a final mark.

Literatuur

See Canvas for suggested readings

Vereiste voorkennis

Bachelor-level education; any subject

Aanbevolen voorkennis

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.

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. Ruth Peters (r.m.h.peters@vu.nl)

Economic Evaluation

Vakcode	AM_470828 ()
Periode	Periode 1
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Aard- en Levenswetenschappen
Coördinator	dr. J.E. Bosmans
Examinator	dr. J.E. Bosmans
Docent(en)	dr. J.E. Bosmans, dr. V.M.H. Coupé
Lesmethode(n)	Hoorcollege, Werkgroep, Computerpracticum
Niveau	500

Doel vak

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

Inhoud vak

The course will include the following topics:

- Aims 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 (20 hours)

Toetsvorm

Two assignments and a written examination. The first assignment will be graded with a grade between 1 and 10, and constitutes 30% of the final grade. The second assignment will be graded as sufficient/insufficient. Both assignments should be sufficient (first assignment grade ≥ 6 , second assignment sufficient) to pass the course. A written examination will account for 70% of the final grade, and should be graded with a 6 at least as well.

Literatuur

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

Doelgroep

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

Overige informatie

Lecturers: Dr. Judith Bosmans, Dr. Veerle Coupé, Dr. Hanneke van Dongen and several guest lecturers

Health Promotion and Disease Prevention

Vakcode	AM_470811 ()
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Aard- en Levenswetenschappen
Coördinator	dr. M.C. Adriaanse
Examinator	dr. M.C. Adriaanse
Docent(en)	dr. M.C. Adriaanse, prof. dr. I.H.M. Steenhuis, dr. W. Kroeze
Lesmethode(n)	Hoorcollege, Werkgroep
Niveau	500

Doel vak

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

Inhoud vak

This course, 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.
 - 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 in Nov-Dec 2016. Health Promotion and Disease Prevention 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, 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.

Bartholomew, Eldredge, Parcel, Kok, Gottlieb, Fernandez (eds) Planning health

promotion programs: an intervention mapping approach; fourth edition(2016). Jossey-Bass,

San Fransisco. ISBN:978-1-119-03549-7

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

In addition, students will use a course manual, and additional course materials are provided via Canvas.

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 Canvas; obligated 1 week before the start of the course.

Overige informatie

This course is compulsory within the Master specialization Prevention & public health. The following courses of the Bachelor health sciences are strongly recommended: 'Preventie' and 'Gezondheidscommunicatie'.

Health Psychology

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

Doel vak

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, self-regulation 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. Health Psychology is a part-time course, this means that 21 hours a week are necessary to pursue the goals of this course. Regular attendance during the weeks is mandatory.

Teaching activities include:

Lectures, tutorials, workgroups, patient guest lectures, pitch session.

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:

Planning Health Promotion Programs: An Intervention Mapping Approach, 4rd Edition, by L. Kay Bartholomew, Guy S. Parcel, Gerjo Kok, Nell H. Gottlieb, Maria E. Fernandez. March 2016, Hardcover (E-book also available)

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

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

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

Other literature will be announced in the course manual.

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

Vakcode	AM_470818 ()
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Aard- en Levenswetenschappen
Coördinator	A. van Luijn MSc
Examinator	A. van Luijn MSc
Lesmethode(n)	Hoorcollege, Werkgroep
Niveau	500

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 childrens rights. Within the context of current globalisation processes the importance of local cultural insights into the human rights & public health interaction will be discussed. During the course students will prepare and participate in a simulation on a human rights assessment of innovations in health technology and discuss relevant scientific literature in study groups. In the exam students will show their creative problem-solving skills applying them to human rights dilemmas in public health.

Onderwijsvorm

Contact hours

Lectures: 33 hours

Work groups: 12 hours

Group project, simulation and exam: 11 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 and via Canvas for group project.

Doelgroep

Optional course for students in all specializations of the Masters Health Sciences, Biomedical Sciences and Management, Policy Analysis and Entrepreneurship in the 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 Anna van Luijn (a.van.luijn@vu.nl)

International Comparative Analyses of Health Care Systems

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

Doel vak

- To understand and recognize the different components of a health system and different models of health system organization using various frameworks for health system analysis
- To understand and analyze outcomes of health systems with respect to equity, fair financial contribution and health status
- To understand the complex adaptive nature of health systems and

its constitution

- To understand different methods in analyzing and comparing health systems: health system performance assessment (benchmarking), case study analysis, cost effectiveness analysis
- To understand the underlying reasons for health system reform and to recognize different health care reform strategies;
- To understand cases study methodology regarding comparison of components of health systems
- To apply the acquired knowledge in the context of;
- To design, carry out and reflect on a (comparative) analysis of developing, transitional and developed countries, making use of the framework for comparative analysis;
- To be able to link the characteristics of policy recommendations, strategies on health system reform and public opinions on certain aspects of care to the specific determinants of the country/region at hand.
- To give a well structured and academically solid lecture on the comparison of countries;
- To write a clearly structured and academically solid paper on the comparative analysis you have carried out;

Inhoud vak

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

'International Comparative Analyses of Health Care Systems' 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
- pass/fail test 2 hours
- (project) self study remaining hours

Attendance to the assignment sessions is compulsory

Toetsvorm

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

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

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

Literatuur

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

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

Methods: Benchmarking

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

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

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

- o Chapters 1, 2, 3 and 10

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

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

Methods: case study

- Yin, R. K. (2009). Case Study Research: Design and Methods.

