



**European Master in Public Health EUROPUBHEALTH+**

**Specialization:  
Leadership in European Public Health**

2017-2021



**Department of International Health  
Faculty of Health, Medicine and Life Sciences  
Maastricht University**

## **TEACHING PROGRAMME**

### **European Master in Public Health (Europubhealth+)** **SPECIALIZATION: Leadership in European Public Health**

The present document details the content of the second year specialisation of the **Europubhealth+** programme delivered by Maastricht University. For the first year of the Europubhealth+ programme, a foundation course with the core competences in public health is delivered at the School of Health and Related Research - University of Sheffield (United Kingdom) in English or at the Andalusian School of Public Health - University of Granada (Spain) in Spanish.

#### **I. GENERAL REQUIREMENTS**

The specialization course lasts two semesters and students get 36 ECTS for mandatory modules and 21 ECTS for the dissertation work and related placement. A mandatory integration module worth 3 ECTS is organized by the EHESP School of Public Health (Rennes, France) at the end of the academic year.

#### **II. REQUIREMENTS FOR GRADUATION AND OBTAINING PROFESSIONAL TITLE**

In order to graduate, students must pass all examinations for mandatory modules, dissertation and practical placement and obtain all corresponding credits (at least 120 ECTS), including the credits obtained during the first year of the programme in the partner university (Sheffield or Granada).

#### **III. PRACTICAL PLACEMENT**

A practical placement is mandatory and lasts for at least 2 months.

## STUDY PLAN

### Specialization: Leadership in European Public Health

<b>No</b>	<b>Name of the subject</b>	<b>Class form</b>	<b>M/F</b>	<b>Credit form (Mark or Pass/Fail)</b>	<b>Number of teaching hours</b>	<b>ECTS</b>
1	Introduction to Governance and leadership in European Public Health	PBL	M	Credit mark	12	5
2	Measuring and Comparing Health in Europe – Quantitative and Qualitative Approaches	PBL	M	Credit mark	12	5
3	Identifying and assessing good and best practices in health	PBL	M	Credit mark	12	5
4	Europe as one zone: European Health Law & Policies: The Translation of Evidence into Norms	PBL	M	Credit mark	12	5
5	Public health leadership (strand)	PBL	M	Pass/Fail	12	5
6	Diffusion, Implementation and Quality Assurance of Health Innovations in Europe	PBL	M	Credit mark	12	6
<b>7</b> Electives	<ul style="list-style-type: none"> <li>• Strategic Management, Leadership and Change</li> <li>• Implementation and Evaluation</li> <li>• Entrepreneurship</li> <li>• Financial Management</li> </ul>	PBL	M/E	Credit mark	12	6
8	The EU, Enlargement and Global Health	PBL	F	Credit mark	12	2
9	Research Methods / Dissertation and placement	PBL	M	Credit mark	12	21
-	Integration Module (at EHESP in Rennes – France)	Seminar	M	Credit mark	30	3

F – facultative, M – mandatory to graduate, M/E – mandatory elective

Total number of mandatory hours (without individual workload): 40 week\*12 hours = 480 hours.

Total number of ECTS: **61**

<b>Module title</b>	<b>1. Introduction to Governance and leadership in European Public Health</b>
<b>Faculty</b>	Prof. dr. D. Townend Dr. K. Michelsen Dr. K. Czabanowska Prof. dr. H. Brand Dr. P. Schröder-Bäck
<b>Conducting unit</b>	Dept. Health Ethics and Society / Dept. International Health
<b>Teaching Language</b>	English
<b>Aim of the course</b>	To introduce, explain and explore the concepts of governance, leadership and European Public Health so that the students understand the contested nature of these concepts as a natural part of Master's level study
<b>Learning outcomes</b>	<p><i>Knowledge and understanding</i> At the end of the module, students should have:</p> <ul style="list-style-type: none"> <li>• a clear understanding of the basic landscape and architecture of each of the three concepts;</li> <li>• have seen that these are contested concepts, seen something of the scope of the contests within the concepts and disciplines, and seen differences in concepts as a positive and natural part of Master's level study;</li> <li>• seen something of the interaction between the three conceptual elements of the course;</li> <li>• lifted their level of reading and preparation to a Master's level, by explicitly working on skills in close analysis of texts and detailed reading of materials, and on the development of multi-layered, critical arguments using a variety of evidence;</li> <li>• an introduction to different professional debates within the three concepts, particularly to ensure that students are shown and are encouraged to participate in professional academic discussions and professional practitioner discussions; and,</li> <li>• encouragement to draw on their own experience and observation of public health debates from their home countries as a part of the literature that will be discussed</li> </ul> <p><i>Application of knowledge and understanding</i> At the end of the module, students are able to:</p> <ul style="list-style-type: none"> <li>• write and otherwise communicate theoretical positions and claims, and link these to evidence to support the claims effectively; and,</li> <li>• understand the key concepts underpinning European Public Health, Governance and Leadership.</li> </ul> <p><i>Making judgments</i> At the end of the module, students are able to:</p> <ul style="list-style-type: none"> <li>• recognize and distinguish between public health, governance and leadership judgements in practice (through guest lectures);</li> <li>• understand the importance of judgement formation in European Public Health;</li> <li>• begin to see the different value-claims involved in judgement formation (the contested nature of judgement-making); and,</li> <li>• understand the current dominance of 'evidence-based' judgements, see the political nature of this method, and see alternatives.</li> </ul> <p><i>Communication</i> At the end of the module students are able to</p>

	<ul style="list-style-type: none"> <li>• discuss ideas in a dispassionate way with colleagues, Faculty, and visiting lecturers;</li> <li>• prepare and present information gathered independently and in groups;</li> <li>• write an extended answer to a given question.</li> </ul> <p><i>Learning skills</i> At the end of the module, students are be able to:</p> <ul style="list-style-type: none"> <li>• read academic literature effectively for Master's study;</li> <li>• take notes in academic environments effectively; and,</li> <li>• spend time in critical reflection of ideas gathered in different academic and practical settings.</li> </ul>
<b>Assessment methods</b>	Individual written assignment. The criteria of grading this paper are based on are formal aspects, structure and subject knowledge.
<b>Type of classes / Workload</b>	Problem Based Learning – Workload 40 hours per week (on average 12 contact hours per week – 28 hours self-study/group work/assignments).
<b>Number of ECTS</b>	5
<b>Teaching &amp; learning methods</b>	<ul style="list-style-type: none"> <li>• Tutorials, during which several cases and problems pertinent to health status and healthcare provisions in the European region will be discussed according to the PBL principles and approach;</li> <li>• Lectures supporting the literature discussed in the tutorials which will provide opportunities for students to clarify the most relevant content matters;</li> <li>• Student presentations based on reports written about what they describe as their 'home' countries on 'Current Public Health Issues'.</li> </ul>
<b>Course topics</b>	<p>The primary aim of this module is to introduce the students to European Public Health, Governance and Leadership. It is an overarching course; it introduces the key themes of each of the strands of the degree, and shows linkage and interconnections.</p> <p>Sub aims include checking students' academic skills - critical reading, understanding the nature of evidence in different disciplines, filtering and ordering information according to different disciplinary methodologies and conventions, analysing information, and communicating the results of that analysis to others.</p>