Fourth edition, Sage publications, London

- o Chapters 1 and 2

Health systems

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

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

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

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

- Building the field of health systems and policy research

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

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

Aanbevolen voorkennis

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

Doelgroep

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

Overige informatie

Guest lecturers:

dr. Rob Baltussen, health economics at (UMCG)

Dr. Michael van den Berg (RIVM)

Barend Gerretsen (KIT)

Prof. dr. Wienke Boerma (NIVEL) It is recommended that students have knowledge on public policy in the context of healthcare.

Internship Health Sciences

Vakcode	AM_1115 ()
Periode	Ac. Jaar (september)
Credits	27.0
Voertaal	Engels
Faculteit	Fac. der Aard- en Levenswetenschappen
Coördinator	dr. M. van der Hoeven
Examinator	dr. M. van der Hoeven
Lesmethode(n)	Hoorcollege

Doel vak

At the end of the placement, the student is able to:

- Conduct a scientific research project independently.
- Formulate a rigorous research question.
- Find scientific information independently.
- Select adequate literature relevant for a specific research question.
- Apply adequate and rigorous scientific methods to answer a specific research question.
- Draw conclusions that are supported by the data.
- Write a final report in the format of a scientific article in English.
- Collaborate with researchers.
- Orally present the research results and discuss the findings in English.
- Obtain a good impression of the field of activity.

Onderwijsvorm

An important part of the MSc curriculum Health Sciences is the MSc placement (27 EC). During the MSc placement you will conduct a scientific research project.

Please note: The topic of research has to fit the specialization you are following.

The placement involves many different aspects, such as, theoretical preparation, literature study, practical execution, report writing, oral presentation, and participation in the scientific activities of a research department.

The placement is combined with the course Scientific Writing in English.

Toetsvorm

The assessment of the MSc placement Health Sciences is based on the following grades:

- An individually written manuscript (format scientific article) in English - 60% of final mark
- Oral presentation on research project in English for an academic audience - 20% of final mark
- Execution of the research project - 20% of final mark
- Attitude (pass/fail)

In order to succeed you need to have at least a grade of 6 or higher for manuscript, presentation and execution. In addition, you need to have a pass for Attitude.

Literatuur

The used literature depends on the topic of the placement. Literature must be up-to- date, relevant national and international scientific references are used.

Vereiste voorkennis

The following admission requirements have to be met in order to start the MSc placement HS:

- 1) All students of the MSc Health Sciences need to obtain at least 18 EC (= pass 3 courses) from the MSc program before the start of the placement, and
- 2) One of these courses should be Care and Prevention Research, except for students from the specialization IPH who have to pass Research Methods for Needs Assessments

Doelgroep

Master Health Sciences

Overige informatie

See detailed information about the MSc placements in the Placement Manual Master Health Sciences, VU University Amsterdam 2017-2018 on CANVAS

Management in Health Organisation

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

Coördinator	dr. E. Muniz Pereira Urias
Examinator	dr. E. Muniz Pereira Urias
Docent(en)	prof. dr. M.B.M. Zweekhorst
Lesmethode(n)	Hoorcollege, Werkgroep
Niveau	500

Doel vak

To get acquainted with important theories on organisational structures and to acquire knowledge on organisational structures in health organisations

To acquire insight in different management practices

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

To acquire insight into strategic management in health organisations

To gain insight in and to practice leadership

To improve communication skills

To practice team management

Inhoud vak

Organisations 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 organisations. During this course students learn how to be effective performers both individually and in teams within health organisations. This requires understanding the macro aspects of organisational behaviour, which of necessity involves managerial skills and ways of strategic thinking. Several speakers conduct lectures on different aspects, such as motivation, managing behaviour between people, leadership, communication in health organisations. 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

Burns, Lawton, Elizabeth Bradley, and Bryan Weiner. Shortell and Kaluzny's Healthcare Management: Organization Design and Behavior, International Edition. Cengage Learning, 2011.

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: ems216@vu.nl.

Migration, Culture, Health and Research

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

Doel vak

To offer students knowledge at an advanced level about health issues related to migration, the role of culture in patients perceptions on health and illness, and possibilities of health care institutions to offer cultural sensitive care.

To gain insight in qualitative research results carried out in the areas of migration, culture and health.

To offer research skills in carrying out qualitative health research within diverse cultural settings in The Netherlands or abroad.

Students will be supervised in writing a qualitative health research proposal.

Final attainment levels: the student

- has knowledge about theoretical concepts, theories and qualitative research in the field of migration, culture & health;
- understands health and illness issues that are related to migration;
- understands cultural factors that are related to patient perspectives on health, illness and health care use;
- can explain possibilities to develop cultural sensitive health care;
- can explain the difference between qualitative and participatory (action) research;
- can apply traditional qualitative data collection techniques (e.g. focus group discussions & in-depth interviews);
- shows skills in the field of visual qualitative research methods (e.g. life line & photo voice);
- is able to carry out different types of qualitative data analysis;
- is aware of the specific challenges when conducting qualitative research with migrant populations in different cultural contexts;
- is able 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. Learning to work with mobile populations;
Learning about traditional qualitative and visual data collection methods;
Translation & transcription; different types of qualitative data analysis;
Quality measures within a qualitative health research;
Writing and publishing a qualitative health research project.

Onderwijsvorm

Lectures (12 hrs), work group (16 hrs), workshops (4 hrs), group projects (8 hrs), self study (80 hrs).

Toetsvorm

Participation and input during lectures and work group;
Presenting qualitative research evidence on migration, culture & health;
Preparing and conducting a workshop;
Producing and analyzing qualitative data;
Writing and presenting a qualitative research proposal.

Presenting research evidence, organizing the workshop, producing and analyzing data counts for 40%;
Writing and presenting a qualitative research proposal counts for the other 60% of the final result.

Literatuur

- Green, J & Thorogood, N. (2014), *Qualitative Methods for Health Research*. Third Edition. London: Sage
- Abdullahi, A., Copping, J., Kessel, A., Luck, M., & Bonell, C. (2009) Cervical screening: Perceptions and barriers to uptake among Somali women in Camden. *Public Health* 123 680–685;
- Baum, F., MacDougall, C., & Smith, D. (2006), Participatory action research. *J Epidemiol. Community Health* 60: 854-857
- Bowleg, L. (2012), The problem with the phrase Women and Minorities: Intersectionality – an important theoretical framework for public health. In: *American Journal of Public Health* 102, 7: 1267-1273.
- Brisset, C., Leanza, Y., Laforest, K. (2013), Working with interpreters in health care: A systematic review and meta-ethnography of qualitative studies. *Patient Education and Counselling* 91: 131-140.
- Davies, AA, Basten, A, Frattini C. (2006), Migration: A social determinant of the health of migrants. International Organisation for Migration (IOM), Background Paper. IOM Migration Health Department, Geneva, Switzerland.
- Gramling L.F, & Carr R.L. (2004), Lifelines. A Life History Methodology. *Nursing Research* 53, 3:207-210;
- Golobol, A., Weine, S., Bharomov, M., & Luo J. (2011), The roles of labor migrants' wives in HIV/AIDS risk and prevention in Tajikistan. *Aids Care* 23, 1: 91-97;
- Keygnaert, I., Vettenburg, N., Roelens, K., Temmerman, M. (2014), Sexual health is dead in my body: participatory assessment of sexual health determinants by refugees, asylum seekers and undocumented migrants in Belgium and the Netherlands. In: *BMC Public Health* 14: 416;
- Frambach, J. Vleuten, C. van der, & Durning, S.J. (2013), AM Last Page: Quality Criteria in Qualitative and Quantitative Research. *Academic Medicine* 88: 552.
- Kohinor, MJE, Stronks, K., Nicolaou, M., & Haafkens, JA. (2011), Considerations affecting dietary behaviour of immigrants with type 2 diabetes: a qualitative study among Surinamese in the Netherlands. *Ethnicity & Health* 16, 3: 245-258;

- Murray, K., Mohamed, A.S., Dawson, D.B. Syme, M., Abdi, S., Barnack-Tavlaris, J., Somali Perspectives on Physical Activity: Photovoice to Address Barriers and Resources in San Diego. *Prog Community Health Partnersh* 2015; 9 (1): 83-90. Doi:10.1353/cpr.2015.0011.
- Molloy, L (2016), Nursing care and the indigenous Australians: An autoethnography. *Collegian*: <http://dx.doi.org/10.1016/j.colgn.2016.10.011>
- Powell Sears, K. (2012), Improving cultural competence education: the utility of an intersectional framework. In: *Medical Education* 46: 545-551
- Rechel, B, Mladovsky, P. Ingleby, D., Mackenbach, JP., & McKee M. (2013), Migration and health in an increasingly diverse Europe. *Lancet* 381:1235-41.
- Salad, J., Verdonk, P., Boer, F. de, Abma, T. (2015), "A Somali girl is Muslim and does not have premarital sex. Is vaccination really necessary?" A qualitative study into the perceptions of Somali women in the Netherlands about the prevention of cervical cancer. *International Journal for Equity in Health*, 14:68. Doi 10.1186/s12939-015-0198-3.
- Schuster, J., Beune, E., & Stronks, K. (2011), Metaphorical constructions of hypertension among three ethnic groups in the Netherlands. In: *Ethnicity & Health* 16; 6: 583-600;
- Seeleman, C., Suurmond, J., & Stronks, K. (2009), Cultural competence: a conceptual framework for teaching and learning. *Med. Educ* 43:229-237
- Tong, A., Sainsbury, P. & Craig, J. (2007), Consolidated criteria for reporting qualitative research (COREQ): a 32-item checklist for interviews and focus groups. *International Journal for Quality in Health Care* 19 (6): 349-357.