<b>Module title</b>	<b>2. Measuring and Comparing Health in Europe – Quantitative and Qualitative Approaches</b>
<b>Faculty</b>	Dr. K. Czabanowska Prof. Helmut Brand Dr. G. Burazeri Dr. K. Michelsen
<b>Conducting unit</b>	Dept. International Health
<b>Teaching Language</b>	English
<b>Aim of the course</b>	To explore, understand and compare the present health status and national healthcare provisions in the European Region using quantitative and qualitative approaches
<b>Learning outcomes</b>	<p><i>Knowledge and understanding</i> At the end of the module, students have:</p> <ul style="list-style-type: none"> <li>• Knowledge about assessment and measurement of health, burden of disease and quality of life;</li> <li>• Knowledge about the main health indicators, indicator sets and databases used in the European region;</li> <li>• Knowledge about the various types of health measurement scales;</li> <li>• Knowledge on advantages and disadvantages of using available data sources;</li> <li>• Knowledge how to critically appraise the available comparative reports;</li> <li>• Knowledge on the use of quantitative and qualitative methods useful for comparative research;</li> <li>• Knowledge on qualitative research approaches such as: case study, grounded theory, ethnography and phenomenology;</li> <li>• Knowledge on quantitative research designs including observational studies and experimental studies;</li> <li>• Knowledge on qualitative data collection methods and instruments;</li> <li>• Knowledge on how WHO supports countries in the European region;</li> <li>• Knowledge on the European Public Health Operations and country assessments;</li> <li>• Ethical aspects of comparative research based on concrete examples of migrant health..</li> </ul> <p><i>Application of knowledge and understanding</i> At the end of the module, students are able to:</p> <ul style="list-style-type: none"> <li>• Use different health information systems and databases to obtain relevant indicators which describe the health status and healthcare organisation in different countries of the European region;</li> <li>• Make proper use of available data sets;</li> <li>• Compare and interpret different indicators pertinent to the health status and healthcare provisions in different countries of the European region;</li> <li>• Interpret age-standardized morbidity and mortality rates in different countries of the European region;</li> <li>• Perform a statistical evaluation of health measurement scales used in different public health disciplines;</li> <li>• Apply knowledge and understanding to make theoretical assumptions related to comparative research in health and healthcare;</li> <li>• Design and apply comparative studies;</li> <li>• Apply knowledge to develop quantitative and qualitative comparative study designs</li> </ul>

- Make ethical judgements about comparative research.

#### *Making judgments*

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

- Recognize and distinguish between different indicators and indicator sets related to health status, health inequalities and healthcare organisation in different countries of the European region;
- Examine and consider the major benchmarks employed for detection and monitoring of health status, health determinants, health inequalities and healthcare provisions in the European region;
- Appreciate the main elements of the learning process including selection of the most suitable reading materials and the most effective means of processing, storing and retrieving of the information obtained;
- Formulate judgements based on available (or provided) information/data in such a way that it shows their ability to synthesize and analyse information in view of existent limitations and reflect on both social and ethical aspects linked to the problem in question;
- Make proper judgements based on sound understanding of the concepts of diversities and differences used when describing healthcare systems and practices throughout Europe with a special focus on migrant health and disability.

#### *Communication*

At the end of the module students are able to:

- Communicate in a professional manner with healthcare professionals, public health experts, policymakers and decision-makers about issues related to comparing health status and health care in the European region;
- Discuss in a professional/scientific fashion about topics related to health status, health inequalities and inequities as well as healthcare provisions in the European region;
- Perform well, and participate actively as a member of a tutorial group;
- Communicate their knowledge related to design, analysis and caveats of comparative health and healthcare research;
- Communicate about the advantages and disadvantages of using specific qualitative research methods to investigate problems related to comparative health research;
- Present the results and conclusions of their work to both specialized/professional and lay audience;
- Communicate and engage in the discussion related to ethical aspects of conducting comparative research using qualitative research approaches.

#### *Learning skills*

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

- Identify and distinguish between various core indicators related to health status, health inequalities (and inequities) and healthcare provisions in different countries of the European region;
- Comprehend and give & receive feedback on the major health information systems and indicator sets employed for monitoring the health status and healthcare systems in the European region;
- Investigate the field of comparative research in health and healthcare in a fully self-directed and autonomous way;
- Continue the investigation and upgrading the knowledge related to European health

	and healthcare comparisons according to their learning demand without supervision.
<b>Assessment methods</b>	This module will be assessed through a final paper (85% of final grade) and group presentation of the country assessment using (WHO) EPHOs(15% of the final grade).
<b>Type of classes / Workload</b>	Problem Based Learning – Workload 40 hours per week (on average 12 contact hours per week – 28 hours self-study/group work/assignments).
<b>Number of ECTS</b>	5
<b>Teaching &amp; learning methods</b>	<ul style="list-style-type: none"> <li>• Tutorials, during which three cases pertinent to health status, quantitative and qualitative data collection approaches in relation to migrant health in the European region will be discussed according to the PBL principles and approach;</li> <li>• Lectures supporting the literature discussed in the tutorials which will provide opportunities for students to clarify the most relevant content matters;</li> <li>• Guest lectures;</li> <li>• Training sessions on health indicators, health measurement scales, SPSS and research methods;</li> <li>• Project work related to the development of comparative study designs using health indicators, qualitative and quantitative methods with respect to a selected health problem;</li> <li>• Game.</li> </ul>
<b>Course topics</b>	<p>The aim of this module is to enable the students to make critical judgments, assess, explore, describe, measure, analyse, recognize and compare the striking diversity of populations' health status, health indicators, health inequalities and inequities in the European Region using quantitative and qualitative data collection approaches.</p> <p>Accordingly, a wide array of scientific approaches, methodologies and techniques to assess and measure health, disease and quality of life are discussed in-depth. Definition of indicators, indicator sets and benchmarks are considered and analysed comprehensively. Furthermore, students get acquainted with the health information systems and the major European public health databases which inform about the health status of the populations and are used to guide policy and tailor health programs and interventions accordingly..</p>



<b>Module title</b>	<b>3. Identifying and assessing good and best practices in health</b>
<b>Faculty</b>	Dr. B. Wijnen Dr. Andres Roman-Urrestarazu Dr. K. Czabanowska Dr. M. Hiligsmann Dr. K. Michelsen Dr. P. Schröder-Bäck
<b>Conducting unit</b>	Dept. Health Ethics and Society / Dept. International Health / Dept. Health Services Research
<b>Teaching Language</b>	English
<b>Aim of the course</b>	To evaluate and define good and best practices in prevention and care in the European Region.
<b>Learning outcomes</b>	<p><i>Knowledge and understanding</i> At the end of the module, students have</p> <ul style="list-style-type: none"> <li>• insight in and knowledge of definitions and concepts of evaluation</li> <li>• insight in and knowledge about models and methods to assess effectiveness, cost-effectiveness, cost-benefit and cost-utility</li> <li>• insight in and knowledge about methods for systematic review and selection of good and best practices</li> <li>• insight in and knowledge about techniques to ensure cross-national comparability and standardisation</li> <li>• insight in and knowledge about concepts, models and methods of benchmarking</li> <li>• insight in and knowledge about methodologies of health impact assessment (HIA) and health technology assessment (HTA)</li> <li>• insight in basic concepts of sociology of science</li> <li>• insight in meta-analysis, systematic reviews and observational research designs</li> </ul> <p><i>Application of knowledge and understanding</i> At the end of the module, students are able to:</p> <ul style="list-style-type: none"> <li>• understand the concept and role of evaluation in prevention and care</li> <li>• are able to apply methods to select and define good and best practices in prevention and care</li> <li>• are able to formulate a design or protocol to assess effectiveness of practices in prevention and care</li> <li>• understand the quantitative aspects of effectiveness, cost-effectiveness and cost-utility analysis and of systematic reviews</li> <li>• understand the difficulties and pitfalls in cross-national and cross-regional research</li> <li>• are able to apply the concepts, models and methods of benchmarking</li> <li>• understand the methods of health impact assessment (HIA) and health technology assessment (HTA)</li> </ul> <p><i>Making judgements</i> At the end of the module, students are able to:</p> <ul style="list-style-type: none"> <li>• critically reflect on the concepts of context, European culture and (scientific) culture</li> <li>• critically reflect on approaches to evaluation, evaluation studies and good and best practices</li> <li>• critically reflect on cross-national and cross-regional comparisons of prevention and</li> </ul>

	<p>care</p> <ul style="list-style-type: none"> <li>• make suggestions for evidence-based improvement of prevention and care practices</li> </ul> <p><i>Communication</i></p> <p>At the end of the module students are able to:</p> <ul style="list-style-type: none"> <li>• communicate in a professional way with researchers, health experts, policy makers and other representatives of European organisations about issues of evaluation, effectiveness and good and best practices in health across the EU</li> <li>• write, discuss and present issues of evaluation, effectiveness and good and best practices in health across the EU in a professional manner</li> </ul> <p><i>Learning skills</i></p> <p>At the end of the module, students are able to:</p> <ul style="list-style-type: none"> <li>• read, understand and comment on published evaluation studies and reviews</li> <li>• select appropriate methods to assess prevention and care practices in a cross-national context</li> <li>• search for, identify, analyse and interpret key information to underpin recommendations for improvement of practices in prevention and care</li> </ul>
<b>Assessment methods</b>	This module will be assessed through an individual written assignment. The task of the assignment (cf. "Project") integrates the different parts of this module. The criteria of grading this paper are based on formal aspects, structure and subject knowledge.
<b>Type of classes / Workload</b>	Problem Based Learning – Workload 40 hours per week (on average 12 contact hours per week – 28 hours self-study/group work/assignments).
<b>Number of ECTS</b>	5
<b>Teaching &amp; learning methods</b>	<ul style="list-style-type: none"> <li>• Tutorials, during which cases of effectiveness and cost-effectiveness studies and systematic reviews as well as cross-national comparisons and benchmarking will be discussed according to the PBL principles and methods</li> <li>• Lectures and guest lecture, to support the literature discussed in the tutorials and to help students to understand and clarify the content matters covered during the module</li> <li>• Training sessions on the application of the steps of a systematic review process and of health impact assessment or health technology assessment</li> </ul>
<b>Course topics</b>	Students are introduced to the evaluation of public health, prevention and care interventions and policies in the European region, and to the identification and selection of good and best practices and good practice exchange. They learn about models for evaluation and selection of good and best practices based upon criteria of effectiveness, equity, humanity, client satisfaction, efficiency, and cost-effectiveness; they familiarise themselves with the methodology to assess the effectiveness and cost-effectiveness of prevention and care. The methodologies of health technology assessment (HTA) and health impact assessment (HIA) are introduced and applied in this regard as well.

<b>Module title</b>	<b>4. Europe as one zone: European Health Law &amp; Policies: The Translation of Evidence into Norms</b>
<b>Faculty</b>	Prof. dr. D. Townsend L. Bongers
<b>Conducting unit</b>	Dept. Health, Ethics and Society
<b>Teaching Language</b>	English
<b>Aim of the course</b>	To understand the position and role of national, transnational and European regulations and agencies in prevention and care in/throughout the European Region..
<b>Learning outcomes</b>	<p><i>Knowledge and understanding</i> At the end of the module, students have:</p> <ul style="list-style-type: none"> <li>• insight in and knowledge about the main political and legal institutions of the EU, their tasks and their competences</li> <li>• insight in and knowledge about global and European institutions in the health policy field such as WHO, OECD, Council of Europe and others</li> <li>• insight in and knowledge about the decision procedures and legal and policy instruments</li> <li>• insight in and knowledge about the historical development of European unification and the role and content of the European Treaties</li> <li>• insight in and knowledge about the relation between EU and the Member States and the principle of subsidiarity</li> <li>• insight in and knowledge about the formal competences and activities of the EU in the field of health (EU Treaty Art 168, Health in all Policies)</li> <li>• insight in and knowledge about the transformation of principles and evidence into policy</li> <li>• insights in theories of social constructivism related to aspects of transferability</li> </ul> <p><i>Application of knowledge and understanding</i> At the end of the module, students:</p> <ul style="list-style-type: none"> <li>• understand the impact of the legal and political infrastructure of the EU</li> <li>• are able to assess the role of the EU and other bodies concerning prevention and healthcare on the level of the EU and on the national level.</li> <li>• are able to formulate a design or protocol for a policy oriented, translational research project</li> </ul> <p><i>Making judgements</i> At the end of the module, students are able to</p> <ul style="list-style-type: none"> <li>• critically reflect on the function of laws, moral principles, and regulations which shape the governance of prevention and healthcare.</li> </ul> <p><i>Communication</i> At the end of the module students are able to:</p> <ul style="list-style-type: none"> <li>• communicate in a professional way with policy makers and other representatives of European organisations</li> <li>• decipher the language barriers between professions involved in the translation of evidence into policies</li> </ul> <p><i>Learning skills</i> At the end of the module, students are able to:</p>