Vereiste voorkennis

bachelor in health, life or social sciences

Aanbevolen voorkennis

Bachelor in health, life or social sciences

Doelgroep

Health & life sciences, medical science, social sciences, global health research, (international) public health research, international migration and health research

Overige informatie

Attendance of workgroup sessions is compulsory. Bachelor in health, life or social sciences

Lecturers:

Main lecturers: Fijgje de Boer (PhD) & Maaike Muntinga (PhD), both working at the Department of Medical Humanities at the VUmc School of Medical Sciences, Amsterdam.

Nutrition and Infectious Disease

Vakcode	AM_470816 ()
Periode	Periode 3
Credits	6.0

Voertaal	Engels
Faculteit	Fac. der Aard- en Levenswetenschappen
Coördinator	dr. M. van der Hoeven
Examinator	dr. M. Campos Ponce
Docent(en)	dr. M. Campos Ponce
Lesmethode(n)	Hoorcollege, Werkgroep, Computerpracticum, Werkcollege
Niveau	500

Doel vak

This course is designed to prepare students for their internships. The example of parasitic infection in relation to anthropometric outcomes will be used to illustrate key points relevant to nutrition and infectious disease research.

The course will focus on parasitic infection and nutrition, including child growth, as key global concerns, of vulnerable populations.

Specific teaching goals: Students will use a guided self-study approach to learn the principles of nutrition and infectious disease and will be expected to:

- Choose and explore, in depth, a biological mechanism relevant to nutrition and infectious disease.
- Employ epidemiological methods to describe and understand risk factors related to nutrition and infectious disease.
- To develop an appropriate study designs for a questions related to infectious disease and nutrition.
- To assess nutrition status applying World Health Organization (WHO) definitions to one of several available datasets and to present the results.

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 two weeks 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: 50 hours

Group work/ computer rooms: 76 hours

Toetsvorm

Written exam (50%), data analysis assignment (40%), a peer review (p/f) and presentation grade (10%). All grades must be a 5.5 or above.

Literatuur

Reader on Canvas

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 Health and Disease

Vakcode	AM_470841 ()
Periode	Periode 1
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Aard- en Levenswetenschappen
Coördinator	dr. E. Leistra
Examinator	dr. E. Leistra
Docent(en)	I. Veldman MSc, dr. A. Thijs, dr. ir. P.J.M. Weijts, M.A.E. van Bokhorst-de van der Schueren
Lesmethode(n)	Hoorcollege, Werkgroep, Werkcollege, Computerpracticum, Practicum
Niveau	400

Doel vak

After finishing this course students can place nutrition in the context of the prevention and treatment of disease and students have more in-depth knowledge of different research designs in the field of clinical nutrition research. This course will focus on nutritional physiology, body composition, disease-related and age-related malnutrition and different study designs in clinical nutrition research. Information will be illustrated with diverse patient groups, varying from early life until old age, and addressing both chronic and acute/clinical disease. The specific knowledge will be applied in an assignment in which students will design a research proposal. This course supplies the knowledge and competence needed to perform nutrition research in (a public health setting and/or) a clinical setting.

Inhoud vak

- (Patho)physiology of the gastrointestinal tract
- Body composition in health and disease
- Energy and protein metabolism and requirements in health and disease
- Disease-related and age-related (mal)nutrition syndromes
- Nutrition in pediatrics
- Nutrition in sports
- Rules and regulations in clinical nutrition research
- Identifying relevant research designs for clinical nutrition research
- Designing a research protocol

Onderwijsvorm

6 ECTS (=168 hours): lectures and workshops (1 ECTS), group assignment (2 ECTS), self-study (3 ECTS).

Toetsvorm

(Group) assignment (~50%), written exam (~50%). All parts should be 5.5 or above in order to pass the course.

Literatuur

Specific readings for some lectures are provided separately (via CANVAS).

Vereiste voorkennis

Students need to be familiar with the content of the courses 'Voeding' (AB-470206) and 'Voedingsleer en Onderzoek' (AB_470181) or 'Voedingsonderzoek' (AP_470902), or equivalent level.

Doelgroep

MSc students Health Sciences (specialization 'Nutrition and Health').