	<ul style="list-style-type: none"> <li>• read a report of a court case and European Union legislation</li> <li>• have improved their writing skills, especially writing in an argumentative and analytical style</li> <li>• assess the translation process of evidence into policies.</li> </ul>
<b>Assessment methods</b>	Two parts: written examination consisting of open ended questions (upon which the grade out of 10 is created; and participation in a group projects (pass / fail).
<b>Type of classes / Workload</b>	Problem Based Learning – Workload 40 hours per week (on average 12 contact hours per week <i>Lectures, Tutorials and Workshops</i> – 28 hours self-study/group work/assignments).
<b>Number of ECTS</b>	<b>5</b>
<b>Teaching &amp; learning methods</b>	Tutorial groups and lectures. For the training, reading legal literature and translation of evidence into policy practice workshops are lead by a staff member.
<b>Course topics</b>	<p>In this module European Union institutions are discussed from a legal and historical perspective.</p> <p>The first aim is to introduce students to the institutions, their history and tasks.</p> <p>The second aim is to teach students how policy processes and decision-making procedures are translated into EU Law.</p> <p>The third aim is to discuss specific examples of European policy and law concerning (public) health (e.g. the use of personal data in research, cross-border patient rights, clinical trials governance).</p>

<b>Module title</b>	<b>5. Public health leadership (horizontal strand)</b>
<b>Faculty</b>	Dr. K. Czabanowska
<b>Conducting unit</b>	Dept. International Health
<b>Teaching Language</b>	English
<b>Aim of the course</b>	To acquaint the students with the leadership approaches and styles which are most useful in public health and health care with a special attention payed to personal development and growth.
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• Examine the key debates around Leadership in Public Health in relationship to modernism, postmodernism, technological change and their implications for leaders within organisations.</li> <li>• Introduce key theoretical frameworks that underpin leadership learning, and enable the critical use of this knowledge and understanding by applying theory to actual practice within the context of Public Health.</li> <li>• Develop the ability to reflect on the Public Health leadership role and development needs of individuals, so that personal and professional development planning for a leadership role is built upon sound analysis of self in context.</li> <li>• Stimulate self-assessment of leadership competencies by the participants to help identify knowledge gaps and further training needs in leadership.</li> <li>• Acquaint the students with the aspects of political leadership and how it is rendered at the European Commission level.</li> <li>• Explore the meaning of political leadership and the attributes and competencies needed to be an effective political leader.</li> <li>• Acquaint the students with the theory and practice related to political leadership and policy development in Public Health.</li> <li>• Identify, develop and practice political leadership skills and behaviour related to dealing with political processes.</li> <li>• Appreciate how EI skills can enhance Public Health leadership effectiveness.</li> <li>• Consider the concept of adaptive leadership and apply to the Public Health roles</li> <li>• Consider the concept of Servant leadership and apply to Public Health roles</li> <li>• Explore emotional intelligence theories and their relationship to leadership</li> </ul>
<b>Assessment methods</b>	A written examination at the end of the module is held that constitutes the grade.
<b>Type of classes / Workload</b>	Problem Based Learning – Workload 40 hours per week (on average 12 contact hours per week – 28 hours self-study/group work/assignments).
<b>Number of ECTS</b>	<b>5</b>
<b>Teaching &amp; learning methods</b>	The 'Critical Thinking & Leadership' strand is a course, running horizontally and well-integrated within the M-GLEPH course. It will be delivered following PBL/Blended Learning format. The didactical approach involves a combination of work-based learning (WBL); online lectures and seminars facilitated by online learning applications; team project-based learning; and e-supported self-directed learning. There will be some part-time attendance at the modules where face-to-face contact with tutors and fellow students is necessary to facilitate achievement of particular learning objectives and formative exercises.
<b>Course topics</b>	Introduction to PHL, leadership Theories, System Thinking, Leadership Communication and Advocacy, Emotional Intelligence, Collaborative Leadership, Leading Change in complex health care systems, Global Leadership Values, Political Leadership

<b>Module title</b>	<b>6. Diffusion, Implementation and Quality Assurance of Health Innovations in Europe</b>
<b>Faculty</b>	Dr. P. Schröder-Bäck Dr. K. Michelsen Prof. dr. A. Brand Prof. dr. H. Brand Dr. R. Zijlstra Dr. Kathelijne Bessems
<b>Conducting unit</b>	Dept. International Health, Dept. Health Services Research, Dept. Health Promotion
<b>Teaching Language</b>	English
<b>Aim of the course</b>	To acquire knowledge about the translation, transferability, diffusion, implementation and quality assurance of innovative good practices.
<b>Learning outcomes</b>	<p><i>Knowledge and understanding</i> At the end of the module, students have</p> <ul style="list-style-type: none"> <li>• knowledge about issues, concepts and models of diffusion, transferability, policy learning and implementation strategies</li> <li>• insight in and knowledge of translating evidence into practice</li> <li>• insight and knowledge of the relevance of monitoring systems, quality management, and evaluation for the implementation and reassessment of different kinds of innovations;</li> <li>• knowledge about existing agencies / institutions and their practices in the field of monitoring and evaluation in prevention and health care, especially at the EU level as well as for selected Member States and other European States;</li> <li>• insights and knowledge of different concepts and methods of monitoring, quality management and evaluation, as well as opportunities and challenges linked with their practical realization;</li> <li>• insight and knowledge about the different requirements for monitoring and evaluation in different contexts (e.g. at the European level, the level of the Member States or within organizations, or linked with policy making, programs, projects or organizational activities);</li> <li>• insights and knowledge about challenges linked with health policies and health systems, especially in the fields of prevention and health promotion.</li> </ul> <p><i>Application of knowledge and understanding</i> At the end of the module, students are able to:</p> <ul style="list-style-type: none"> <li>• understand the role of research evidence and reporting of research findings as a basis for innovation and change of policies on an organizational level;</li> <li>• critically appraise the transferability and possible dissemination strategies in primary and secondary health care organizations in Europe;</li> <li>• assess the (cross-border) transferability of innovative policies and programmes in Europe</li> <li>• assess concepts and methods for monitoring, quality management and evaluation;</li> <li>• assess the effects of agencies and institutions being involved in monitoring, quality management and evaluation;</li> <li>• analyse materials from monitoring systems, quality management, evaluation to assess if a new policy, programme, project, practice has been implemented effectively and works in line with expectations;</li> <li>• become involved in the developing, implementation and realisation of respective concepts;</li> </ul>

	<ul style="list-style-type: none"> <li>• Produce materials for the assessment of policies, programmes, projects and practices.</li> </ul> <p><i>Making judgements</i></p> <p>At the end of the module, students are able to:</p> <ul style="list-style-type: none"> <li>• critically reflect on innovation practices for health care organisations in the EU with a clear focus on transferability and implementation, including cross-border settings;</li> <li>• develop, manage and evaluate innovative public health programmes in health care organizations;</li> <li>• critically appraise different reporting strategies as a basis for innovation and change;</li> <li>• make judgments if policies, programmes or projects have been implemented adequately, fulfil requirements and expectations or should be modified or replaced;</li> <li>• make judgments about concepts and methods for monitoring, quality management and evaluation and their practical realization;</li> <li>• make judgments about the effects of monitoring, quality management and evaluation regarding control, learning and capacity building.</li> </ul> <p><i>Communication</i></p> <p>At the end of the module students are able to:</p> <ul style="list-style-type: none"> <li>• communicate in a professional way with researchers, health experts, policy makers and other representatives of European organisations about issues related to transferability and diffusion of innovative public health interventions;</li> <li>• write, discuss and present issues related to diffusion;</li> <li>• perform well, and participate actively as a member of a tutorial group;</li> <li>• communicate in a professional way with researchers, health experts, policy makers and other representatives of European organizations about</li> <li>• opportunities and challenges to monitor and evaluate the effects of the implementation of policies, programmes, practices</li> <li>• the findings and conclusions from monitoring and evaluation;</li> </ul> <p><i>Learning skills</i></p> <p>At the end of the module, students are able to:</p> <ul style="list-style-type: none"> <li>• identify and distinguish between different approaches and techniques employed to assess the transferability of innovative public health programmes in Europe</li> <li>• identify and distinguish between different approaches and techniques employed for policy diffusion, policy transfer and policy learning in the European region</li> <li>• give and receive feedback on the most effective means of transferability and diffusion of new technology and practice</li> <li>• assess the opportunities, challenges and effects of selected existing monitoring systems, quality management and evaluation;</li> <li>• analyse and use information from monitoring systems, quality management and evaluation;</li> <li>• become involved in the conceptualization and realization of internal and external monitoring systems, quality management programs and evaluation.</li> </ul>
<b>Assessment methods</b>	This module will be assessed through an individual written assignment that is due in the middle of the module. The task of the assignment is to write a paper around the

	theory of diffusion of innovation within the EU and a research project. The criteria of grading this paper are based on formal aspects, structure and subject knowledge. (50% final grade). There is also a final exam (50% final grade).
<b>Type of classes / Workload</b>	Problem Based Learning – Workload 20 hours per week (on average 6 contact hours per week – 14 hours self-study/group work/assignments).
<b>Number of ECTS</b>	<b>5</b>
<b>Teaching &amp; learning methods</b>	<ul style="list-style-type: none"> <li>• Tutorials, during which practice relevant cases of innovative health and prevention programmes, transferring processes, cross border issues and implementation strategies are discussed from an organizational perspective, and organisational theory according to the PBL principles and methods</li> <li>• (Guest) Lectures, to support the literature discussed in the tutorials and to help students to understand and clarify the content matters covered during the module</li> <li>• One assignment on diffusion theory (graded, 50% of final grade).</li> </ul>
<b>Course topics</b>	This module focuses on aspects of diffusion and dissemination by taking (policy) learning and transferability into account. The aim of this module is to enable students to learn and think critically about the translation, diffusion/dissemination (incl. transferability), implementation, monitoring and quality assurance of good and best practices. Following the cycle of the Public Health Trias policies and other kinds of interventions need to be re-assessed and, if necessary, modified or replaced. Thus, students also explore the role and influence of monitoring and quality systems and agencies in public health and health care as applied in Europe. The focus is placed on the monitoring and assessing of the implementation and impact (output and outcome) of (European) policy interventions.



<b>Module title</b>	<b>7. Elective: Strategic Management, Leadership and Change - Elective Fridays</b>
<b>Faculty</b>	D.D. Westra
<b>Conducting unit</b>	Dep. Health Services Research
<b>Teaching Language</b>	English
<b>Aim of the course</b>	This unit will apply knowledge about strategic management, leadership, and organizational change to understand how healthcare providers ensure their competitive advantage, while pursuing the overall common objective to deliver high quality, cost-effective healthcare.
<b>Learning outcomes</b>	<p><i>Knowledge and understanding</i></p> <ul style="list-style-type: none"> <li>• Articulate what is meant by the terms strategic management, organisational change and leadership and critically evaluate the relationship between these terms.</li> <li>• Understand and discuss the main theories and seminal literature on these terms.</li> <li>• Acquire insights into the theories underpinning the analysis of managerial processes, organisational change processes and leadership in healthcare settings.</li> <li>• Gain skills to analyse managerial problems, organisational change issues and problems with leadership and to provide solutions.</li> </ul> <p><i>Applying knowledge and understanding</i></p> <ul style="list-style-type: none"> <li>• Evaluate and apply conceptual models on strategic management, organizational change and leadership.</li> <li>• Apply theoretical knowledge to actual problems regarding managerial problems, organisational change issues and problems with leadership.</li> <li>• Relate the acquired knowledge to the knowledge from other units.</li> </ul> <p><i>Making judgements</i></p> <ul style="list-style-type: none"> <li>• Demonstrate their ability to critically analyse their own and others' work.</li> <li>• Critically consider the needs of stakeholders.</li> <li>• Critically discuss barriers to organisational change, strategic management and leadership and outline strategies to overcome them.</li> <li>• Critically reflect upon the role of individual agency in organisational change, strategic management and leadership.</li> </ul> <p><i>Communication</i></p> <ul style="list-style-type: none"> <li>• Debate the strengths and weaknesses of strategies underlying strategic management, leadership and organisational change.</li> <li>• Communicate effectively within a group.</li> <li>• Communicate effectively with faculty members and other students when using electronic media.</li> </ul> <p><i>Learning skills</i></p> <p>On completion of this unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• Take responsibility for their own learning and demonstrate an ability to plan and organize their workload effectively.</li> <li>• Reflect upon the importance of leadership, personal persuasion, consensus building and their ability to influence others' beliefs and behaviors.</li> <li>• Demonstrate their ability to act as advisors, advocates, change agents and/or (opinion) leaders.</li> <li>• Respond appropriately to formative feedback provided in response to set learning tasks and assignments.</li> </ul>