Parasitology

Vakcode	AM_470052 ()
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Aard- en Levenswetenschappen
Coördinator	dr. M.R. van Dijk
Examinator	dr. M.R. van Dijk
Docent(en)	dr. M. Campos Ponce, dr. M.R. van Dijk
Lesmethode(n)	Hoorcollege, Computerpracticum, Practicum, Werkgroep
Niveau	400

Doel vak

This course aims to provide students with a wide knowledge and understanding of medical parasitology. The course focuses on:

- Transmission;
- The role of parasites and host(s) on the outcome of disease;
- Immunological aspects;
- (Laboratory) diagnosis of parasites;
- Epidemiology, treatment and prevention of parasitological diseases.

Inhoud vak

This course will focus on Medical Parasitology.

The lectures will provide an overview of life cycles, virulence factors, interactions between parasites and their host(s); invasion, survival, immune modulation and underlying molecular mechanisms, diagnosis (development and application), epidemiology, vaccines, control and elimination of parasites that are of medical importance.

The lectures will be interactive and should therefore be prepared by reading the corresponding literature.

Your input in the lectures will be of utmost importance. In addition, some lectures will be given by guest speakers.

Specific teaching goals:

After this course you will have learned the principles of medical parasitology and will be able to:

- Apply these principles to different parasite groups;
- Describe parasite life cycles using correct terminology;
- Identify the role of the host and parasite (virulence factors) on the outcome of an infection and disease;
- Describe the underlying molecular mechanisms involved in parasite infection;
- Describe different diagnostic techniques and able to name the advantages and disadvantages of different diagnostic techniques;
- Describe the principles for treatment- and prevention programmes for parasitological infections of medical importance;
- Analyse literature in the parasitology research field; to discuss and present the literature.

Onderwijsvorm

Students will have (interactive) guest lectures covering all aspects of medical parasitology 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. They will also have to present selected articles during two sessions and they will have the opportunity to perform a practical in parasite identification.

In the final week students will present a grant application on a parasite of choice during an elevator pitch. At the end of the course students will have to prepare and actively participate in a debate on a selected parasitological topic.

All workgroup-sessions are compulsory.

An written examination will take place after week 4.

Lectures: 30 hours

Workgroups: 16 hours

Practical parasite identification: 4 hours

Toetsvorm

You will pass the course if you have attended all compulsory sessions, if all assignments are sufficient and the exam is above 5,5 (so not 5,4!).

You can earn up to 1 point on top of your final grade if you have an outstanding performance on all assignments (diagnosis- and virulence session, elevator pitch and debate) and the exam is above 5,5.

Literatuur

Reader

Vereiste voorkennis

Immunology, Infectious diseases

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 teach on Medical Parasitology.

Policy, Management and Organisation in International Public Health

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

Doel vak

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

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

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

To get acquainted with different management practices in health programs

To gain insight into change management

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

Inhoud vak

This course contains two parts that will run parallel throughout the course: a theoretical part and a practical, diplomacy, part. In the theoretical part you study different theoretical concepts of policy science in international public health. You study core concepts of public administration in relation to IPH such as power relations, securing public interest, public versus private sector, managing change and the network society. Questions are addressed such as: In what way does the political structure of a country influence health policies; Why do certain topics get on the policy agenda while other topics never make it; Why do policy makers and politicians regularly seem to ignore scientific insights; To what extent do international organisations (such as the World Bank and the World Health Organisation) influence national policies? In the diplomacy part you develop basic diplomatic skills by practicing them in 4 training sessions and a final 1.5 day World Health Organization simulation under Model United Nations rules of procedure (WHO MUN). Model United Nations (informally abbreviated as Model UN or MUN) is an academic simulation of the United Nations that aims to educate you about civics, effective communication, globalization and multilateral diplomacy. In Model UN, you take on roles as foreign diplomats and participate in a simulated session of the WHO.

Onderwijsvorm

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

Toetsvorm

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

Literatuur

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

"The Wisdom of Whores", Elizabeth Pisani, 2008, Granta Publications, ISBN 978-1-84708-076-9

Other reading materials via Canvas

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 Maarten Kok (m.kok@vu.nl)

Prevention and Policy

Vakcode	AM_470823 ()
Periode	Periode 1
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Aard- en Levenswetenschappen
Coördinator	dr. ing. M.M. Goedendorp
Examinator	dr. ing. M.M. Goedendorp
Docent(en)	dr. C.M. Renders
Lesmethode(n)	Hoorcollege, Werkgroep, Computerpracticum
Niveau	500

Doel vak

After the course students:

- have knowledge of the theories and key elements of policy and policy development, the relation between policy and prevention
- have knowledge of the Dutch situation with respect to the organization of health promotion and disease prevention both at the national and local level and are able to apply theories of policy development to the Dutch situation.
- are able to describe and explain how the impact of policy on health can be evaluated and can apply several policy instruments such as "Quick Scan Facet Policy" and health impact assessment.
- are able to address a public health problem from the point of view of research, policy and practice and from different perspectives on public health and are able to explain and discuss the complexity of policy making and evaluating because of these different points of view.
- are able to explain and discuss future developments in the field of policy and public health/ public policy and how this affects public health policy in the Netherlands.
- are able to create a factsheet (and a scientific background paper) in which is stated with sound argumentation and in a convincing way what

measures should be taken in a municipality to tackle a lifestyle problem, taking different perspectives on health (promotion) into account.

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 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 "Dutch National Program Prevention" .

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 September 4th until October 27th 2017.

Prevention and Policy is a part-time course of 8 weeks, this means that 21 hours a

week are necessary to pursuit the goals of this course. Regular attendance during the weeks is mandatory.

Teaching activities include: Lectures (l), Seminars (s), Practical

(pra).

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. The assignment consists of a factsheet and a scientific background document. The pass mark for both the written assignment as well as the written exam is 5.5 or higher.

Literatuur

The compulsory literature of this course is the book:

Eyler A, Chrique JF, Moreland-Russell S and Brownson RC. 'Prevention, policy and Public Health', Oxford University press 2016 .

For additional compulsory literature see Canvas.

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.

Doelgroep

Msc students Health Sciences

Intekenprocedure

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

Overige informatie

Guest lecturers:

Dr M. v.d. Berg, PhD (National Institute for Public Health and the Environment (RIVM))

Dr L. Den Broeder, MPH (National Institute for Public Health and the Environment (RIVM)) The following course of the Master health sciences is strongly recommended: 'Health Promotion and Disease Prevention'.

Drs L. Van Kranendonk (Ministry of Health, Welfare and Sport)

Prevention of Mental Health Problems

Vakcode	AM_470840 ()
Periode	Periode 3
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Aard- en Levenswetenschappen
Coördinator	dr. E.M. Sijbrandij
Examinator	dr. E.M. Sijbrandij
Docent(en)	dr. E.M. Sijbrandij
Lesmethode(n)	Hoorcollege, Werkgroep, Computerpracticum
Niveau	400

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 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.

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 in January 2017.

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 accounts for 60% of the final grade of this course.

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

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

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

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:

- Beekman, A.T.F., Smit, F., Stek, M.L., Reynolds, C.F., & Cuijpers, P.C.

(2010). Preventing depression in high-risk groups. *Current Opinion in Psychiatry*, 23(1), 8–11. doi: 10.1097/YCO.0b013e328333e17f

- Holmes E.A., James E.L., Kilford E.J., & Deeproose, C. (2012). Key Steps in Developing a Cognitive Vaccine against Traumatic Flashbacks: Visuospatial Tetris versus Verbal Pub Quiz. *PLoS ONE* 7(11). doi: 10.1371/annotation/eba0a0c8-df20-496b-a184-29e30b8d74d0

- Koning, I.M., Vollebergh, W.A.M., Smit, F., Verdurmen, J.E.E., van den Eijnden, R.J.J.M., ter Bogt, T.F. M. et al. (2009). Preventing heavy alcohol use in adolescents (PAS): cluster randomized trial of a parent and student intervention offered separately and simultaneously. *Addiction* 104, 1669-1678. doi:10.1111/j.1360-0443.2009.02677.x

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

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

Doel vak

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

public health. But what is a healthy diet, and what foods are 'a healthy choice'?

For development and revisions of dietary guidelines 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.

Aims:

- Recognize and evaluate study designs for quantitative research and weigh the current scientific evidence on specific nutrition topics using an evidence based approach
- Formulate a specific research question in the nutrition field, systematically search, analyse and critically judge the available literature, write a systematic review on the findings and orally discuss the results.
- Judge the implications of available scientific evidence for future research, policy measures and industry in the nutrition field.

Inhoud vak

- Various evidence based approaches
- Quantitative research designs
- Scientific evidence for dietary recommendations
- Public health nutrition in practice
- 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), excursion (if possible; 8 hours), self study (~134 hours)

Toetsvorm

Grades for written exam (~50%) and for literature assignment (~50%). Both grades should be 5.5 or higher in order to pass the course (no compensation).

Literatuur

Will be announced through Canvas and the study guide

Vereiste voorkennis

Bachelor course 'Voedingsonderzoek' or 'Voedingsleer en onderzoek', or equivalent level.

Students should have followed the master course "Care and Prevention Research". If not, contact the course coordinator.

Doelgroep

Master students Health Sciences

Overige informatie

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

Students should have passed the bachelor course 'Voedingsonderzoek' or 'Voedingsleer en onderzoek', or

equivalent level.

Students should have followed the master course "Care and Prevention Research". If not, contact the course coordinator.