	<ul style="list-style-type: none"> <li>• Work in a collaborative way with others.</li> </ul> <p><i>Skills trainings</i></p> <p>The unit offers different trainings related to strategic management, leadership and organizational change. You can choose one of these trainings (whether all students are assigned to the training of their first choice depends on the number of places that are available for each training).</p>
<b>Assessment methods</b>	<p>The student examination includes two parts:</p> <ul style="list-style-type: none"> <li>• Individual unit examination</li> <li>• Final paper</li> </ul>
<b>Type of classes / Workload</b>	<p>Problem Based Learning – Workload 40 hours per week (on average 12 contact hours per week – 28 hours self-study/group work/assignments).</p>
<b>Number of ECTS</b>	<b>6</b>
<b>Teaching &amp; learning methods</b>	<p>Assignment(s), Work in subgroups, Lecture(s), Paper(s), PBL, Training(s)</p>
<b>Course topics</b>	<p>Healthcare delivery results from the combined action of a variety of organisations in a complex, highly regulated yet highly dynamic environment. Multiple public and private stakeholders operate individually and in collaboration to enable care provision, at national but also at international level. Governmental agencies, international regulatory bodies, NGOs, donor foundations, universities but also private entities such as hospitals, GPs, pharmaceutical companies, health insurance companies, shape their competitive actions according to different strategies, heterogeneous revenue models, leadership styles, and internal incentive schemes.</p> <p>The unit will examine how strategic management enables healthcare organisations to maintain their dynamic fit between internal resources and external demands. The unit will also consider how effective leadership is necessary to guide organisational members towards successful strategy creation and implementation. Furthermore, strategic perspectives and appropriate leadership will converge as fundamental underpinnings of organisational change, which is salient to organisational adaptation and survival. The first part of the unit will lay the theoretical foundation on which you can build your knowledge about the three core topics of the unit: strategic management, leadership and organisational change. At the end of part 1, you are introduced to three projects.</p>

<b>Module title</b>	<b>7 Elective: The Entrepreneurial Health Sciences Professional - Elective Tuesdays</b>
<b>Faculty</b>	W.E.J. Bodewes
<b>Conducting unit</b>	School of Business and Economics/Maastricht Centre for Entrepreneurship
<b>Teaching Language</b>	English
<b>Aim of the course</b>	The course offers a theoretical and practical introduction to the processes through which entrepreneurial behaviour can result in meaningful innovations. We do that by focussing on healthy living and active aging. These trends provide tremendous opportunities to introduce new products and services to the health care sector. Such will, however, require entrepreneurial initiative. In this course you will learn how one can turn apparent health related problems and needs in valuable new services and products.
<b>Learning outcomes</b>	<p><i>Knowledge:</i></p> <ul style="list-style-type: none"> <li>• You are able to explain and illustrate the unique qualities of the entrepreneurial process, both for internal venturing and for launching a new organisation.</li> <li>• You understand the role that business planning may have (at the beginning of) the entrepreneurial process.</li> <li>• You are able to explain how entrepreneurial opportunities are discovered and created.</li> </ul> <p><i>Skills:</i></p> <ul style="list-style-type: none"> <li>• You are able to evaluate the attractiveness of product ideas</li> <li>• You are able to evaluate the attractiveness and feasibility of business models</li> <li>• You are able to retrieve (sufficiently reliable) primary data as input to a business planning process.</li> <li>• You are able to develop and evaluate a sophisticated business plan for an identified or given opportunity.</li> <li>• You are able to work in a team and to contribute to effective teamwork</li> </ul> <p><i>Competences:</i></p> <ul style="list-style-type: none"> <li>• The ability to implement the newly acquired knowledge and skills in a relevant business plan for an (technology-based) internal project or new organisation.</li> <li>• The ability to propose, defend and critically reflect on choices with regard to business planning.</li> <li>• The ability to work together in an entrepreneurial team, while also taking responsibility for one's own actions and learning.</li> <li>• The awareness of entrepreneurship as a career option, including an understanding of what type of entrepreneurial role would fit oneself.</li> </ul>
<b>Assessment methods</b>	Assignment, Attendance, Final paper, Participation
<b>Type of classes / Workload</b>	Workload 40 hours per week
<b>Number of ECTS</b>	<b>6</b>
<b>Teaching &amp; learning methods</b>	Assignment(s), Presentation(s), Skills, Training(s)
<b>Course topics</b>	Balancing stability and renewal is a well-documented paradoxical requirement to any organisation that operates in an environment where societal and client expectations evolve, and where you are faced by service innovations introduced by peers and rivals. Public healthcare providers increasingly have to respond to these developments. They may not be able to compete on price, but they usually compete for clients. Innovation services and service delivery processes is becoming more important, and it requires

	<p>heart professionals to behave more entrepreneurially. is a key concern to many governments and societies. In Europe there is a growing awareness that its aging population will pose severe challenges to the current health care system and its costs. This provides tremendous opportunities to introduce new products and services to the health care sector. Such will, however, require entrepreneurial initiative. In this course you will learn how one can turn apparent health related problems and needs in valuable new services and products. This could result in the creation of new organisation (for profit, or also not-for-profit) or add new activities to the portfolio of already established organisations. This course provides master's students in the Health Sciences programme with knowledge and skills to promote the development of innovative services (or products) in healthcare. It provides an additional perspective on how to operate as a professional within the field of health.</p>
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<b>Module title</b>	<b>7 Elective: Financial Management of Healthcare - Elective Tuesdays</b>
<b>Faculty</b>	S.M.A.A. Evers
<b>Conducting unit</b>	Dep. Health Services Research
<b>Teaching Language</b>	English
<b>Aim of the course</b>	This unit offers an introduction to the field of healthcare financial management and the application of financial management tools for innovations in Healthcare organisations. The leading question throughout this unit is how managers in enterprising healthcare organisations can plan, organise, allocate, monitor, control, and manage the financial resources available within their organisations in an effective and efficient manner given the specificities of their organisations and the constraints posed by the external environment (e.g. external funding).
<b>Learning outcomes</b>	<p><i>Knowledge and understanding:</i></p> <ul style="list-style-type: none"> <li>• To gain basic knowledge in the theory of healthcare financial management to understand the issues of cost analysis, external funding, internal budgeting, financial analysis, and investment decision-making, specifically investments in new information technology and new care delivery processes.</li> <li>• To gain understanding in basic methods, models and tools that are applied in the financial management field.</li> </ul> <p><i>Applying knowledge and understanding:</i></p> <ul style="list-style-type: none"> <li>• To be able to apply basic theoretical knowledge from the field of financial management to practical management problems in the healthcare sector and to design solutions to these problems.</li> <li>• To be able to analyze and understand business cases related to investments in the Healthcare sector, particularly investments in innovations.</li> <li>• Can relate the acquired knowledge to the knowledge from other units.</li> </ul> <p><i>Making judgments:</i></p> <ul style="list-style-type: none"> <li>• To develop a critical scientific attitude towards the literature and practices in the field of healthcare financial management.</li> <li>• To be able to identify and make judgments about relationships between financial management and other management fields that deal with the processes of planning and control in healthcare organizations, based on the acquired knowledge.</li> </ul> <p><i>Communication:</i></p> <ul style="list-style-type: none"> <li>• To be able to communicate effectively, i.e. to present arguments and advices orally and in writing with regard to managerial problems, specifically problems related to financial management.</li> <li>• To develop skills to prepare written reports and oral presentations in a concise and clear manner regarding management problems.</li> </ul> <p><i>Learning skills:</i></p> <ul style="list-style-type: none"> <li>• To develop skills to gather and analyze data and information about complex financial management problems, as well as management problems characterized with uncertainty.</li> <li>• To develop skills to search for optimal solutions to financial management problems in</li> </ul>