Regulation and organisation of health care

Vakcode	AM_470809 ()
Periode	Periode 2
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Aard- en Levenswetenschappen
Coördinator	dr. M.C. de Bruijne
Examinator	drs. H. Merten
Docent(en)	prof. dr. C. Wagner, drs. H. Merten
Lesmethode(n)	Hoorcollege, Werkgroep
Niveau	500

Doel vak

To provide students with theoretical and methodological knowledge to describe, analyse and evaluate:

- The Dutch healthcare system (relationships between providers, consumers, financiers and state) under different social and political circumstances
- Health services (hospitals, primary care arrangements, home care and institutions)
- Quality of care

Final attainment levels:

- Students are able to describe and critically analyse health systems at the national and local level under different social and political circumstances.
- Students are able to describe and analyse the role and functioning of the different stakeholders and health services within the healthcare system.
- Students are able to describe and apply theories and models relevant for a healthcare system.
- Students are able to describe and analyse a quality of care problem within Dutch healthcare, to apply relevant theories and instruments (e.g. stakeholder analysis), describe an appropriate solution and proposal for evaluation during a practical assignment.

Inhoud vak

- Health systems on the national level: various configurations (of state, insurance companies, suppliers, and consumers) 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
- Methods for stakeholder analysis

Onderwijsvorm

The theoretical and methodological concepts will be introduced and discussed during the lectures and in the literature. These concepts

include organisational and policy theories relevant for describing the Dutch healthcare system and (local) organisations. Guest lecturers, representing health care organisations will apply the theoretical concepts to their organisations during guest lectures. They also provide and illustrate cases concerning organisational problems and challenge 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 working groups and in the assignment.

In couples or small groups the students will write a report about a quality 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 working groups, the students present their analysis and proposal to each other and the teacher.

Contact hours;

Lectures: 50 hours

Self-study: 73 hours

Working groups: 15 hours

Assignment: 35 hours

Toetsvorm

Students have to complete a written exam and write a report. The final grade is composed as follows: exam (70%)+ report (30%). The total score has to be at least 5.5 to successfully complete this course.

In addition, students have to attend all guest lectures, practicals and present the progress of their report during the practicals, where they participate actively.

Literatuur

The following literature will be used and discussed during this course:

Boonstra, A. (2007). Invoering van interorganisatorische ICT in de gezondheidszorg. Analyse van een casestudie vanuit belangengroepen perspectief. *M&O*, 61 (2), 63-86.

Bruijn, J.A. de and Heuvelhof, E.F. ten (2007). *Management in Netwerken – over veranderen in een multi-actorcontext*. Den Haag: Boom Lemma uitgevers. Hoofdstuk 1.

Buse, K., Mays, N., and Walt, G. (2005). *Making health policy*. London: Open University Press. Hoofdstuk 1,2,4,5,6,7,9 &10.

Ensign, P.C. (2001). Value chain analysis and competitive advantage: Assessing strategic linkage and interrelationship. *Journal of General Management*, 27(1), 18-42.

Gawande, A. (2013). Slow ideas. *The New Yorker: Annals of Medicine*.

Glouberman, S. and Mintzberg, H. (2001). Managing the Care of Health and the Cure of Disease—Part I Differentiation. *Health Care Management Review*, 26(1), 56-69.

Hope Hailey, V. and Balogun, J. (2002). Devising context sensitive approaches to change: The example of Glaxo Wellcome. *Long Range Planning*, 35, 153-78

Leistikow, I.P., Tuijn, Y. van der, Diemen, R. van (2015). IGZ promoot just culture. *Medisch Contact*, 70(38),1742-4.

Leistikow, I.P., Mulder, S., Vesseur, J. and Robben, P. (2016). Learning from incidents in healthcare: the journey, not the arrival matters. *BMJ Qual Saf*, 0, 1-5.

Minkman, M.M.N. (2012). The current state of integrated care: an overview. *Journal of Integrated Care*, 20(6), 346-58.

Mintzberg, H. (1987). *Crafting Strategy*. Harvard Business Review.

Okma, K.G.H. and Crivelli, L. (2013). Dutch and Swiss 'consumer-driven health care': ideal model or reality? *Health Policy*, 109 (2),105-12.

Oldenburg, C.S., van den Berg, J.M. and Leistikow, I.P. (2015). All aboard, getting nationwide indicators on the rails. *BMJ Outcomes* (Inaugural collection).

Schein, E.H. (1993). *Defining Organizational Culture*. In Shafritz, J.M., Ott, J.S. and Suk Jang, Y. *Classics of organization theory*. (Hoofdstuk 7.1). USA: Thomson Wadsworth.

Scholes, K. (1998). *Stakeholder Mapping: A Practical Tool for Managers*. In Ambosini, V., Johnson, G. and Scholes, K. *Exploring Techniques of Analysis and Evaluation in Strategic Management* (Hoofdstuk 9). Hemel Hempstead: Prentice Hal.