	<p>situations characterized by limited information and/or conflicting interests of individuals and parties.</p> <ul style="list-style-type: none"> <li>To work with others on real-life cases in a collaborative setting.</li> </ul> <p><i>Skills trainings (The unit offers three trainings):</i></p> <ul style="list-style-type: none"> <li>Training 1. Cost Analysis and Budgeting. This training is for all students. You must carry out cost analysis and/or develop the operating budget of a healthcare unit. In addition, students can choose one of the following trainings (whether all students are assigned to the training of their first choice depends on the number of places that are available for each training):</li> <li>Training 2. Business Case Investments in innovative information technology. You are presented with a business case describing the need of an investment in innovative information technology. You are asked to e.g. outline feasible investment alternatives.</li> <li>Training 3. Business Case Investments in innovative healthcare technology.</li> </ul>
<b>Assessment methods</b>	The student examination includes two parts: Written exam and Final paper
<b>Type of classes / Workload</b>	Workload 40 hours per week (on average 12 contact hours per week – 28 hours self-study/group work/assignments).
<b>Number of ECTS</b>	<b>6</b>
<b>Teaching &amp; learning methods</b>	Lecture(s), 3 Training(s), Assignment(s), Work in subgroups, Paper(s), Problem Based Learning (PBL), Presentation(s),
<b>Course topics</b>	During this unit, you will become acquainted with the theory and innovative methods of financial management, and you will develop management skills in this area. The following issues relevant to healthcare managers are discussed during the unit: basic financial management concepts; analysis and reporting of costs and revenues; financial planning and control (incl. internal budgeting, financial statement analysis); external funding of Healthcare organisations (incl. the Dutch system of healthcare funding, e.g. DBCs/DOT); and financial decision-making. Particular attention is paid to (decisions about) investments in innovative technology and other innovations in care delivery. The unit is an elective unit for other master's programmes health of the FHML.

<b>Module title</b>	<b>7 Elective: Implementation and Evaluation</b>
<b>Faculty</b>	K.M.H.H. Bessems F.E.K. Schneider
<b>Conducting unit</b>	Dept. Health Education and Promotion
<b>Teaching Language</b>	English
<b>Aim of the course</b>	In this unit, students acquire knowledge about the factors that influence the successful dissemination and implementation of evidence-based health-related interventions, and their effectiveness in relevant settings and target populations.

<b>Learning outcomes</b>	The first aim of this unit is that students acquire knowledge about the factors and strategies that influence the successful dissemination and implementation of evidence-based health-related interventions in relevant settings and target populations. Of concern here are theories of diffusion and change, effective communication and marketing, persuasion, reach, adoption, retention, cooperation among stakeholders, sensitivity to local values, perceptions of, and responses to the intervention, and tension between fidelity and adaptation of the intervention or “re-invention”. Second, student will get insight in how to evaluate intervention the effectiveness as well appreciation by its users and target group. The cost-effectiveness associated with the development, testing, and successful implementation and maintenance is also treated.
<b>Assessment methods</b>	Assignment, Final paper, Written exam, Participation, Attendance
<b>Type of classes / Workload</b>	Workload 40 hours per week (on average 12 contact hours per week – 28 hours self-study/group work/assignments).
<b>Number of ECTS</b>	<b>6</b>
<b>Teaching &amp; learning methods</b>	Lecture(s), Training(s), Work in subgroups, Problem Based Learning (PBL).
<b>Course topics</b>	<p>To what extent are health promotion interventions that are developed and tested according to scientific standards, practically useful and effective? And how should policy makers take costs into account when deciding on the implementation of health promotion interventions? These are some of the key questions addressed in this module.</p> <p>The first step in the intervention process is the development and small-scaled evaluation of interventions. In this evaluation phase scientists are concerned with efficacy and internal validity, often realized through the use of randomized controlled trials. Internal validity is important for the interpretation of the intervention effects in the experiment. Even though this first step is crucial, using small-scaled experiments is not sufficient for achieving an impact on public health.</p> <p>Besides testing the effects of an intervention under ideal circumstances, it is also important to assess its effect in a ‘real world’ setting. The second step is therefore to study conditions for the effectiveness of the interventions and the actual use in practice. Different aspects of external validity should be addressed to facilitate large scale dissemination and implementation to other settings in the final third stage. Stage three focuses on the settings and populations to which the observed intervention effects can be generalized. This aspect of external validity is very important; after all, why should one invest time and money into dissemination and implementation if the intervention is unlikely to work in the settings of concern? For health promoters and policy makers, interventions that are not used and implemented in practice are not only a waste of valuable time and money, but they can also seriously impede effective health promotion.</p>

<b>Module title</b>	<b>8. The EU, Enlargement and Global Health</b>
<b>Faculty</b>	Dr. P. Schröder-Bäck Dr. K. Czabanowska Prof. dr. H. Brand
<b>Conducting unit</b>	Dept. International Health
<b>Teaching Language</b>	English
<b>Aim of the course</b>	To review the EU's role in the quest for better quality and equity in health
<b>Learning outcomes</b>	<p><i>Knowledge and understanding</i> At the end of the module, students have:</p> <ul style="list-style-type: none"> <li>• knowledge of the method of scenario discussions</li> <li>• knowledge of European enlargement</li> <li>• knowledge of the position of the European health institutions' perspectives on enlargement and health</li> <li>• knowledge and understanding of the main problems and challenges related to inclusion and integration into EU of Turkey and SEE countries</li> <li>• knowledge and understanding of the future role of the European Union in Europe</li> <li>• knowledge of global health challenges</li> <li>• knowledge of approaches towards global health</li> <li>• knowledge of moral reasoning with regard to global justice.</li> </ul> <p><i>Application of knowledge and understanding</i> At the end of the module, students are able to:</p> <ul style="list-style-type: none"> <li>• complement their problem solving abilities through using the method of scenario discussions</li> <li>• lead scenario discussions</li> <li>• understand the implications of EU enlargement for health</li> <li>• understand the implications of the EU in global health</li> <li>• argue about duties of Europe and the European Union in global health.</li> </ul> <p><i>Making judgments</i> At the end of the module, students are able to:</p> <ul style="list-style-type: none"> <li>• recognize and distinguish challenges of EU enlargement with regard to health</li> <li>• recognize and distinguish the main challenges related to enlargement of EU</li> <li>• recognize and distinguish challenges of global health and Europe's and the EU's role in this.</li> </ul> <p><i>Communication</i> At the end of the module students are able to:</p> <ul style="list-style-type: none"> <li>• use scenario discussions in their future career</li> <li>• communicate in a professional fashion with health experts, advocators, policymakers and decision-makers about issues related the future of the European Union in the light of enlargement</li> <li>• communicate in a professional fashion with health experts, advocators, policymakers and decision-makers about the role of Europe, European and especially EU institutions on global health</li> </ul> <p><i>Learning skills</i> At the end of the module, students are able to:</p>



	<ul style="list-style-type: none"> <li>• give and receive feedback on scenario discussions with regard to EU enlargement and the global perspective</li> </ul>
<b>Assessment methods</b>	This module will be assessed through an individual written assignment on EU enlargement. The criteria of grading this paper are based on formal aspects, structure and subject knowledge. The grade of this paper constitutes 100% of the module's final grade
<b>Type of classes / Workload</b>	Problem Based Learning – Workload 40 hours per week (on average 12 contact hours per week – 28 hours self-study/group work/assignments).
<b>Number of ECTS</b>	<b>2</b>
<b>Teaching &amp; learning methods</b>	<ul style="list-style-type: none"> <li>• Lectures, which give impulses, background knowledge and support the literature discussed in the tutorials</li> <li>• Tutorials to work on problems related to the lectures</li> </ul>
<b>Course topics</b>	This module reflects upon the future role and position of the European Union, the individual Member States and their respective agencies in the quest for better quality, equity, transferability, innovativeness and competitiveness in health and healthcare in Europe. This includes an investigation of health implications and health strategies with regard to the EU enlargement, especially Turkey and Southeast Europe. Finally, as a means to fully grasp the European dimensions of health, students are taught to look beyond the European Region, to examine health from a global perspective and to identify and distinguish the role and contribution of Europe in global health.

<b>Module title</b>	<b>9. Research Methods / Placement and thesis</b>
<b>Faculty</b>	Dr. T. Clemens (placement coordinator, member of the planning group of unit Research Methods) Dr. M. Pavlova (coordinator of unit Research Methods) Dr. M. Hiligsmann (vice coordinator of unit Research Methods) I. v/d Putten, MPH (member of the planning group of unit Research Methods) Dr. R. Drost (member of the planning group of unit Research Methods)
<b>Conducting unit</b>	Dept. Health Services Research / Dept. International Health
<b>Teaching Language</b>	English
<b>Aim of the course</b>	<ul style="list-style-type: none"> <li>To learn about qualitative and quantitative research methods and to apply them in assessing scientific studies and writing one's own research proposal</li> <li>To conduct an independent piece of advanced research</li> </ul>
<b>Learning outcomes</b>	<p><i>Knowledge and understanding</i> Students will acquire knowledge of and insight into:</p> <ul style="list-style-type: none"> <li>Research methodologies and research designs that are common in the fields of the master program.</li> <li>Methods for data collection and data analysis that are key in the fields of the master program.</li> <li>Reporting methods.</li> </ul> <p><i>Applying knowledge and understanding</i> Students will be able to:</p> <ul style="list-style-type: none"> <li>Use knowledge of theories and issues from other units to write a research proposal.</li> <li>Select or develop a problem statement, a theoretical framework, the research methodology and research methods for their master thesis research project.</li> </ul> <p><i>Making judgments</i></p> <ul style="list-style-type: none"> <li>Students develop a scientific attitude.</li> <li>After having completed this unit, the students are able to:</li> <li>Critically assess the applicability, strengths and weaknesses of the research methodologies and methods that are taught and discussed during the unit.</li> <li>Form opinions about the proper use of research methods in research articles.</li> </ul> <p><i>Communication</i></p> <ul style="list-style-type: none"> <li>Students are able to communicate effectively by discussing research methods, doing presentations, giving feedback to the work of others, and by writing a research proposal.</li> <li>Students write and discuss in a professional and expert manner on the topic chosen for the Master thesis.</li> </ul> <p><i>Learning skills</i></p> <ul style="list-style-type: none"> <li>The students are trained to draw up a research proposal in a collaborative setting.</li> <li>Students individually write an extensive research paper during a placement (= Master thesis).</li> </ul>
<b>Assessment methods</b>	<ul style="list-style-type: none"> <li>Individual paper (research proposal), which accounts for 70% of the unit grade;</li> </ul>

	<ul style="list-style-type: none"> <li>• Group work (portfolio), which accounts for 30% of the unit grade.</li> <li>• Individual Master's thesis</li> </ul>
<b>Type of classes / Workload</b>	Problem and Project Based Learning/Internship/self-study Workload 40 hours per week
<b>Number of ECTS</b>	<b>21</b>
<b>Teaching &amp; learning methods</b>	The Research Methods unit uses a combination of problem based learning and project based learning. Students are offered formal lectures that introduce the methods concerning the most important steps of a research project. Students further discuss the methods for each step during group meetings. Every student passes through the unit program as a member of a study team ('thesis group') and as a member of a project team (training group). After the unit, fulltime students will remain a member of this study team during the thesis research project, whereas part-time students are supervised individually.
<b>Course topics</b>	At the end of the master programme, the students must conduct an individual research project and write a thesis about the project. This Research Methods unit prepares students for the proper execution of a research project. During lectures, group meetings and self study, students acquire knowledge of the qualitative and quantitative research methods, which are frequently used in the fields that are covered by the master program. During the study team ('thesis group') meetings, each student learns how to apply the acquired knowledge by writing a research proposal. If possible, this research proposal is executed during the thesis research project. For the preparation of this proposal, students can select their own topic in consultation with their thesis supervisor and the placement coordinator. During the project team (training group) meetings, students learn how to critically review a research proposal and academic article.