Schoten, S.M. van, Groenwegen, P.P. and Wagner, C. (2013). De ontwikkeling van kwaliteitssystemen in Nederlandse ziekenhuizen tussen 1995 en 2011. *Tijdschrift voor Gezondheidswetenschappen*, 91(8), 489-96.

Wagner, C. (2011). Patiëntveiligheid. In: Wollersheim, H., Bakker, P.J.M., Bijnen, A.B., Gouma, D.J. and Wagner, C. *Kwaliteit en veiligheid in patiëntenzorg* (Hoofdstuk 5.4, 5.5 & 5.8-5.11). Houten: Bohn Stafleu van Loghum.

Wagner, C. and Wal, G. van der (2005). Voor een goed begrip. *Medisch contact*, 60(47),1888-91

Waring, J. (2005). Beyond blame: cultural barriers to medical incident reporting. *Social Science and Medicine*, 60 (9), 1927-35.

The final list of course literature will be available on Canvas to the participating students

Aanbevolen voorkennis

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

Doelgroep

MSc students Health Sciences

Intekenprocedure

Use VUnet to enroll for this course

Overige informatie

Involved lecturers:

- Dr. M.C. de Bruijne
- Drs. H. Merten, contact person for this course: h.merten@vumc.nl

Guest lecturers:

- Guest lecturers will be announced through the course schedule

NB This course will be in Dutch.

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

Research Methods for Need Assessments

Vakcode	AM_470817 ()
Periode	Periode 1
Credits	6.0
Voertaal	Engels
Faculteit	Fac. der Aard- en Levenswetenschappen
Coördinator	dr. D.R. Essink
Examinator	dr. D.R. Essink

Docent(en)	prof. dr. M.B.M. Zweekhorst, dr. B.J. Regeer, dr. J.F.H. Kupper, dr. D.R. Essink, U.O.C. Ilozumba
Lesmethode(n)	Hoorcollege, Werkgroep, Computerpracticum
Niveau	400

Doel vak

- The overall goal is to acquire insights, skills and attitudes regarding various quantitative and qualitative research methods used for conducting needs assessment, analysis of 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

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

Gray, D.E. (2014) Doing Research in the Real World (3rd edition) Sage Publications Ltd, Los Angeles.

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 (AM_HS)

Vakcode	AM_1159 ()
Periode	Semester 2
Credits	3.0
Voertaal	Engels
Faculteit	Fac. der Aard- en Levenswetenschappen
Coördinator	M. van den Hoorn
Examinator	M. van den Hoorn
Lesmethode(n)	Werkgroep
Niveau	400

Doel vak

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

At the end of the course students

- know how to structure a scientific article;
- know what the information elements are in parts of their scientific article;
- know how to produce clear and well-structured texts on complex subjects;

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

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

Inhoud vak

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

Topics addressed during the course include the following:

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

Onderwijsvorm

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

Toetsvorm

Students will receive the three course credits when they meet the following requirements:
Students hand in three writing assignments (Introduction, Methods, Discussion)
Students get a pass mark for all writing assignments;
Students provide elaborate peer feedback (Introduction, Methods, Discussion, Abstract);

Students attend at least 7 out of 8 sessions;
Students are well prepared for each session (i.e. do all homework assignments);
Students participate actively in class;
Students do not plagiarise or self-plagiarise.

Writing assignments:

1. If students have a BSc thesis in a traditional thesis form (e.g., 20+ pages) and written in English, they may use this for the writing assignments.
2. If students have a BSc thesis in a traditional form (e.g., 20+ pages) written in another language than English, they may use this for the writing assignments.
3. If students have written a paper or report in English that's not already in article form, they may use this for the writing assignment.
4. If students are working on their MSc thesis or internship report when taking Scientific Writing in English, they may use this for the writing assignments. They will have to notify their supervisor to make sure that they won't be accused of self-plagiarism.
5. If students cannot or do not wish to use any of the above-mentioned texts for the writing assignments (1-4), they are expected to do a limited Literature Review on a topic in their field of research, using at least 5 articles.

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

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

Literatuur

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

Doelgroep

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

Overige informatie

- To do well, students are expected to attend all lessons. Group schedules are to be found at rooster.vu.nl and on Canvas.
- A VUnet registration for this course automatically gives access to the corresponding Canvas site. Group registration only takes place via Canvas (general groups: registration by students following FALW programmes offering this course; groups assigned to specific studies: registration through programme and course coordinator).
- Make sure Scientific Writing in English does not overlap with another course.
- If you have registered for a group in Canvas, you are expected to attend all sessions (eight). If you decide to withdraw from the course, do so in time in VUnet. This will avoid a 'fail' on your

grade list for not taking part in this course and allows other students to fill in a possible very wanted group spot.

- For specific Canvas matters concerning this course, please contact canvas.beta@vu.nl.

- Full time students with their main registration at VU will be given preferential treatment for placement in this course. For secondary students proof of enrollment is not a guarantee of placement.